Assurance Argument

Monroe County Community College - MI

3/28/2016

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

MCCC profile and significant accomplishments since the last HLC comprehensive review in 2009.

Monroe County Community College (MCCC) ensures that its mission is broadly understood within the institution and guides its operations by

- developing the mission statement through a process suited to the nature and culture of the institution and adopted by the governing board
- ensuring that academic programs, student support services, and enrollment profile are consistent with its stated mission
- aligning the institution's planning and budgeting priorities with the mission

Mission Statement Development and Adoption

MCCC's mission is broadly articulated. It states that "*Monroe County Community College enriches and transforms lives by providing opportunity and excellence in higher education.*" Through employee and constituent involvement, the College supports its mission with dedication and integrity. MCCC mission documents (Policy 1.60) are reviewed periodically and revised when necessary. The documents were originally written in 1966 and were revised in 1968, 1989, 1995, 1998, 2008, and 2015.

The College participated in HLC's Vital Focus Program in 2006. The College administered the Constellation Survey spring 2006 and organized a Conversation Day the following fall semester. The 2009-10 Self-Study Report shows that the data from these two activities evidenced that MCCC employees as a whole rated a "shared vision" as highly important but rated achievement below average. Subsequently, a consultant was hired to guide the College through a comprehensive review of mission documents. She conducted multiple visioning and mission review focus group sessions with College employees and students, community members, business leaders, and the MCCC Board

of Trustees. The educational objectives were reviewed, the mission statement was revised, and vision and core value statements were adopted. The Board of Trustees approved the mission documents on December 18, 2008. The entire strategic planning process was revised as a result of this comprehensive review. Details regarding the strategic planning review process and development of the MCCC Strategic Plan (2010- 2014) (extended from 2013 to 2014 to accommodate the arrival of a new president in August 2013) are available in the 2013 Focused Visit Report.

Since the last HLC comprehensive review in 2009, MCCC mission and strategic planning documents were reviewed as part of the College's regular three-year strategic planning cycle. President Kojo Quartey commenced leadership of MCCC on August 1, 2013. He immediately led a review of the MCCC mission and vision. He also assembled teams to review each of the five strategic planning initiatives (previously called "priorities"). The teams consisted of a cross-section of individuals from all areas of campus. They reviewed the existing strategic initiatives and recommended measurable objectives and associated tactics. The teams also noted the positions responsible and resources required for implementing each tactic. Numerous meetings were held and draft mission and strategic planning documents were presented to all three governance councils (faculty, administrator, and staff). Following input, the newly drafted mission and vision statements were distributed to College employees via email for review and voting (mission vision emails 1; mission vision final compilation; mission and vision email to staff; mission vision emails 2, mission, vision- ewrites2b). The final draft strategic planning document was posted on the Shared Governance Blackboard organization for review and comment. The Board of Trustees adopted the strategic plan and approved the new mission documents on April 27, 2015.

Academic Programs, Student Support Services, and Enrollment Profile Reflective of Mission

MCCC is organized into three areas, Instruction, Student and Information Services, and Administration Services. MCCC's enrollment profile, academic programs, learning resources, and student support services are consistent with its mission.

- 3,482 credit students
- 84% resided in-district
- 12% resided out-of-district
- 4% resided out-of-state
- 67% enrolled part-time
- 33% enrolled full-time
- 2,786 degree-seeking
- 54% enrolled in transfer program areas
- 46% enrolled in career programs
- 24.5% first time enrolled in any college
- 18% enrolled in at least one distance education class (622 students)
- 44% male, 56% female
- 24 mean age
- 21 and younger largest age cohort*
- 14% dual enrollment students (481 students)
- 84% residents of Monroe County
- 48% awarded some type of financial aid (grants, loans, scholarships, work study)
  - White—80.5%
  - Black or African American—3.0%
  - Hispanic—3.1%
  - Asian—0.7%
  - American Indian/Alaska Nat.—0.4%

- International—0.06%
- Hawaiian/Pacific Islander—0.09%
- Two or More Races—0.34%
- Not Reported—11.7%
- COMPASS-tested college ready (DevEd and Student Placement, 6/24/15 PAG)
  - Reading—98%
  - Writing—94%
  - Mathematics—53%
- Employment (CCSSE)
  - 67% worked for pay 11 hours or more a week
  - 40% worked for pay 30 hours or more a week

*25% of the county's high school graduates attend MCCC

Enrollment at MCCC declined over the course of the last five years. Fall 2015 enrollment was down 26% compared to fall 2010 when enrollment was at a record 4,700 students. Most recently, the College is focusing on evaluating the causes of decreasing enrollment and identifying appropriate interventions that support continued adherence to its mission. Efforts to evaluate and address declining enrollment are identified in the

- Strategic Plan (2014-17)
- Strategic Enrollment Management Plan
- Enrollment Triage Plan
- I Got MY Start at MCCC Marketing Campaign

The fall 2014 student profile indicates that the vast majority of students reside in Monroe County (84%). The preponderance of in-district enrollment supports the College mission, for the focus of the College has been on Monroe County since its founding 51 years ago. Twenty-four percent (24%) of *all* 2014 high school graduates (not just those who go on to college) enrolled at MCCC that fall semester.

MCCC provides higher educational opportunities to the community through 7 educational objectives. The credit program offerings reflect the College's mission. Five academic divisions—Applied Science and Engineering Technology, Business, Health Sciences, Humanities/Social Sciences, and Science/ Mathematics— each organized under a division dean, established unit mission statements that tie directly to the College mission. All five offer a variety of courses which lead to completion of an occupational degree and immediate employment and/or transfer to four-year colleges. Approximately 46% of students enroll in credit classes at MCCC to complete an occupational program and 54% enroll to prepare for transfer to a four-year college. The MCCC Board of Trustees regularly reviews the College's credit offerings (Policy 4.02) to ensure consistency with the College mission documents (Policy 1.60). MCCC credit offerings and articulation agreements with four-year colleges are discussed in detail in 3.A and 4.A. and threaded throughout this document. Student placement outcomes (employment and continued education) are discussed in 4.A and 4.C.

MCCC is mindful that intellectual inquiry, knowledge acquisition, skill application, and learning integration are integral to its educational programs and student experiences. The College's general education degree requirements are built on three General Education Goals:

- Communication
- Critical Thinking

- Social and Cultural Awareness

Multiple sections throughout this Assurance Argument touch upon the application of general education to degree and to co-curricular programs, institutional culture, and/or College operations. General education degree requirements are discussed specifically in 3.B. Integration of cultural diversity (a key component in the College's core values and general education degree requirements) into College policies and procedures, programming, activities and events is presented in 1.C and 3.B.

The College's mission of enriching and transforming lives is expressed through its service to the community and realized in its investment in and operation of corporate and community services (CCS). CCS is a member of Monroe County's economic development team. Many new and expanding businesses in the area turn to CCS for help in recruiting potential employees, assessment of employee skills, and training/retraining of new and existing workers to meet the changing dimensions of skills in today's work place (Educational Objective #5). The list of potential training and retraining opportunities offered through non-credit business and industry activities and on-demand contract training is virtually endless. The training may take place on-Campus or off and on a schedule convenient to a company and employees, which allows for the greatest flexibility. The College contracts with local business and industry to provide nearly $750,000 of work-related training through the Michigan New Jobs Training Program (MNJTP). This program allows employers to capture the state taxes for persons in qualifying positions. The employer uses the funds to provide needed job training, rather than sending them to the State of Michigan. The employment services office (within the CCS division) serves as a connecting point for students, alumni and community residents. The office works with regional employers to assist in meeting their human resource needs. It utilizes a web-based system called College Central Network (CCN) to track job seekers (including students looking for student assistant employment) and employers who post jobs. In addition to the assistance with resumes and job searches ES holds the Annual Career and Opportunity Expo in the spring of each year. Details regarding employment support services for MCCC students is presented in 3.D. Additional discussion regarding the College's partnerships with business and industry, specifically in relationship to program development and employment opportunities for students is available in 4.A.

The lifelong learning (LL) office is also organized under CCS. It offers a variety of non-credit classes and programs for professional development, as well as, crafts/hobby, sports/recreation, and health/wellness classes for individuals seeking personal development and leisure activities.

MCCC further fulfills its mission by collaborating with school systems, civic groups, educational institutions, individuals, employers, and other constituencies to offer educational services and opportunities (Educational Objective 7). Examples include

- SUPER Monroe (Strategic Unified Partnership for Educational Revitalization): partnerships with the local Intermediate School District (ISD) and the Monroe County Business Development Corporation
- Upward Bound
- Monroe County Middle College (MCMC)
- "Direct College": dual enrollment offered at Monroe High School's campus (taught by MCCC faculty)
- summer camps
- X Tech
- "Turning Point": Monroe County Learning Bank Network's remediation program
- Board of Trustees Scholarships (awarded to county high school graduating seniors)
- Chamber of Commerce Annual Business Summit

MCCC's commitment to the entire county is further evidenced by the Whitman Center, the College's south county location. Designed to serve the residents of Southern Monroe County and Northern Toledo, the Whitman Center (Temperance, Michigan) offers credit courses applicable toward an certificate and/or associate's degree, non-credit continuing education and personal interest classes. The Whitman Center serves 7% of MCCC students and 29% of MCCC's out-of-state students. Most student services are available at the Whitman Center, including placement testing (COMPASS), academic advising, and career counseling.

MCCC's mission and student profile shape the various support services and learning resources available to students, including

- admissions and placement services
- registration and transcript services
- financial aid services
- library resources and services
- tutoring
- supplemental instruction
- study skills assistance and workshops
- writing assistance
- disability services
- specialized support for at-risk students
- veterans services
- open computer labs with technical support
- testing services
- e-learning support services and online tutorials
- employment services

Specific information regarding MCCC support services and learning resources (particularly in relationship to student demographics) is provided in 3.D and 4.A.

MCCC's mission also shapes various student organizations, interest groups, and co-curricular activities available to students. It is believed that such programs contribute to the overall intellectual, social, and emotional development of students thereby enriching their overall experience at the College. Examples of extracurricular opportunities include Student Government, student clubs, academic interest groups, special interest groups, vocal and instrumental music, the Agora student newspaper, study abroad, and the Student Ambassador Program. Additional discussion of this topic is provided in 3.E.

The Foundation at Monroe County Community College plays an important role in the College's ability to carry-out its missions by offering students multiple scholarship opportunities to cover the costs associated with attending MCCC. The Foundation Enhancement Grants program assists faculty, staff, and students by providing funding for projects not normally covered by the College budget or by other sources of funding. The Foundation typically awards $20,000 a year for a variety of innovative projects that support the MCCC mission.

Planning and Budgeting

The MCCC mission statement and related documents serve the College well, functioning as the foundation for identifying core Indicators of effectiveness, developing strategic planning initiatives, prioritizing budget allocations, infusing credit and non-credit offerings, sponsoring our corporate and community services, and inspiring our students' visions for their own educations. The relationship

between mission, institutional effectiveness, strategic planning and budget is developed in the subsequent sections of this document, particularly Criterion 5.

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- Student Profile Fall 2014
- Study abroad 2015
- SummerCamps 2015
- Super Monroe Proposals
- The Whitman Center
- TrainingCalendar

- Turning Point Flyer
- Tutoring Services
- Upward bound
- Veterans Services
- Vital Focus Constellation Survey- Results for Discussion
- WorkKeys
- Writing Center
- X Tech 2014

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

[Monroe County Community College (MCCC)](#) mission documents clearly describe the College's reason for being (mission), plan the future (vision), and character (core values).

Mission: Monroe County Community College enriches and transforms lives by providing opportunity and excellence in higher education.

Vision: Monroe County Community College will be an innovative and progressive higher education institution and our community's first choice for quality post-secondary education.

Core Values: Monroe County Community College is dedicated to these core values

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

The final core value encapsulates the College's promise that by embodying the other values it will continue being a source of pride for Monroe County residents.

The *Educational Objectives* clearly describe the institution's areas of emphasis and intended recipients of College programming and services.

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; and

7. Collaborating with school systems, civic groups, educational institutions, individuals, employers, and other constituencies to offer educational services and opportunities.

The mission documents are current. As noted in 1.A, they were recently reviewed by the College community and adopted by the Board of Trustees (April 2015). Moreover, the MCCC mission is the cornerstone of the MCCC Strategic Plan, which publicizes the College's priorities and planned mechanisms for meeting them. The plan is posted on the College's website. Detailed strategies, tactics and related activities are available internally through a Blackboard organization. Core Indicators of Effectiveness provide important data for planning and are posted on the Office of Institutional Research, Evaluation and Assessment website. In addition, MCCC budget documents represent the allocation of institutional resources for core functions and priority initiatives as outlined in the strategic plan, and, therefore, are directly aligned with the College mission.

MCCC utilizes a variety of methods to communicate its mission clearly to the public. Mission documents consistently appear in each annual College Catalog and are posted on the College's website. Internally, the documents are published in the MCCC Policies and Procedures (Policy 1.60), and included in the Faculty Handbook and Support Staff Handbook. The mission statement is also printed in the annual report and posted at numerous locations about the Campus, including on the wall of the Board of Trustees meeting room in the La-Z-Boy Center and in the Dining Hall. The MCCC mission statement is printed on the back of employee business cards. MCCC marketing materials and activities are developed and executed with the College's mission in mind.

Sources

- 2013-14 MCCC Annual Report
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- 2014-15 Faculty Handbook Final
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- 2015-16 Student Handbook
- 2015-16 Student Handbook Calendar of Events
- 2015-2016 PROPOSED BUDGET
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- Super Monroe Proposals
- Transparency Finance & Operations Homepage

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Monroe County Community College (MCCC) understands the relationship between its mission and the diversity of society as demonstrated by

- recognizing and publicizing its role in a multicultural society
- ensuring that institutional processes and activities reflect attention to human diversity

MCCC's Role in a Multicultural Society

The College recognizes and publicizes its role in a multicultural society through a number of printed materials, including

- mission documents
- the MCCC Strategic Plan (2014- 17)
- the MCCC Strategic Enrollment Management Plan
- General Education Goals and degree requirements
- the human resources office mission statement and documents

One of MCCC's core values is "Valuing human diversity." MCCC does not take that lightly. The College works hard to promote the idea that diversity concerns more than race and gender. Although the MCCC student population reflects the general demographic profile of Monroe County, it is diverse in many ways. Students are of all ages (recent high school graduates and senior citizens) and from a variety of socio-economic and religious backgrounds. They hold diverse beliefs and practices. It is important that the College embrace the concept of "valuing human diversity" to mean valuing race, gender, intellectual differences, nationality, ethnicity, religion, and much more. This concept was a driving force behind the recent change in MCCC mission and vision statements (discussed in 1.A). The new vision statement uses the expression "our community" precisely as an effort to be inclusive in local, national, and global senses.

The MCCC Strategic Plan (2014-17) incorporates objectives and tactics for celebrating diversity (employees, students). The Strategic Enrollment Plan has similar objectives for students. One of the three MCCC General Education Goals is "Social and Cultural Awareness." As such, MCCC degree-seeking students are expected to "recognize expressions of the human "experience" (Competency 5) and "understand the processes that influence human values, thoughts, social systems, and behavior (Competency 6). General education degree requirements are discussed in detail in 3.B.

The human resources office aspires to increase the quality of work life for all faculty and staff. Its major functions include recruitment; compensation and benefits; training and development; employee relations; record keeping; and policies and procedures. An emphasis on diversity is articulated in

the human resources office's mission statement and clearly presented in two of its five objectives:

- Facilitate the recruitment and retention of qualified diverse staff
- Implement programs that enhance a spirit of recognition, diversity and inclusion and college community

Nondiscrimination notices and practices are widely evident in all campus spaces and all aspects of campus life. Also prominent are reminders to embrace and celebrate diversity. One example would be the GSA sponsored Diversity Mural in the lobby of the Administration building. A replica of the mural is in the Whitman Center lobby. The bookstore stocks mugs and pictures of this mural. While the mural was painted by a professional artist, all constituents, including administrators, faculty, staff and students were given an opportunity to contribute with their own brush strokes.

Processes and Activities Reflective of Attention to Human Diversity

MCCC policies and procedures reflect attention to human diversity. The College has a strong statement on Affirmative Action, Equal Employment Opportunity and Non-Discrimination. This statement emphasizes the value of diversity in all its forms. The policy applies to all administrators, staff, faculty, students, and applicants. This policy is documented in several publications including the College catalog. Additionally, MCCC maintains the Learning Assistance Lab (LAL) for students who may have learning disabilities or need additional assistance to be successful. The Veterans Center also addresses the challenges of veterans who may have special needs.

Since 1976, MCCC has had a formal policy statement expressing its commitment as an equal opportunity institution prohibiting discrimination against any qualified person because of race, color, religion, national origin, ancestry, age, gender, marital status, disability, genetic information, sexual orientation, gender identity/expression, height, weight, or veteran status. MCCC further notes that in addition to the 14th Amendment, it is subject and committed to the principles of non-discrimination set forth in Title VII of the Civil Rights Act of 1964 and Michigan's Elliott-Larsen Civil Rights Act.

MCCC declares and reaffirms its commitment as an educational institution to the legal and moral principles of equal opportunity in employment and educational opportunity and of non-discrimination. A list of policies addressing discrimination, affirmative action, and ADA compliance is provided below:

- 1.64 Policy on Affirmative Action
- 1.65 (a) Policy Statement on Illegal Discrimination and Sexual Harassment
- 1.65 (b) Grievance Form for Complaints of Illegal Discrimination or Sexual Harassment
- 1.65 (c) Request for Student Accommodation
- 1.65 (d) Procedure for a Student to File and ADA Complaint
- 1.65(e) ADA Complaint Form for Students
- 1.65 (f) Employee and General Public Request for Accommodation
- 1.65(g) ADA Complaint Form for Employees
- 1.65 (i) Procedure for a Member of the Public to File an ADA Complaint
- 1.65 (j) ADA Complaint for Members of the Public

The Learning Resource Materials Selection policy speaks specifically to including materials that represent a wide variety of viewpoints. In 2013, the Library applied for and was awarded a National Endowment for the Humanities (NEH) Bridging Cultures collection entitled the "Muslim Journeys Bookshelf" that included 25 scholarly works and three films. The Library applied for a second grant sponsored by the American Library Association and the NEH which provided funding and training for

a series of campus book discussions called "Let's Talk About It...Muslim Journeys."

Additional examples of diversity programs and efforts at MCCC are presented below. Space would not allow a provision of an extensive list.

- Cultural and Current Affairs Series: MCCC created this series to educate, edify and illuminate the community. Each month, a particular cultural group or other group is celebrated with various events and a month-long display in a display case in the Administrative Building. Topics have covered a wide range of areas.
- Native American Panel Discussion
- Black History Month
- Quest For Justice
- Arab American Panel
- Ebola Presentation
- Ferguson Panel
- Heroin Panel
- The U.S. Response to ISIS Forum
- Presentation on Nigeria
- Race Relations Panel
- Religious Freedom Panel
- Human Trafficking
- Women's History Month
- County-Wide Diversity Committee – MCCC spearheads the county-wide Diversity Committee. This organization, headed by the MCCC president, meets on campus and brings together individuals from major community firms and organizations to discuss the challenges of diversity in Monroe County (Diversity Forums Letter to Ed February 2015, Diversity Committee Minutes, Diversity Committee Agendas).
- Turtle Island Dream Keepers – a Native-American group that meets on campus. MCCC president is a member of this group.
- POW-POW – a weekend-long celebration of Native American Culture which takes place on campus. The location is provided free-of-charge and all brochures are provided on a gratis basis also.
- Journey to Understanding – The mayor of Monroe, Superintendent of Park Services, the MCCC president and others traveled to Oklahoma, Kansas and Missouri to develop a better relationship with Native American tribes. A group from these three states recently reciprocated by visiting Monroe County.
- North Ohio Hispanic Chamber of Commerce – MCCC is a member of this group to grow the Hispanics/Latino population on campus.
- Gary Straight Alliance - The Gay Straight Alliance is an active student club on campus and won the most recent MCCC Diversity Program Award.
- Youth for Understanding- A Youth for Understanding (YFU) human resources office assists with the recruitment of international students. Over the course of the last two years YFU students represented three countries.
- Upward Bound Program - This program is funded by the U.S. Department of Education. Its goal is to increase participation of high school students from first-generation college families in post-secondary education. Established in 2007, Monroe County Community College Upward Bound serves 110 students in grades 9-12.
- Global Studies Designation.

Additional examples of diversity programming and efforts within MCCC student clubs, organizations, and activities is presented in 3.B and 3.E.

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- Strategic Plan 2014-2017 Detail (page number 41)
- Student Profile FA2010-14
- Trafficking-Flyer
- Upward Bound Goals
- Upward Bound History
- Veterans Services
- Women's History Month March 2014
- Youth For Understanding
- Youth For Understanding Mission

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Monroe County Community College's (MCCC) mission documents demonstrate

- commitment to the public good
- understanding that its educational responsibilities take primacy over other purposes
- engagement with external constituencies and communities of interest

Education for the Public Good

MCCC understands and appreciates that as a publically funded (Federal, state, and local support) institution, it must first and foremost serve the public good. Moreover, MCCC is dedicated to the philosophy that "*"the nation's most precious resources resides in the diverse knowledge and abilities of its citizens."* As described throughout this Assurance Argument, the College endeavors to provide educational opportunities to enhance this knowledge and refine these abilities. The College offers its programs and services within a framework of ethical integrity in all relationships and practices (see Criterion 2). Furthermore, as evidenced here and throughout the remainder this document, College policies and procedures are established on the basis of public service, obligation, and accountability.

MCCC embraces the role that community colleges lay in providing access to postsecondary education. In fact, *accessibility* is one of the College's core values. The College believes that liberal admissions requirements are an essential part of its philosophy. As such, the College's admissions policy affords equal opportunity for all qualified individuals for higher education experiences. Fundamental to the community college philosophy is the concept that quality education be affordable. MCCC works hard to keep tuition low while maintaining its commitment to educational excellence. The College tuition rates fall below or at the state average for Michigan community colleges charging by billable contact hour (2014-15-Tuition-Fee-Survey-Summary, also see 5.A). MCCC further ensures education is within the reach of students via its comprehensive financial aid services (see 3.D).

In addition to those cited above, the following examples evidence the College's understanding of its educational role for the greater public good.

- Student Government
- General Education Goals and Competencies

- [Global Studies Designation](#)
- [Study Abroad](#)
- accountability ([Transparency link](#) on College home page)
- [County Wide Diversity Committee](#)
- [Current Affairs and Diversity Series](#)
- [Constitution Day](#)
- [library exhibits](#)
- [One Book, One Community](#)
- [political forums](#)
- green initiatives
  - [tobacco free campus](#)
  - [Recycling Program](#)
  - new construction ([Career Technology Center](#))
  - [HVAC System](#)

The MCCC mission documents clearly state that the College's first public priority is education. MCCC's communities of interest include the county and region.

Mission Statement: *Monroe County Community College enriches and transforms lives by providing opportunity and excellence in higher education.*

Vision Statement: *Monroe County Community College will be an innovative and progressive higher education institution and our community's first choice for quality post-secondary education.*

Core Values:

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

Educational Objectives identify the College's priorities and constituents.

- *Offering freshman and sophomore, college level programs in the liberal arts, sciences, and pre-professional fields for students who plan to transfer to four-year colleges and universities*
- *Offering one- and two-year occupational and/or career programs for students preparing for employment in technical, business, or health-related fields*
- *Providing general education courses and experiences integrated throughout the curriculum that will enable students to write and communicate effectively, utilize mathematics, and employ appropriate methods of critical thinking and problem solving*
- *Providing intellectual, cultural, and personal development for adults in a wide range of lifelong learning opportunities*
- *Working with governmental agencies and employers to develop training and retraining*

- *programs to meet the needs of an evolving economy*
- *Providing a strong complement of comprehensive support services to assist students in pursuit of their <u>educational </u>goals*
- *Collaborating with school systems, civic groups, educational institutions, individuals, employers, and other constituencies to offer <u>educational services and opportunities</u>*

While MCCC focuses on Monroe County, there are students from outside the region and nation who are also part of our constituency. Because MCCC offers online classes, it ends up having some global presence. MCCC continues to focus primarily on Monroe County but will continue to think regionally and globally.

Public Service and Community Engagement

MCCC was founded in Monroe County to serve the citizens of Monroe County. The College realizes that it has the obligation to serve the county to the best of its ability by providing a high quality education to enrich the lives of its residents. This is clear in the mission and vision statements and related documents, including the College's strategic plan. The MCCC Strategic Plan has five strategic initiatives. Strategic Initiative 1, Educational Excellence, emphasizes student success, educational opportunities, and cultural enrichment. Strategic Initiative 5, Partnerships, speaks very specifically to collaborative partnerships with the community through

- community engagement
- service learning
- accountability

MCCC realizes that it is the only college in the county. In fulfilling the community college mission, MCCC is obligated to serve its community. As such, the College maintains ongoing dynamic relationships with the local community, county, corporate and educational partners, as well as, with professional and civic organizations. The relationships all reflect MCCC's commitment to serving the public good. The College seeks to increase the quality of the College's academic programs and of its service to the community as it continues to enrich and transform the lives of its constituents on campus, both in its region, and beyond. There are numerous activities that bring this to light (some of which were cited in 1.A)

- State of the College Address to the Community
- President's Listening Tours
- Monroe County Middle College (MCMC)
- Upward Bound
- Learning Bank
- La-Z-Boy, Meyer Theater: La-Z-Boy Center's Meyer Theater is a focal point for major community events and conferences. It affirms the College's role as a well-defined community resource where people can experience high-quality educational and cultural enrichment. In addition, through partnerships with civic, educational and governmental entities, the facility creates a place for civic discourse and interaction. There is no facility like it in the College's immediate service area.
- summer camps
- Dual Enrollment
- "Education Matters" Public TV Show
- K-12 partnerships for Career and Technical Education (CTE)
- newspaper columns: Approximately once a month the president writes an article for the local Monroe News.

- robotics teams sponsorships: MCCC currently sponsors three high/middle school robotics teams that qualified for national this year.
- One Book One Community
- Adopt-A-Road: MCCC adopted a mile of road near campus.
- tutoring and mentoring: the president, some Board members and students are involved in tutoring and mentoring youth in the community.
- dissections program: The Respiratory Therapy program continues to work with various elementary schools, teaching them about dissections of pig hearts and lungs. This program is immensely popular and introduces the youth to STEM careers. Over 3,000 youth have been involved thus far.
- corporate training
- volunteer activities
- MCCC Speakers Bureau
- program advisory committees: By College policy and through the leadership of the Vice President for Instruction and division deans, program advisory committees consisting of industry professionals and representatives from various businesses provide advice on curriculum and emerging technologies and trends in order to keep the curriculum current. Many of these individuals bring their expertise to the classroom in the role of adjunct faculty.
- Career Technology Education (CTE) Initiative with high schools and Industry: In 2013, MCCC completed the new Career Technology Center. This is a state-of-the-art facility was built to address the local skills gap in the areas of applied science and engineering technology. MCMC students who are part of a new STEM initiative will utilize the CTC. As many high schools have eliminated or reduced CTE courses over the years, MCCC is collaborating with the local schools to utilize the CTC to assist in closing the skills gap.
- COMPASS preparation
- FAFSA (financial aid application) assistance
- business & industry training
- facility rentals
- training grants and economic development assistance
- Michigan New Jobs Training Program
- lifelong learning
- workforce development
- WorkKeys Service Center
- Campus Par Course
- Campus art collection

Additional examples of community engagement include

- College representation in local organizations and service groups
  - Monroe County Chamber (officers)
  - Rotary of Monroe
  - Monroe Kiwanis
  - Monroe Exchange
  - Altrusa
  - Northwest Ohio Chamber of Commerce
- Career Expo
- Business and Industry Luncheon
- Southeast Michigan and Northwest Ohio SolidWorks User's Group
- Business Pitch Competition
- March of Dimes

- Children's Prelude Choir
- Pride Prom
- Color Dash

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- ASETDiv
- BusCardBack
- Business and Industry Luncheon
- Business Idea Pitch Release
- Campus Par Course
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- CCS
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- Training Grants
- TrainingCalendar
- Transparency Link and Documents

- Upward Bound Goals
- workforce dev

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Monroe County Community College's (MCCC) mission is clear, current, and broadly articulated. College documents are reviewed periodically and revised when necessary. The documents were originally written in 1966 and were revised in 1968, 1989, 1995, 1998, 2008, and 2015. Vision and core value statements were adopted in 2008. The mission drives institutional organization and operations.

MCCC exercises its mission through the delivery of postsecondary degree programs that lead to immediate employment and/or transfer to four-year colleges. The mission also shapes various MCCC student organizations, interest groups, and co-curricular activities. The College is committed to serving the community and collaborating with K-12, local businesses, four-year institutions and other community partners. It strives to be the county's center of academic discourse and diversity initiatives.

MCCC utilizes a variety of methods to communicate its mission clearly to the public. Mission documents consistently appear in each annual College Catalog and are posted on the College's website. Internally, the documents are published in the MCCC policies and procedures and included in the Faculty Handbook and the Support Staff Handbook. The mission statement is also printed in the Annual Report and posted at numerous locations about the Campus, including on the wall of the Board of Trustees meeting room in the La-Z-Boy Center and in the Dining Hall. The MCCC mission statement is printed on the back of employee business cards. MCCC marketing materials and activities are developed and executed with the College's mission in mind.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Monroe County Community College (MCCC) demonstrates operational integrity in all areas by

- presenting itself accurately and honestly in all communications
- maintaining and following a comprehensive set of policies and procedures
- developing, scrutinizing, and approving fiscally responsible budgets
- conducting regularly scheduled financial audits
- displaying transparency in all areas fiscal and otherwise

Accuracy and Honesty in Communications

The laws and regulations under which the College conducts its operations and by which the College guides its relationships with internal and external constituents are detailed in College publications. The College presents itself accurately and honestly internally and externally through written and electronic communications. Examples include

- the College Catalog
- the College website
- Faculty Handbook
- Student Handbook
- recruiting materials such as the MCCC Viewbook
- newspaper and cable television advertisements, radio commercials, and billboards
- the MCCC Annual Report
- news releases
- annual public hearings on the budget
- publication of financial statements
- electronic transfer guides to colleges and universities linked to the College website

The College is dedicated to the dissemination of accurate information and to accountability in decision-making. To emphasize the College's commitment to openness and honesty, the College's planning committees included communication and transparency in Strategic Initiative #4 of the most recent strategic plan. There are several other initiatives created or reinvented to improve communications internally as well as externally. Some of these include

- Quarterly Updates

- Education Matters TV show
- Community Conversations
- Brown Bag presentations
- State of the College address

It was noted in the MCCC 2009 HLC Self-Study that the College must work to improve and maintain effective lines of communication. As a result, MCCC has reviewed and enhanced strategies for open-two way communication to include administrative feedback to input from faculty and staff. The council model for shared governance 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. The 2013 Focused Visit Report highlights several other tactics that were designed and implemented and have subsequently improved communications.

Comprehensive Policies and Procedures

MCCC maintains institutional integrity through a comprehensive set of policies and procedures. The formal language in these documents, as well as in the sources mentioned above, guides the College's operations. The MCCC Code of Ethics Policy details that College employees, Board members, and authorized representatives "adhere to the College's mission and work toward the achievement of its goals." For example, the College's purchasing policy illustrates the type of controls that were created to make sure purchase requisitions and other expenditures are completed properly. MCCC utilizes other checks and balances. For example, the policies and procedures regarding petty cash and reimbursement ensure fiscal and ethical integrity while providing services related to every function of the institution.

Throughout this past year, the Board has made extra effort to update and strengthen its bylaws as they relate to all areas of operation including but not limited to sections on ethics and conflict of interest. Special meetings were dedicated solely to this purpose. New bylaws were approved by the Board at the August 2015 regular meeting.

Fiscal Integrity

MCCC operates under the guidelines established by the Michigan Constitution and the bylaws created and monitored by the elected Board of Trustees. Public Act 331, Sec 121, gives the Board of Trustees broad authority and power to operate the College. Each year, the Board holds a special meeting in May to review the proposed budget for the next year. The Board scrutinizes the content and makes recommendations for the final proposal. In addition, the Board's Strategic Finance Committee is appointed to provide input and oversight as part of an ongoing effort to maintain fiscal integrity.

The process for preparing the annual budget recommendation officially begins in December as departments and budgetary units compile their data. The requests work their way from the departments to the vice presidentss, the President, and then to the Board of Trustees for final approval. Many adjustments are made during this process as data is compared and reviewed. Throughout, the senior leadership requests information and returns drafts to the departments for review. In this way, the entire College community passes the proposal back and forth between individual departments and the budget team. Special presentations on projected revenue and proposed requests are made to the Board and to the faculty and staff as needed. The result of all this planning and preparation is a proposed General Fund budget in which projected expenses match projected revenues.

The College's budget development process provides evidence that the College demonstrates integrity

through collaboration and accountability across the campus. The College prepares an annual budget document that includes several fund budgets: General Fund, Designated Fund, Auxiliary Activities Fund, Restricted Fund, Unexpended Plant Fund, and Maintenance and Replacement Fund. Capital outlay expenditures are budgeted through several of these funds. These fund budgets are built "from the bottom up," beginning in the academic divisions and other operating units.

To demonstrate further the commitment to fiscal integrity, Strategic Initiative #3 of the strategic plan is dedicated to the effective management of the College's financial, physical, and human resources.

<div align="center">Audits and Operational Transparency</div>

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 reviewed annually by independent auditors for federally funded programs and for the College's annual financial statements. The results of these audits have been excellent: no major findings or exceptions.

As noted above, the financial records of the College are subject to the tenets of an annual audit conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. The audit includes the statements of revenues, expenses, changes in net assets, and cash flows encompassed in the financial transactions of MCCC. The results of the annual audit are presented to the Board of Trustees, typically in October of each year. In addition, the Vice President of Business Affairs and the Director of Finance provide quarterly budget updates to all staff.

The audits, presentations, quarterly updates, and an all-inclusive Finance and Operations page on the College website are evidence of the on-going effort to maintain transparency. A Michigan icon titled *Budget and Performance Transparency Reporting* placed on the home page allows for quick access to all financial and operational information.

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- Conversations with the President Ad October 2014
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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Monroe County Community College (MCCC) strives to present itself with clarity and accuracy to all constituencies via

- a well-maintained comprehensive website
- an annually produced set of direct communication documents
- a comprehensive marketing and communications plan
- handbooks produced for students, staff, and faculty
- adhering to local, state, and federal requirements regarding accreditation and compliance

Website and Publications

The MCCC website, college catalog, annual report, Viewbook, handbooks, marketing campaigns, and public announcements are the primary documents for communicating to the College community. Each is prepared with the MCCC mission, vision, core values, and educational objectives in mind. For example, the Cost of Attendance document located on the Consumer Information page of the website, outlines the cost of attending college for students, parents, and employers. These communications are updated regularly and reviewed by the appropriate department(s).

Credit schedules that correspond to the College's three principal academic terms are designed, printed, and made available on the college Web site three times a year: Fall term (March), winter term (October), spring/summer term (February). Non-credit schedules are printed and uploaded to the website in late July and in late December. Credit schedules include a complete schedule of classes, academic calendars, office directory, registration information, general information, financial aid information, and student rights and responsibilities (fall only). Non-credit schedules include registration information and descriptions for all non-credit programs/courses.

The College updates the MCCC Catalog annually and makes it available on the MCCC website in April or May, with printed copies following within four weeks of the upload. Program sheets are printed in May or June. The MCCC catalog provides all pertinent information about the College, program offerings and requirements, and credit course descriptions. Program sheets detail information on all credit programs.

The marketing department prints and posts a variety of brochures throughout the academic year. The MCCC Viewbook is printed once every two years and serves as the signature recruitment piece for the institution. Programs and invitations for special events, such as MCCC's Honors Reception, Culinary Program Graduation and others are printed throughout the year. The commencement program is developed early in the winter semester. Concert programs are printed in the fall, winter, and spring. The marketing department also produces brochures, flyers, and postcards for events and services throughout the year.

The MCCC Season Events Brochure is printed in July and also made available on the MCCC website.

The MCCC Season Events Brochure outlines all campus and community events for the entire year. It is mailed to every household in Monroe County (about 65,000).

The MCCC annual report is an all-inclusive report on activities, finances, and The Foundation at Monroe County Community College. The College prints the report in November of each year. The report is posted on the College home page and emailed to a broad range of MCCC's constituents. The email list includes employees, students, alumni, donors, legislators and community members. A limited number of printed reports are made available to specific MCCC donors, legislators and friends of the college. The marketing director also mails the report to about 8,000 others, including donors, potential donors, employees, and friends of the College.

Marketing and Communications Plan

The MCCC Marketing Director works with a variety of staff and faculty to develop an annual marketing and communications plan. The plan is designed to target

- prospective students
- parents of high school-aged students
- veterans
- current students
- Monroe County taxpayers
- Monroe County business leaders/employers
- legislators
- friends of the College

Key messages in the plan reference

- MCCC's branding pillars
- student/alumni success stories
- enrollment timetables and deadlines
- academic programs
- four-year articulations
- dual enrollment opportunities
- low tuition/affordability
- non-credit programs offered
- Whitman Center offerings
- financial aid and scholarship availability
- campus life programs
- student organizations
- cultural enrichment opportunities
- veterans services

The marketing communications plan is implemented through

- cable television advertising
- online advertising
- print advertising
- billboard advertising
- e-mail campaigns
- the MCCC Web site
- social media

- public relations
- credit schedules
- non-credit schedules
- the MCCC catalog
- direct mail
- MCCC's public access cable television show
- the viewbook
- community relations initiatives (fairs, festivals, special radio broadcasts, etc.)
- summer camps
- flyers and postcards

The college's media plan (placed advertising) runs during the registration periods prior to the fall, winter, and spring/summer semesters. Additional "mini" media plans are developed on an as-needed basis as new initiatives arise that require promotion.

Throughout the recruitment of students, various mass emails and direct mail pieces are sent depending upon the data set to which particular students belong. For example, communications are sent to high school students in the county for specific recruitment events and for general registration messages, while other emails and postcards focus on populations that have applied but not registered or "stopped out" from their education at MCCC.

News releases are issued on a regular basis, with approximately 5-6 releases being sent out each month to media in Monroe County, Michigan; Toledo, Ohio; and Detroit, Michigan.

Staff, Faculty, and Student Handbooks

MCCC's human resources, instruction, and workforce development offices update their handbooks on an ongoing basis. The Director of Human Resources ensures that all new staff and faculty are familiarized with the overall College policies during a one-on-one orientation meeting. Staff and faculty are also given a copy of the respective employee group handbook and/or master agreements during this meeting. In addition, selected College policies are reviewed at a group new staff/faculty orientation program. New faculty are introduced to the Faculty Handbook during their orientation provided by the Vice President of Instruction and academic deans. In addition to the general Student Handbook, student assistants receive information about student employment from the Office of Workforce Development's orientation program and Student Employee Handbook. Any College policies revised for compliance/business-related reasons are emailed to all staff and faculty. In addition, all policies and procedures, master agreements, and handbooks are posted online in an employee shared drive and may be accessed through the College website in the finance and operations section.

Accreditation and Compliance

MCCC publishes its affiliation with the Higher Learning Commission and other professional program accreditation on its website and in its Viewbook, Catalog, program sheets, credit schedules, and annual reports.

MCCC also complies with other requirements such as the Jeanne Clery Act, Freedom of Information Act, Right-to-Know information, and the Federal Rights and Privacy Act.

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- Transparency Finance & Operations Homepage

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Monroe County Community College's (MCCC) seven-member, publically elected, governing board maintains a long history of providing autonomous and unbiased oversight for the community college district by

- following a comprehensive set of bylaws
- meeting regularly
- considering the interests of all constituencies when making decisions
- participating in professional development
- conducting self-evaluations
- establishing and following policies to prevent conflicts of interest
- effectively overseeing operations
- delegating responsibilities appropriately

Board Oversight and Deliberation

MCCC is one of 28 independent community colleges in the State of Michigan. The Board of Trustees is elected locally and has seven members. The Board's responsibilities include

- presidential hiring and evaluation
- property matters
- tuition rates
- operational policies
- annual operating budgets

The Board's interests include mission, academic integrity, financial matters, legal operation, and philanthropy. At each of the Board's meetings (at least nine annually), an agenda consisting of recommended Actions, information, and proposals is heard, deliberated, and acted upon. One example is April 27, 2015. On this date the Board adopted the 2014-17 Strategic Plan and approved the Mission, Core Values, and Educational Goals. The Board also considered the interests of external constituents regarding the Whitman Center (MCCC location) during both public comment and deliberations.

Board Professional Development, Evaluation, and Ethics

The 2013 HLC Focused Visit Team recommended to the HLC that the MCCC Board of Trustees (BOT) develop and implement a plan aimed at

- improving relations among Board members
- developing and following protocols for professional conduct during Board meetings
- sustaining professional and respectful relations with faculty members
- clarifying the proper role of the Board in the governance of the College
- conducting regular Board self-evaluations
- engaging in professional development activities

Over the past two years, the Board of Trustees (BOT) participated in professional development sessions on October 28, 2013 and July 6, 2015. Both sessions were led by a consultant from the Association of Community College Trustees (ACCT). The purpose of the sessions was to revisit and enhance the bylaws, improve communication protocols, and develop a method of assessing Board performance. The sessions have resulted in a revision to the bylaws and an instrument for self-evaluation. The draft bylaws included revisions to the sections pertaining to conflict of interest, code of ethics, and communications. It also contained an outline for a process that the Board will use to measure effectiveness. The BOT adopted new bylaws on August 24, 2015.

Delegation of Responsibility

Article II of the BOT bylaws clearly identifies the primary role and responsibility of the elected Board. The Board has the ultimate authority and responsibility to operate the College, maintain fiduciary oversight, and hire the College president. As a result, the Board delegates the daily operations and personnel management to the president. The president delegates authority for day-to-day operations to three vice presidents, the Director of Human Resources, and the Executive Director of the Foundation (MCCC organizational chart; Admin position descriptions).

The College's Master Agreement with the Monroe County Community College Faculty Association (MCCCFA) lists the faculty responsibilities for instruction, assessment, and course and program design. These responsibilities are supported by academic freedom whereby instructors shall be free to present instructional materials which they consider pertinent to the subject and level taught and consistent with their course objectives, and shall present controversial issues in an objective manner. They shall also be entitled to freedom of discussion within the classroom on all matters which are considered relevant to the subject matter under study. The administratively authorized use of any mechanical monitor or communications device during the meeting of class shall be with the prior approval of the faculty member concerned. The faculty member shall be free to request any books, magazines, newspapers, or any other materials to be purchased for placement in the Learning Resources Center (LRC). Such material shall be available for faculty use in accordance with the established Resource Materials Selection Policy.

The College's newly adopted Council Model of Shared Governance is built on the premise that all employees have the opportunity to participate in institutional decision-making. Central to this system are three faculty-driven standing committees, including Academic Review Committee, Curriculum Committee, and Learning Assessment Committee. The role of faculty in academic matters is discussed in detail in Criteria 3 and 4. The College's governance systems is thoroughly reviewed in 5.B.

Sources

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- Shared Governance Handbook

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Monroe County Community College (MCCC) supports freedom of expression and inquiry by

- supporting an atmosphere of open inquiry and dialogue
- providing faculty the academic freedom to present subject matter objectively
- maintaining significant learning resources, programs, and professional development that foster educational inquiry

Academic Freedom and Open Inquiry

The primary support for academic freedom resides within the Master Agreement between the College and the MCCC Faculty Association. The agreement states that instructors shall be free to present instructional materials which they consider pertinent to the subject and level taught and consistent with their course objectives. The agreement also advises that controversial issues be approached in an objective manner. Instructors are also entitled the freedom of discussion within the classroom on all matters which are considered relevant to the subject matter under study. Additional information regarding intellectual inquiry and discovery is covered in 3.B.

The College also supports a number of activities that afford students the chance to pursue inquiry across an array of topics. One example is the student newspaper, the *Agora*. It is published approximately 10 times during the fall and winter terms. The paper is produced by MCCC students enrolled in the journalism classes under the guidance of a faculty advisor and student editors. Often the recipient of state awards, the Agora reports on school events and other issues of interest to the College community.

The College supports the annual literary magazine entitled Images. Anyone is allowed to submit content. However, most of the work comes from students who are enrolled in art and creative writing courses.

Resources that Support Freedom of Inquiry

A central resource serving all disciplines and the community-at-large is the College library. In the past five years, the library has reviewed its entire print reference collection, removing and replacing out-of-date materials. In concert with this review of print materials, the library significantly increased its electronic collections. This was accomplished in part through a relationship with the *Access Michigan /Michigan eLibrary* project at the Michigan Department of History, Arts, and Libraries.

In addition, annual budget allocations reflect a commitment to off-campus access by purchasing databases beyond those provided by the state and installing the technology necessary for making them available remotely. Just as it has done for its print collection, the library reviews usage of each of the databases to determine electronic subscriptions. Some databases have been added in direct response to the need to provide resources for specific disciplines, e.g., the Nursing Resource Center.

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

Acquisition of technology is progressing across campus, which provides greater access to resources. Beginning with the library in the Campbell Learning Resources Center and the La-Z-Boy Center, wireless Internet access was available in 2006 and was expanded across campus and to the Whitman Center and updated in 2014. The computer systems in the technology labs were upgraded. The science labs were renovated within the past few years, and classroom infrastructure designs are undergoing a review. The information systems staff monitor technology and develop a cycle of replacement. The annual budget reflects technology expenditures.

Resources that Support Faculty and Staff Development

Professional development is encouraged and supported throughout the College. Faculty and staff have the opportunity to participate in programs annually. They may also apply for funding through the Office of Human Resources to attend workshops, conferences, and webinars pertaining specific areas of interest. The College budgets resources annually to support professional development. Since 2011, faculty and staff have attended professional sessions and received training on a variety of topics. More information regarding faculty and staff development is provided in Criteria 3.C. and 5.A.

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- Personal and Professional Development Series 2011-2015
- Prof Enrichment Prog Guidelines & Proposal 2015-16
- Professional Enrichment Program Log 2014 & 2015

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Monroe County Community College (MCCC) has established policies, procedures, and practices that support the responsible acquisition, discovery, and application of knowledge. The oversight is supported by

- the Academic Review Committee
- the development of an Internal Review Board (IRB)
- information literacy and bibliographic instruction
- the establishment of policies and procedures related to academic honesty and acceptable use and

Research and Academic Integrity

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

Late in 2011, the ARC revised the protocol for academically dismissed students. The committee also developed a new form that outlines the guidelines for re-admitting students who have been academically dismissed.

The most recent ARC implementation is a +/- grading system. The committee developed the proposal and presented to faculty in each division and department. This project began a few years ago and concluded with final approval in 2015.

Faculty recently began the process of establishing an Institutional Review Board (IRB)/Ethics Review Committee (ERC). The absence of an IRB/ERC in the past prevented faculty and other college personnel from engaging in and disseminating original research. Additionally, it hampered the College's ability to submit certain grant applications. It was apparent that the development of an IRB/ERC was necessary to support faculty and student opportunities in education and scholarship. To this end, a study group was developed to establish guidelines and/or regulations for research at the College that are not already under the purview of professional ethics and federal regulations (as provided by the Federal Wide Assurance [FWA] for the Protection of Human Subjects and the Federal Animal Welfare Act [AWA]). The study group has made a formal proposal to the councils to begin the process. The study group is currently reviewing articles regarding IRB establishment and examining the structure and operations of the IRBs operating at other community colleges.

Information Literacy

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

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

Faculty librarians are able to help students learn how to use the wide variety of information sources available on- and off-campus. Reference help is available on a walk-in basis, and students are welcome to make appointments for individual help by contacting one of the librarians.

Another service to help library patrons find material is Research Help Now. Student questions are answered via a "live chat" format by a librarian at one of fifteen academic institutes participating in this program (www.researchhelpnow.org). The Librarians also perform classroom presentations and bibliographic instruction sessions outlining particular resources or materials. Librarians may also recommend specific materials and offer help in establishing a reserve collection. Detailed information regarding library resources and services (particularly for students and faculty) is presented in 3.D.

Academic Honesty and Acceptable Use of Technology

MCCC's policies and procedures support the practice and application of ethical conduct and ensure the integrity of practices by faculty and students. The MCCC Academic Dishonesty Procedures clearly establish the College's expectations for students regarding academic integrity. They include instruction regarding due process and notifying students of their right to contest claims of academic misconduct. MCCC values the balance between students, faculty, and staff allowing interaction in a supportive way. Students and community members are encouraged to bring concerns regarding academic dishonesty on the part of faculty or staff to the attention of the appropriate MCCC employee. At the end of every semester, students are provided an opportunity to comment confidentially on any aspect of every course taken at MCCC through the Student Questionnaire on Instruction. Faculty value this information and see it an opportunity to improve instruction and the learning environment.

Issues of plagiarism are handled informally by most faculty members as they manage their classroom activities. The Humanities/Social Science division developed other mechanisms to help students understand and avoid plagiarism. One is the plagiarism statement developed and presented to students for their review and signature in each of the College composition courses. Another mechanism is to include information regarding plagiarism and other acts of academic dishonesty on the class syllabus. The formal procedure for handling academic dishonesty rests in the Office of the Vice President of Student and Information Services. Typically, no more than two or three academic dishonesty cases are handled by that office each year.

The College developed an Acceptable Use Policy to protect students, staff, faculty, and visitors. This document established rules and prohibitions that define acceptable use of information technology systems. Unacceptable use is prohibited and is grounds for loss of computing privileges, disciplinary action, and/or prosecution under federal, state, and local laws. MCCC reserves the right to access all

data and files on College-owned information technology systems at any time. This policy and others such as the Copyright Guidelines are included on the Consumer Information page posted on the College website.

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- Shared Governance Handbook
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- Student Questionnaire on Instruction Face to Face
- Syllabus Example, NURS 208A

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

MCCC strives to inform, operate, and serve with integrity. Policies and procedures are designed, implemented, and followed as part of an ongoing effort to promote fiscal responsibility and academic excellence. The Board of Trustees, faculty, and staff are encouraged to follow professional standards, and students are taught the importance of academic integrity. These controls are in place to ensure that the College acts in a transparent manner and that its actions match its communications.

The evidence presented in this section, coupled with the tactics contained in the recently revised strategic plan, document MCCC's continuous efforts to create and improve an ethos that advances the mission to enrich and transform lives.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Monroe County Community College (MCCC) ensures its degree programs are appropriate to higher education by

- offering curriculum that is current and requires levels of performance by students appropriate to the degree or certificate awarded
- articulating program outcomes and learning goals
- providing program quality and learning goals consistently across all modes of delivery

Current and Appropriately Leveled Courses and Programs

MCCC ensures courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded

- through institutional policies and procedures for awarding credit and developing curricula
- by employing qualified faculty who are content experts and responsible for regular course and program review
- by engaging third party review

MCCC's primary mission is to provide postsecondary education. The College offers associate's degree level courses, certificates, and programs. Students intending to transfer to a four-year college enroll in Associate of Art, Associate of Science, and Associate of Fine Arts courses and programs. Students seeking employment and/or job promotion enroll in Associate of Applied Science degree courses, programs, and certificates. Students receiving an associate's degree complete a minimum of 60 credit hours (15 of which must be earned at MCCC) with a cumulative grade point average (GPA) of 2.0 or higher. Students receiving a certificate complete up to 44 credit hours with a cumulative GPA of 2.0 or higher. All degree-seeking students must achieve MCCC general education competencies and meet other general requirements for graduation.

Courses in the College's inventory serve one or more of the following purposes:

- they are an MCCC general education competency satisfier
- they establish an equivalency to a four-year college course (as listed in course transfer equivalencies)
- they fulfill articulation agreements and/or the Michigan transfer agreements (MTA effective fall 2014 and MACRAO through 2019)
- they are an occupational program and/or a certificate requirement or elective

MCCC policies and procedures for awarding credit adhere to the State of Michigan, Department of Energy, Labor, and Economic Growth's (DELEG) definition and practices for determining contact hours and awarding credit for courses, including courses and/or class sections delivered in an alternative method. They also meet federal guidelines and commonly accepted practice in higher education for awarding credit. The credit hour is a unit by which the College measures course work. Basic to MCCC's policy and procedures for awarding credit is a commonly accepted minimum of two hours of study and preparation time required for every credit hour. MCCC's guidelines for out-of-class student work by credit hour are consistent with Federal guidelines.

MCCC has procedures in place for developing and revising courses, certificates, and programs. Proposals for new curricula and changes to existing curricula are initiated by MCCC faculty and/or administrators and submitted to the appropriate division dean. The Dean forwards proposals to the chair of the Curriculum Committee (CC) with a recommendation either of approval, non-approval, or no recommendation. The CC is comprised of full-time and adjunct faculty and administrators from all academic divisions, the registrar, a librarian, and a counselor. Only faculty are voting members. The deans and the vice president of instruction serve as ex-officio members. The CC meets monthly during the fall and winter semesters to review curriculum matters and to make recommendations for action to the Vice President of Instruction. She submits CC recommendations regarding new courses, certificates, and programs to the President. New certificates and programs are submitted to the Higher Learning Commission (HLC) for review. CC activity is posted on Blackboard as an organization. The CC completes annual standing committee reports.

The College utilizes the following resources on a regular basis to gage course and program currency as well as level and rigor appropriateness

- qualified faculty
- advisory committees
- specialized accreditation and licensure bodies
- articulation agreements and transfer equivalencies with four-year colleges and universities

Faculty are content experts who maintain currency in their teaching area through professional development, affiliation with professional organizations and specialized accreditation bodies, and interactions with business, industry, and educational partners (MCCC policies and procedures for determining qualified faculty are discussed in detail under 3.C.) Faculty are responsible for reviewing and updating course and program documents on a regular basis (MCCC Master Agreement). Faculty recently revised program review documents and processes, which are discussed in detail under 4.A.

Faculty select textbooks and instructional materials that align with standardized course outcomes and are appropriate for college level courses. They distribute syllabi to students within the first week of the term, regardless of whether the class is delivered in a face-to-face, blended, or on-line format. Syllabi are standardized and include the course name and section number, link to the COS, semester, and year, name of instructor and contact information, textbook name and required materials,

assignments, attendance policy, meeting dates, grading criteria, calendar showing due dates for major assignments and tests, and a standard statement regarding accommodations through the disability services office (Faculty Handbook) (Syllabus Example).

Faculty award grades according to a common grading scale which ensures consistency in the awarding of honor points and, subsequently, the calculation of student grade point averages (GPA). Faculty Council recently supported the proposal to adopt a +/- grading system to enhance the competitive position of MCCC students. The President approved the proposal. MCCC has a process in place for students to appeal grades. Faculty lead grade appeal committees and make recommendations regarding grade changes to the Vice President of Instruction.

Occupational program advisory committees are comprised of representatives from K-12, four-year colleges and universities, business and industry leadership, influential alumni, and MCCC students, administration, and faculty. Committee members play a critical role in providing feedback regarding curriculum relevancy, program and student learning outcomes, employment outlook, and program improvement (Advisory Committee Meetings Summary).

To level courses and programs, faculty rely on accreditation and licensure standards as well as professional association guidelines for student learning. A number of MCCC programs hold specialized accreditation and/or require licensure to practice. MCCC students typically perform above average on licensure examinations (see 4.A). Outside organizations are often a resource for MCCC curricular reform. As an example, the learning outcomes and learning objectives for General Education Competency #2, *Use mathematics to effectively model and evaluate quantitative relationships,* are based on American Mathematical Association of Two-Year Colleges (AMATYC) guidelines for associate degree level mathematics.

Faculty and administrators routinely interact with four-year college and university representatives to ensure that prerequisite courses taken at MCCC prepare students for course work after transfer. These interactions also confirm that MCCC courses intended for transfer credit meet expectations for level, rigor, and student learning that are equivalent to that of those course(s) at the transfer institution. MCCC participates in the MTA (and MACRAO Agreement through 2019) and has established articulation agreements and transfer equivalencies with four year colleges and universities. They are reviewed and updated on a regular basis, and posted on the College's website under Transfer Information Center. Students who start at MCCC and go on to transfer perform equal to or better than the students who began at the four-year institution. Faculty are in the process of developing transfer pathways" to help guide students in the selection of majors and careers, particularly in the area of Science, Technology, Engineering, and Mathematics (STEM).

Clearly Articulated Program and Course Outcomes

Program and course outcomes are articulated in documents submitted to the Curriculum Committee (CC) for review and/or action. Program proposals must be accompanied by an updated Catalog Program Page Source Document**,** which is used to produce the annual College catalog (Catalog Program Page Source Document Sample, Teacher Paraprofessional). Course outcomes are aligned with program outcomes and recorded on program mapping forms.

Course Taxonomy and Course Outcomes Summary (COS) are required for proposals to develop and/or change credit courses and/or programs. The College is in the process of converting course information on the Outline of Instruction form to the newly adopted Course Outcomes Summary (COS) forms. The COS includes standardized course information, including theory and lab contact hours, total credit hours, prerequisites, co-requisites, course description, and expectations for student

learning. Outcomes for courses submitted to the CC for approval as a general education satisfier course must align with the respective general education competencies, learning outcomes, and learning objectives (General education is discussed in detail in 3.B). All course and program documents submitted to the CC over the last year were submitted using the new forms. Additionally, all General Education Satisfier course information is recorded on COS forms. Students may access course information on the College website and in the annual College catalog.

Course topics/units (documented on the Expanded Outline of Instruction), selected text books, assignments, performance evaluation and assessment tools, and grading align with the rigor and level appropriateness of the course as determined at the time it was initially or subsequently reviewed by the CC. Division deans are responsible for ensuring that both rigor and level are maintained regardless of who teaches the class, or where the class is taught. Only MCCC faculty (full-time or adjunct) and academic administrators who hold faculty status teach MCCC credit courses, regardless of the mode or location of delivery (Class Schedules).

Examples

New Course (including taxonomy, COS, and Expanded Outline)

New General Education Satisfier Course (including taxonomy, COS, and Expanded Outline)

New Certificate, Non-destructive Testing

Consistent Quality and Learning Goals across All Modes of Delivery and all Locations

MCCC offers face-to-face credit classes at one campus (Monroe, Michigan) one additional location (Whitman Center in Temperance, Michigan) and at two off-campus instructional sites, including Hurd Road and Monroe High School (MHS). The College contracts with a number of area hospitals and long-term and short-term care facilities to provide a location for clinical experiences for MCCC students enrolled in nursing and allied health certificates and programs. The HLC approved the College to offer distance education in 2013. In accordance with the Michigan Postsecondary Option Act (www.michigan.gov), MCCC admits qualified high school students for enrollment in classes and programs.

The 210-acre Main Campus was opened for students in October 1967. The campus is centrally located in Monroe County with easy access to Detroit, Michigan and Toledo, Ohio. All MCCC courses, certificates, and programs are available on Main Campus. The Whitman Center is located in Bedford Township near the Michigan-Ohio boarder. Whitman was opened in the fall 1991 to serve the residents of Southeast Michigan and Northwest Ohio and offers a variety of credit courses applicable to an associate's degree or to transfer to a four-year college. Students may complete more than 50% of a Title IV approved certificate or associate degree program through courses offered at Main Campus and the Whitman Center.

MCCC offers instruction at two additional instructional sites (Hurd Road, Monroe High School [MHS]) and at health program related clinical sites in and around Monroe, MI. The Hurd Road property was acquired through a generous donation**.** The facility was renovated to accommodate the expansion of the Welding Center of Expertise, which was established through a Department of Labor Community Based Job Training Grant (CBJTG) award (CBJTG Welding). MCCC offers American Welding Society (AWS) Basic (WELD 115- QC10) and Advanced (WELD 216-QC11) accelerated welding certification classes at the Hurd Road location. High school students enrolled at MCCC through the Postsecondary Options Program ("dual enrollment students") may take MCCC classes at

any of its locations or instructional sites. Monroe County Middle College (MCMC) is a selective high school located on MCCC's Main Campus. MCMC students graduate high school and complete an associate's degree and/or up to 60 transferable credits after 5 years. MCCC began offering classes for dual enrollment at Monroe High School (MHS) fall 2014. Six classes are offered at MHS (4 courses a semester, two times a year) for a total of 18 credits (MCCC Classes at MHS FL14-FL15). Students may complete less than 50% of a Title IV approved certificate or associate degree program by taking courses offered at the Hurd Road facility, MHS, and health program clinical sites.

Students may also enroll in classes delivered online. Approximately 10% of MCCC's total contact hours are delivered online. Just under 30% of MCCC programs afford students the opportunity to complete 50% or more of the required courses online. However, less than 10% of graduates of these programs completed more than 50% of the required contact hours through online classes. On rare occasion, Dual enrollment students may be given permission from the director of admissions to enroll in online classes. The majority of students enrolled in classes delivered online are also enrolled in classes delivered face-to-face during fall and winter semesters (2013 Change Request Application-Distance Education (p. 13). Specific information regarding distance education at MCCC is provided in 3.D.

MCCC ensures consistent quality and learning goals across all modes of delivery and locations by maintaining and exercising authority over courses and programs, expectations for student learning, and faculty qualifications (see 4.A). The College employs the faculty and staff responsible for delivering and evaluating instruction (face-to face, blended, and online formats) and providing learning resources and student services at all MCCC locations and instructional sites, including clinical sites. The College has written contracts with all nursing and healthcare-related program clinical sites. Faculty are required to provide instruction on the courses learning outcomes provided on the Course Outcomes Summary (COS) and to adhere to MCCC policies and procedures for awarding credit (including required number of meeting minutes per credit hour) regardless of where the instruction takes place or how it is delivered. Academic divisions are predominantly organized by discipline and program area, not location or mode of delivery. Deans are responsible for hiring, evaluating, and conducting regular classroom observations of faculty under their authority.

Division deans monitor Grade Analysis Spreadsheets and student learning outcomes data to check for differences in student performance (and grade award) between full-time and adjunct faculty and by location (including online). Review of grade distributions between full-time and adjunct faculty reveal similar award patterns for A, B, C, D, and E grades. However, there are statistically significant differences between the two for W, H, and U grades. Additional research needs to be conducted in this area.

Online and face-to-face grade award distributions are comparable. Online enrollments have a higher withdrawal rate than face to face enrollments (2013 Change Request Application- Distance Education (p. 20). The number one reason students withdraw from online classes is "work issues," followed by "family issues," "course difficulty," and "poor grades" (2013 Change Request Application- Distance Education p. 21). A "First-time Online Student Orientation" is being tested during the Summer and Fall 2015 Semesters. Faculty hope that full implementation will help lower student withdrawal rates.

Student learning outcomes achievement is a better measure of learning than grade achievement. The institutional research office comparatively analyzed student achievement of general education learning outcomes in face-to-face and online course sections. MCCC studies show that there is no statistically significant difference between the level of general education learning outcomes achieved by students enrolled in face-to-face and online classes.

Finally, dual enrollment students are enrolled in class sections with non-dual enrollment students. The average cumulative GPA for MCCC dual enrollment students is higher than the average cumulative GPA for MCCC non-dual enrollment students, 3.19 and 2.87, respectively (Dual v. Non-dual GPA).

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- Monroe County Middle College
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- Program Maps Combined 7 15
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- STEM Transfer Pathways
- Strategic Plan 2014-2017 Detail
- Syllabus Example, NURS 208A
- Transfer Pathways

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Monroe County Community College (MCCC), via its comprehensive and rigorous general education requirements, demonstrates that the acquisition, application, and integration of broad learning and skills and the exercise of intellectual inquiry are integral to its educational programs.

General Education

General education unites students from diverse areas of study in the pursuit of knowledge that college graduates should possess. Because the entire MCCC community believes students need to become capable and responsible citizens with the opportunity to thrive in an increasingly global community, faculty and staff strive to give students an educational experience that includes skills, knowledge, and critical insight. To this end, the College engages in regular and on-going review of general education competencies. Most recently, faculty comprehensively reviewed expectations for student learning as a focused activity through the HLC Academy for the Assessment of Student Learning (2007- 2012). As a result of participating in the Academy, MCCC faculty and staff developed a sustainable general education program dependent on foundational procedures and processes that may be reinforced if efforts stall, staff turnover is significant, and/or some other unforeseen event threatens to interrupt progress made to date. A detailed account of the College's history with general education through spring 2013 is available in the MCCC 2013 HLC Focused Visit Report.

General education at MCCC aligns with

- the College's mission, vision, core values, and educational objectives
- the College's educational offerings
- HLC Assumed Practices for General Education in Associate's Degree Programs

Throughout the many discussions regarding what MCCC graduates should know and be able to do, the faculty was mindful of the College's mission, its own educational programs, and HLC Assumed Practices for General Education in Associate's Degree Programs (particularly as they relate to competency levels and minimum number of credit hours). MCCC grants associate's degrees to prepare students for transfer to four-year colleges and universities and/or for immediate employment following graduation. Therefore, the faculty felt it was important to develop a general education program that both maximized transferability of credit and adequately met employer expectations for general knowledge and skills typically associated with a "college-educated" person.

MCCC general education subject areas are aligned with the Michigan Transfer Agreement (MTA). The MTA was created to increase the transferability of lower-level general education courses across all of Michigan's public institutions.

Michigan Transfer Agreement	**MCCC General Education Competency Areas**
Mathematics	Mathematics
English Composition	Writing
Second English Composition or Communications Course	
Humanities (two disciplines excluding studio and performance)	Humanities
Social Science (two disciplines)	Social Sciences
Natural Sciences (two disciplines)	Natural Sciences
	Computer Literacy

MCCC's general education meets HLC expectations, including that it be an identifiable and significant component of study (15 or more semester hours for associate's degrees) and that it is offered at a level appropriate to postsecondary education.

MCCC faculty identified three *General Education Goals* that emphasize the breadth of knowledge across every associate degree:

- *Critical Thinking:* Students will think critically using a purposeful, reasoned, objective, and goal-oriented process in a variety of contexts.
- *Communication:* Students will effectively exchange ideas and information using multiple methods of communication.
- *Social and Cultural Awareness:* Students will understand the broad diversity of the human experience.

MCCC's general education is organized by *Competencies* that are broad and describe the general knowledge, intellectual concepts, skills, and attitudes that the College believes every MCCC graduate should possess. The *Learning Outcomes* state student proficiency for a given competency. The *Learning Objectives* present learning outcomes in a way that allows for measurement. While general education at MCCC is competency-based and assessed, 18 credit hours is used to quantify the typical student's investment in achieving these competencies.

Initially, faculty agreed to nine competencies and related learning outcomes and learning objectives.

However, when the College embarked on integrating the new general education into degree programs, it was soon clear that 9 competencies were too many and the number was reduced to 6 (Faculty Council Minutes of 5/7/13, 12/18/13, 1/18/14, 2/18/14, 3/25/14, 5/6/14). The schedule for assessing general education was adjusted accordingly. The six Competencies reflect the College's educational objectives, including "Providing general education courses and experiences integrated throughout the curriculum that enable students to write and communicate effectively, utilize mathematics, and employ appropriate methods of critical thinking and problem solving." Effective fall 2015, MCCC graduates are required to evidence competency in the six areas, regardless of their degree program (General Requirements for Graduation, Degree Requirements).

Assessment of student learning is an essential component of institutional effectiveness. It assures the public that MCCC graduates acquire knowledge and skills consistent with the College's *General Education Goals*. Faculty content experts developed rubrics to assess student achievement of general education learning objectives. They review and update rubrics when necessary. This was the case recently when 9 competencies were reduced to 6. MCCC students choose from a menu of courses (approved by the Curriculum Committee as General Education Course Satisfiers) to meet general education requirements for graduation. Assessment of the Competencies takes place within the context of courses and is reported in aggregate by the Office of Institutional Research, Evaluation, and Assessment. The processes for assessing general education and related data analysis and improvements are discussed in detail under 4.B.

MCCC General Education Goals, Competencies, Learning Outcomes, Learning Objectives, and Course Satisfiers

Human and Cultural Diversity

General education at MCCC requires students to recognize and understand all aspects of the human condition. Specifically, Goal Two (Social and Cultural Awareness) requires that MCCC graduates evidence competency in recognizing expressions of the human experience and understanding the processes that influence human values, thoughts, social systems, and behavior. As noted above, students may select from a menu of courses to satisfy the Humanities and Social Sciences Competencies.

Some programs establish additional student learning outcomes focused on diversity, including

- Registered Nursing: Advocate holistically for diverse patient populations and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings
- Practical Nursing: Display respect and sensitivity to the cultural diversity of clients, families, staff, and peers with varied lifestyles, beliefs, races, and cultures
- Respiratory Therapy: Communicates readily with patient, always attentive to their emotions, needs, rights and comfort, is consistently considerate, patient, and accommodating

The College also demonstrates its support of exposing students to diverse cultures and populations through the Global Studies Degree Designation and opportunities to study abroad. The Global Studies Degree Designation is available to students starting fall 2015. It affords students the opportunity to gain knowledge about global issues and multicultural influences while pursuing a degree of choice. Under this designation, students pursue degree requirements as stated in their chosen degree program or transfer guidelines while also selecting particular elective courses and experiences. Courses that meet these requirements are designated in the MCCC College Catalog. To date, the Curriculum Committee approved 48 Global Studies Courses (Global Course Designation Application Form, Global Studies Courses).

Students who complete the Global Studies Designation are able to

- articulate international trends and issues
- appreciate and understand international cultures outside their own
- communicate effectively with individuals from an international culture outside their own
- explore how globalization affects their individual field of study
- attain awareness of how global growth will impact their world

Students may access information regarding the Global Studies Degree Designation in the College catalog and on the College website.

Study Abroad offers students the chance to increase their diversity options while completing course work and by visiting and living in other countries and cultures. The MCCC Study Abroad program is course-based and faculty-led. It is offered to students every other year. Since 2007 (when the program was established), faculty have traveled with over 150 students to 18 countries.

Also, MCCC provides international opportunities for students via individual courses and co-curricular activities. Examples include

- Student clubs and organizations
- the Humanities course trip to Stratford in Canada
- the Middle Eastern dinner in Dearborn, Michigan
- Language class dinners at ethnic restaurants (French, German, and Spanish courses)
- the Chinese Writing Exhibition, sponsored by International Studies Club and the MCCC Library
- the ISIS Panel-sponsored by International Studies Club
- the Field trip to Arizona Refugee Resettlement Program
- the annual Japanese Sushi Experience sponsored by International Studies Club
- the field trip to International Manufacturing and Tool Show (IMTS) in Chicago, IL
- Culinary Arts program cuisine field trips that include Chinese, Japanese, Mexican, and Italian destinations
- Lets Talk About It...Muslim Journeys
- Culinary Arts program students' internationally themed buffets
- the annual One Book, One Community (previously Big Read) programming
- Current Affairs and Diversity Series

Intellectual Inquiry through Scholarship, Creative work, and the Discovery of Knowledge

General education at MCCC requires that graduates exercise intellectual inquiry through scholarship, creative work, and the discovery of knowledge at a level considered appropriate for associate degree-granting institutions. MCCC degree-seeking students are required to use the scientific method to define a problem, collect and analyze data, and propose and evaluate a solution to the problem (General Education Competency 1: *Understand and apply the elements of scientific inquiry and scientific principles in a natural science college laboratory course setting*). They are expected to write and edit a college-level paper (General Education Competency 3: *Write effectively*). MCCC students receive instruction about using Library resources and services (see 3.D). Many students, particularly those intending to go on to study at a four-year college, take Composition II (ENGL 152) which requires them to complete a research paper. The College incorporates Writing-Across-the-Curriculum (WAC) whereby faculty are encouraged to incorporate writing assignments into non-writing classes. Writing Fellows are there to assist students with writing at all levels and for all classes. MCCC students are expected to create or reconstruct an expression of the human experience

and share it with others (General Education Competency 5: *Recognize expressions of the human experience*).

Co-curricular opportunities are available for students to exercise intellectual inquiry. Examples include

- the *AGORA*, College newspaper
- *Images*, annual College literary magazine
- Drama
- Writing Fellow Scholarships
- Agora Chorale (College/community choral group)
- College/Community Symphony Band
- annual One Book, One Community (previously Big Read)
- Student clubs and organizations
- attendance at professional conferences and meetings (students and faculty)
    - bi-annual Southeast Michigan and Northwest Ohio SolidWorks User Group meeting held on MCCC Campus
    - Michigan Society for Respiratory Care annual meeting
    - Respiratory Care students participate in the annual Sputum Bowl
    - Michigan Writing Center Association Conference (MWCAC)- MCCC Writing Fellows
    - College Media National Conference (CMNA)- New York, New York

MCCC awards associate's degrees and certificates. Faculty and administrators are not required to conduct research or publish academic work. However, many do. They also participate in juried review for professional publications, write and edit texts and lab manuals, and present at professional conferences and meetings (Faculty and Staff Accomplishments 2010-2015). Ninety-five (95%) percent of MCCC Faculty hold a master's degree or higher (Faculty Roster), many of whom completed their advanced degree(s) and other credentials while employed by MCCC. Sixty-seven (67%) percent of adjunct faculty hold master's degrees. The College supports sabbatical leave for faculty and administrators to allow them time to engage in professional activities and scholarly endeavors. The College supports intellectual effort through the Intellectual Properties Policy and related procedures.

The Monroe County Community College Foundation Enhancement Grants Program awards funding to support students interacting with diverse populations, as well as, exercising intellectual inquiry (Enhancement Grant Program Awards Summary 2010-15).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Monroe County Community College (MCCC) ensures that it has the faculty and staff needed for effective, high quality programs and student services by

- hiring and retaining sufficient numbers of qualified employees
- evaluating regularly in accordance with institutional policies and procedures, job descriptions, and responsibilities
- offering opportunities to participate in professional development
- supporting professional development

Hiring and Retaining Qualified Faculty and Staff

MCCC hires and retains faculty and student support services staff with appropriate credentials to teach within their respective disciplines and meet professional obligations. Written job descriptions and responsibilities are maintained in institutional policies and procedures (including bargaining agreements), staff handbooks, and personnel documents.

MCCC awards certificates and associate's degrees. The primary requirement for appointment as a member of the MCCC teaching faculty (full-time or adjunct) is evidence of potential success as a community college teacher. While not exclusive of proficiency and interest in conducting research, MCCC teaching faculty are hired to teach and assess student learning. Full-time faculty are also expected to

- remain current in their area of specialization
- maintain membership in professional organizations in their field/discipline
- develop and evaluate courses and programs
- develop student learning outcomes and expectations of student performance

- assess student learning
- be accessible for student inquiry
- academic advising
- participate in departmental and institutional planning and decision-making
- serve on standing and ad hoc committees
- participate in college- wide social, cultural and professional activities to support students and to advise students
- serve as community resource professionals
- fulfill routine duties
- and be accessible to students outside the classroom (teaching faculty responsibilities)

Faculty are available to students before and after class and during office hours, field trips, student functions, and general College activities and events. Full-time faculty are required to maintain weekly office hours. The College provides offices in each building for adjunct faculty to meet with students (Adjunct Faculty Offices). Students also have access to faculty via e-mail and by phone. Faculty contact information is listed on all course syllabi which are distributed within the first week of class each semester. All faculty are expected to regularly monitor their campus mailboxes and email accounts, and respond to student and institutional inquiries in a timely manner. These expectations are printed in the annual Faculty Handbook and on adjunct faculty teaching assignment contracts.

The College employs two teaching faculty assigned to fulfill a portion of their workload requirement through learning support services, including the coordinator for Writing-Across-the-Curriculum and the coordinator for e-learning and instructional support.

The primary requirement for appointment as a member of Student and Information Systems faculty (full-time and part-time) is evidence of potential success as a community college professional in each respective area. Full-time faculty counselors and librarians are expected to fulfill many of the same responsibilities as teaching faculty. For example

- remain current in their area of specialization/field
- be accessible for student inquiry
- conduct academic advising
- participate in departmental and institutional planning and decision-making
- serve on standing and ad hoc committees
- participate in college- wide social, cultural and professional activities to support students
- serve as community resource professionals
- fulfill routine duties (student services faculty responsibilities)

Specific responsibilities for faculty assigned to Student and Information Services (SIS) (Admissions, Learning Resource Center, and Learning Assistance Lab) are reflective of the nature of the work. Academic advising is a process facilitated by trained SIS faculty, counselors, librarians, and full-time faculty to assist students with education and career planning. Assistance is available to help students plan their academic program, select classes, choose a major, and meet the transfer requirements of a four-year institution.

Three (3) full-time MCCC counselors are assigned to perform specific duties in the admissions office, including

- recruitment of students
- student orientation
- career counseling and testing

- referrals to outside agencies

One (1) full-time faculty counselor is assigned to coordinate disability services (DS) in the Learning Assistance Lab (LAL). Two (2) full-time faculty librarians are assigned to the Learning Resources Center (LAC) where they provide information services to aid students, faculty, administrators, staff and Board of Trustees members with their research and instructional needs. Librarians teach information literacy skills to students as requested by instructors. Librarians work with faculty to develop appropriate print and electronic collections to support courses, programs and general education objectives. Part-time faculty are also employed to provide services for the three areas: Admissions, Learning Assistance Lab, and Library. MCCC student service functions are discussed in detail in 3.D.

As discussed in 3.A and 4. A, faculty oversee the curriculum and assessment of student learning through representative participation on the Curriculum Committee and Learning Assessment Committee. Only faculty are voting members of these two committees. Both committees are very active (CC Annual Standing Committee Report, LAC Annual Standing Committee Report).

MCCC faculty qualifications are documented in policies and procedures, including the Faculty Bargaining Agreement, MCCC System of Academic Rank, and the Adjunct Faculty Salary Schedule. These policies and procedures adhere to Carl D. Perkins (Perkins) expectations for faculty teaching occupational specialty courses in state (Michigan) approved programs. State-approved programs are eligible for Perkins grant funding. The grant requires faculty to have a minimum of two years work experience or job-related training in the occupational field.

The qualifications for MCCC full-time teaching faculty include

1. Master's degree in the subject matter field, or if not then,

2. Master's degree with 20 hours of graduate work in the subject matter field

Under both 1 and 2 above, of prime importance is the extent and degree to which a faculty member's undergraduate work provides a foundation and complement to the graduate work in the field of specialization. In short, it is the total of graduate and undergraduate work that must be appraised. If strict application of the above credentials is inappropriate, then the College will recognize professional licenses or certificates, practical experience or training, or other qualifications in lieu of a degree.

The College adheres to current HLC Assumed Practices for Faculty Roles and Qualifications which require teaching faculty hold an academic degree at least one level above the level at which they teach, except for programs for terminal degrees or when equivalent experience is established (Faculty Roster). Cases of faculty (full-time or adjunct) who qualify to teach MCCC credit classes under "equivalent experience" are documented in the faculty's personnel file.

The HLC recently released new language under Assumed Practices for Faculty Roles and Qualifications for Determining Qualified Faculty. According to the new language, faculty qualifications are determined primarily by degree credentials. Faculty teaching general education courses, or other non-occupational courses, are expected to hold a master's degree or higher in the discipline or subfield OR a minimum of 18 graduate hours in their teaching area. MCCC awards associate's degrees. Faculty teaching occupational courses are expected to hold a bachelor's degree or have "equivalent experience." In terminal degree programs, faculty are expected to possess the same level of degree. At MCCC 95% of full-time faculty and 67% of adjunct faculty hold a master's degree

or higher (Faculty Roster). MCCC is in the process of conducting a full audit of faculty qualifications and documenting cases where faculty are qualified through "equivalent experience." The College is approximately 85% compliant with the new HLC expectations regarding qualified faculty. MCCC is taking action to achieve 100% compliance by the HLC mandated deadline of September 2017.

MCCC maintains authority over faculty. Full-time faculty work with division deans, department directors, and the Office of Human Resources to develop faculty position postings (which include minimum qualifications) review applicant files, and recommend candidates for employment. The division dean and department director hires, observes, and evaluates faculty (both full-time and adjunct) who are assigned courses or provide services organized under their area. Faculty credentials are documented in personnel files maintained by the human resources office. Only MCCC faculty teach MCCC credit classes, award grades, and provide student services. Qualifications to teach MCCC credit classes apply to all faculty, regardless of where the course is taught (Main Campus, Whitman Center, at an off-Campus site, or on-line) and who is enrolled, including dual enrollment students (high school students enrolled in college classes for high school and/or college credit). (See 4.A)

MCCC administrator responsibilities are available in the MCCC Policy and Procedures Manual. Position descriptions for administrators, professional staff, and support staff (which include qualification requirements) are available in the human resources office (HR).

MCCC faculty, administrators, professional staff, and support staff are appropriately credentialed to teach within their disciplines, manage their areas, perform essential job functions, and provide services to students. Position descriptions and credentials are used to classify support staff, professional staff, maintenance, and administrative positions. They are used to rank and to place full-time and adjunct faculty on salary schedules. The HR office adheres to a strict Job Factors and Point System to classify support staff positions (Support Staff Salary Schedule, Part-time Support Staff Schedule). Documentation of credentials and qualifications are maintained in the employee's personnel file. The HR office maintains all personnel files.

Enrollment at MCCC grew exponentially between 2003 and 2010, culminating in the largest student body in the College's history (4,723 students). The College experienced double digit enrollment declines every year between fall 2010 and fall 2014 (27%) resulting in a return to a student body of the same size (3,482 students) as before 2002-2003, when growth began.

In fall 2014,

- 3,482 students were enrolled in credit classes
- 481 of the 3,482 students were dual enrolled students
- 54% (or 1,881) of degree-seeking students intended to transfer to a four-year college
- 46% (or 1,601) of degree-seeking students intended to complete an occupational program (Student Profile Fall 2014).
- the College offered 35 programs and 28 certificates (compared to 36 and 30 in Fall 2015)(HLC Institutional Update, 2014)
- 18% of the student body enrolled in an online class
- 10% of total contact hours were delivered via online courses
- 50% or more of core requirements were available online for 10 programs (8% of graduates complete 50% or more of their core program requirements online)

Despite fluctuations in enrollment and changing student demographics between 2010 and 2015, MCCC maintained sufficient numbers of faculty and student support services staff, even adding a

couple of positions (particularly student assistants) . In 2012, an institutional researcher was hired and established the Office of Institutional Research, Evaluation and Assessment to address increasing calls for accountability as well as the College's commitment to evidence-based decision-making. A faculty coordinator for e-learning and instructional support was hired in 2007 to establish an office to support the increasing needs of students and faculty as a result of growing enrollment in online classes. Additional instructional and student services positions were added (and replaced) between 2010 and 2015.

MCCC Employees Staffing Levels by Position Classification, 2010- 2015 (2016)

Employee Classification	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2015-16 Positions not budget but still exist
Full-time Faculty	68	69	68	66	65	63	2
Part-time Faculty	230	210	196	164	161	160	0
Full-time Administration	26	26	27	25	24	25	1
Part-time Administration	0	0	1	1	1	0	0
Professional Staff	0	1	2	4	5	6	0
Full-time Staff	63	65	62	58	57	52	1
Part-time Staff	34	39	34	24	23	25	0
Maintenance	20	20	20	21	20	20	1
Students Assistants	72	68	64	89	97	100	0
Total	513	498	474	452	453	451	5

Data Source: MCCC HR office

The student-to-faculty ratio is 12:1 (compared to 19:1 last year and 24:1 several years prior). At least

one full-time faculty is associated with most academic programs and disciplines. Depending on the number of students enrolled, deans may assign more than one faculty to the same program and course (examples include Registered Nursing, Computer Information Systems, Psychology, and English). Deans may also assign faculty to teach courses for more than one program and/or discipline if a faculty member is properly credentialed. The percentage of course sections taught by full-time teaching faculty has increased every year since 2010, from 36% to 52%. (This does not include full-time administrators and staff who teach part-time) Core Indicators of Effectiveness, p. 12). Some programs have a lower percentage of instruction taught by full-time faculty. Programs and disciplines with less than 50% of instruction delivered by full-time faculty are monitored closely to ensure students are meeting learning course and program outcomes.

The average length of service of MCCC employees ranges from 6- 13 years. MCCC offers the following incentives to encourage employee longevity:

- intrinsic value of enriching lives of students
- competitive wages, salaries, and health and retirement benefits
- vacation and leave days
- holidays and scheduled paid vacation days
- other opportunities for paid leave (such as sabbatical, bereavement, personal, jury duty, military service, and etc.)
- opportunities for professional advancement
- support for professional development
- tuition remission
- continuing contracts for faculty and administrators

Evaluating Regularly

The performance of Faculty, Administrator's, and Support Staff is regularly evaluated in accordance with policy, procedures, and practices.

- Faculty
- Adjunct Faculty (face-to-face and on-line classes)
- Administration
- Professional Staff
- Support Staff

Division deans evaluate full-time teaching faculty under their authority on the following criteria:

- instructional skill
- use of technology
- curriculum development, review, and evaluation
- assessment of student learning
- program evaluation
- participation in division and college activities and initiatives
- professional activities and growth
- routine responsibilities

Deans regularly observe full-time and part-time faculty (face-to-face and online) and review data from Student Questionnaires on Instruction (face-to-face and online) which are completed for each course each semester. Additionally, the Coordinator for e-Learning and Instructional Support invites online faculty to participate in a peer review program. The student questionnaire for online classes is

administered electronically and provides individual course and aggregated data. Ninety two and one-half percent (92.5%) of online students surveyed between 2010 and 2014 strongly agreed or agreed that their online instructor was a good on-line. This is consistent with CCSSE data that shows The face-to-face student questionnaire is administered manually and does not yield data in the aggregate. Faculty reviewed adoption of an automated process for administering student questionnaires in all course sections. However, some expressed concern that moving to the electronic format would significantly and negatively affect the response rate for returned surveys. Discussion on this topic is ongoing.

Ninety four percent (94%) of MCCC students who completed 40 or more credit hours and 91% of MCCC graduates reported that the quality of instruction received while at MCCC was good or very good (Graduate Survey Report 2012-13 (Page 14)).

The Director of Admissions and the Director of the Learning Resource Center regularly evaluate faculty who provide counseling, tutoring, disability services, and library services. Support Staff and Maintenance, Administrators and Professional Staff are evaluated annually. Employees also have an opportunity to evaluate supervisors.

MCCC student's and graduate's satisfaction with MCCC learning and student support services is presented in 3.D. and 4.A.

Offering and Supporting Professional Development

Faculty are content experts who maintain currency in their teaching area through professional development, affiliation with professional organizations and specialized accreditation bodies, and interactions with business, industry, and educational partners.

MCCC supports advanced study and professional development for faculty and instructional staff through

- conference and travel funds in the annual General Fund budget (may be pooled for use by program and/or division faculty)
- incentivized completion of continuing education in the Faculty Salary Schedule
- faculty and administrator sabbatical leave (with and without pay)
- 15 Faculty Work Days each year
- the Annual Adjunct Faculty Workshop
- the Professional Enrichment Program*
- Carl D. Perkin's funds for attendance at professional meetings and conferences (annual award and CAP grants)
- the Personal and Professional Development Series 2011-15, 2015- 16; *
- tuition remission (faculty and staff)
- targeted supervisor management training*
- e-Learning information and training (online, face-to-face)
- Faculty Resource Center (in Blackboard) (unable to download all content into PDF, view buttons on left side of pager or visit website)

* Developed in direct response to the College's strategy for improving governance and communications through professional development

MCCC faculty and student services staff maintain currency in their field and engage in professional development internal and external to the College. Examples include:

- [Faculty and Staff Professional Development Activity 2010-2015](#)
- [Faculty Work Days Aug 2010-2015](#)
- [Faculty Work Days Dec- Jan 2010-2015](#)
- [Faculty Work Days May 2010-2015](#)
- [Adjunct Faculty Workshop 2010-2015](#)
- [Professional Enrichment Program Log 2014 & 2015](#)
- [Personal and Professional Development Series Activity 2011-2015](#)
- [Administrative Professional Development Series 2010-1205](#)
- [Other Management Training 2010-2015](#)

Additional activities for Librarians and the Coordinator for Disability Services include:

- on-line webinars
- workshops on specialized topics (e.g., Resource Description & Access- new cataloging format)
- attendance at the Michigan Library Association/Academic Libraries section meeting
- attendance at Southeastern Michigan League of Libraries meetings (a regional Library group)
- regional and national user group meetings for MCCC cataloging vendor, SIRSI/DYNIX; WebJunction links (from ALA)
- local/regional opportunities as they come up. (State Library, Michigan Consortium for Library Services (MCLS); Special Libraries-Michigan Chapter)
- attendance at Michigan Occupational Special Populations Association (MOSPA) and Michigan TRENDS in Occupational Education annual conference (Special Populations/Disability Services)

Individual cases of professional development are documented on performance evaluations and placed in personnel files.

MCCC employees are affiliated with an impressive list of [professional organizations](#).

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- MCCC Policies and Procedures Manual All Series (page number 112)
- MCCC Policies and Procedures Manual All Series (page number 117)
- MCCC Policies and Procedures Manual All Series (page number 331)
- MCCC Policies and Procedures Manual All Series (page number 357)
- MCCC Policies and Procedures Manual All Series (page number 358)
- MCCC Policies and Procedures Manual All Series (page number 359)
- MCCC Policies and Procedures Manual All Series (page number 360)
- MCCC Policies and Procedures Manual All Series (page number 367)
- MCCC Policies and Procedures Manual All Series (page number 368)
- MCCC Policies and Procedures Manual All Series (page number 388)
- MCCC Policies and Procedures Manual All Series (page number 391)
- MCCC Policies and Procedures Manual All Series (page number 401)
- MCCC Policies and Procedures Manual All Series (page number 592)
- MCCC Policies and Procedures Manual All Series (page number 622)
- MCCC Policies and Procedures Manual All Series (page number 636)
- MCCC Policies and Procedures Manual All Series (page number 639)
- MCCC Policies and Procedures Manual All Series (page number 640)
- MCCC Policies and Procedures Manual All Series (page number 649)
- MCCC Policies and Procedures Manual All Series (page number 654)

- MCCC Policies and Procedures Manual All Series (page number 655)
- MCCC Policies and Procedures Manual All Series (page number 669)
- MCCC Policies and Procedures Manual All Series (page number 670)
- MCCC Policies and Procedures Manual All Series (page number 678)
- MCCC Professional Affiliations-Memberships 2015
- Online Blended Peer Review Form Winter 2015
- Online Courses as % College Enrollment, 2003- 15
- Online Enrollments 2010-15
- Online Evaluation Results Comparison, 2010-14
- Online Instructor Observation Report
- Other Management Training 2010-15
- Perkins Occupational Faculty Qualifications
- Personal and Professional Development Series 2011-2015
- Personal and Professional Development Series 2015-16
- Prof Enrichment Prog Guidelines & Proposal 2015-16
- Professional Enrichment Program Combined
- Professional Enrichment Program Log 2014 & 2015
- Reinventing Shared Governance and Employee Communication Working Tactical Implementation Plan 03 15
- Reinventing Shared Governance and Employee Communication Working Tactical Implementation Plan 03 15 (page number 6)
- SP Results Ed Ex Inst Excellence Adjunct Offices
- Strategic Plan 2014-2017 Detail
- Student Profile Fall 2014
- Student Questionnaire on Instruction Face to Face
- Student Questionnaire on Instruction Online W15
- Supervisor Performance App Form
- Support Staff Roster FT 2015
- Winter2015 OnlineCourseQuestionnaire Results summary

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Monroe County Community College (MCCC) provides support for student learning and effective teaching that is suited to the needs of its student populations, including

- effective placement and preparatory instruction
- comprehensive student support services
- complimentary teaching and learning infrastructure and resources

Placement and Preparatory Instruction

MCCC believes that liberal admissions requirements are an essential part of its philosophy. The College Admissions Policy affords equal opportunity for all qualified individuals for higher education experiences. The policy is based on the student's ability to benefit and does not discriminate on the basis of race, color, religion, national origin or ancestry, age, gender, marital status, disability, genetic information, sexual orientation, gender identity/expression, height, weight, or veteran status.

Students are admitted to the College on one of the following bases:

- Regular Admission: applicants with a high school or General Education Requirement (GED)
- Special Admission: applicants who are five or more years beyond their high school graduation date and do not have a high school diploma or GED
- Restricted Admission (Limited Enrollment Status): applicants requiring remediation
- Selective Admission: applicants to programs with special admissions criteria
- Guest Student Admission: applicants enrolled at other colleges taking MCCC classes who intend to transfer the credit
- High School Student Admission: high school students admitted on the basis of dual enrollment
- International Student Admission
- Advanced Standing (see 4.A)

Fall 2014 Student Profile Highlights

- 3,482 credit students
- 84% resided in-district
- 12% resided out-of-district
- 4% resided out-of-state
- 67% enrolled part-time
- 33% enrolled full-time
- 80% degree-seeking
- 54% enrolled in transfer program areas
- 46% enrolled in career programs
- 24.5% first time enrolled in any college
- 18% enrolled in at least one distance education class (622 students)
- 44% male, 56% female
- 24 mean age
- 21 and younger largest age cohort
- 14% dual enrollment students (481 students)
- 84% residents of Monroe County
- 48% awarded some type of financial aid (grants, loans, scholarships, work study)
  - White—80.5%
  - Black or African American—3.0%
  - Hispanic—3.1%
  - Asian—0.7%
  - American Indian/Alaska Nat.—0.4%
  - International—0.06%
  - Hawaiian/Pacific Islander—0.09%
  - Two or More Races—0.34%
  - Not Reported—11.7%
- COMPASS-tested college ready (DevEd and Student Placement, 6/24/15 PAG)
  - Reading—98%
  - Writing—94%
  - Mathematics—53%
- Employment (CCSSE)
  - 67% worked for pay 11 hours or more a week
  - 40% worked for pay 30 hours or more a week

MCCC has a process in place for directing students to courses and programs for which they are adequately prepared. New and transfer students who earned fewer than 12 semester hours from another college or those who have not met minimum American College Test (ACT) score criteria must complete the Computer Adaptive Placement Assessment and Support System (COMPASS). Students are encouraged to prepare to take the COMPASS exam. Resources for preparation are available in the admissions office, Testing Center, and on-line. They are also mailed to students with admissions notification letters. The Office of Lifelong Learning offers COMPASS prep classes at a nominal cost. In collaboration with The Monroe County Learning Bank, the College offers the Turning Point Program (a test preparation program for the COMPASS and GED).

In light of changes being made to the COMPASS test by ACT, the College is reviewing the current placement process, including the type of test used and additional indicators of student success like high school performance and motivation to succeed in college.

The following services and programs are available to help prepare students for academic success at MCCC before they enroll in their first college course:

1. *Selective Programs*: Students applying to a selective program are required to meet special admissions requirements to ensure they are prepared for the rigor of the program. The requirements are available online and in the annual College catalog, under the respective program.

2. *Orientation*: Student orientation is held prior to the start of each semester (Fall Class Schedule, p. 4). It is also available on-line. Attendance at orientation is optional for students. The College is currently discussing a mandatory first semester experience or course as part of a larger retention initiative.

3. *First Steps to Classroom Success*: This 3 hour workshop is offered 2-3 times before the beginning of fall and winter semesters. Topics include organization, note-taking, study strategies, and learning tools. Workshop flyers are sent to all new students one month prior to the workshop date. Registration is required. In fall 2014 and fall 2015 over 700 students were invited to attend *First Steps*. Generally attendees are first time to college students or working adults who have not attended school for several years.

4. *Course Prerequisites:* Prerequisites are put in place to ensure students have the appropriate body of knowledge to complete the course. Students are expected to meet prerequisite requirements prior to enrolling in classes. Course requirements, including prerequisites and/or co-requisites, are published as part of course descriptions in the annual College catalog and in close proximity to course sections in the class schedule. Currently, students are able to register for classes while enrolled in prerequisite courses. In some cases, students do not pass the prerequisite course and are not withdrawn from the class that requires that prerequisite. This is particularly problematic when the prerequisite is a developmental course (e.g., Developmental Writing as a prerequisite to Composition I). The registrar's office does its best to manually check students' adherence to prerequisite requirements. However, the College is investigating ways to improve the current system for checking prerequisites.

5. *Developmental Education:* In an effort to ensure students are prepared for the rigor of college classes, MCCC placement procedures require students who do not test college-ready in reading and/or writing to complete developmental coursework prior to enrolling in most college courses. Students who do not test college-ready in mathematics must complete developmental coursework prior to enrolling in the next level mathematics class (and some college-level non-mathematics courses). Students who score below specified minimums for reading, writing, and/or mathematics are strongly encouraged to enroll in COLL 145, College Skills.

In 2012 (in response to recommendations from the Developmental Education Committee), the College engaged in a concerted effort to increase student preparedness for college-level study (including successful completion of developmental education). Students are required to achieve minimum COMPASS test scores for placement into developmental reading and writing. The minimum scores for placing into developmental reading and writing were set at or lower than those required by the Department of Education for individuals without a high school diploma to be eligible for Federal Title IV Financial Aid.* Students who test below minimum scores for placement in developmental reading and writing are referred to The Learning Bank and other community resources for remediation prior to enrolling in MCCC classes.

Federal Title IV Financial Aid Ability to Benefit Scores (Reading and Writing)

and MCCC Minimum Score for Placement into Developmental Education

	Department of Education Ability to Benefit Score*	MCCC Minimum Score for Placement into Developmental Education
Reading	62	50 (50-60= Developmental Reading/RDG 090)(61+ no special requirement)
English/Writing	32	32 (32-40= Developmental Writing/ENGL 090)(41+ no special requirement)

The COMPASS test score "decision-zone" was eliminated. Students testing at the high end of the decision zone are now placed directly into College classes.

COMPASS Placement, Reading and Writing

(Prior to and After Minimum Scores for Placement into Dev Ed)

	Prior to 2012-13		2012-13 and After	
Reading	0-60	RDG 090	0-49	Remediation
	61-74	Decision Zone	50-60	RDG 090
	75-100	No Special Requirement (Decision Zone)	61+	No Special Requirement (Decision Zone)
Writing	0-40	ENGL 090	0-31	Remediation
	41-54	Decision Zone	32-40	ENGL 090
	55-100	No Special Requirement	41+	No Special Requirement

Other strategies employed by the College to ensure preparedness include

- requiring mandatory completion of developmental education prior to enrolling in most 100-level and higher courses
- adopting the *Emporium Model* to deliver MATH 090 (Basic Mathematics Skills), MATH 092 (Beginning Algebra/previously MATH 150), and MATH 151 (Intermediate algebra)
- requiring completion of College 145 (College Skills) for students on Academic Probation

(recommended for students required to complete developmental coursework)
- faculty specialists (adjunct faculty tutors) from the Learning Assistance Lab (LAL) visiting each developmental education class in the second or third week of the semester to describe tutoring services in the LAL and encourage students not to wait too long before seeking tutoring
- inviting faculty specialists from the LAL to present to College Success (COLL 145) classes on the topics of learning styles and preparing for tests

 Although still early, these efforts appear to be making a difference (post placement revision)

- the number of students testing college-ready increased between 2011 and 2014
- more students are mastering basic (developmental) mathematics by achieving a "B" or higher (compared to passing with a "D" or higher) (HLC Presentation p. 16, p. 23)
- persistence and retention in developmental mathematics courses are higher
- more students are succeeding in the first 100 level mathematics course (Math 151 Intermediate Algebra), 6.8% more despite a higher standard (grade of A-B rather than A-D to pass)
- academically dismissed students who take COLL 145 have a higher change in GPA than their counterparts who did not (COLL 145 Effectiveness)
- significantly more students are succeeding in the college writing course (ENGL 151-Composition I), 35% more

There was some concern with the adoption of the Emporium Model for delivering basic mathematics (often referred to as Math Redesign). Students and MCCC employees expressed concern regarding the lab fee and student support. The College investigated the lab fees for MATH 090, 092, and 151 and determined that the current method of calculation was the least expensive option for students. In response to the concern that students needed more guided assistance, the College established a tutoring center called the Math Den. It focuses on supporting students enrolled in mathematics classes (particularly developmental mathematics) and classes utilizing applied mathematics (see below). Fall 2015 enrollment in developmental math is tracking overall headcount, enrollment in non-developmental math courses are up 11.1%, and enrollments in transfer math courses are up 7.3%. These statistics indicate that MCCC students are achieving a higher level of mathematics since the Emporium Model was adopted by the mathematics faculty.

Student Support Services

MCCC offers comprehensive support services to assist students in achieving their educational goals. Ninety eight (98%) of the students who participated in the 2013 Community College Survey of Student Engagement (CCSSE) responded that the College provided support to help them succeed at MCCC.

Admissions/Academic Advising/Counseling

Academic advising is a process facilitated by trained MCCC counselors and full-time faculty to assist students with educational and career planning and academic choices. Assistance is available to help students plan programs, select classes, choose a major, and meet transfer requirements of a four-year institution. In addition to academic advising, counselors provide career counseling and testing, academic counseling, and referrals to outside agencies. MCCC faculty advisers are full-time faculty and administrators assigned to students during their first fall or winter semester of enrollment in credit classes at the College. All new students are required to meet with a counselor in the admissions office prior to registering for classes the first time. Students are not required to consult with their adviser. However, students are encouraged to do so to assure academic progress toward their goals. There is

agreement among MCCC faculty and staff that the current system of advising needs to be reviewed and improved. The College is exploring mandatory advisory for each semester. To better serve students, the College adopted the "transfer Pathways" approach to advising students who plan to continue their education at a four-year college. Additionally, the College was invited by the Michigan Student Success Center to participate in the Michigan Guided Pathways Institute Cohort II. The admissions office hosts transfer events on the Main Campus and at the Whitman Center.

The 2013 Community College Survey of Student Engagement (CCSSE) results demonstrate high student satisfaction with the overall quality of academic advising; 93% of students who utilized academic advising/planning services were somewhat or very satisfied, and 84% of students who sought career counseling were somewhat or very satisfied. Regarding academic advising/planning utilization frequency, 50.3% of students said they sometimes or often utilized these services, compared to 63.3% of students in the College's cohort of small colleges. Student career counseling utilization (sometimes or often) was similar at MCCC (27.2%) as in the cohort group (29.3%) (CCSSE). The most recent annual Graduate Survey results indicate a general sense of satisfaction with academic advising and counseling. The mean score for satisfaction was 3.86 (on a 5 point Likert scale with 5 meaning most and 1 meaning least satisfied).

Financial Aid

The Office of Financial Aid page of the MCCC website details the types of support available to students, as well as the eligibility requirements and application procedures required to receive it. The financial aid office staff are available to assist students by phone, email, or interview. Students are not required to make appointments to meet with financial aid staff. The office participates in College Goal Sunday: An annual state-wide event where colleges help parents and students fill-out the Free Application for Federal Student Aid online (FAFSA)

Types of financial aid include

- grants
- scholarships
- work study
- loan programs
- tuition payment plan

The College participates in the following Federal financial aid programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Work Study (FWS)
- William D. Ford Federal Direct Stafford Loan program
- William D. Ford Federal Direct PLUS Loan program.

Over 50% of MCCC students were awarded Federal Aid ($9.8 million), (Total Federal Financial Aid Awards 2013-14) Scholarships ($654,000), and Work Study funds ($92,200)

The MCCC financial aid office staff are available to assist students through all steps of the financial aid process, such as

- completing forms required to receive financial aid, such as the Free Application for Federal Student Aid (FAFSA)

- budgeting to pay for school-related expenses
- understanding how tuition and fees are calculated
- understanding how financial aid refund checks are processed
- understanding debt management strategies for repaying student loans
- applying for scholarships

Comprehensive entrance and exit loan counseling are critical components of MCCC's financial aid service to students and an important loan default prevention strategy. All students who are borrowing loans for the first time are required to complete an online loan entrance counseling session on the Department of Education's website. In addition, MCCC first-time borrowers are required to meet in-person with an MCCC financial aid staff member to ensure they have a comprehensive understanding of their rights and responsibilities of borrowing through the Direct Loan program.

The financial aid office mails a comprehensive package of exit loan counseling materials to all students who exit MCCC, either due to graduation or other reasons. Graduates are invited to attend a one-on-one exit loan counseling sessions with a financial aid staff member to review their accounts in detail and to discuss payment plan options. The financial aid office requests reports every 60 days from the National Student Loan Data System to identify students who have exited MCCC and are within 60 days of entering repayment on their student loans. An additional letter is sent to those students, inviting them to make an appointment with an MCCC financial aid staff member to review their student loan repayment options.

Effectiveness and student satisfaction with the services provided by the financial aid office were evaluated in the 2013 Community College Survey of Student Engagement (CCSSE). The CCSSE results indicated that 16.9% of students reported often seeking financial aid advising, and 30.5% reported sometimes seeking financial aid advising. Of those students who utilized financial aid advising, 83% reported they were somewhat or very satisfied with the services. The CCSSE results also showed that 78.7% of MCCC students think financial aid advising is somewhat or very important (CCSSE). Seventy-four percent of 2012 graduates rated financial aid as very good or good (Graduate Survey Report 2012-13 (Page 14)). The percentage increased to 78% when 2013 graduates (Graduate Survey 2013-14 Major Responses) were surveyed.

Registrar/Registration

The registrar's office touches many areas of student services. The office works in conjunction with the admission and financial aid offices during registration periods assisting students with residency issues, transfer credit evaluation, registration, and transcript requests. The registrar's office maintains the transfer information webpage.

The registrar's office is an integral part of the Instructional Area. The Registrar sits on the Curriculum Committee and is responsible for reviewing documentation for accuracy, assigning course numbers, representing student services, and sharing guidelines that affect degree requirements and graduation. The registrar's office also works with the Academic Review Committee to help re-enroll academically dismissed students. The Academic Review committee meets five times a year to assist students who are having academic difficulties that impact the student success. At the end of each semester, the registrar's office works closely with faculty during the grading process. The registrar's office is also responsible for the planning and organization of MCCC's Commencement Ceremony. Grad Fest is an event in March that provides students the opportunity to sign up for commencement and pick up a cap and gown. It is a fun day celebrating the graduates hard work and dedication as they look toward their future endeavors.

The registrar's office conducts degree audits to verify that students who applied for graduation have met program and degree requirements. Following the degree audit, the student's graduation data is moved to an academic credential file and a diploma is created in house and mailed to students. The office processes diplomas four times a year (at the end of each semester).

Teaching and Learning Infrastructure and Resources

MCCC offers a robust menu of teaching and learning resources to support students in pursuit of their academic goals. The 2013 Community College Survey of Student Engagement (CCSSE) results indicated high satisfaction with Learning Resources. Eighty-four percent (84%) of students who received peer or other tutoring were somewhat or very satisfied with services. The satisfaction rate of skills lab (writing, math, etc.) users was 86%; disability service visitors, 72%; and computer lab frequenters, 96%. Graduates are also surveyed annually to evaluate satisfaction with learning resources on a five point Likert scale (5 the highest and 1 the lowest level of satisfaction). Eighty-one percent (81% or 4.21) of alumni rated the Learning Assistance Lab (LAL) as good or very good, compared to 88% (or 4.26) for the Regional Computer Technology Center and 85% (4.23) for the Learning Resource Center/Library**.**

Library

The College's cross-disciplinary teaching and learning resource is the Learning Resource Center (LRC)/Library. The philosophy statement of MCCC states in part that "the most precious resource of the Nation resides in the diverse knowledge and abilities of its citizens." The College endeavors to provide educational opportunities to enhance this knowledge and to refine these abilities. In keeping with that philosophy, the Library recognizes its responsibility to the College community to serve as an integral part of the total educational endeavor. It provides an arena for the development of information literacy, and serves as a provider of access to scholarship for students, faculty, staff, and community. Under the Director of Learning Resources, the Library staff provides guidance for conducting research (finding and effectively using information). Specifically, the Library partners with faculty to provide online and onsite access to services, technologies, and resources [materials] to

- enhance and support the quality of instructional programming
- stimulate the intellectual, professional, and cultural interests of students
- promote and develop information literacy and research skills through class projects
- offer to MCCC students a pleasant venue to work alone, in pairs, or in groups

Library staff regularly review the reference collection and replace out-of-date materials. Increasingly, the Library is adopting electronic collections. In 2013-14, the Library completed its first round of cancellations to the print journal collection. The printed collection gets little use now that students have access to full-text online databases. Just as it has done for its print collection, the Library reviews usage of each of the databases to determine electronic subscriptions. Some databases are added in direct response to the need to provide resources for specific disciplines. The MCCC ibrarians developed the collection. They all hold American Library Association accredited graduate degrees and work in cooperation with instructional faculty.

Acquisition of technology is progressing across campus thereby increasing student access to resources. In 2010, the Library Computer Commons was expanded by adding 11 laptops. The total number of workstations, now at 31, can accommodate most MCCC classes for hands-on resource instruction, the librarians' preferred instructional technique. In addition, recognizing that true information literacy requires the use and integration of a broad array of software and resources to complete a project, paper or presentations, library workstations now provide a full set of workplace

tools and support audio and dvd use. Acknowledging the growth in both online and blended courses, the integrated library system is maintained with an eye toward providing greater support for online instruction. Students do not have to be on campus to work or to get assistance from the Library. Library services, resources, and help are available online. Over 60% of students utilize Library services weekly and 96% do so monthly.

The Library continues its cooperation with the academic areas by providing research strategies instruction to students in conjunction with specific assignments. The sessions are tailor-made to fit the needs of individual courses, class sections, and instructors rather than a general approach. Librarians work with instructors to develop assignments that emphasize the immediate and practical uses of information and its application to the learning taking place in the classroom. Instructors and students frequently stay after the session to work. Instructors often schedule a workshop day in the Library for students to work an entire class period.

Faculty and administrator requests for learning materials from the Library are given high priority. The responsibility for selection of materials rests with the Director of Learning Resources who operates within the framework of an approved budget and the rules and regulations established by the College.

Learning Assistance Lab *(Brochure)*

The Learning Assistance Lab (LAL) provides a variety of support services free of charge to currently enrolled MCCC students. These services include tutoring, supplemental instruction, specialized workshops (including *First Steps to College Success*), disability services (DS), and The Writing Center.

Tutoring: The LAL provides one-on-one and group tutoring in many MCCC subject areas. Faculty specialists and peers serve as tutors. They are trained in all aspects of the tutoring program by MCCC faculty and staff who are knowledgeable about the challenges to students in an educational environment. Tutors visit classes to promote the service and work closely with faculty to understand class objectives, pinpoint challenging content for students, and create a link between the LAL and the classroom. In the third week of each semester, adjunct faculty tutors visit developmental classes (Reading, English, Math, and College Success) and any other classes where the instructor has requested a visit to encourage students to utilize LAL services as needed.

The only requirement for seeing a tutor is enrollment in the class for which tutoring is desired. Appointments are typically a half hour in length. Assistance is also available in the areas of study skills, reading strategies, and other related areas. Students have an opportunity to include comments about each tutoring appointment, test accommodation experience, and/ or Writing Center appointment when the session ends. Tutoring services were offered at the Whitman Center in 2012-13 based on student demand. However, the volume was low and sporadic so the service was discontinue two years later. Since fall 2014, tutoring for students at the Whitman Center has been offered on a case by case basis. A student who enquires about tutoring is contacted and a mutually workable schedule is established on site at the Whitman Center utilizing LAL peer and faculty tutors.

Early Alert: The Early Alert was created to assist students identified by faculty, staff, and peers early in the semester as having academic difficulties or other problems that may impact student success. Prior to January 2015, Early Alert was available only to students eligible to receive services funded by the annual Carl D. Perkins grant. However, in response to the College's Strategic Plan (2014-17) and retention initiative, faculty may submit Early Alert notification to the Learning Assistance Lab (LAL) for any student. Faculty may access Early Alert Forms online. Evidence shows that although the Early Alert program effectively reaches students at risk of stopping/ dropping out, intervention

with students even just a few weeks in to the semester may be too late. By the time MCCC reaches out to offer assistance through Early Alert, the students are often already far behind in their studies, missed several classes, and/or are failing the class(s). Hence, the College is exploring additional and proactive measures to encourage student success such as mandatory orientation and a first-year course experience (Retention Task Force). MCCC student retention initiatives are discussed in greater detail in 4.C.

Supplemental Instruction (SI): Peer-directed study sessions are available in selected MCCC courses. Regularly scheduled sessions provide group review and study discussions that are open to all students enrolled in the course. The LAL continues to offer SI in 5-6 classes per semester (most of these are in the sciences: Earth Science, Biology). SI sessions are also offered for Math, Philosophy, and Economics. SI leaders improve their technique over the course of the semester through SI supervisor observation feedback and follow-up to SI group leader meetings that focus on a particular technique, issue, or topic. SI leaders are frequently sought for peer tutor positions. They may also be Writing Fellows and regularly win highly prized MCCC student awards. Some of the strongest candidates for SI leaders and peer tutor positions come from the Monroe County Middle College program.

Students attending SI sessions score at least one letter grade higher on tests than those who do not attend (SI v NonSI W 15).

Online Study Skills Assistance: In addition to face-to-face tutoring, the College connects students to useful online study skills information, including:

- general study skills assistance
- learning styles and strategies
- textbook notes
- lecture notes
- goal setting and time management
- test taking strategies
- organizing tools
- math resources online

Online access to LAL tutors during regular service hours (9AM – 7:30PM Monday-Thursday) using Zoom software is currently being prepared. Students taking online classes, working remotely or taking classes at the Whitman Center will be able to meet with tutors and get assistance without having to come to campus.

Disability Services

The faculty coordinator for disability services (DS) and a team of counselors work with faculty to ensure students receive timely attention and accommodations thereby providing provide students an equal opportunity to participate fully in the College's programs and services. When appropriate, DS coordinates referrals to community agencies.

The Americans with Disabilities Amendments Act was passed in 2008. This amendment increased the number students eligible to receive accommodations through the MCCC DS office. The end of semester. The College is experiencing a greater number of students diagnosed with Post-Traumatic Stress Disorder (Veterans), Bi-Polar Disorder, and students on the Autism Spectrum. The complexity of these disabilities and amount of time and effort needed to facilitate student accommodations has drastically increased. This in turn has led to a greater need for faculty education and individual interactions.

Perkins Occupational Populations Support Services (POPSS): The POPSS program offers additional services through the Carl D. Perkins Grant to students enrolled or intending to enroll in a state approved occupational major. Services include career counseling, career resources, tutoring, advising, and progress monitoring.

Veteran's Assistance

The registrar's office administers the benefits that require enrollment verification through the Federal VA database and evaluates military service experience for award of academic credit (See 4.A for detail regarding academic credit for military service). The financial aid office administers the paperwork for benefits that are paid out through a sponsored billing process. MCCC was recently recognized by the Michigan Veterans Affairs Agency (MVAA) as a Veteran-Friendly School at the Silver level. Veteran –Friendly Schools are listed on the MVAA's website with corresponding rank criteria. The College created a veteran's services webpage a couple years ago. MCCC partners with Siena Heights University to offer an annual veteran friendly Career & Opportunity Expo and an Operation Serve Job Fair that are widely promoted to veterans.

Veteran students may participate in Military Veteran's United (MVU), a student club that was established to promote and enhance the educational experiences of the MCCC Veteran community. A full-time MCCC faculty counselor serves as the club advisor. The college created a Veterans Advisory Committee that meets monthly during the school year. College employees and representatives from local veteran service groups make up the committee. The group works on identifying and addressing needs of area veterans. Additionally, MCCC

- offers a Veteran Student Lounge
- hires Veteran Work-study students
- offers orientation for veteran students
- charges veterans and their dependents resident rates for tuition (starting Fall 2015)

 Skills Labs

Writing Center: Under the leadership of the faculty Writing-Across-the-Curriculum (WAC) Coordinator and with support of the student Writing Fellows, The Writing Center provides the following services to students and faculty, including

- individual tutorial sessions (45-60 minutes in length) -- Writing Fellows serve as first readers of student papers to help students identify strengths and weaknesses in their writing
- support for students in developing ideas and writing strategies using the Socratic method of inquiry
- tutorial sessions in research strategies (how to access, evaluate, and document sources) and classroom presentations—Writing Fellows discuss Writing Center services, answer questions, and provide general and specific information that will be useful to students
- online tutorial services (email, FAX, Blackboard)
- in-class tutorials (work with students in developmental writing courses)
- faculty support services (help faculty create writing assignments within their academic disciplines)
- an assignment sheet book—copies of faculty writing assignments are kept on file so Writing Fellows have a clear understanding of writing assignment requirements

Between 2010 and 2014, Writing Fellows conducted an average of 1,500 student conferences per year. Data shows high student satisfaction with the MCCC Writing Center services. Of 534 and 535 students surveyed, 98% responded that Writing Center services were helpful or very helpful and 98% responded that they would use the Writing Center services again.

Details regarding Writing Center activities and student outcomes are documented in the Annual Writing Across the Curriculum Report.

Math Den: The Math Den is located in the Life Sciences Building (room L-145) and provides math tutoring to developmental math students on an "as needed/drop by" basis. It is staffed from 9 a.m. to 9 p.m. Monday through Thursday, fall and winter semesters. A Math Den assistant is available at the Whitman Center as needed.

Course and Program-based Skills Labs: Students are afforded many opportunities to apply knowledge in a laboratory setting.

Anatomy & Physiology Labs
Automation and Robotics Lab*
Automotive Engineering and Testing Lab *
Biology Lab
Certified Nursing Assistant (CNA) Lab
Chemistry Labs
Computer Hardware/Networking Lab**
Construction Lab*
Cuisine 1300 Restaurant Lab
Culinary Arts Kitchen Lab
Early Childhood Education Lab**
Electronics Lab 1 and 2*
Graphic and Media Design Lab**
Manufacturing/Machining Lab*
Materials and Testing Lab*
Mechanical Design Lab*
Metrology and Measurement Lab*
Microbiology Lab
Nursing Lab (Practical Nursing and Registered Nursing)
Phlebotomy Lab
Physics Lab
Rapid Prototyping Lab*
Renewable Energy Lab*

| Respiratory Therapy Lab |
| Welding Labs* |

 *New Career and Technology Center (CTC) (opened Fall 2013); CTC Program Labs

** Newly Renovated/Updated

Performance Spaces: The Meyer Theater and Band Room in the LaZboy building provide an excellent space for choir and band practices and performances, music classes, theater classes, recitals, theatrical productions, and other community events. The Little Theater provides a "black box" performance environment in the basement of the Campbell Learning Resource Center.

Clinical Practice Sites: The College has a number of clinical agreements with area health care organizations and agencies Health.

Computer Labs and Technical Support

The College provides a fully wireless campus environment at its two locations, the Main Campus in Monroe, Michigan and the Whitman Center in Temperance, Michigan. MCCC employees and students receive an email account to access online resources and services from on or off-Campus. Full-time faculty and staff are given computers (desktop or laptop depending on their preference). Adjunct faculty offices are equipped with computers. Faculty may request other technology needed to support teaching and learning. Classrooms (and labs where appropriate) are equipped with fully integrated computer and projector capabilities.

Computer labs are available in a variety of locales on the Main Campus and at the Whitman Center, including the

- Regional Computer Technology Center (RCTC) – West Tech Building
- Business Learning Lab (BLL) – Whitman Center
- Computer Lab C-8 – Campbell Learning Resources Center (CLRC)
- Open Computer Lab H-104 – Welch Health Education Building (HEB)
- Computer Lab T 152-- Career Technology Center (CTC)

RCTC and BLL: The labs are designed to support student learning and effective teaching and are accessible to MCCC students and faculty. The number of computer stations and availability vary. The Regional Computer Technology Center (RCTC) and the Business Learning Lab (BLL) have 47 and 22 computers, respectively. Both are open computer labs that provide free support services to help students develop the technical skills that are essential to learning outcomes. The RCTC and BLL staff members assist students, faculty, and staff with personal computer and network operations, interpretation of instructional materials, and procedures associated with various software packages.

The RCTC provides the following testing services:

- COMPASS testing for incoming students
- test proctoring (online and paper and pencil tests) for MCCC students and guests*
- Computer Skills Competency Assessment to assess basic computer skills and meet the College's General Education Competency requirement of Computer Literacy
- ATI Test of Essential Academic Skills (TEAS) V nursing entrance examination for MCCC students and guests

The testing room is monitored by staff using a surveillance camera. Additional space in room W-157b is monitored and available for testing. The number students utilizing the Testing Center grew significantly between 2011 and 2015, despite declining enrollment. A proposal to expand the testing space footprint is under review.

Rather than expending valuable class time, faculty may use the RCTC to proctor make-up exams for students. Faculty may also request the service of the RCTC to proctor exams for students who are enrolled in online classes.

In the summer 2014, the e-Learning and Instructional Support Technician position was eliminated. The full- ime lab technicians within the RCTC and BLL were assigned additional responsibilities in support of the e-learning office. The RCTC and BLL staff are available to assist faculty and students with the Blackboard (Bb) Learning Management System. Students call and/or visit the RCTC/BLL seeking assistance with, and advice regarding the use of Bb. The RCTC serves as the "call center" for questions from faculty or students regarding Blackboard.

Regarding satisfaction with the RCTC, students strongly agree or agree that the

- staff are competent
- lab is open a sufficient number of hours
- room is a comfortable environment in which to work
- equipment is up to date
- workspace is adequate
- printers are readily available and working properly

Campbell Learning Resource Center (CLRC): The CLRC Computer Lab has 24 laptop computers. Faculty may reserve the lab for specific use. The lab is largely used for classes in the humanities/ social sciences division and also "at-risk" student post-testing for Reading 090 and English 090. Reflective of the increased expectations for student competency in information literacy across the Humanities/ Social Sciences curricula, usage has consistently increased since 2010-11, despite declining enrollment every year since that time. A proposal by the writing faculty to establish a second lab (specifically for writing classes) on the 2nd floor of the CLRC is under consideration as part of a larger Campus renovations plan.

Welch Health Education Building (HEB): The HEB Open Computer Lab has 12 computers and is available to students enrolled in healthcare programs. The self-paced instruction provided there is designed to prepare the students for the NCLEX-Registered Nurse (RN), the NCLEX-Licensed Practical Nurse (LPN) board exams, and the National Board for Respiratory Care registry exams. Computers are also used by health occupation students to access supplemental instruction materials (including course handouts), the College's course management system (Blackboard), and the Internet-based materials necessary to complete course/program assignments. Nursing students report satisfaction with the computer labs as evidenced by the results of student evaluations administered by the health sciences division office since 2012.

Career Technology Center (CTC): The CTC houses a number of computer labs equipped with computers, workstations, and software suited to individual program needs, including Electronics/ Multisim (analog, digital, and power electronics), Construction Management/Estimation, Mechanical Design/CAD, Mechanical Engineering Technology/Parametric CAD and FEA analysis and Manufacturing/CAM, Metrology/Polyworks**.**

e-Learning and Instructional Support

The mission of MCCC is to provide a variety of higher education opportunities to enrich the lives of the residents of Monroe County. Although 85% of MCCC students live within the County of Monroe, there is demand for opportunities to complete program requirements via distance education. In the last five years, 9-10% of total contact hours at the College were delivered via online courses. Eighteen percent of students were enrolled in an online class. MCCC offers 10 out of 37 programs (27%) that meet the Higher Learning Commission (HLC) definition of a distance education program. Forty-two of 527 (8%) of courses in the total course inventory are available online.

The number of online courses, course sections, and related enrollments at the College consistently decreased from fall 2010 to summer 2015. However, the percentage of students enrolled in online classes as part of total enrollments continued a slight but stable upward trend. fall 2015 shows an increase in online enrollments for the first time since fall 2010. The College expects these trends to continue over the next several years.

MCCC's 2013 HLC Change Request Application--Distance Education spoke to the broad range of Web-based support services and learning resources available to students and faculty. The HLC approved the application without conditions.

The e-learning and instructional support office surveys Blackboard users periodically and asks about their experience with and use of the Blackboard system. A winter 2014 student survey revealed that Blackboard students used the announcement, assignment, discussion, email, grades, and quiz tools most in their courses. Additionally, 90.8% of the student respondents reported that Blackboard was a helpful tool and that 91.3% were very satisfied or somewhat satisfied with the promptness and quality of the Blackboard support they received at MCCC.

Online course surveys are administered to students after each semester. Data from student surveys conducted between 2010 and 2015 revealed that students used the following resources and services:

- online course discussion boards (75.5%)
- computer use/programs (65.9%)
- outside reading/audio visual materials (37.9%)
- counseling services (16.6%)
- Blackboard manual/module (13%)
- Testing Center (8.6%)
- study groups (6.4%)
- faculty office hours (3.6%)
- LAL/tutoring (3.4%)
- extra lab practice (3.3%)

Additionally, an analysis of the same online course surveys revealed that 92.5% of online students either strongly agreed or agreed that their online instructor was a good online teacher. According to a 3-year analysis of the online course surveys data, 65.7% of respondents indicated that they registered for an online course because they accommodate their work schedules. MCCC offers a variety of online and blended courses each semester to better serve that population.

Employment Services

The MCCC Office of Workforce Development and Employment Services (ES) serves as a connecting point for students, alumni and community residents. The office works with regional employers to

assist in meeting their human resource needs. ES utilizes a web-based system called College Central Network (CCN) to track job seekers (including students looking for student assistant employment) and employers who post jobs. The system allows ES to notify qualified jobseekers and community college instructors when a position is posted in their area of interest/ education. ES also works with jobseekers on the creation/ improvement of their resumes and personal marketing materials. This is accomplished through the approval of all resumes that are posted to the ES website, free training seminars for all who are interested, and internet access to countless articles, webcasts, and podcasts. ES also provides individual assistance by appointment. The number of resume assistance seminars increased each year since 2010 (nearly three times the number offered in 2010-11 were offered in 2014-15). An average of 540 students and 240 alumni utilized CCN each year since 2010-11.

In addition to the assistance with resumes and job searches ES holds the annual Career and Opportunity Expo in the spring of each year. This an event where students, alumni and the public can learn of available jobs in the area or educational opportunities. ES also participates in the Collegiate Employnet Job Fair every spring which is hosted by the Collegiate Employnet consortium of which MCCC is a member and the Operation Serve Job Fair in the fall of every year. The number of Career and Opportunity Expo participants (employers and job seekers) has consistently increased each year since 2011.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

For the purposes of this argument, co-curricular refers to activities, programs, and learning experiences that in some way complement what students are learning in the classroom. The establishment of an effective learning environment for any student goes far beyond the physical and technological surroundings. Participation in campus-sponsored programs and activities can be a source of opportunity for

- leadership development
- cultivation of broader interests
- recognition of achievements
- encouragement of social skills
- practice in the skills of citizenship
- diversity expression and awareness
- intellectual discovery

Monroe County Community College's (MCCC) co-curricular programs and activities contribute to the educational experiences of its students and are suited to the College mission and student population (see 1.A and 3. D). In creating an exciting and invigorating environment for students, relationships are cultivated and nurtured with MCCC faculty, staff, and other students. For example, the MCCC Student Government is a great way to develop leadership skills and enhance the college experience. Student Government provides an opportunity for students to have their voice heard around the campus. In fact, Student Government is woven into the fabric of MCCC through formal policies and procedures regarding student participation in the governance of the College. MCCC offers an assortment of other co-curricular clubs and organizations that contribute to the educational experience such as

- academic interest groups
- special interest groups
- vocal and instrumental music ensembles
- intramural athletics

The MCCC community believes that such programs contribute to the overall intellectual, social and emotional development of students (see 3. B). Much of the responsibility for the types of student programs and their management rests with the students themselves, which only increases the leadership benefit to them. However, all organizations and clubs must have the support of a MCCC faculty or staff adviser. The following list represents some of the co-curricular clubs, organizations, and activities that are available at MCCC. Details regarding many of these items are presented in 3.B

as well as in other parts of this document.

Student Clubs and Organizations

- Monroe County Community College Accounting Association
- The Agora Student Newspaper
- The MCCC Student Ambassador Club
- American Association of University Women at Monroe County Community College
- Archaeological Society of MCCC
- Ballroom Dance Club
- The Black Student Advancement Association
- College/Community Agora Chorale
- College/Community Symphony Band
- Criminal Justice Club
- Culinary Club
- Drama Club
- Gay/Straight Alliance
- MCCC Gamer's Association
- International Studies Club
- International Students for Social Equality
- Lambda Alpha Nu
- Math and Science Society (MASS)
- Military Veterans United
- The Newman Club
- OASIS Christian Fellowship and Bible Study Group
- Phi Theta Kappa - Tau Omichron Chapter (international honor society for two-year colleges)
- Psychology Interest Group
- Respiratory Therapy Students' Organization
- Society for Manufacturing Engineers Robotics
- Student Nurse Association (SNA)
- Monroe County Community College Service Club
- Volleyball Club

In additional to organized co-curricular clubs and organizations, the College sponsors a wide array of cultural, educational, and recreational events throughout the year for students and the entire community. These events are administered by the Office of Marketing and Communications. A monthly calendar of exhibits, demonstrations, lectures, slide shows, concerts, plays, athletic and seasonal events is available, spotlighting well-known regional and national artists. Many events are free and all are open to the public. These events are discussed throughout this Assurance Argument, particularly in 1.C, 1.D, and 3.B.

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- MCCC ~ Student Government

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- Strategic Plan 2014-2017 Detail
- Student Clubs & Organizations

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Monroe County Community College's (MCCC) degree and certificate programs are befitting of a community college providing postsecondary education. The College's courses and programs are current and continuously reviewed so they are delivered consistently and meet the changing employment and educational needs of its students and region. The institution remains dedicated to developing and revising courses, certificates, and programs; attracting and retaining outstanding faculty, both full-time and adjuncts; and providing a wide range of services and support to help students.

The College gauges course and program currency, level, and rigor appropriateness through a continual evaluation process that includes qualified faculty, advisory committees, specialized accreditation and licensure bodies, and articulation agreements and transfer equivalencies with four-year colleges and universities. MCCC ensures consistent quality and learning goals across all modes of delivery and locations by maintaining and exercising authority over courses and programs, expectations for student learning, and faculty qualifications.

Via its comprehensive and rigorous general education requirements, MCCC demonstrates that the acquisition, application, and integration of broad learning and skills and the exercise of intellectual inquiry are integral to its educational programs. The College has a sustainable general education program dependent on foundational procedures and processes which provide for regular and on-going review of general education competencies.

MCCC hires and retains faculty and student support services staff with appropriate credentials to teach within their respective disciplines and meet professional obligations. The performance of all faculty and staff members is evaluated regularly. The Vice President of Instruction works to ensure that faculty have the resources and support needed to succeed and remain current and effective in their positions.

Comprehensive support services to assist students in achieving their educational goals are in place to support students in their pursuit of their academic goals. Grounded in an academic advising process facilitated by trained counselors and full-time faculty, students are assisted with educational and career planning aligned with their interest and supported by resources that help lead to success.

The College's co-curricular programs and activities contribute to the educational experiences of its students and their overall intellectual, social and emotional development. Co-curricular activities are suited to the College mission and student population and are offered in concert with a wide array of cultural, educational, and recreational events throughout the year for students and the entire community.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Monroe County Community College (MCCC) demonstrates responsibility for the quality of its educational programs through

- regular and comprehensive program reviews
- policies and procedures governing the award and transcription of credit
- complete authority over courses and programs, expectations for student learning, access to learning resources, and faculty qualifications
- reasoned validation through specialized accreditation and third party credentialing
- close attention to placement outcomes

Program Review and Evaluation

MCCC maintains a practice of regular and comprehensive program review. Prior to 2012, two different documents were used to evaluate programs: one required by the State of Michigan for [programs that are eligible for Carl D. Perkins Career and Technical Education Act funding](#) and

one utilized by the College for all programs. As a result, program review was irregular and sporadic and was noted as an opportunity/challenge in the 2009 MCCC Self-study. In response, a new, single program review form that includes sections for reporting program outcomes, institutional, and student assessment, and Perkins Core Indicator data was developed. Implementation of this form began during the 2014-15 academic year. A five year interval for review was established for all programs. However, deans monitor program expenditures, enrollment, retention, completion, and assessment data annually.

Key areas of program effectiveness addressed in the review process include

- program mission
- program and student learning outcomes
- enrollment data
- retention, certificate and degree completion rates
- placement rates (including transfer and employment)
- labor market and employment outlook
- employer satisfaction
- feedback from students, faculty and advisory committee members

Occupational program advisory committees (comprised of key partners from K-12 and four-year colleges and universities, local and regional businesses and industries, the student body, alumni, and faculty) play a critical role in providing feedback regarding curriculum relevancy, program and student learning outcomes, and employment outlook. These committees make suggestions for program improvement. In addition to providing feedback during annual and semi-annual meetings, advisory committee members (and students and faculty) complete online program perception surveys as part of the program review process. The director of data management administers the online surveys.

MCCC established the Office of Institutional Research (IR), Evaluation, and Assessment and hired a coordinator in 2012. The IR office administers the Graduate Survey annually. The survey provides placement trend data for programs, including transfer to four-year colleges and universities and employment both within and outside of a graduate's academic program. The survey also records employer satisfaction with a graduate's performance. The IR office compiles program review data and sends them to division deans who, along with faculty, interpret results and provide comment. The data are reviewed in conjunction with MCCC's Core Indicators of Effectiveness when appropriate and are used to evaluate program effectiveness and to improve program outcomes. The final report is submitted for review to the vice president of instruction and the president.

The following represents examples of the use of program review data for improvement.

- Accounting: An analysis of perception survey data regarding job placement indicated that students would benefit from additional "real world" experience while enrolled in the MCCC accounting program to secure entry level positions after graduation. As a result, accounting faculty are exploring an internship program to give students a jump start on practical work experience prior to completing the program.
- Criminal Justice/Law Enforcement: Based on employment outlook data, Criminal Justice/Law Enforcement faculty are exploring the feasibility of offering an ROTC option and a corrections certificate.
- Mechanical Design Program: The Mechanical Design program continues to show robust enrollment in program specific courses, especially those that help attain industry recognized credentials. A rapid prototyping course was recently added to the program based on industry

needs. Funds were set aside in the [FY16 budget](#) to purchase the equipment (Fortrus 250mc 3D Printer) needed to support student learning in the course.

- [Electronics and Computer & Electrical Technology Program:](#) Program assessment data ([Program Map specifically](#)) revealed redundant courses and outcomes between the two programs. A proposal to merge the two programs into a single program titled "Electrical Engineering Technology" was submitted to the Curriculum Committee for consideration at its September 2015 monthly meeting. The merger is consistent with plans for articulation with area four-year colleges in the area of engineering technology.
- [Nuclear Engineering Technology Program](#): The program is accredited under NEI/INPO guidelines and is under oversight by DTE Energy (the primary industry partner as required by accreditation standards). Program review revealed a robust cohort of students and employment trends. Based on advisory committee recommendation, the program is considering at curriculum sequence change to accommodate math and science competencies earlier on in the program.

Thirteen program reviews have been conducted to date using the new form. The remaining MCCC programs are scheduled for review over the next several years (Program Review Schedule). In lieu of completing the program review form, the Nursing and Respiratory Therapy programs submit regular reports to State boards and specialized accreditors: Michigan Board of Nursing (MBON), the Accreditation Commission for Education in Nursing (ACEN), and the Committee on Accreditation for Respiratory Care (CoARC). Nursing faculty also complete periodic comprehensive accreditation reviews. Specialized accreditation is discussed below.

Policies and Procedures Governing the Award and Transcription of Credit

The MCCC [Procedure on Advanced Standing- Awarding of Credit](#) clearly articulates methods for students to demonstrate achievement of college-level learning. Advanced standing may be granted through

- transfer credit
- credit by exam
- military service and training
- work at non-accredited educational institutions

Advanced placement is not available in cases where a student has earned credit in the same college course previously. A maximum of 45 credit hours of advanced standing may be used toward a degree from MCCC.

Transfer Credit

MCCC accepts transfer credits from other regionally accredited colleges and universities as long as the credits are earned with a grade of "C-" or better and are applicable to the student's declared MCCC program. Transfer credits appear on the student's permanent record. To be considered official, transcripts are sent directly from the student's previous college to the registrar's office at MCCC. Grades and grade point averages are not transferred. MCCC computes grade point averages for only those courses taken at the College.

MCCC's registrar determines course transfer equivalencies in consultation with the appropriate faculty and academic administrator. All equivalencies are based on the alignment of course content, prerequisites, and expected student learning outcomes. In some cases, MCCC requests detailed course documents from the home institution. Credit course equivalencies are available on the [MCCC](#)

[Transfer Information Center](#) website. The College considers other courses on a case-by-case basis.

Students may articulate successful completion of those high school classes with learning outcomes, skills, and abilities comparable to those covered in a college course. MCCC awards credit for work completed in high school via a competency exam (Course Articulation Exam) or through direct articulation. This process is outlined in a written, formal agreement between the school district and college and allows high school students to move smoothly into postsecondary education without experiencing delay or duplication of courses ([High School Articulation Handbook](#)). The student pays no tuition for articulated credit. A proposal requiring students seeking direct articulation to complete a designated number of credit hours or terms before credit is awarded (winter 2016) will be submitted to Faculty Council for consideration fall 2015.

Credit by Examination: MCCC grants credit by examination via three methods

 1. College-Level Examination Program (CLEP)

 2. Advanced Placement Program (AP) (through the College Board)

 3. Credit by Exam

Outside testing services administer the CLEP and AP tests. They cover primarily subjects designated as transfer. CLEP credit may be granted to students who participated in the College Entrance Examination Board's College Level Examination Program. To earn credit, students must score in at least the fiftieth percentile in the sophomore norms. Students planning to attend MCCC have their CLEP scores sent directly to the registrar's office. CLEP credit is not available in cases where a student has earned credit in the same course previously. AP credit may be granted to students who have participated in the College Entrance Board's Advanced Placement Program in their high schools. A score of "3" or better is required to earn academic credit. Students planning to attend MCCC must arrange to have their advanced placement examination records sent to the registrar's office.

MCCC Credit by Exam is limited to courses identified by division deans and faculty. Students are limited to a single attempt per course and must pass the exam with a grade of "C" or better, as certified by the division dean. The division dean notifies the registrar of cases where a student successfully passes the exam and the registrar enters the course on the student's academic record. Attainment of a "C" or better grade in a course that requires a prerequisite disqualifies the student from gaining credit in the prerequisite course(s) via credit by exam, and credit by exam is not available as a vehicle for repeating a course. The division dean notifies the registrar of cases where a student successfully passes the exam, and the registrar enters the course on the student's academic record. A maximum of 30 credit hours from credit by exam may be applied to a degree from MCCC.

Credit for Military Experience

MCCC follows the American Council on Education Guide to the evaluation of educational experience in the armed services. Use of military credit is based on its appropriateness to the student's program at MCCC. It may occur in two forms:

 1. Students with a DD-214 form showing a minimum of one year service with "honorable" discharge will be awarded two semesters of general elective credit.

 2. Service personnel who completed approved training courses are awarded a limited number of academic credit once proof of the training is provided to the registrar's office.

Non-accredited educational institutions

Requests for awarding credit for work at non-accredited educational institutions, apprenticeships, non-collegiate educational experiences, credentialing examinations and other academic experiences are evaluated by academic deans in consultation with the registrar. Deans submit recommendations to the vice president of instruction for final approval. A maximum of 32 credits for apprentice training completion may be awarded toward required coursework for the associate degree. Students applying for apprenticeship training toward credit must provide one of the following documents: (1) authenticated or official copies of completion certificate or (2) transcripts of courses completed toward fulfillment of the apprentice training that clearly show available course names.

Authority over Courses and Programs, Expectations for Student Learning, Access to Learning Resources, and Faculty Qualifications

MCCC maintains full authority over the quality and rigor of courses, programs, expectations for student learning, access to learning resources, and faculty qualifications through formal policies and procedures and established practices. The College is not engaged in any consortium agreement or contractual relationship whereby a third party provides instruction for credit, learning resources, and/or student services on the College's behalf.

Courses and Programs

MCCC policies and procedures for awarding credit adhere to the State of Michigan and Federal guidelines and commonly accepted practices for determining contact hours and awarding credit, including expectations for student study time and preparation. Policies and procedures for development, change, and approval to credit courses and programs and forms for submitting proposals to the Curriculum Committee (CC) ensure that curricular review is consistent and robust. Courses are developed and reviewed by faculty and include standardized information (title, course number, credit and contact hours, prerequisites, and student learning outcomes). This information is recorded on the Course Outcomes Summary (COS) and applied to every section of a course regardless of where it is offered (Main Campus, Whitman Center, at an off-Campus site, or on-line). Prerequisites are put in place to ensure students have the appropriate body of knowledge to complete the course. Students are expected to meet prerequisite requirements prior to enrolling in classes. Course requirements, including prerequisites and/or co-requisites, are published as part of course descriptions in the annual College catalog and in close proximity to course sections in the class schedule.

Faculty, courses, certificates, and programs are organized under academic divisions managed by deans. Deans review all new courses and programs and changes to existing courses and programs and forward them to the MCCC CC for consideration. As mentioned earlier, the CC is comprised of faculty and deans from all academic divisions as well as the registrar, a librarian, and a counselor. Only faculty are voting members. The vice president of instruction and academic deans serve as ex-officio members. The CC meets monthly during the fall and winter semesters to review curriculum matters and to make recommendations for action to the vice president of instruction, who submits recommendations regarding new courses, certificates, and programs to the president (CC Annual Standing Committee Reports, 2010-15). The Board of Trustees takes final action on all programs and certificates offered by the College (Policy 4.02). Additional details regarding the process for submitting proposals to the CC and the required documentation are discussed in 3.A.

MCCC further ensures authority over the quality and rigor of courses and programs through a grading system adopted by the faculty that clearly articulates the levels of student performance associated with

each letter grade: students grade point averages (GPA) are calculated accordingly. MCCC has a process in place for students who wish to appeal grades. Grade appeal committees are led by faculty who recommend a course of action to the vice president of instruction.

Expectations for Student Learning

Qualified faculty develop and assess program and student learning outcomes. Faculty regularly evaluate the programs and courses they teach and propose changes to the CC. Standardized components of the Course Outcomes Summary (COS) documents that are submitted to the CC include student learning outcomes and apply to every section of a course regardless of how or where it is delivered. COS (previously called Outline of Instruction) are available online. Faculty distribute syllabi that list the course outcomes and/or provide a link to the COS to students.

Faculty develop and level student learning outcomes. All degree programs require students to achieve general education competencies. General education satisfier courses must meet the learning outcomes for the respective general education competency (New Course Gen Ed Example).

MCCC has an active, faculty-driven Learning Assessment Committee (LAC) that is responsible for monitoring the implementation of the MCCC Instructional Assessment Plan at the course, program, and institutional (general education) levels. The LAC

- identifies annual College assessment priorities
- provides support to all aspects of the assessment process
- reviews assessment activities
- reports and provides feedback to departments and divisions
- recommends improvements in the assessment program
- disseminates reports on assessment's augmentation of student learning

Membership includes the following voting members: one full-time faculty from

- Humanities
- Social Sciences
- Math/Psychology/Early Childhood Education
- Natural Sciences
- Business
- Computer Information Systems (CIS)
- Applied Science and Engineering Technology
- Health Sciences
- Learning Resources

LAC also invites one adjunct faculty from both transfer areas and the occupational areas. Non-voting members include: the coordinator for institutional research, evaluation and Assessment, one transfer area dean, one occupational program dean, vice president of instruction, and two student representatives. LAC activity is posted on a Blackboard (Bb) organization. The LAC completes annual standing committee reports.

Assessment of student learning is discussed in detail under 4.B.

Access to Learning Resources

MCCC students have access to a robust menu of learning resources that are organized directly under

the authority of the vice president of student and information systems and the vice president of instruction. Services are ensured by division and department administrators and faculty and staff coordinators (Organization Chart). The resources include

- library resources and services (Learning Resources Center- LRC)
- tutoring
- supplemental instruction
- study skills assistance and workshops (*First Steps to College Success*)
- writing assistance
- disability services
- specialized support for at-risk students
- veterans services
- open computer labs with technical support (Regional Computer Technology Center- RCTC)
- testing services
- e-Learning support services and online tutorials
- employment services

Discipline and program-specific labs such as the Math Den, science labs, and occupational program - specific labs (e.g., the Welding Lab, Early Childhood Education Lab, Nursing Skills Lab, Culinary Skills and Management Lab, Computer Labs, and etc.) provide students enrolled in related courses the opportunity to access tutorial support, and/or apply knowledge and practice skills obtained in the classroom.

Students are able to access learning resources on the Main Campus, at the Whitman Center, and on-line. The College hired a faculty coordinator for e-learning and instructional support in 2007. Under his leadership, the e-learning office significantly expanded on-line student support services. The concern expressed by the 2009 HLC visiting team regarding student access to tutoring services at the Whitman Center (2009 Comprehensive Review Team Report) was addressed. In September of 2010, the Learning Assistance Lab (LAL) extended tutoring services to the Whitman Center, scheduling 2 part time tutors and 1 student tutor for a total of 7 hours weekly on Mondays-Wednesdays. Visits were made to classes at the Whitman Center to recommend tutoring services. However, due to low demand, scheduled tutoring sessions were eliminated during the 2013 Winter Semester and replaced by tutoring on demand whereby students submit requests for tutoring services to the main office at the Whitman Center. MCCC is also addressing a concern noted by the HLC 2013 Focused Visit Team regarding student access to tutoring services and/or tutors in the evenings and on the weekends. Funds were approved in the 2015-16 Budget to pilot online tutoring services through a web-based interface during fall 2015 Semester.

Overall, students are satisfied with MCCC learning resources. The 2013 Community College Survey of Student Engagement (CCSSE) indicated that

- 84% of students who received peer or other tutoring were somewhat or very satisfied with services
- 86% who utilized the skills labs (writing, math, etc.) were satisfied
- 72% who received disabilities services were satisfied
- 96% who visited a computer lab expressed satisfaction

Regarding support services as a whole, 74% responded "quite a bit" or "very much" to the prompt that MCCC provides the support needed to help them succeed. According to the most recent graduate survey (Graduate Survey 2013-14 Major Responses)

- 85% of alumni rated the LRC/Library as good or very good
- 81% said similarly praised the Learning Assistance Lab
- 88% gave these high marks to the RCTC.

Students taking classes at the Whitman Center are satisfied with learning resources provided at that location (Whitman Center Survey Results). Currently, students are not surveyed regarding satisfaction with learning resources and student services that are available online. A question of this nature will be added to the student questionnaire administered to online students each semester starting fall 2015.

MCCC learning resources (and student support services) are discussed in detail in 3.D.

Disciplined Monitoring of Faculty Qualifications

MCCC maintains authority over faculty. All faculty teaching credit classes are College employees. As discussed above, MCCC full-time Faculty

- develop and implement curriculum
- determine student learning outcomes and expectations for student performance
- award grades
- analyze program data and make recommendations for improvement

They work with division deans and the Office of Human Resources to develop faculty position postings (which include minimum qualifications), review applicant files, and recommend candidates for employment. The division dean hires, observes, and evaluates faculty (both full-time and adjunct) who teach courses organized under their division.

Institutional policies and procedures for hiring and evaluating qualified faculty are applied equally regardless of where the course is taught (Main Campus, Whitman Center, at an off-Campus site, or on-line) and who is enrolled, including dual enrollment students (high school students enrolled in college classes for high school and/or college credit). Faculty qualifications and evaluation processes are presented in detail in 3.C. MCCC's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, and as dual credit), see 3.A.

Reasoned Validation through Specialized Accreditation and Third Party Credentialing

MCCC engages external validation of quality programming through state regulatory and licensing agencies, specialized accrediting bodies, and other third parties. Twenty five (25) of MCCC occupational programs and certificates are approved by the Michigan Workforce Development Agency and subsequently eligible for Carl D. Perkins Career and Technical Education Act of 2006 funds (Perkins Approved Programs).

MCCC programs requiring licensure for practice are recognized by appropriate organizations and accredited by specialized accrediting agencies for each field. The MCCC Registered Nursing (RN) and Practical Nursing (PN) programs are fully approved by the Michigan Board of Nursing (MBON). Prior to 2015, fully approved programs were required to submit evaluation plans annually. As of 2015, these programs are required to submit reports every four years. The next annual report for the RN and PN programs will be due in November, 2018. The RN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and was awarded the maximum continued accreditation period in 2013. The next ACEN comprehensive review is scheduled for 2021 (ACEN Statement of Affiliation Status). The MCCC Respiratory Therapy (RTH) program is

accredited by the Committee on Accreditation for Respiratory Care (CoARC). CoARC uses an outcomes oriented approach to programmatic accreditation. The RTH program submits a program outcomes report to CoARC each September (CoARC Annual Report Acceptance Letter 11 14). The MCCC Respiratory Therapy program underwent a comprehensive review in 2012 and was awarded a ten year accreditation (CoARC Continuing Accreditation letter 2012). The College's Certified Nurse Aide (CNA) program is approved by the Michigan Department of Licensing and Regulatory Affairs (LARA) (CNA LARA 05 15). It should be noted here that MCCC programs requiring licensing for practice typically maintain pass rates above the national average.

The MCCC Nuclear Engineering Technology (NUET) program (in partnership with DTE Energy) is a member of the Nuclear Energy Institute's (NEI) Nuclear Uniform Curriculum Program (NUCP) (NEI NUCP Member Schools 2015). Institutional applicants to NUCP must be fully vetted by participating in a "challenge" board meeting, during which time a full gap analysis is conducted. Deficiencies in expected content and rigor must be addressed before achieving NUCP Certificate Status. MCCC students who achieve a grade of "B" or higher in core NUET courses are recognized as having completed a nationally normed NUCP program, and, subsequently, hold a portable nuclear industry credential.

MCCC is an authorized Michigan Department of Transportation (MDOT) Welder Certification Testing Site. The purpose of the MDOT testing site program is to provide contractor's convenient locations to get welders certified for MDOT projects.

Program advisory committees (discussed above) provide valuable feedback regarding program relevancy and quality.

Attention to Placement Outcomes: Transfer and Employment

MCCC's mission is to enrich lives, primarily by preparing students for advanced study at four-year colleges and universities or for the immediate employment or promotion that follows academic achievement. The College evaluates advanced study through its students' ability to transfer MCCC credit courses to other colleges and/or universities and through these students' academic performance following transfer. MCCC adheres to the Michigan Transfer Agreement (MTA). The MTA was created in an effort to increase the transferability of lower level general education courses across all Michigan's public postsecondary institutions. Over 150 MCCC credit courses qualify for the MTA (MTA at MCCC). MCCC adhered to the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement, which had the same intent as MTA. In addition, the College participates in dozens of baccalaureate completion and transfer equivalency agreements with four-year colleges and universities based on alignment of course objectives, student learning and program outcomes. Students may easily access transfer information in the MCCC Online Transfer Information Center.

Twenty-three percent (23%) of MCCC first-time, full-time degree and certificate- seeking students transfer to a four-year college within 3 years of first enrolling at MCCC, which is equal to the College's IPEDS Comparison Group. An average of 50% of all first-time students graduate from MCCC or transfer within 6 years. Sixty percent (60%) of MCCC students who transfer to the College's top transfer institution graduate within 6 years (5% higher than the transfer student graduation rate among the top community colleges nation-wide) and achieve an average GPA of 3.38 in their junior year (which is higher than the average GPA for like native students and students transferring from other Michigan community colleges) (Core Indicators of Effectiveness).

According to 2012 Voluntary Framework of Accreditation (VFA) indices, the percentage of students

who left the College without transferring or an award with greater than 30 credit hours (10%) or less than 30 credit hours (35%) were each within two percentage points of the benchmark institutions (No Award Transfer VFA 2008 Cohort). Furthermore, overall MCCC students complete a similar number of credits and have a similar percentage of students reaching their credit threshold by year two as other CCs. The latter is defined as PT earning 24 semester credit hours and FT earning 42 credits. However, drilling down our FTIAC students are 9.5% below the benchmarking institutions (21.4% vs. 30.9%) (FTIAC Credit Threshold VFA 2012 Cohort). Finally, the MCCC fall-to-winter retention rate (72.5%) is almost identical to other Michigan community colleges (72%). Efforts to address FTIAC retention and completion are discussed in 4.C. MCCC anticipates more accurate and efficient tracking of student outcomes when as a result of the state-wide student data system currently under construction is operational.

Administrators and faculty analyze labor market and employment outlook data during initial certificate and program development and regularly review current labor market trends and graduate employment opportunities. Employment outlook data is available online through the Office of Institutional Research, Evaluation and Assessment IR Website Data Resources. Additionally, the College is a member of the Workforce Intelligence Network (WIN) for Southeast Michigan. WIN provides real time local and regional labor market data using Burning Glass Technologies and Career Builder (WIN Q1 2015 Data Summary). MCCC uses this data to make critical short-and long-term decisions regarding credit and non-credit programming. MCCC offers certificates, associate's degrees, and courses that apply to the first two years of a bachelor's degree in 9 of the region's top 10 job posting areas (as reported by WIN) and 37 of the 50 Hot Jobs in Michigan (through 2018).

The College directly responded to the demand for highly skilled employees in applied engineering technologies when it opened the Career Technology Center (CTC) fall 2013. The $17 million, 60,000 square foot facility is designed to support the delivery of instruction necessary for developing the skill set required by today's high-demand, high-skill jobs. The facility allows for expansion of existing programs in the areas of nuclear engineering, welding, construction, computer-aided drafting and manufacturing, electronics, quality assurance and automotive engineering and service with an emphasis on hybrid and battery technology. In addition, it provides the infrastructure and equipment required to develop technology programs in the emerging areas of advanced manufacturing, renewable energies (wind, solar, fuel cell technology) and sustainable green technologies. The opening of the CTC accomplished several objectives that are inherent in MCCC's mission, including preparation of students for meaningful employment and partnering with employers, governmental institutions, and other organizations to provide educational programming that meets the needs of an evolving economy.

MCCC regularly evaluates placement data through the annual Graduate Survey. Data is reported in the aggregate by respondents MCCC majors. Of the graduates who responded to the 2013-2014 survey, 47.3% reported finding employment related to their major and 70.8% reported continuing their education. Together, employment and continuing education totaled 87.2% placement (2013-14 Degree, Certificate, Employment, & Education). These percentages are above the core indicator benchmark percentages. The percentage of respondents in occupational vs. transfer fields was proportionate to the degrees: 54% and 46%, respectively (Grad Survey Awards (degree and cert) 2013-14). Placement data is regularly reviewed as part of the program review and evaluation process.

The College also evaluates the success of its students and graduates through relevant certification attainment and licensure pass rates, including National Council Licensure Examination [NCLEX] Registered Nurse and Practical Nurse, Certified Respiratory Therapy Exam, Clinical Simulation Exam and Written Registry Exam, Certified Nurse Knowledge and Clinical Exams, and Phlebotomy ASCP Certification Exam. Results from those external validation measures show that MCCC students

and graduates perform higher than their counterparts on <u>accreditation and licensing examinations</u>. Other certification examples include the <u>AWS QC10 Basic Welding Certificate and the AWS QC11 Advanced Welding Certificate (AWS)</u> and <u>Serve-Safe Sanitation Exam</u>.

Finally, MCCC considers employer satisfaction with graduates as part of evaluating student success. According to the <u>2013 Graduate Survey</u>, 94.4% of employers responded that MCCC students are equally or better prepared in comparison to others**.**

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Monroe County Community College (MCCC) demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. To this end, MCCC faculty and instructional staff members

- establish goals for student learning at the course, program, and institutional (general education) levels
- develop effective processes for assessing student learning
- assess achievement of student learning outcomes
- use assessment data to improve student learning

MCCC engaged in the following activities related to improving assessment of student learning since the last HLC comprehensive review in fall 2009.

- finalized General Education Goals (adopted by the Board of Trustees in May 2010, *General Requirements for Graduation*)
- completed the Instructional Assessment Plan (revise and update as needed)
- established a faculty-driven Learning Assessment Committee
- established an Office of Institutional Research, Evaluation and Assessment (IR)
- hired a full-time IR coordinator
- centralized major data collection and reporting in the IR Office
    - IPEDS
    - HLC Annual Institutional Update
    - AACC Voluntary Framework of Accountability (VFA)
    - (Michigan) Governor's Dashboard Metrics
    - Community College Survey of Engagement (CCSSE)
    - Institutional Core Indicators of Effectiveness
    - Graduate Survey
    - Student Profile Report
    - internal satisfaction surveys
    - student learning assessment
    - program review
- completed the HLC Academy for the Assessment of Student Learning (2012)
    - submitted the MCCC HLC Academy Impact Report

- attended the 2012 HLC Academy Results Forum
  - finalized General Education Competencies, Learning Outcomes, and Learning Objectives (implemented fall 2015)
  - developed Learning Assessment Rubrics
  - identified general education competency Satisfiers
  - developed a process for collecting and assessing learning outcomes at the course, program, and institutional (general education) levels
  - developed a schedule for assessing general education outcomes
  - completed multiple assessments of general education student learning outcomes
  - identified core indicators of effectiveness and collected three to five years of data
  - revised the program review and evaluation process to include student learning assessment data (see 4.A.)
  - finalized a data-driven strategic planning process that includes a feedback loop (see Criterion 5)
  - completed the Strategic Plan (2014-17), which includes tactics for improving student learning

Goals, Outcomes, and Processes for Assessing Student Learning

In accordance with MCCC Strategic Planning Initiatives to provide educational excellence, an evidence-based culture, and transparency, MCCC engages in the assessment of student learning. Systematic assessment enables the College to demonstrate concretely and convincingly that students are learning the skills, competencies, and attributes necessary to function as productive citizens, which in turn creates dialogue among faculty and shapes teaching practices.

Course and program outcomes are developed by qualified faculty within the respective areas. Course-level outcomes are documented on the Course Outcomes Summary (previously call Outline of Instruction). The COS applies to every section of the course regardless of how or where it is delivered and whether it is taught by part-time or full-time faculty. Only MCCC faculty teach MCCC classes. COSs are available to students online. Faculty distribute syllabi to students that list the course outcomes and/or provide a link to the COS. New COS are reviewed by the Curriculum Committee (CC). Only faculty are voting members of the CC; instructional administrators and the Registrar are ex-officio members. Revised COS are reviewed by the CC if they involve a substantive change to the course. CC activity is summarized in annual standing committee reports.

The College implemented new General Education degree requirements for degree seeking students first enrolling at the College fall 2015. They are based on 3 *General Education Goals* (approved by the Board of Trustees) and 6 *General Education Competencies* (2 under each Goal). *Learning Outcomes, Learning Objectives*, and course satisfiers for each Competency are clearly stated in the College Catalog and in MCCC Procedure 3.12 (f). A "General Education Satisfier" course is considered to satisfy a competency if all related learning objectives are met. It is understood that the purpose of the course is to teach and evaluate the objectives. The learning objectives are germane to the course, not supplemental or peripheral. For example, to meet the "Write Effectively" competency, the substance of the course must meet the objectives. It is not enough to have a writing assignment as part of the class.

Assessment at the program level is driven by division mission statement, program mission statement, and the culmination of course-level student-learning outcomes. The primary purpose of program assessment is to evaluate whether intended program level student learning outcomes were achieved and to develop strategies for improvement. Program mission statements and learning outcomes are stated on program pages on the College's website**.**

Student learning outcomes are also established at the course-level for special programs such as

the Global Studies Designation and Writing-Across-the-Curriculum.

The MCCC Instructional Assessment Plan was developed by faculty spring/summer 2010. It outlines general education, program-level, and course-level assessment processes and methods. The Learning Assessment Committee (LAC) is responsible for monitoring the implementation of the MCCC Instructional Assessment Plan. The LAC

- identifies annual College assessment priorities
- provides support to all aspects of the assessment process
- reviews assessment activities
- reports and provides feedback to departments and divisions
- recommends improvements in the assessment program
- disseminates reports on LAC's augmentation of student learning

Membership includes the following voting members: one full-time faculty from

- Humanities
- Social Sciences
- Math/Psychology/Early Childhood Education
- Natural Sciences
- Business
- Computer Information Systems (CIS)
- Applied Science and Engineering Technology
- Health Sciences
- Learning Resources

The LAC also invites one adjunct faculty from both transfer areas and the occupational areas. Non-voting members include: the coordinator for institutional research, evaluation and assessment, one transfer area dean, one occupational program dean, vice president of instruction, and two student representatives. LAC activity is summarized in annual standing committee reports.

The LAC, itself a newly created standing committee at the time (approved by the Institutional Governance Committee [IGC] in the winter of 2010) first approved the General Education section of the Instructional Assessment Plan to set the stage for future assessments (which is consistent with the Academy Project plan).

Assessments

MCCC completed the Academy for the Assessment of Student Learning in 2012 (see MCCC 2013 Focused Visit Report). One of the most important outcomes of the Academy was the hiring of a coordinator to establish and manage an Office of Institutional Research (IR), Evaluation, and Assessment. Under her leadership, data collection was centralized allowing for more in-depth analysis of student learning in regards to achievement of course, program, and institutional outcomes. The purpose of the IR office is to track institutional progress, shape college policy, and promote student success through data analysis and the dissemination of findings to stakeholders. IR is involved in learning assessment, evaluation, survey design, state and federal reporting, accreditation, enrollment forecasting, and strategic planning. The IR office engages in regular and systematic research and analysis.

At the beginning of each semester, the IR coordinator sends a letter to faculty teaching general education "satisfier" courses that are scheduled for assessment. 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. The letter also includes the General Education Assessment Section Aggregate Sheet. Faculty report only the mean score of assessments for each class.

Results of the three broad general education goals--critical thinking, communication, and social and cultural awareness-- are reported annually within the Core Indicators of Institutional Effectiveness and on an ad hoc basis. From time-to-time at LAC meetings the IR coordinator presents results of assessment related research and analysis (discussed in detail below). The general education assessment process calls for the Competencies to be formally evaluated by the LAC after two years of data submission by faculty. The data is to be shared with appropriate faculty and deans. In the case benchmarks are not met, teaching practices at the individual instructor and course level and the measurement of particular competencies will be evaluated and improvements made in an effort to enhance student learning. General education assessment data has been collected using the current process and reported as part of core indicator data since 2011. However, the first two-year evaluation rotation has yet to be formally completed due to an overhaul of the general education competencies from nine to six in the winter 2014 (see 3.B).

All occupational programs undergo program review and evaluation on a regular basis. The program review process utilizes institutional data to track program and core course enrollment, student assessment data, program completion, Perkins IV outcome indicators, and employment and continuing education rates over time. This data informs program improvement (see 4.A). Some programs are intended to prepare students to pass licensure exams in their field of study. Pass rates for nursing and respiratory therapy students are reported within the MCCC Core Indicators of Effectiveness. Performance by MCCC students is extremely favorable. They consistently exceed national benchmarks for licensure in registered nursing, practical nursing, and respiratory therapy.

MCCC began systemizing the program assessment process in order to build a body of evidence to evaluate whether program-level student learning outcomes are achieved and to develop strategies for improvement. The formal process of program-level assessment, as envisioned by the LAC and laid-out in the Instructional Assessment Plan begins winter 2016. The general education review process provided a footprint for faculty to follow to conduct effective program assessment. Faculty completed the early steps of the program assessment process, including development of mission statements, program-level learning outcomes, and program maps. They are in the process of identifying the methods for collecting program assessment data. Program assessment data will be incorporated into the current program review and evaluation process.

As noted above, MCCC identified a series of core indicators to evaluate institutional effectiveness that incorporate assessment data. In addition, MCCC set benchmark goals for each core indicator. Student progress, performance, satisfaction, and skill development are evaluated annually and analyzed against information reported by peer institutions. In 2013, MCCC joined other community colleges in participating in the Voluntary Framework of Accountability (VFA), which gauges student progress and outcomes in non-traditional ways (e.g. inclusion of part-time students and student progress in developmental education) to better reflect the community college mission. In addition to VFA reports, some VFA metrics are included within the core indicators document. MCCC surveys the employers of MCCC graduates on an annual basis as part of the Graduate Survey. Employers are asked to respond to a series of questions regarding the preparation, education, and training received by the MCCC graduate. This information is also included within the core indicators document.

Another way the MCCC assesses student learning is to examine all grades of students per academic year. From 2010 to the present, on a four-point grading scale, the average grade achieved by MCCC students in face-to-face courses has been 2.72 or greater, and online classes, 2.58 or greater. Each

learning format has come close to or exceeded the College's institutional goal of 2.66, which is a "B-" or "proficient" outcome (Core Indicators).

Use of Data to Inform Decision Making and Make Improvement

Assessment of student learning is an integral part of MCCC's Strategic Plan (2010-14 and 2014-2017) for it directly supports two Initiatives and their corresponding Strategies:

1. Educational Excellence – Facilitate high-quality teaching and learning

   Strategy – Develop and facilitate effective pedagogical practices

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

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

The IR coordinator maintains a comprehensive database on MCCC's website for use in strategic planning, decision-making, and budgeting. Examples include

- IR Analysis - COLL-145 Effectiveness
- IR Analysis - COMPASS Category Frequency 2011-2013
- IR Analysis - Dual v, Non Dual Enrolled Results
- IR Analysis - English & Reading COMPASS Score Frequencies & Course Outcomes
- IR Analysis - General Education Assessment Traditional v. Online Learning Outcomes
- IR Analysis - Illustration of Unemployment Rate's Effect on Enrollment
- IR Analysis - Retention Study 2013-14
- IR Analysis - Timeliness of Registration & Course Outcomes

IR's core indicator (derived from multiple data sources such as IPEDS, VFA, (Michigan) Governor's Dashboard, CCSSE, and student assessment data were used to inform the objectives and tactics within the Strategic Plan (2014-2017) and the Strategic Enrollment Management Plan (2015 – 2018). Both plans are designed to improve student success and institutional effectiveness. For example, student outcomes data informed

- the discussion of a First-Year Experience course for at-risk students (following the 2014 MCCC retention study)
- the decision to continue the Emporium Model for delivering developmental mathematics
- the requirement of a College Skills course for academically dismissed students

The Global Studies Designation and related activities were designed to meet the Strategy "Expose Learners to Diversity" under Strategic Planning Initiative #1 (Educational Excellence) (SP Tactical Results Report). Upon completion of Study Abroad, students are asked to complete a survey about their learning experience. Survey questions for the years 2007-2011 were open-ended and focused on what students distinctly learned by being abroad while studying. The data for those years is in hard copy form in the global studies office. Survey results reports for the years 2007-2013 can be found on the global studies Blackboard page. Data from the reports are examined by the area deans and the individual faculty members and used to make course improvements

Sources

- 2009-10 Self-Study Report
- 2013 Focused Visit Report
- 2013 Focused Visit Report (page number 43)
- 313 Degree Program Requirements Fall 2015
- Academy Results Forum Impact Report 6 12
- CCSSE 2013 Frequencies
- CCSSE 2013 Frequencies (page number 12)
- Core Indicators 8 22 15
- Core Indicators 8 22 15 (page number 4)
- Core Indicators 8 22 15 (page number 10)
- Core Indicators 6 16 15
- Core Indicators 6 16 15 (page number 3)
- COS Templates
- Course Outcomes Summary (COS) web page
- Course Outlines of Instruction
- Course Taxonomy Template
- Curriculum Committee Annual Standing Committee Report, 2010-15
- Developmental Education & Student Placement PAG 6 24 15
- Gen Ed Assmt Letter to Faculty W15
- General Education Competencies Winter 2015
- General Education Course Satisfiers 04 15
- General Education Rollout Schedule 2015-19
- Global Studies Degree Designation Website
- Global Studies Designation Course List
- Health Sciences Pass Rate Table
- Improving Math Retention and Completion via the Emporium Model
- Institutional Assessment Plan 08 24 15
- Institutional Assessment Plan 08 24 15 (page number 13)
- Institutional Assessment Plan 08 24 15 (page number 20)
- Institutional Assessment Plan 08 24 15 (page number 21)

- Institutional Planning/Effectiveness Model
- IR Analysis
- IR Analysis - COLL-145 Effectiveness
- IR Analysis - COMPASS Category Frequency 2011-2013
- IR Analysis - Dual vs Non Dual Enrolled Results
- IR Analysis - English & Reading COMPASS Score Frequencies & Course Outcomes
- IR Analysis - General Education Assessment Traditonal vs Online Learning Outcomes
- IR Analysis - Illustration of Unemployment Rate's Effect on Enrollment
- IR Analysis - Retention Study 2013-14
- IR Analysis - Timeliness of Registration & Course Outcomes
- IR Homepage
- IR Website Data Resources
- Learning Assessment Committee Annual Standing Committee Reports 2010-15
- MCCC Catalog 2015-16
- MCCC Catalog 2015-16 (page number 6)
- MCCC Catalog 2015-16 (page number 37)
- MCCC Catalog 2015-16 (page number 40)
- MCCC Catalog 2015-16 (page number 45)
- MCCC Policies and Procedures Manual All Series
- MCCC Policies and Procedures Manual All Series (page number 237)
- MCCC Policies and Procedures Manual All Series (page number 251)
- MCCC Policies and Procedures Manual All Series (page number 332)
- MCCC Policies and Procedures Manual All Series (page number 334)
- Plan for Assessment Methods Form 07 15
- Program Assessment Schedule 2016-2017
- Program Maps Combined 7 15
- Program Review Schedule 2014-15
- Program Review Reporting Template 2015
- Rubrics Combined
- SP Results Ed Excellence Diversity Global Studies
- Strategic Enrollment Management Plan 8 18 15 (DRAFT)
- Strategic Enrollment Management Plan 8 18 15 (DRAFT) (page number 8)
- Strategic Plan 2010-14
- Strategic Plan 2014-17 Summary
- Strategic Plan 2014-2017 Detail
- Strategic Plan 2014-2017 Detail (page number 42)
- Syllabus Example, NURS 208A
- VFA Summary 2014 (2007 & 2011 Cohorts)
- WAC Report 2013-14
- Writing Center

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Monroe County Community College (MCCC) demonstrates ongoing attention to student retention, persistence, and completion in its degree and certificate programs by

- establishing goals that are attainable and appropriate to its mission and student population
- implementing processes and methodologies for collecting and analyzing information
- using information for making improvements

Retention and Completion Goals

MCCC's goals for student retention, persistence, and program and certificate completion are evident in multiple College documents (Core Indicators of Effectiveness, Strategic Enrollment Management Plan, and the MCCC Strategic Plan [2014-17]). Specific progress metrics are derived from data definitions produced by reliable, recognizable data sources, including

- Integrated Postsecondary Education Data System (IPEDS)
- American Association of Community College Voluntary Framework of Accountability (VFA)
- (Michigan) Governor's Dashboard

Minimum institutional goals per metric are derived from the current average performance of other institutions in the College's cohort. The metrics are continually monitored, and reviewed as part of the three-year strategic planning cycle.

The goals are attainable and appropriate to the College's two primary Educational Objectives of offering

1. 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; and,

2. one- and two-year occupational and/or career programs for students preparing for employment in technical, business, or health-related fields.

MCCC student profile data was presented in 1.A and 3.D. To review, the following MCCC student characteristics are relevant to this section of the Assurance Argument:

- 67% enrolled part-time
- 33% enrolled full-time
- 54% enrolled in transfer program areas
- 46% enrolled in career programs
- 24.5% first time enrolled in any college
- 18% enrolled in at least one distance education class (622 students)
- 48% awarded some type of financial aid (grants, loans, scholarships, work study)
- 53% COMPASS-tested college ready in mathematics
- 67% worked for pay 11 hours or more a week
- 40% worked for pay 30 hours or more a week

(Sources: 2014 Student Profile, Dev Ed & Student Placement, CCSSE)

The MCCC Core Indicators of Institutional Effectiveness track various measures of student progress (one of eight effectiveness domains, e.g. student performance, workforce development, and etc.). Specific student progress metrics include retention, graduation rates, transfer rates, and goal achievement.

- Fall-to-Winter Retention Goal-- 72% (Governor's Dashboard)*
- Full-time Student Retention Goal-- 59% (IPEDS)
- Part-time Student Retention Goal-- 44% (IPEDS)
- Graduated within 2 years Goal-- 6% (IPEDS)
- Graduated within 3 years Goal-- 29% (IPEDS)
- Graduated within 4 years Goal-- 33% (IPEDS)
- Transferred within 3 years Goal-- 23% ((IPEDS)
- Graduated or Transferred within 6 years Goal-- 53% (Governor's Dashboard)*
- Awards Earned by Credential-seeking Students within 6 years Goal-- 34.4% (AACC Voluntary Framework of Accountability [VFA])
- Developmental Math Completion Goal-- 39% (VFA)*
- College-level Math Completion Goal-- 28% (VFA)*
- Goal Achievement Goal-- 85% (multiple sources)*

* met at last record

Goal 4 of the Strategic Enrollment Management Plan focuses on student retention: *Increase fall to fall retention of First-time/Full-time/Degree Seeking Students by 10% on baseline 2013.*

Objective	Lead(s)	Start	End	Key Measures
4.1 Investigate the need	VP student services, VP of instruction, deans, faculty and	FL 15	FL 16	Create a freshman experience course for FTIAC and/or at-risk

and logistics for implementing a freshman experience course.	Retention Task Force			students
4.2 Expand the use of online Early Alert System.	VP student services, VP Iistruction, LAL & faculty	WI 15	Ongoing	100% of faculty will receive an email regarding access to the Early Alert System
4.3 Develop and market a program that can be completed fully online.	VP instruction, academic deans, faculty, and director of marketing	FL 15	WI 16	Offer one program that can be completed online.
4.4 Implement a pilot mentoring/coaching program for at-risk students.	VP student services and Retention Task Force	WI 15	Ongoing	Train and assign mentors to a target number of at-risk stud**en**ts

There are a number of objectives and related tactics in the MCCC Strategic Plan (2014-17) that speak to retention, persistence, and completion. Examples include

- mandatory advising prior to each registration
- mandatory college orientation experience
- Early Alert for all students

Program review and evaluation documents incorporate retention, persistence, and completion goals applicable to programs of study: "Program Concentrators" and "Perkins Core Indicator, 1P1 through 5P2."

Data Collection and Analysis of Data

As noted earlier, MCCC established an Office of Institutional Research, Evaluation and Assessment (IR) office in January of 2012. The director centralized data collection and in-depth analysis of student learning in regarding to achievement of course and program outcomes. The same is true for data collection and analysis regarding retention, persistence, and completion, as well as, student satisfaction (one of the drivers of these progress measures). Student Profile Data are compiled each semester and used for cohort creation based on the reporting source's (IPEDS, VFA, Governor's Dashboard) definition. The data include student demographic characteristics, status (e.g. first-time, continuing, etc.), part-time and full-time enrollment, credit information, and educational goal.

As presented in the core indicators report, IPEDS data indicate that the MCCC PT and FT retention rates and graduation rates within two years to four years are below the College's cohort and in need of improvement. The MCCC transfer rate is on par with that of other institutions. Also, when definitions are expanded to include PT students and outcome time is extended, the College's performance is on

track with its peers. For instance MCCC's Governor's Dashboard graduation or transfer rate within six years is close (49%) to other Michigan community colleges (53%), and the VFA indices demonstrate that at MCCC a similar number of awards is earned by credential-seeking students within six years (33.3%) as at other VFA community colleges (34%). Furthermore, the MCCC fall-to-winter retention rate (72.5%) is almost identical to other Michigan community colleges (72%). MCCC anticipates more accurate and efficient tracking of student outcomes as a result of the state-wide student data system currently under construction is operational.

MCCC enhanced its data collection and analysis with its investment into the IR advancements noted above. One example is transfer of the annual Graduate Follow-up Survey project from the Office of Workforce Development to IR. IR improved the survey to enhance the accuracy of alumni satisfaction data. In addition, IR ensured that all data is reported via the IR webpages created in 2012. Reports, surveys, and an educational resources page are available to administrators to guide decision-making. The campus community and the public as a whole also have access to the information. The Core Indicators of Effectiveness track and benchmark primary findings from existing reports to expedite the data-finding and decision-making process. Furthermore, requesting MCCC's raw data from CCSSE allowed the College to measure the extent to which typically cited factors actually predict student retention, satisfaction, and performance within our student population. These factors include active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Use of Data for Improvement

MCCC uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. Results of a 2012 study demonstrate that students who completed the optional college success course (COLL 145) improved their subsequent semester GPA relative to students who had not taken the course. In 2012, the Academic Review Committee began mandating that academically dismissed students enroll in COLL 145 in order to be readmitted to the College.

Currently a mandatory "freshman experience" course for all students, at-risk students at minimum, is being considered as part of the larger MCCC Retention Task Force and included in the Strategic Enrollment Management Plan. In turn, implementation of a mandatory "college orientation" experience for First time In Any College (FTIAC) students is a retention tactic cited in the MCCC Strategic Plan (2014-15)

The MCCC retention rate from fall 2013 to winter 2014 was 74%, which is higher than other institutions in the College's VFA cohort. However, only 47.2% of the original fall 2013 cohort returned in fall 2014. In winter 2015, 43.2% of the original cohort was enrolled. The "MCCC Leaver Study" (Retention Study) was conducted to develop a model for predicting retention. Normally, one can predict with 51% accuracy whether or not a student will return (one year later, fall-to-fall). This model predicted retention with 69% accuracy. The following characteristics were determined as most important predictor's of retention

- enrollment status
- age
- GPA
- admissions status

Moreover, controlling for other variables in the model,

- students enrolled full-time in fall 2013 were 117% (or two times) more likely than part-timers to return fall 2014
- for every one year increase in age, the odds of returning fall 2014 decreased by 4.7%
- for every one point increase in fall 2013 term GPA, one was 90.4% more likely to return in fall 2014
- students who self-reported transferring to MCCC on their admissions application (16% of the cohort) were 43.7% less likely to return in fall 2014 than those students who identified themselves as being first-time or continuing students

As noted above, this information was used to establish objectives and tactics in both the MCCC Strategic Enrollment Management Plan and 2014-17 strategic planning documents. Examples (in addition to those already mentioned above) include

- scholarship opportunities that allow students to enroll full-time
- learning resources to enhance academic performance
- targeted orientation and college skills experiences

Other recent examples of improvement efforts resulting from retention, persistence, and completion data include

- "First-time Online Student Orientation" piloted Summer and Fall 2015 Semesters to address higher withdrawal rates in online compared to face-to-face classes (see 3.A)
- mandatory completion of developmental reading and writing before enrollment in most 100-level and above courses (see 3.D); students with stronger academic outcomes are more likely to persist (IR Analysis - Retention Study 2013-14)
- program level improvements (see use of program review data in 4.A)

Examples of data-driven suggestions for improving student retention include:

- assigning new students a level of risk and mandating additional support services for those in need (CCSSE Raw Data Analysis)
- eliminate late registration to address poorer course outcomes for students who registered late compared to students who registered "on-time"; students with stronger academic outcomes are more likely to persist (IR Analysis - Timeliness of Registration & Course Outcomes; IR Analysis - Retention Study 2013-14)

Sources

- CCSSE 2013 Frequencies
- CCSSE 2013 Key Findings
- CCSSE Overview PP 2014
- Core Indicators 8 22 15

- Developmental Education & Student Placement PAG 6 24 15
- Improving Math Retention and Completion via the Emporium Model
- Institutional Planning/Effectiveness Model
- IR Analysis - COLL-145 Effectiveness
- IR Analysis - Retention Study 2013-14
- IR Analysis - Timeliness of Registration & Course Outcomes
- IR Homepage
- Policy 1.60 Mission Documents
- Program Review Reporting Template 2015
- Program Review Reporting Template 2015 (page number 2)
- Retention Committee Meeting Minutes 2014-15
- Retention Task Force Minutes 1 22 15
- Retention Task Force Minutes 3 6 14
- Retention Task Force Minutes 4 1 15
- SP Tactical Results Dev Math
- Strategic Enrollment Management Plan 8 18 15 (DRAFT)
- Strategic Enrollment Management Plan 8 18 15 (DRAFT) (page number 7)
- Strategic Plan 2014-2017 Detail
- Strategic Plan 2014-2017 Detail (page number 31)
- Strategic Plan 2014-2017 Detail (page number 33)
- Student Profile Fall 2014

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Monroe County Community College (MCCC) is committed to and building a tradition of planning, assessing, and comparing itself to best practices. This commitment is evident in the College's Strategic Plan, Instructional Assessment Plan, and the Strategic Enrollment Management Plan.

The College demonstrates responsibility for establishing, evaluating, and maintaining high quality educational programs through regular and comprehensive program reviews; policies and procedures governing the award and transcription of credit; complete authority over courses and programs, expectations for student learning, access to learning resources and faculty qualifications; reasoned validation through specialized accreditation and third party credentialing; and close attention to placement outcomes. An active, faculty-driven Learning Assessment Committee responsible for monitoring the implementation of the Instructional Assessment Plan at the course, program, and institutional (general education) levels illustrates one way in which the College effectively uses data to inform decisions and improve quality.

MCCC is committed to ongoing assessment of student learning to improve educational achievement. To this end, MCCC faculty and instructional staff members establish goals for student learning at the course, program, and institutional (general education) levels; develop effective processes for assessing student learning; assess achievement of student learning outcomes; and use assessment data to improve student learning. Systematically assessing student learning enables the College to determine whether it is achieving its mission of producing skilled, thoughtful citizens, which in turn creates dialogue among faculty and shapes teaching practices.

Development of new General Education degree requirements, implemented for degree seeking students first enrolling in fall 2015, program review and evaluation, and course-level student-learning outcomes are used to evaluate whether intended student learning outcomes are achieved and to develop strategies for improvement.

By establishing goals that are attainable and appropriate to its mission and student population, implementing processes and methodologies for collecting and analyzing information, and using information for making improvements, MCCC validates its ongoing attention to student retention, persistence, and completion in its degree and certificate programs.

The College has invested resources to promote a culture of assessment across campus, and, with the establishment of the Institutional Research Office, has centralized data collection and analysis to track institutional progress, shape college policy, and promote student success. MCCC uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data in support of its continuous improvement efforts.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Monroe County Community College (MCCC) is committed to maintaining and strengthening the quality of its educational offerings and responding to future challenges and opportunities within a context that supports and fulfills its mission. This is accomplished through

- processes and structures that are built upon an improvement model which utilizes institutional effectiveness measures to identify and effectuate change and growth
- a strategic plan and resource allocation process to support its current educational programs as well as strengthen its quality in the future through development of new educational programs and services

Institutional Capacity

Fiscal Resources

MCCC's overall fiscal picture is summarized in the Annual Financial Report. The College has three main sources for General Fund revenues: tuition and fees, property taxes, and state appropriations. Tuition and fee revenue represents tuition from both credit and non-credit classes and contracted training conducted for business and industry. Fee revenue is generated by charges for such items as lab materials, registration fees, and transcript copies. Property tax revenue is collected from the taxation District of Monroe County as approved by the voters. MCCC's current millage rate is 2.1794 mils (approved to be levied in perpetuity). State appropriations are allocated on an annual basis through the State of Michigan budget process. General fund revenues as a percentage of total revenues for FY2015-16 as compared to FY2014-15 are as follows:

- tuition and fee revenue -- 34.2% (35.9%)
- property tax revenue -- 47.4% (46.0%)
- state appropriations -- 17.6% (17.3%)
- other revenues -- 0.8% (0.8%)

The College's locally elected Board of Trustees continues to be committed to maintaining affordability for students; however, it has had to shift a higher financial burden on the students due to flat or declining property tax revenues and state appropriations. Tuition increases are recommended by the administration after a thorough evaluation of enrollment projections, revenue estimates and a review of tuition rates at surrounding colleges and universities. MCCC's tuition rates for FY2015-16 fall below or at the FY 2014-15 state averages for Michigan community colleges charging by the billable contact hour:

Tuition Rate	MCCC (FY2015-16)	State Average (FY 2014-15)
In-District Rate	$102	$108.40
Non-Resident	$177	$177.74
Out-of-State	$197	$235.23

MCCC asked the voters for an additional 1 mill increase last November (2014); this represents an additional $5.5 million a year to help stave-off future tuition increases and address deferred maintenance and technological challenges. This was unsuccessful. The College hopes to attempt another millage in 2016.

The business office is projecting a 6% decrease in credit enrollment in FY2015-16 which, when combined with the approved tuition rate increases, results in a 4.97% ($467,000) decrease in tuition and fee revenue as compared to the FY2014-15 budget. However, when compared to the projected FY2014-15 actual tuition and fee revenue, this is a 1.49% ($131,753) increase in projected tuition and fee revenue.

For the FY2015-16 fiscal year, a 2.9% increase in property tax revenues is projected. This represents a $354,000 increase as compared to budgeted property tax revenues in FY2014-15. The increase represents improvements in property values in Monroe County.

The FY2015-16 budget includes an anticipated increase of 1.6% ($76,700) in state funding for operations which is slightly above the 1.4% average increase for Michigan community colleges.

Instruction and academic support are MCCC's fiscal priority. For the FY2015-16 fiscal year, 60.06% of the College's general fund budget is allocated to educational programs (instruction and instructional support). The general fund budget allocation spent in support of instruction totals more than $16.3 million.

Human Resources

MCCC has 165 full-time positions, including 63 full-time faculty, 25 administrators, 6 professional staff, 52 support staff, and 20 maintenance employees. In addition, the College employs 25 part-time support staff, approximately 140 adjunct faculty per semester (fall and winter), and 100 student assistants annually.

MCCC follows guidelines set by the Higher Learning Commission for hiring qualified faculty. The

College's Master Agreement with the MCCC Faculty Association, Article VI -- Professional Qualifications, establishes the conditions that meet the college's definition of "qualified" and clearly identifies the primary requirement for appointment as a member of the teaching faculty is dedication to teaching in the community college.

- In the discipline which they will be teaching, new faculty members must hold a minimum of an earned master's degree from an accredited institution. Faculty may also qualify with a master's degree in a different area, if it includes 20 semester graduate hours in the discipline.
- In some occupational or technical areas, faculty may qualify with professional licenses or certificates, practical experience and training, or other qualifications that may be recognized in lieu of the formal degree.
- Appropriate professional education and experience applicable for candidates for Student and Information Services faculty (counselors and librarians) are required.
- While adjunct faculty are not governed by the same contractual provisions, the College follows the same guideline to determine qualifications.

In regard to all non-teaching positions at the College, specific qualifications have been established in keeping with the expertise, education, and training required to perform the responsibilities of each assignment.

The College encourages and supports effective teaching through regular evaluation of full-time and adjunct faculty, formal recognition of outstanding efforts, and ongoing professional development. All full-time tenure-track faculty members are observed in the classroom once each semester during their probationary period (three to four years) by their division dean. Tenured (or "continuing contract") faculty are observed on a regular schedule, normally once every two years. Adjunct faculty are normally observed on a similar schedule: each semester for new hires and once every two years for continuing adjuncts.

Non-teaching employees are evaluated annually by their immediate supervisor via a collaborative instrument that encourages open communication and shared goal setting for each employee. In addition, employees are given the opportunity to evaluate their supervisor anonymously and those results are shared with each administrator.

Professional development is encouraged and supported by MCCC. The College offers a financial incentive for faculty to earn additional graduate credentials via the faculty salary scale. Staff development funding is made available to all employee groups and professional development and training are scheduled throughout the year. All new employees (excluding adjunct faculty) attend a one-half day New Staff Orientation program and student assistants participate in the "Partners Program" training facilitated by the human resources office.

- Faculty (full-time): Faculty workdays, which include professional development sessions, are scheduled four times year; Supplemental Professional Development funds are available to fund attendance at conferences, webinars, and books; professional development funds are made available through each department/division for individualized development opportunities.
- Adjunct Faculty: Adjunct faculty attend an annual Adjunct Faculty Workshop, which includes professional development sessions.
- Administrator/Professional Staff: Conference and Travel funds are budgeted through each department/division; Supplemental Professional Development funds as well as funding for the annual Administrative Workshop are available; additional training is offered throughout the year on topics appropriate/necessary for the administrative team.
- Support Staff: Support Staff must attend four (4) 1 hour personal and professional development

sessions each year. Supplemental Professional Development funds are available to be used for individualized and/or group training.

- Maintenance: Training is provided to the maintenance staff 4-6 times per year on topics pertinent to their areas of responsibility (i.e., airborne and blood borne pathogens, arc flash training, lift and fork lift training, asbestos training); Supplemental Professional Development funds are available to be used for individualized and/or group training.
- Board of Trustees: Funding is budgeted each year in support of Trustees attending state, regional, and national conferences and training. Training funds have also been budgeted to be used for Trustee specific training.

Physical and Technology Resources

Facilities

MCCC's physical plant is managed by an experienced director of campus planning and facilities and a maintenance department that includes power systems operators, skilled technicians and craftsmen, groundskeepers, and custodians. The director reports to the vice president of administration and works closely with the administration, faculty, and Board of Trustees in annual and long-range planning.

The College annually submits a 5-Year Master Plan to the State of Michigan Budget Office to provide state policymakers with the most current information available on institutional priorities and needs. The Plan offers an evaluation of all capital priorities of the College in light of current programming efforts and anticipated programming changes, and includes both self-funded projects and those in which future state cost participation may be requested. As identified in the Master Plan, the College's top priority is the renovation of two buildings to convert these spaces into usable classroom and lab spaces for programs needing to relocate or expand.

In addition, the College uses its Facilities Assessment and Deferred Maintenance Capital Planning Report to drive annual maintenance and replacement projects. The schedule is updated annually and includes immediate improvement plans as well as deferred maintenance projects. In FY2014-15, the Board of Trustees authorized a $16 million HVAC replacement project on main campus that includes a geothermal heating and cooling systems for the majority of the main campus buildings. The College will have to seek borrowed funds to meet this objective (BOT 8/24/15). The passage of a millage will ease this burden.

The College's Strategic Plan emphasizes effectively utilizing and maintaining current facilities while continuously assessing future needs as a priority. In doing so, the College is ensuring that the physical facilities can support programs and operations that are delivered on campus. Specific objectives include

- Maintaining facilities at a FCI (Facilities Condition Index) of "Good"
- Setting room usage frequency rates to specific target levels to optimize space utilization
- Updating the Campus Master Plan

Technology

The College's information systems (IS) department provides a wide range of services including computer and network support, enterprise applications and management, and technical support. The department's list of services is found on its web page.

Funding for hardware and software purchases to support the current and long-range needs of

academics, student services, and administration is generated via a $20 per billable contact hour fee and can be supplemented through the College's general fund budget process when project scope dictates. The College's Strategic Plan includes objectives to support professional development, uninterrupted wireless service and classrooms and labs that have fully integrated information technology.

The College has upgraded its technology infrastructure to facilitate improved learning and working environments. Ellucian Colleague is MCCC's enterprise resource planning (ERP) system for transaction functions of student and financial aid, human resources, finance, and advancement.

The Ellucian Colleague system that students access for a variety of online services is currently being upgraded to provide a more reliable hardware platform using the latest technology. As part of an upgrade plan, a server solution that encompasses all Colleague administrative system operations, including the main Colleague server and its ancillary servers, has been installed. Through virtualization technology, the new server hardware is segmented into separate (virtual) servers to support each part of the overall Colleague operation. Fully deployed, separate (virtual) servers will mitigate server outages, for the system will quickly replicate a failed server in order to continue Colleague processing in a much smaller window of time. Within the past year, most of the ancillary servers supporting Colleague operations have been migrated to virtual server technology, including WebPAL access, ad-hoc reporting, and online payments.

On the software side, work is ongoing to migrate the Colleague database from the existing UniData data repository to Microsoft SQL database technology. Migrating to MS SQL has permitted the College to take advantage of competitive hardware offerings as it deployed the new virtual server platform. The SQL database is compatible with more reporting options in the marketplace and provides a modern-day foundation for the College's administrative data. Since the SQL project kick-off earlier this year, existing Colleague data has been prepared for migration and an initial migration to a test system has been accomplished. In addition, staff training has been completed to permit its use of the new database reporting tools. User testing and software enhancements will be occurring throughout the fall working toward a full Colleague implementation in 2016.

During the current fiscal year the purchase and deployment of Ellucian Student Planning module as part of the WebPAL system is scheduled. This additional module will provide comprehensive online registration and advising services to students in a greatly refreshed point-and-click format. It also provides a graphical roadmap for students in planning their class schedules toward completion of their academic programs at the College.

To provide the necessary computing software to support both general administrative and academic program needs, a full suite of Microsoft products and services is provided via a Microsoft Volume Licensing program agreement that is entered into annually. A new Adobe Systems Enterprise Term License Agreement will provide the full complement of Adobe products available in their Creative Cloud set of applications.

The college is continually reviewing the internal data network to provide a robust and reliable network backbone. This year the purchase of Ethernet Fabric switches featuring SPF+ ports along with 40 GbE uplinks and components is underway. These items will be added to the existing core campus switches. These modular installations and updates will allow the college to utilize better the existing multi-mode fiber so that the IS architecture will also be capable of handling single-mode fiber installations planned for the future. The installations of these ports will provide for a very fast 6 gigabit link between the two main data centers. In addition, this update will provide better and faster throughput in the East Technology Building to support the more data intensive applications supported

by Data Processing Services.

The IS Department will roll out approximately 440 virtual desktop computing installations as part of its annual desktop computing review and replacement. Virtual Desktop Infrastructure or VDI is a method by which all of the desktop components can be virtualized and stored, backed up, and made redundant from servers in the data centers. The plan is to begin providing a comprehensive desktop environment that is more manageable, flexible, and secure.

Delivery of lecture content across campus for many years has relied on computers, data projectors, document cameras, and the ability to project various forms of media. The IS Department annually reviews the labs, classrooms, and conference rooms to determine the need to replace or redeploy these items. In this fiscal year, the IS Department will replace 38 data projectors and replace or install 38 DVD/Blu-ray players across campus.

In support of the business division's graphic design program, 26 Apple Macintosh computers have been installed. The creation of this MAC lab on campus was the result of faculty advocating for systems that match the demands of the Graphics Design industry and recommendations of the Graphic Design Advisory Committee. This will help the College to continue to develop the Graphic Design, Digital Media Design, and Web based programs into a more marketable academic product. In addition, the new "App Development" program will necessitate coursework in the area of IOS (Apple Operating Systems) for mobile applications.

Renovation and reconfiguration of the computer lab space that houses the Information Assurance and Security, PC Support Technician, Networking, and Virtual Computing labs is underway in support of these programs. The classroom, labs, preparation, and storage space included in this project will provide for a better overall teaching environment. The new network setup and configuration will provide the flexibility within the space to complete on and off network teaching scenarios and isolation as needed.

To facilitate a streamlined scholarship application and award process, the College began using AcademicWorks as its scholarship management tool in spring 2015. The new system fully integrates with the College's student information system and provides a central place for financial aid and foundation staff to access scholarship information and match and award scholarships.

The College has a five-year computer replacement plan. Compliance, regulatory, and security issues are requiring more human and financial resources and will continually compete for a higher percentage of the technology budget.

Online classes as well as on-ground and blended courses utilize Blackboard's robust, online learning environments to provide an engaging educational experience.

In 2015, the decision was made to reinstate the Instructional Technology and Distance Learning Committee which will make recommendations on the utilization of instructional technology to support and enhance classroom and web-based instruction at MCCC. The committee will provide leadership in the assessment, design, development, implementation, and evaluation of instructional technology, which also includes web-based instruction through the utilization of a learning management system.

Resource Allocation Process

MCCC's Strategic Plan and Educational Objectives ensure that academics remain its core purpose.

Decisions on resource allocation through the budget process are developed and forwarded by the divisions and departments in keeping with the strategic objectives of the College. Based upon these agreed upon objectives, deans and directors annually forward their budget recommendations to their vice president for thorough vetting before they are submitted to the administration office for inclusion in the draft budget. Once all budgets are submitted and compiled, the president and vice president began a comprehensive review of the revenues and expenditures, requesting presentations and detailed information as necessary from the departments and divisions as they work to balance the budget. The Board of Trustees is included in the process through Study Meetings that assist in setting priorities and establishing tuition and fee rates for the coming year. A public hearing is held in June of each year at which time the final budget is presented to the Board for its consideration and approval.

Budgeting and Monitoring Expense

The College has internal financial controls in place to monitor and review all expenditures through its purchasing policies and procedures, check request and purchase requisition approval process, receiving procedures, and accounts payable practices. All budget activity is monitored through the office of the vice president of administration on a weekly basis with the support of the appropriate budget managers and supervisors. Quarterly Financial Updates are presented to the College community by the vice president of administration including a comprehensive review of the approved annual budget and the annual financial audit. The updates are video-taped and posted on the College's website.

MCCC undergoes an annual independent financial audit which includes the financial statements of Monroe County Community College including major federal programs (A-133 audit) and the College's component unit, The Foundation at MCCC. The auditing firm meets with the Board of Trustees' Audit Committee to review its findings and a public report is presented to the Board. Following the Board meeting, the College's Financial Statement is printed in the local newspaper and posted on the College's Finance and Operations (Transparency) web page. The Foundation at MCCC's audit is presented to its Finance Committee and then to the full Board of Directors. A summary of the audit findings are published each year in the College's annual report. All of these documents are available for public inspection through the Finance and Operations web page.

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5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Monroe County Community College has worked to create an institutional culture grounded in the principles of stakeholder involvement and shared governance. Faculty, staff, students, and community members have opportunities to participate in defining the college's strategic direction and in shaping decisions. Avenues for communication and collaboration have been a major initiative of the College resulting in increased participation in the institution's governance.

Internal Organization

MCCC has established a well-defined organizational structure that establishes clear lines of authority and reporting among and between individual employees and departments/divisions. The College's Council Model of Shared Governance encourages open communication and collaboration to occur across organizational lines through its standing committee structure and the convening of task forces to review and make recommendations on specific decisions, actions, or initiatives. The cross-functional task forces are comprised of individuals with expertise related to the task and are disbanded when their work is finished. Non-council groups also exist at the College and play a valuable role in the institution's governance. These include Student Government, President's Advisory Group, program advisory committees, clubs and organizations, the Alumni Association, and The Foundation at MCCC.

All employees are engaged in in-service opportunities throughout the year specific to their areas of expertise. In addition, as part of the Tactical Implementation Plan, Town Hall meetings with faculty and staff are scheduled by the President to address major initiatives: for example HLC Criteria of Accreditation, Mission/Vision Statement, Strategic Planning, and Enrollment Management Plan. The Vice President of Administration (or her office) gives quarterly Financial Updates on financial, human resource and physical plant topics. Other VPs give Brown Bag Lunches to update faculty and staff on current topics. In addition, the president holds State of the College and community Town Hall meetings throughout Monroe County to offer updates on the college and to gather input.

In addition to these more formal processes, the College utilizes a Blackboard community page to keep students and employees informed as well as periodic email updates on current events from across the college.

Institutional Governance

In the 2009 HLC Self-Study Report, MCCC identified that it must work to improve its governance structure, clarify its decision-making model, and open lines of communication to allow a more inclusive dialogue on campus. The visiting team agreed with MCCC's assessment and, while granting continued accreditation for a period of ten years, requested a focused visit in 2013 to review progress being made in regard to shared governance and communication. The 2013 Focused Visit Report offers a detailed description of the steps taken by the College to assess and completely redesign the College's governance structure including the development of the Tactical Implementation Plan to improve communication and the work of the Trust and Respect Subcommittee to build the foundation on which the new governance would stand.

The 2013 Team Report recognized MCCC's "serious, focused, productive efforts" on shared governance and communication and was complimentary of the College's development of the new model stating "While it appears the new model is a good start, more time is needed to fully implement the model and change perceptions across the institution."

The team identified specific expectations regarding the evaluation and enhancement of the Council Model of Shared Governance and Board of Trustee conduct and training.

Council Model of Shared Governance

The purpose of MCCC's Council Model of Shared Governance is to organize the constituent groups (administrators, faculty, support staff/maintenance) to promote open communication, to deliberate college matters, and to convey recommendations to the college president. 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, and/or staff actions and grant all college employees the appropriate authority to act. Understanding that on any given day there are countless actions and decisions taken without direct involvement of the campus-wide governance model, the function of the Council Model of Shared Governance is to ensure appropriate deliberation and open communication of decisions.

MCCC began piloting the Council Model of Shared Governance in April and May 2012. Following this brief introduction, the decision was made to conduct a year-long test during the 2012-2013 academic year. In April and May 2013, the Councils unanimously voted to extend the test year through spring of 2015. In April of 2015, following extensive review and improvements, including two employee satisfaction surveys conducted by the institutional research office in February 2013 and March 2015, the Governance Evaluation Committee recommended that "the Councils formally adopt the Council Model of Shared Governance as their permanent form of shared governance." The request for action received support from all three Councils, and on May 18, 2015, the College community was notified via email that the president had approved the Request for Action on the Council Model of Shared Governance. With the support of all three Councils and the president, the Council Model of Shared Governance became the College's permanent model of governance.

With the adoption of the Council Model of Shared Governance, the Governance Evaluation Committee will now begin to update the College Constitution to reflect the new system of governance and create the committees necessary to support the work of the Institution.

To recap MCCC's governance progress, in fall 2011, MCCC embarked on a complex journey to transform its form of governance to one that embraces, encourages, and celebrates inclusive participation by all employees. The journey was led by a dedicated, hard-working, and courageous

task force that actively sought and evaluated input and then used that information to revise, modify, and implement changes. Moreover, the task force, the Governance Evaluation Committee (GEC), was charged with implementing and evaluating the council model during its test years.

Important milestones over the past three years include

- Employee Satisfaction Survey - February 2013
- List of improvements identified by the GEC from survey results; presented to Councils for approval; recommendations for improvement implemented
- Employee Satisfaction Survey - March 2015
- GEC review of survey results finds 36.5 percent of respondents are satisfied with the model after improvements, while 27 percent are neutral; Employees are participating and activity is taking place within the Councils
- 53 Requests for Action, 120 Requests for Input, and 78 Information Items processed through the Councils during the three year pilot
- Shared Governance Handbook Updated - five revisions reflecting updates and improvements
- Council Flow Model Updated to reflect updates and improvements
- Tactical Implementation Plan annually monitored, updated, and submitted to GEC
- Presentations to the Board of Trustees by all three Councils and Student Government highlighting activity/work being done (FY2014-15)
- Request for Action - Council Model of Shared Governance Adopted

Student Involvement

MCCC students have many opportunities to get involve in the life of the college through formal groups and organizations, including those that promote their academic interests and those that are more focused on shaping the culture of the college. The MCCC Student Government provides an opportunity for students to be involved in the governance of the institution and to provide support and activities for their fellow students and the Monroe County community. The Student Government president sits on the President's Advisory Group and the organization is given an opportunity to make presentations and to report to the Board of Trustees each semester.

Governing Board

The Board of Trustees conducts regular monthly meetings (September - June) with a posted agenda that includes discussion and action on strategic issues, institutional policies, financial matters, and personnel changes. The Board also hears various reports from the president, administration, faculty, staff and students. The agenda for each meeting is posted on the College's website one week before each regularly scheduled meeting. Regular reports are made by the president, vice presidents, councils, Student Government, and members of the administration, faculty and staff to provide opportunities to inform the Board on recent activities, emerging issues, and/or policy and procedural matters.

Following the 2013 Focused Visit, the HLC Team set forth specific expectations for the Board of Trustees regarding intra-Board relations and faculty relations. As outlined in Core Component 2.C, the Board has worked with a consultant to assist in the development of a specific plan to address concerns. Following is a summary of the tactics identified and actions taken:

Goal #1: Improving Intra-Board Relations

Tactics	Actions

1. Provide orientation to all new Board members.	1. Included in ByLaws and provided to the newest Board member.
2. Provide training to all board members on Board Protocol and Board Relations	2. Two training events held (October 26, 2013; July 6, 2015)
3. Develop and administer Board Self-Assessment instrument	3. Instrument developed and administered twice
4. Provide opportunities for Board members to work together on committees.	4. Opportunities provided regularly (e.g., Strategic Finance Committee, Whitman Advisory Committee, Board Millage Campaign)
5. Encourage Board collaboration through attendance at state and national meetings.	5. Opportunities regularly occur.
6. Increase Board interaction through attendance at campus and off-campus events.	6. Collaboration has continued to improve.

Goal #2: Developing and Enhancing Faculty Relations

Tactics	Actions
1. Encourage Board members to shadow faculty.	1. Three Board members have shadowed faculty between the fall and spring semester of FY2014-15.
2. Develop ways for Board and faculty to serve on Task Forces and committees.	2. Ongoing and improving: Two senior faculty members serve on The Foundation at MCCC with three Board members.
3. Provide faculty and staff with the opportunity to present at Board meetings.	3. Three Council presentations at Board meetings in FY2014-15 Winter Semester; regularly scheduled twice a year in future.
4. Encourage the Board to participate in opportunities that enhance socialization with faculty on campus.	4. Opportunities are provide on a regular basis (e.g., faculty retirement events, picnics, Welcome Back breakfast).

Policies and Procedures

The Board of Trustees has established policies, based upon its authority granted by the Michigan Community College Act of 1966, that define its legal and fiduciary responsibilities and establish its authority to oversee the college's financial and academic operations. Updates, changes, and additions to existing policies as well as new policies are presented to the Board as appropriate for their consideration and approval. College procedures are written to support Board policies and revisions to the procedures are reviewed with the Board to be certain the revisions are in keeping with the intent of the policy.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Monroe County Community College employs a strategic planning process that is inclusive of all stakeholders and aligns with its mission, vision, core values, and educational objectives. The Strategic Plan is used to guide resource allocation, assessment of student learning, and evaluation of operational effectiveness. The five Strategic Initiatives and their corresponding strategies as identified in the MCCC Strategic Plan (2014-17) are

- Educational Excellence: Instructional Excellence, Student Services, Higher Education Opportunities, Campus Environment, Diversity, Technology
- Evidence-Based Culture: Planning, Assessment, Evaluation
- Resource Management: Integrity, Physical Resources, Accessibility, Financial Resources, Human Resources
- Governance: Shared Governance, Communication, Transparency, Engagement
- Partnerships: Community Engagement, Service Learning, Accountability

Resource Allocation

As outlined in Core Component 5.A, decisions on resource allocation through the budget process are developed and forwarded by the divisions and departments in keeping with the strategic initiatives, objectives, and tactics as approved in the MCCC Strategic Plan (2014-17). Built through a comprehensive, inclusive process, the tactics identified under every objective include specific information on the resources needed to execute the tactic. This information is used to inform decisions being made annually as the budget is built and also to compel discussion about future objectives that will require budget allocations. For example, the Strategic Plan identifies engaging in an Energy Performance Contract to address deferred maintenance issues which will result in overall savings for the institution. Currently, the College is finalizing the financing and Energy Services Agreement that will replace the HVAC system in five buildings with a geothermal system that is guaranteed to save the College $5.8 million over the 20 year life of the system. The 2015-16 budget includes funding in support of the project (tactic) and the Strategic Plan objective.

Assessment of Student Learning and Evaluation of Operations

As is outlined in the 2013 Focused Visit Report, the Coordinator of Institutional Research, Evaluation and Assessment is charged with identification, monitoring, and updating of core indicators of effectiveness data. This information is gathered, analyzed, and reported to the College community in conjunction with the research and analysis requested on specific topics. This information is available on the Institutional Research web page. Since the establishment of the IR office in 2012, the expertise and investigation provided have reinforced the importance of asking challenging questions about the Institution's effectiveness and using data and analysis to make decisions and plans. The research available is being used to assist the College in clarifying what it needs to do to support programs, services, activities, and partnerships and, most importantly, how to define more specifically the standards for performance. The College's decision to continue to operate the Whitman Center stands as evidence of how MCCC is using data to inform decisions in keeping with its strategic initiative to commit to data-driven evaluation and decision making.

Core indicators are an essential part of the strategic planning process and serve to establish the relationship between strategic planning, evaluation of institutional effectiveness, and assessment of student learning. The Institutional Planning/Effectiveness Model incorporates the review of core indicators of institutional effectiveness at the earliest stage of the planning cycle.

Additional examples of how the institution links its processes for the assessment of student learning and program review with operations, planning, and budgeting are outlined in Core Components 4.A and 4.B.

Inclusive Planning Process

As approved by all three Councils in 2012, the Institutional Planning/Effectiveness Model links planning, assessment, and evaluation and drives the development of the Strategic Plan. This integrated planning/effectiveness model allows MCCC to use the institution's values, mission and vision as the driving force to create a blueprint that links strategic and operational planning with effectiveness measures to produce an institution-wide effectiveness/action plan. The model incorporates the perspectives of internal and external constituent groups and provides a feedback loop to improve the communication of results and to foster continuous improvement.

Every employee has had a role in the strategic planning process and the implementation of the approved plan. Over the past two years, under the direction of the College's new president, a matrix was introduced not only to identify specific tactics in support of the plan but also to add a measurable framework that drives action and delivers desired results. The new framework demands specific accountability, key performance indicators, timelines, resources, and measurable progress while tracking current baselines to document change and improvement.

As part of the planning and assessment process, at the end of each academic year, the divisions and departments submit a Strategic Planning Tactic Results Form to provide evidence as to how each tactic was studied and addressed, and how the data will be used for improvement and/or to inform the next planning cycle. Fully executed Results Reporting Forms demonstrate how each tactic is evaluated, how the budget implications are understood, and how the evidence will be used to improve effectiveness. Forms have already been processed for

- Adjunct Faculty Offices
- Global Studies
- Satisfaction with Council Model of Shared Governance
- General Education Implementation
- Assessment

- Developmental Math
- Energy Metrics
- Governance and Communication
- Tutoring

Capacity and Emerging Factors

Together with internal and external assessment, the College's planning/effectiveness model calls for a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to help define the priorities that will guide the plan. Information gathered through this process has assisted the College in more clearly defining its market; enrollment challenges; financial viability; and program, service, and facility needs. The findings were used to assist in building the Strategic Plan initiatives and the supporting objectives and tactics.

The following represent some examples of how the institution has gathered data and analyzed trends to anticipate emerging factors and fluctuations in financial resources and enrollment:

- Unemployment Rate and Tuition as Enrollment Predictors (development and utilization of an enrollment prediction model)
- Development and Implementation of Strategic Enrollment Management Plan
- Historical review of MCCC tuition and fee rates as compared to Michigan community colleges and regional colleges and universities
- Monitoring of Monroe County property values and tax adjustments
- Review and tracking of state of Michigan proposed and enacted legislation and budget preparation, approval, and adjustments

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Monroe County Community College works to improve its performance through analysis at the institutional, program, and department levels. As described throughout this section, MCCC has developed and is committed to a system for improving its performance. The planning/effectiveness model uses the Core Indicators of Effectiveness, the Strategic Plan, and internal and external input and research to develop strategies, define tactics, and evaluate progress. Committees, task forces, and units across campus annually review tactics and objectives preparing annual reports and/or filling out Tactic Results Forms to report progress and to set goals for improvement. On an individual level, faculty undergo regular evaluations and every staff member, maintenance worker, and administrator is evaluated based upon a personalized appraisal process that incorporates goals for the next year.

The Office of Institutional Research, Evaluation, and Assessment facilitates the research and analysis in support of the strategic initiatives and is a college-wide resource for conducting studies and providing data and reports to inform those planning and decision-making processes.

The centralized means for developing and documenting evidence of performance are the established Core Indicators of Institutional Effectiveness and the target key performance indicators (KPIs) for every tactic identified in the Strategic Plan.

The Core Indicators measure MCCC performance year-over-year and include a benchmark average (using a relevant comparison group) or institutional goal. Multiple indicators are identified and tracked in the following nine areas:

1. Student Progress
2. Student Performance
3. Student Satisfaction and Skill Development
4. Community Outreach
5. Workforce Development
6. Access
7. Environmental Integrity
8. Institutional Climate
9. Financial Sustainability

The institution and public may drill down into data or evidence for these areas through the Institutional Research web page.

Examples of ways in which MCCC has and continues to evaluate and improve its operations are provided below:

- **Council Model of Shared Governance**: Development, pilot testing, and approval of a Council Model of Shared Governance including two employee surveys and improvements to the model based upon the input received.
- **Strategic Planning**: The 2014-2017 Strategic Plan addresses the need to provide educational excellence through high-quality teaching and learning, create and support an evidence-based culture, strengthen financial resources, embrace shared governance, and increase collaborative partnerships. The plan was thoroughly vetted though a comprehensive and inclusive review process.
- Assessment of Student Learning: MCCC completed the HLC Academy for the Assessment of Student Learning, finalized General Education Requirements, completed the Institutional Assessment Plan, and established a faculty-driven Learning Assessment Committee.
- Program Review: A new program review form that includes program outcomes and institutional, student assessment, and Perkins Core Indicator data was developed and implemented in FY2014-2015.
- **Strategic Enrollment Management Plan**: A comprehensive Strategic Enrollment Management Plan was developed with institution-wide input which focuses on recruitment, retention, and completion.
- **Financial Planning and Budgeting**: Utilizing comprehensive studies of the College's HVAC system, MCCC is engaging in an Energy Services Agreement to replace failing systems with a geothermal system that is guaranteed to save $5.8 million.

In addition, MCCC employs a variety of means to establish goals and measure performance to improve effectiveness. These include, but are not limited to:

- financial records and reports
- regular communications and summary reports from the President to the public and the Board of Trustees
- departmental and college-level planning and assessment of student learning
- reports to the state of Michigan and the Budget and Performance Transparency Reporting website
- reports to accrediting bodies at the state and national levels.

Academic divisions practice continuous improvement through assessment of student learning and program review or accreditation cycles. Library holdings are reviewed and analyzed regularly. Annual faculty and staff evaluations measure performance and set goals for improvement. Facilities are annually evaluated and priorities are set to support current programming efforts and anticipated changes as well as necessary maintenance. Information technology is regularly reviewed and funding to support current and long-range needs of academics, student services, and administration is allocated.

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- ACEN Statement of Affiliation Status
- Administrator Performance App Form
- Core Indicators 8 22 15
- Core Indicators 8 22 15 (page number 1)
- Core Indicators 8 22 15 (page number 3)

- Core Indicators 8 22 15 (page number 4)
- Core Indicators 8 22 15 (page number 6)
- Core Indicators 8 22 15 (page number 8)
- Core Indicators 8 22 15 (page number 10)
- Core Indicators 8 22 15 (page number 13)
- Core Indicators 8 22 15 (page number 14)
- Council Flow Model 8 21 2015
- Institutional Assessment Plan 08 24 15
- Institutional Planning/Effectiveness Model
- Instructor Evaluation Summary Report (Green Sheet)
- IR Homepage
- Learning Assessment Committee Annual Standing Committee Reports 2010-15
- Library
- MCCC ~ Finance & Operations
- MCCC Catalog 2015-16
- MCCC Catalog 2015-16 (page number 39)
- Program Review Reporting Template 2015
- SS & Maint Performance Appraisal
- State of the College Powerpoint Quartey 6 1 15
- Strategic Enrollment Management Plan 8 18 15 (DRAFT)
- Strategic Plan 2014-17 Summary
- Strategic Plan 2014-2017 Detail
- Strategic Planning Results Reporting Form
- Transparency Link and Documents

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Monroe County Community College has the resources, institutional structures and processes necessary to fulfill its mission; improve the teaching and learning process, academic programs, and support services; and to maintain an effective infrastructure of people, facilities, and technology.

The College has adopted a Council Model of Shared Governance and articulated a strategic framework that creates a context for mission-driven planning, decision-making, and resource allocation. Its Institutional Planning/Effectiveness Model provides an effective means of linking mission, vision, and core values to the management of the college and its daily operations. MCCC's leadership has embraced the principles of continuous quality improvement, and there is strong evidence that the institution is utilizing institutional effectiveness measures to identify and effectuate change and growth. The College has opened lines of communication, increased transparency, and embraced data-driven planning, evaluation, and decision making.

MCCC is aware of its mission-critical challenges, namely enrollment management, strategic financial planning, and an aging infrastructure, and is using analysis and planning to address them. The college seeks to learn from its experiences and use those lessons to improve its overall performance as it serves the student of Monroe County.

Sources

There are no sources.