Monroe County Community College - MI

HLC ID 1349

STANDARD PATHWAY: Mid-Cycle Review   Visit Date: 10/19/2015

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Context and Nature of Review

Visit Date

10/19/2015
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

Monroe County Community College (MCCC) is a comprehensive community college located in Monroe, Michigan, and is located 30 miles south of Detroit. Monroe is a historic city and is situated along the Raison River. The majority of the College's enrollment comes from in-district residents and the student demographics mirror that of the city of Monroe and the county. The college has a main campus which houses its occupational and transfer programs. Workforce development and P-20 programming such as the Middle College are also housed on MCCC's main campus. The Whitman Center is the only other location with in the College's service area. Designed to serve the residents of Southern Monroe County and Northern Toledo, the Whitman Center in Temperance offers a wide range of credit courses applicable toward an Associate Degree, as well as a selective listing of Lifelong Learning classes. Most of the student services are available at Whitman Center, including placement testing (COMPASS), academic advising, and career counseling.

Since the last HLC comprehensive review in 2009 and the 2013 Focused Visit Report, the college has worked in a collaborative and consensus-building manner to develop and implement new institutional measures of effectiveness, more integrative forms of internal communication and a shared governance model that has been accepted and practiced by all internal constituents.

Over the past two years, the College has benefited from a stable leadership team and has grown physically (adding a new Career Technology Center). Though enrollment has declined in recent semesters, the college has established a Strategic Enrollment Management (SEM) plan that is widely accepted by faculty, staff and administrators and has

been employed throughout the college.

In a time of financial uncertainty in Michigan, where aid to higher education has diminished, MCCC has succeeded in strengthening its financial position, paying down debt and continuing to be a trusted asset to the community for which it serves.

Interactions with Constituencies

Meeting with President and Cabinet (entire team)

Meeting with Assurance Review Team (entire team)

Meeting with faculty and staff in Open Forum (Criterion 3 & 4) - 48 present (entire team)

Meeting with Institutional Research Officer (Jackie Freeze)

Meeting with Chief Financial Officer (Jackie Freeze)

Meeting with Chief Academic Officer (Judy Colwell and Billie Unger)

Meeting with Dean of Science/Mathematics

Meeting with 6 members from Faculty Union (Randy Fletcher and Jackie Freeze)

Meeting with 15 students (Billie Unger and Jackie Freeze)

Meeting with 23 part-time faculty members (Randy Fletcher and Jackie Freeze)

Open Forum meeting #2, 14 faculty and 23 staff present (Criterion 1 & 2) Randy Fletcher and Jackie Freeze)

Dinner meeting with board of trustees (7 members present) (entire team)

Breakfast meeting with 31 community members (entire team)

Meeting with President (Randy Fletcher)

Open forum #3 -- 22 faculty and 13 staff present (Criterion 5) (Randy Fletcher and Jackie Freeze)

Additional Documents

None

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.)

Rating

Met

Evidence

Since the last HLC comprehensive review in 2009 and the 2013 Focused Visit Report, the college has worked in a collaborative and consensus-building manner to develop and implement new mission and vision statements. The mission and vision were reviewed and reaffirmed in 2015. The college community (faculty, staff and administration) worked alongside the newly appointed president to operationalize the five strategic planning initiatives (previously called "priorities") identified by key internal and external stakeholders to create the new mission and vision for the college. The evidence revealed that these newly established documents clearly serve as the infrastructure for the new president's administration and also the newly adopted governance councils (faculty, administrator, and staff).

The evidence consulted affirms that the institution's academic programs and student support services are consistent with its stated mission. In the alignment of the mission with academic programs, all five academic units reference the college mission in program guides and in the design of the curriculum to meet the changing needs of the local area. The development of short term credentials in the nuclear technology and health services area along with continued support of seamless pathways for secondary students through the Monroe County Middle College (MCMC) and "Direct College" dual enrollment offered at Monroe High School's campus (taught by MCCC faculty) programs serve as examples of how MCCC's academic enterprise provides competitive and rigorous curriculum that enriches the lives of the students of the district and beyond. Clearly the institution is viewed as a central focal point for the area as evidenced by the large number and diversity of community members who visited the team and talked about the varying relationships with the college. The president is a visible member of the community and has built good relations in a short period of time.

Evidence also confirms that the College's focus on enrollment is aligned with its new mission. Over the past five years, student counts at MCCC have declined by over 15%. Eighty-four percent of the students come from the county so enrollment declines reflect the economic environment of the surrounding area to a large extent. Most recently, the College has developed a Strategic Enrollment Management Plan (SEM) to identify the causes of the decreasing enrollment and enrollment strategies for moving forward. This plan supports actions with the overall strategic planning process. The SEM team has begun to identify appropriate interventions that support continued adherence to its mission.

It is should also be noted that 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). They are also involved in the global planning and budgeting activities of the College. This is tangible evidence that all levels of the college take a proactive approach to impacting the lives of the residents of the Monroe County Community College district.

There have been many changes initiated at the institution since the arrival of a new president and many of the institution's planning initiatives are just finishing development and implementation is in early stages. It will be important to continue the momentum and to revise and update strategies as needed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

There is evidence to support the claim that MCCC clearly articulates its mission through one or more public documents. The mission is evident in the recently approved strategic plan as well as prominently displayed on the college's catalog, website, online classroom portal (Blackboard) and related academic and student services' handbooks and program guides.

In the review of MCCC's mission documents there is demonstrative evidence that the mission is both current (adopted April 2015 by the MCCC board of trustees) and aligns with the key performance indicators, annual and budget planning processes academic and support programs, and the newly adopted council governance structure.

Documents related to the mission identify key student populations and partnership relationships. Both the comprehensive strategic plan and the key performance indicators provide significant detail in this area. As these efforts move forward, the sheer number of action items and indicators may be too large to give appropriate attention and assess results in an effective manner. This should be monitored and streamlined as needed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

MCCC has made focusing on diversity a priority. One of their core values is "Valuing Human Diversity" and evidence shows that there are a number of events and activities including a culture and current affairs series that are focused on celebrating diversity. The institution's enrollment mirrors the ethnic make-up of the local area. Two major student clubs are the international club - where students share cultural differences - and the gay/straight alliance. The institution also sponsors study abroad.

The college is also committed to its open-door philosophy and serving students of all economic backgrounds and academic levels of preparation.

The institution has policies in place that are appropriate to concerns for diversity and how it impacts the mission of the institution and the students served. They have started discussions on how to provide greater diversity to the student population while positively impacting enrollment. For example, finding ways to bring in international students; however, the lack of on-campus housing impacts possible strategies in this area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The Site Visit Team met with community members and leaders during the visit to MCCC, and was impressed by the sense of connection with the college that was expressed by these groups. Similarly, in the meeting with the Board of Trustees it became evident that the Board is composed of prominent local figures whose roots go deep into the community.

There are no external investors, no parent organizations that MCCC is answering to - its commitment to serving the educational needs of the local community are the clear top priority for the institution. This commitment to the community is highlighted in the MCCC 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 (emphasis added)."

The community linkages to the college are evident in the composition of the Board of Trustees, the various Advisory Committees, and other close groups within the college with strong community connections. These connections allow for constant input and feedback regarding the needs of the community at large as the college makes decisions at both the institutional and the program level. The extremely positive comments of the members of the community witnessed by the Site Team underscored a phrase repeated by community members and staff many times during the visit: "Monroe County Community College is the jewel of the community". The institution has worked hard to respond to community needs as illustrated by the new career and technical building that was a direct response to local industry's request.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The institution's mission and vision are clear and concise and reflects the philosophy of the institution. Both the mission and vision are explicitly apparent to the internal and external constituents of the institution and serve as a platform for its priorities and activities.

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.

Rating

Met

Evidence

Monroe County Community College has comprehensive, well-developed, specific, and extensive policies and procedures that safeguard integrity in the college's operations. These policies and procedures are readily available to the public a mere two clicks into the college's website by following the "Policies and Procedures" link at the bottom of the homepage to the "Policies and Procedures Index" at http://www.monroeccc.edu/policies/ (also available through the "About Us" link at http://www.monroeccc.edu/aboutus.htm) . "Policies and Procedures Index" contains sections for:

District
Administration
Students
Instruction
Instructional Faculty
Business Policies
Maintenance and Custodial
Support Staff
College Security
Part-time Employees
Professional Staff

Bylaws of the Board of Trustees can be found at this page that prescribe how the Board should function, with Article IV providing specific parameters surrounding ethical behavior and conflict of interest. Policies on Affirmative Action and Illegal Discrimination and Sexual Harassment are also found there. The Student Code of Conduct is accessed from this site, along with Academic Dishonesty Procedures. The Faculty Master Agreement is accessible from this page, which specifies faculty rights and responsibilities, and specifies "good and adequate cause" for termination of faculty contracts where ethical problems arise. There are a number of Business Policies that promote ethical behavior in regards to finances. These are just a few examples of the many policies that MCCC has enacted – and made easily accessible – to ensure that it "operates with integrity" and "establishes and

follows policies and processes for fair and ethical behavior".

The Review Team feels that MCCC should be commended for their approach to development and distribution of policies and procedures. There should always be an ongoing effort to assure that policies are administered fairly and accurately and that when possible, the communication channels are used to share information. Employees should be aware that some things such as personnel actions cannot be shared. The shared governance through the councils seems to have helped with understanding of policy issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

As was the case with policies and procedures in relation to Core Component 2.A, MCCC provides easily accessible information regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

On the institution's website, a "Programs of Study" link at the bottom provides easily accessible information regarding the institution's programs. All degree and certificate programs are listed, and selecting them provides information on program requirements, program outcomes, general information, career opportunities, and contact information for faculty in the department that oversees the program of study. The website is well designed and information is easy to find.

The homepage provides easily accessible information on requirements. The "Admissions" link on the home page provides potential students with the required steps for admission to the institution. The "Graduation Information" link provides information on Degree Requirements, as well as General Graduation Requirements.

Comprehensive information on Faculty and Staff is accessible on the MCCC homepage through the "Directories" link, including name, title, phone number, and e-mail. A list of Administrative employees is available, along with lists of faculty and staff sorted both alphabetically and by division. A Complete College Directory is also available on this page. A list of faculty and their credentials is available at http://www.monroeccc.edu/schedule/Faculty_Roster_All_2015.pdf.

Costs to students can be found from the MCCC homepage by clicking on the "Tuition, Fees, & Refunds" link. After selecting a term, tuition and fees information is provided. Also on the homepage, the "Financial Aid" link provides access to Cost of Attendance information, both for students living with parents and those not living with parents.

The "About Us" link on the homepage leads to information on "Governance", which clearly describes how MCCC is directed and governed by the Board of Trustees.

The homepage also provides a link for "Accreditation" that provides information on HLC accreditation as well as program accreditation for the Nursing and Respiratory Therapy programs.

In addition, from the "General Information" link on the homepage students can access a "Consumer Information (Student)" link that provides extensive information on

- General Information (academic calendar, accreditation status, services for students with

disabilities, etc.),
- Health & Safety (information on emergency notifications, incident reporting, crime statistics, etc.)
- Policies and Procedures
- Student Financial Assistance (Cost of Attendance, Net Price Calculator, Financial Aid, Scholarships, etc.), and
- Student Outcomes (Transfer Information, Gainful Employment Program Costs, Graduate Follow-Up Survey).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The Review Team met with the Board of Trustees, and were impressed by the commitment and passion that the Board members evidenced for Monroe County Community College.   Some members have served on the Board for multiple decades which adds depth and a new member has added some good balance and new perspective.   The Board was candid that they may have differing viewpoints on issues, but there appears to be strong evidence that all of them are motivated by a concern for the success of the college.

The Board meets regularly, and at the beginning of the year posts the schedule of meetings. Any special meetings must also be announced at least three days prior to the meeting. Minutes of Board meetings are publicly available on the MCCC website.

Recent steps have been taken to improve the functioning of the Board - a consultant from the American Association of College Trustees (ACCT) began working with the Board in 2013 to improve relationships and functioning among Board members. Sessions were conducted with the consultant in October 2013 and July 2015 to "revisit and enhance the bylaws, improve communication protocols, and develop a method of assessing Board performance." As a result, new bylaws were approved in August 2015. The Board reports that communication and relationships among Board members have improved, and as part of the process a self-evaluation instrument was developed that should eventually provide evidence that might support this claim. Staff also report better Board/Staff relations.

The new bylaws contain a section specifying conflict of interest guidelines, and provide a code of ethics stating that "Board members shall perform their duties in a manner that benefits the College as a whole and shall not attempt to represent any single interest group" and that "Board members will support established lines of authority and shall not engage in activities that disrupt daily operations of the College."

The Board provided final approval on the councils of shared governance model that has been developed at MCCC over the past several years. This provides an excellent example of how the Board provided leadership on a crucial college issue by approving the structure, but has left the day-to-day management to the councils that have been specified within the model, such that it functions at the administrative levels it was designed to. They seem to clearly understand the distinction between Board governance and institution management.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

The Faculty Master Agreement 2013-2016 – available to the public at http://www.monroeccc.edu/policies/pdfs/500%20Instuctional%20Faculty/2013-2016_MCCCFA_Master_Agreement.pdf - states in Aritcle IV – Faculty Rights that "when the faculty member speaks or writes as a citizen, he/she shall be free from administrative and institutional censorship and discipline". It further 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, 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." This aligns well with the American Association of University Professors (AAUP) 1940 Statement of Principles on Academic Freedom and Tenure (see http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure). The Faculty Master Agreement was developed in negotiation between the Board of Trustees and The Monroe County Community College Faculty Association. The team saw no indicators that adherence to these standards might be problematic.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The "Policies and Procedures Index" webpage provides easy access to policies regarding ethical use of information and academic honesty and integrity. The "Academic Dishonesty Procedures" for students defines academic dishonesty as "an intentional act of fraud in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise." It further states that "The College considers academic dishonesty to include forgery of academic documents, intentionally impeding or damaging the academic work of others, or assisting other students in acts of dishonesty" and "it is the student's responsibility to know what constitutes academic dishonesty." The policy spells out disciplinary and appeals procedures for students accused of academic dishonesty, and provides a form for faculty to report academic dishonesty. In addition, in every English course students sign a plagiarism statement, and since English courses are required in all degree programs, all students who complete a degree will be educated regarding plagiarism and will have committed to avoid plagiarism. There is also instruction provided by the Library covering plagiarism and appropriate citations of sources that many course sections take advantage of.

Policies on academic honesty and integrity and the procedures associated with them are easily accessible on the webpage for the "Policies and Procedures" index under 3.10(a) Academic Dishonesty Procedures, and are even more accessible via the College Catalog and the Student Handbook.

Guidelines for ethical conduct of faculty are provided in the Faculty Master Agreement, which states "a faculty member will maintain and enjoy the privilege of continuing contract unless there is reason for termination of his/her contract status for good and adequate cause", and includes "incompetency", "conviction of a felony", "conviction of contributing to the delinquency of minors", "gross immorality", "knowledgeable falsification of information on original employment application", and "refusal to perform contractual responsibilities". However, while not a major concern, in Site Team meetings with faculty leaders, some faculty expressed the opinion that in some cases deans may need more training and awareness of the policies within the Faculty Master Agreement as indicated by inconsistent decisions by deans at times relative to faculty conduct.

The College is currently working on an IRB policy so that research will be assessed in light of ethical and legal standards. Since the institutional research function is relatively new at MCCC, this was not in place previously. This is something every institution should have and the team recommends that this be completed as soon as possible.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

There do not appear to be any concerns with integrity or ethical conduct at Monroe County Community College. Policies are publicly available, easily accessible, and appear to guide the actions of stakeholders of the institution at all levels. There appears to be evidence that this criterion is met.

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).

Rating

Met

Evidence

In order to ensure that courses and programs are current and require appropriate levels of performance to the degree or certificate awarded, MCCC uses established curricular approval processes that are in accordance with state, institution, and accreditation agency requirements (MCCC Policies & Procedures 4.02). These processes involve faculty, advisory committees, specialized accreditation and licensure agencies, and transfer and articulation agreements with four-year colleges and universities.

The College makes regular use of input from occupational program advisory committees comprised of K-12, four-year college and university representatives, business and industry officials, alumni, and MCCC students to ensure that is programs meet with current standards of practice and that they are addressing workforce demands and/or industry certifications. As evidenced in meetings with both faculty and community leaders, MCCC faculty work closely with prospective employers to ensure that course curriculum and training equipment are current and appropriate to degrees and certificates awarded by the College.

MCCC's established curricular review processes to ensure that 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 articulated on the Course Outcomes Summary (COS) and applies to every section of a course regardless of where it is offered (Main Campus, Whitman Center, at an off-Campus site, or on-line).

However, after conducting a review of sample Course Outcome Summaries and related syllabi provided by MCCC at the request of the reviewers, the team is concerned that there was not consistency as to what information was included on a syllabus. Most syllabi referenced the Course

Outcomes Summaries by providing a web-link, but since there was no consistent format to the syllabi, the link was found in varying locations on the syllabi reviewed. Further, the link provided on the syllabi reviewed by the team took students to a listing of course areas (i.e. mathematics, English) that required following additional layers to arrive at the learning outcomes for that specific course. The Team believes the College would benefit from creating and using a common template for course syllabi to ensure that appropriate, consistent information is provided to students. The institution might also consider embedding the outcome information in each syllabi so that students are not forced to search for information related to their particular class.

As noted above, online course offerings have the same course outcomes, content, and credit hours as traditional courses, and this was confirmed in several of the interviews conducted by the review team during the site visit. MCCC has delivered online courses for many years with HLC approval, and since there are currently no plans to expand the number of online offerings, there are not concerns with managing future growth. One-on-one training is available for faculty teaching distance learning courses, and extensive support is provided as faculty develop courses to be offered in the online format, However, conflicting information provided in policies 4.09 and 4.09a triggered concerns among the HLC team reviewing Federal Compliance. MCCC may want to review the language in 4.09a to align with 4.09 and clarify that credit hours assigned to online courses are the same as the traditional versions of these courses, changing the current 4.09a wording that "Credit hours for non-traditional delivery of courses or programs generally do not use the above lecture/laboratory/practicum formulas for credit calculation", which may lead to the erroneous conclusion that credit hours are different for online sections of a course compared to traditional sections of the same course.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Monroe County Community College's (MCCC) general education program is appropriate to its mission, educational offerings, and degree levels. Because the College confers both transfer and occupational degrees and certificates and to ensure that its general education program was adequately preparing students for both pathways, MCCC engaged in a comprehensive, campus-wide review and revision of its general education outcomes as a focused activity through the Academic HLC Academy for the Assessment of Student Learning (2007-2012). Faculty reported to the Team that, although the process was sometimes difficult, the end result is a general education program that clearly identifies six competencies (rather than the original nine) indicative of a college-educated person. There is some confusion about how the final approval process occurred and some areas that might need further discussion and refinement as the new general education component is tested. Individual degree and program requirements are clearly articulated.

Via its social and cultural awareness general education goal, MCCC attends to cultural diversity. The Study Abroad Program, offered every other year, provides the opportunity for students to live and work in other countries and immerse themselves in a particular culture. During the community breakfast meeting with the Team, an alumnae of the College who had participated in the program stressed its value in boosting her confidence as she acclimated to a new culture and in teaching her tolerance and appreciation for a different culture. Effective Fall 2015, MCCC implemented a Global Studies Degree Designation that allows students to focus on issues of diversity and difference while completing their chosen degree. A team review of the 2015-16 catalog confirmed that this

designation, which helps students appreciate and understand international cultures, is now available to students.

Faculty and community leaders reported to the Team that the Meyer Theatre serves as a "hub of activity" in the community and is often the venue of events included in the Current Affairs and Diversity Series. The President's Office and Human Resources sponsor/coordinate the Current Affairs and Diversity Series events. The theatre also hosts dramatic productions, the Agora Chorale, and the College/Community Symphony Band, avenues through which students can showcase their creative talents and contribute to the college and local community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

A review of MCCC's Employees Staffing Levels by Position Classification levels provided in the Assurance Argument revealed that the institution employs 63 full-time faculty with 160 part-time faculty members completing the faculty corps. MCCC's Assurance Argument as well as on-site visits with faculty and administrative leaders indicated that even with fluctuating enrollment and changing student demographics between 2010 and 2015, MCCC has been able to maintain sufficient numbers and continuity of faculty to ensure appropriate faculty oversight of the curriculum, expectations for student performance, and assessment of student learning. As indicated in the HR data tables provided in MCCC's Assurance argument as well as documented in MCCC's Core Indicators of Effectiveness (p.12), 52% of course sections are taught by full-time faculty, with an average student-to faculty ratio of 12:1. Students who participated in the interview did note that adjunct faculty are not always as available, knowledgeable or accommodating as full-time faculty. This is a fairly normal dynamic but should be monitored and addressed as needed.

Interviews, files audited, and review of institutional policies and procedures (MCCC Policies & Procedures, Faculty Bargaining Agreement, MCCC System of Academic Rank, and Adjunct Faculty Salary Schedule) verified that MCCC has well-defined policies for faculty credentials that align with state and current HLC requirements. These policies apply to all MCCC faculty (full-time and adjunct and dual credit/enrollment faculty), regardless of their location or mode of instruction. At MCCC 95% of full-time faculty and 67% of adjunct faculty hold a master's degree or higher, as documented in the assurance argument for Core Component 3C and confirmed by a review of the faculty roster

with credentials provided by the institution.

MCCC has well defined policies and procedures for ensuring that faculty are evaluated on a regular basis.   Deans regularly observe all full-time and part-time faculty, both face-to-face and online, and review data from Student Questionnaires on Instruction 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 is administered manually for face-to-face classes and electronically for online classes. The online questionnaire provides individual course and aggregated data. The Director of Admissions and the Director of the Learning Resource Center regularly evaluate staff 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. (Assurance Argument-3C, MCCC Policy & Procedures, Faculty Handbook).

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 (Faculty Master Agreement). Staff development funding is made available to all employee groups and professional development and training are scheduled throughout the year. The College budgets supplementary professional development funds each year that are administered out of HR's professional development budget.

For individual proposals, the approval is processed on a first-come, first-served basis. For the budget year 2015-16, $20,000 was approved to be allocated to employee groups proportionally by headcount. The faculty portion for 2015-16 was $7800, which is allocated proportionally by headcount per academic division. Additionally, grant funding through the Carl Perkins grant is dedicated annually for attendance at professional meetings and conferences.

Faculty are required to post and maintain five office hours per week (Faculty Master Agreement). In the Student Opinion Survey conducted by HLC in September 2015, 81 percent of the students surveyed indicated that they "agree" or "strongly agree" that MCCC faculty are available when they need help providing evidence that instructors are accessible for student inquiry. This was further confirmed through conversations with students during a student meeting while the team was on site. Faculty expressed some concern about the amount of professional development dollars available and procedures for allocation that vary by area of the campus. This is something that might be augmented as resources allow and should be standardized from a procedural standpoint.

MCCC has established specific qualifications for non-teaching positions in keeping with the expertise, education, and training required to perform the responsibilities of each assignment (MCCC Policies & Procedures, MCCC Personnel Recruitment Guidelines). The College ensures that staff members providing student support services are appropriately qualified, trained, and supported in their professional development through the annual supplementary professional development funds, similar to how faculty are supported. Support Staff: Support Staff must attend four personal and professional development sessions each year. The Supplemental Professional Development funds are available to be used for individualized and/or group training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Observations as well as forum meetings and meetings with students revealed that MCCC provides appropriate support and services needed for students from enrollment through graduation. For example, MCCC maintains a Learning Assistance Lab (LAL) within its Learning Resources Center providing students with tutoring services, supplemental instruction, specialized workshops, disability services and a writing center. 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. (Assurance Argument, 2015-2016 MCCC Catalog, MCCC website, on site forum meetings). Dedicated support is provided to students in online courses, with a number of online tutorials, a telephone support number, workshops, and webpages devoted to helping students get the information they need to succeed in their online sections. E-mail based online advising is also available to students in these sections, along with the Tutorial Services and Writing Center support that is provided to all MCCC students.

MCCC has a process in place for directing students to courses and programs for which they are adequately prepared. Placement testing and developmental instruction are in place to address academic needs of students. Developmental classes in reading, writing, and math are available for those students who need assistance as indicated by placement scores on the ACT or COMPASS exams. Additionally, resources for students to use in preparation for taking the COMPASS exam are available in the admissions office, Testing Center, and on-line. The College also utilizes prerequisites to ensure that students have the appropriate body of knowledge to complete certain coursework and to assist in directing students to courses and programs for which they are adequately prepared. Tracking student success in developmental and first college-level courses becomes more important in terms of

student success. The institution is encouraged to develop mechanisms for this to happen and to determine how placement will be handled as COMPASS phases out.

Students did report that the changes in the developmental math process are somewhat confusing and that there is a lack of understanding regarding the requirement to purchase a laptop computer to take the classes. Students feel it is expensive, the computers are not high quality and versatile, and they don't understand the reasoning behind the requirement. The institution may want to review this process and at a minimum, better articulate the requirement to students.

Academic advising is facilitated by trained MCCC advisors and full-time faculty who assist students with educational and career planning and academic choices. New students are required to meet with a counselor in the admissions office prior to registering for classes the first time, but thereafter students are encouraged, not required, to consult with their advisor. The 2013 Community College Survey of Student Engagement (CCSSE) results revealed 50.3% of students said they sometimes or often utilized MCCC's academic advising services, compared to 63.3% of students in the College's cohort of small colleges. Faculty are involved with advising throughout a student's tenure in their program of study, especially in the career and technical education areas. Although the institution provides academic advising suited to its programs and the needs of its students and faculty advisers maintain posted times for advising students during advising periods to assist in ensuring academic progress toward goals, the process may need to be reviewed to ensure that more students take advantage of the service. As stated in the Assurance Argument, the faculty and staff agree that advising needs to be reviewed and improved. The institution has begun this process by exploring "mandatory advising" as well as participating in the Michigan Guided Pathways Institute. It is clearly documented that students have trouble with things that are not required and provide too much choice. It is recommended that MCCC consider required advising and more directed academic pathways supported by guided dialog.

The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning as confirmed by meetings with faculty and academic administrators. The College provides a fully wireless campus environment at its two locations, the Main Campus in Monroe and the Whitman Center in Temperance, Michigan and utilizes Blackboard (Bb) Learning Management System to support its instructional programs. Computer labs are available in the Regional Computer Technology Center-West Tech Building (47 computers), in the Business Learning Lab at the Whitman Center (22 computers), in the Campbell Learning Resources Center Open Computer Lab (24 laptops), in the Welch Health Education Building (12 computers for students in health care programs, and in the Career Technology Center (computers, workstations, & program-specific software). Classrooms are equipped with fully integrated computer and projector capabilities (Assurance Argument). Located on the first floor of the Campbell Learning Resources Center, the Library includes areas for quiet and group study, workstations for Internet access, online databases, wireless access and journal articles in both print and online formats (Assurance Argument, 2015-16 College Catalog, MCCC Website). However, MCCC does not currently have a dedicated center for faculty professional development.

The Learning Resources Center provides students and faculty with library services, print materials and online resources selected to support the college curricula and promote independent research and lifelong learning. Services also include providing guidance to students in the effective use of research and information resources by partnering with faculty to provide online and on-site access to services, technologies, and materials such as hands-on resource instruction utilizing library workstations, online library services, research strategies instruction, and instructor-scheduled workshop days in the library. (Assurance Argument, MCCC library website). Over 60% of students utilize Library services weekly and 96% do so monthly (Assurance Argument, 2010-2015 Library Usage and Service

Statistics Report).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

A Team review of the 2015-2016 MCCC College Catalog and the October calendar of MCCC events verifies that MCCC provides an environment that addresses student and community social and educational needs. The college is the center of cultural activity in the area and students can take advantage of these offerings. MCCC students may participate in numerous co-curricular activities to cultivate their interests, improve their communication skills, express their diverse opinions and talents, and enhance their leadership skills.

Through MCCC Student Government, students have the chance to participate in the governance of the College. Membership is open to any student who submits a letter of interest and the level of involvement is predicated upon the student's individual interest and commitment. Currently there are 46 students on the team which is excellent for a community college leadership body.   Through the *Agora* Student Newspaper, the Drama Club, and the College/Community Agora Chorale, students have opportunities to enhance their performance skills. Other clubs, some connected to academic areas and others more social in nature, provide students with the opportunity to get involved and develop leadership skills. One student mentioned that his involvement in leadership in a club had significantly enhanced his experience and overall skill set. Student activities appropriately support the mission of the institution.

The Student Government budget is relatively small, around $14,000 a year, but leaders report that it helps them provide "fun" activities that tend to draw the same core of about 150 students. There is an opportunity to provide greater student engagement in more co-curricular activities and events. The institution does have a defined meeting time for student groups, etc. but student believe that some classes overlap into that time, particularly those in the health sciences, which precludes students from getting involved. It is difficult to get students involved outside the classroom on a commuter campus but data shows that more involved students are more likely to persist. With the level of interest expressed in student government, there appears to be an opportunity to expand student involvement and connection to the college which can result in higher student persistence and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

MCCC offers sound programs and courses, taught by skilled faculty in well-designed and equipped facilities. The college is attentive to the quality and breadth of services available to students as part of their higher education experience and preparation for the workforce. The Team found that MCCC's established curricular review processes ensure that courses are developed and reviewed by faculty, and include standardized information on Course Outcomes Summaries that are published on the MCCC website. However, the team is concerned that there was not consistency as to what information was included on a syllabus. The Team believes the College would benefit from creating and using a common template for course syllabi to ensure that appropriate, consistent information is provided to students. Overall, the Team found consistencies in course offerings, services available, support, and faculty credentials between on-ground and online courses. Processes are in place to ensure educational quality, student support, and an enriched educational environment.

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).

Rating

Met

Evidence

Educational programs are reviewed on a three-year cycle, utilizing a form implemented in the 2014-2015 year (MCCC Program Review and Evaluation Plan Summary). The review process involves several factors, including program and student learning outcomes, enrollment trends, transfer and placement rates, labor market and employment outlook, employer satisfaction, program assessment results, and retention, certificate and degree completion rates. Occupational program advisory committees provide input regarding program relevancy, program and student outcomes, and employment outlook (MCCC's Program Review Form). MCCC's Program Review Schedule indicated that 13 program reviews have been conducted to date using the new form, with the remaining programs scheduled on three year rolling cycles. It remains unclear whether or not

outcomes for the program reviews are used in departmental planning and how the key performance indicators established by the Office of Institutional Research are embedded in the metrics of the occupational reviews. By the next assurance review, the institution should have evidence of the program review process linkage to overall planning.

MCCC assures the quality of credit it transcripts via clearly articulated guidelines for evaluating all the credit, including what it awards for experiential or other forms of prior learning, including College Level Examination Program (CLEP), Advanced Placement (AP), Credit by Examination, and use of the American Council on Education Guide for awarding credit for military training/experience. (MCCC's Procedure 3.00(c)—Advanced Standing, Awarding of Credit; 2014-2015 College Catalog).

Review of supporting documents as well as conversations with academic leaders affirmed that MCCC 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. All courses, regardless of delivery mode or location utilize MCCC approved Outcomes Summaries (COS) with standardized components including student learning outcomes that apply to every section of a course. Course Outcomes Summaries for every course offered are available for download on MCCC's website.

The college maintains accreditation for appropriate programs, e.g., Accreditation Commission for Education in Nursing (ACEN), Michigan Board of Nursing (MBON), Committee on Accreditation for Respiratory Care (CoARC), and Department of Licensing and Regulatory Affairs (LARA). All 3rd party accredited programs are in compliance with accreditation standards and have been reaccredited. Students in certain programs must complete national licensure exams for successful program completion. For example, the success of MCCC's nursing program is evidenced by the 88.1 percent pass rate by MCCC RN graduates on the NCLEX-RN exam in 2014. Additionally, MCCC's nursing graduates have a 100 percent placement rate in the work force.

Faculty, Academic Leadership and institutional documentation confirm that MCCC evaluates the success of its graduates and fulfillment of its mission through indicators such as end of program testing, industry certification exams, employment rates, and surveys to collect wage, job, and industry information related to within field employment of graduates, completion of industry-recognized credentials, and gainful employment factors. MCCC uses this information to make programming decisions. For example, MCCC offers certificates, associate's degrees, and courses that apply to the first two years of a bachelor's degree in 9 of region's top 10 job posting areas (as reported by the Southeast Michigan Workforce Intelligence Network) and 37 of the 50 Hot Jobs in Michigan through 2018 (Michigan Bureau of Labor Market Information & Strategic Initiatives). There is not as such assessment of transfer students but some overall GPA comparison was provided. The institution should consider other ways to assess the success of its transfer students and have this included in the next assurance review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

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.

Evidence

As a result of the comprehensive review and revamp of general education (institutional competencies in 2011-2013 (final approval on 12/19/2013), clearly stated goals for student learning at the institutional level are in place. Team meetings with members of the Learning Assessment Committee as well as a review of documents confirmed that rubrics to assess each of the three general education competencies (critical thinking, communication, and social and critical awareness) have, in fact, been developed, and will be utilized to assess student acquisition of competencies in courses identified as general education satisfiers.

The General Education Assessment Flowchart reviewed by the Team clarifies the process while the General Education Rollout (Proposed) Document specifies the sequence and timeline (beginning

Winter 2015) for assessing the institutional general education competencies. The revised Course Outcomes Summary also provides/requires a special section for courses that satisfy general education outcomes. Although general education assessment data has been collected as part of core indicator data since 2011, there is little evidence of any related curricular changes based on that data during the period from 2011 to present.

Assessment at the program level occurs via the program review process. A team review of the Monroe County Community College Occupational Program Review and Evaluation Plan Summary verifies that effective Winter 2016, all programs will be assessed every three years (in the past, reviews occurred on a five year cycle).

Assessment at the course level is based on course objectives identified on the Course Outcomes Summary (formerly the Outlines of Instruction). Faculty members document assessment activities and results on the Course Level Assessment Form (sections include before and After the Course-Level Assessment). A Site Team interview with the eLearning personnel confirmed that online sections participate in the same course outcomes assessment as traditional sections. MCCC faculty teach all MCCC classes. Students enrolled in MCCC classes taught at Monroe High School enroll for college credit only. There are no special classes for dually enrolled students taking classes on the MCCC campus. They are enrolled in regular classes with non-dually enrolled students. Regardless, all MCCC faculty teaching courses that are scheduled for assessment submit assessment reports with data regarding student achievement of general education learning outcomes (based on the General Education Roll-out Plan).

There are numerous opportunities for students to participate in a variety of co-curricular activities including Study Abroad, Current Affairs and Diversity Series, and ISIS panel discussion, there is no evidence of assessment of these activities. As MCCC prepares for its next comprehensive visit, assessment/evaluation of co-curricular activities must occur, and changes, additions, or deletions must be made as indicated by results.

It was apparent to team members that faculty and instructional staff are active participants in and supportive of the assessment process as related to curriculum. Members of the Learning Assessment Committee and faculty members in general reported to team members that the culture of assessment is pervasive on the MCCC campus and that there is a clear understanding of the importance of assessing at the course, program, and institutional level. However, there is limited evidence of the use of assessment results for curricular improvements or "closing the loop**."** The Vice President of Instruction reported to a team member that although the Course Level Assessment Forms are not yet being used, curricular changes are being made based on assessment results. The team reviewed a single document outlining changes made in the following courses: MATH 090, PSYC 151, BMGT 160, and POLSC 151.The team urges the College to begin utilizing the Course Level Assessment Forms to document all changes in a consistent manner so that there is clear evidence that assessment results are being utilized to make improvements in student learning.

The college has no program review or other systematic system of assessment for non-academic programs. It is important to assess the viability of these areas in the same way one would an academic program. Models for program review in non-instructional areas are available and MCCC might consider moving in this direction to assure that support systems are on-track for student success. It is important for the institution to engage in systematic assessment of non-academic programs and to have evidence of how data has been used for improvements by the next assurance review. As MCCC prepares for its next comprehensive visit, assessment/evaluation of co-curricular activities must occur, and changes, additions, or deletions must be made as indicated by results.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

Monroe CCC has defined goals for retention, graduation, transfer rates, and goal achievement that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings as evidenced by its Core Indications of Effectiveness, Strategic Enrollment Management Plan, and the MCCC Strategic Plan. Minimum institutional goals per metric are derived from the current average performance of other institutions in the College's cohort.

Relevant information is collected from various sources such as the Michigan Governor's Dashboard, Integrated Postsecondary Education Data System (IPEDS), American Association of Community College Voluntary Framework of Accountability (VFA), MCCC's Strategic Enrollment Management Plan and the MCCC Strategic Plan. Results are reported on the MCCC Core Indicators of Institutional Effectiveness Data Form. The metrics are continually monitored, and reviewed as part of MCCC's three-year strategic planning cycle.

When minimum institutional goals/benchmarks are not met, the College develops strategies for improvement. For example, to increase persistence in and completion of coursework by identifying at-risk students as early as possible in the semester, MCCC has expanded the use of the Early Alert System by assuring that 100% of faculty receive emails providing them access to the system and confirming that students have been contacted and informed of various types of academic support. In conversations with the Team, faculty members confirmed that this reminder has encouraged faculty to more frequently submit student names to the system.

MCCC's commitment to data-driven decision making is further evident in its creation of an Office of

Institutional Research, Evaluation, and Assessment. MCCC administrators and faculty reported to the Team that this office is not only extremely responsive to any request for data but also very prompt in turnaround time. Additionally, team conversations with the Director verified that she has a clear understanding of the importance of relevant data to instructional objectives. For example, when team members sought clarification on the unusually small percentage of MCCC students required to complete developmental coursework, the Director clearly articulated the relationship between the percentage and MCCC's placement test cut-off scores. The institution does not have a data committee or an approach to assuring that individuals who will utilize the data are actively involved in the data question and structuring of output. The process might be enhanced with the additional of a data advisory committee and greater involvement by all employees in creating a strategy for research and outcomes such as the core indicators. An institution can end up with too much data that becomes difficult to analyze and even more difficult is determining how to use this type of data in good decision-making. Since MCCC has such a strong IR person, there is tremendous potential for a strong data informed environment to evolve.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Evidence

MCCC's commitment to continuous quality improvement is evident in its investment in the collection of data to improve student retention, persistence, and graduation. An abundance of data is now available to faculty and staff as they strive to improve the educational experience for their students.

While it is encouraging to see that a viable assessment plan is in place, that faculty are committed to the process, and that data related to curricular issues is readily available, it is disconcerting to the team that there is little documentation of curricular changes based on assessment results, particularly because institutional effectiveness has been an ongoing concern since the last comprehensive visit.

Because co-curricular activities are important to student engagement and retention as well as institutional effectiveness, a detailed plan for the assessment of co-curricular activities must be developed and implemented before the 2018-19 visit. Similarly, dual credit courses must be assessed with the same rigor as on-ground and online courses.

MCCC must begin using the Course Assessment Forms for regular collection of data/evidence of improvements based on assessment results from all courses: on-ground, on-line, hybrid, blended, and dual credit. This is the only way to ensure consistency across all course types and delivery models.

Finally, so that MCCC can capitalize on the wealth of information available in the Office of Institutional Research, as the College prepares for its 2018-19 comprehensive visit, faculty and staff professional development activities focused on effective data analysis would ensure optimal use of results to make improvements to meet or exceed current benchmarks.

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.

Rating

Met

Evidence

MCCC has faced some significant resource challenges and enrollment declines in the last five years. The evidence indicates that the College has taken measures to assure the continued financial strength of the institution by carefully tying their strategic planning process to budget and making decisions to redistribute sources of revenue in order to maintain service levels. The institution experienced a major enrollment increase as a result in the decline in the automotive industry in the state; however, the institution has experienced a decrease of nearly 15% between 2012 and 2014, and is on target to have another decrease in FY16. Strategically, the college did not add significant staff during the spike in enrollment and, therefore, was in a better position to cope with the subsequent declines. They raised tuition somewhat to off-set losses but remain committed to keeping tuition and fees as low as possible increasing tuition from approximately 33% of the budget to nearly 35%. Cost savings strategies, such as combining positions and Energy Savings Performance contracting, have been implemented to help create a balanced budget. The institution has completed comprehensive enrollment projections that indicate the enrollment has hit the plateau and will level out from here. Tax bases are increasing for the first time in years.

Resources are being strategically matched to program needs and the institution has a master plan that is updated every five years to reflect current and future infrastructure and facility needs. According to

evidence provided, the College has a plan to obtain additional resources for needed plant updates.

Planning goals are realistic and based upon dialog through the institution's shared governance process. There is significant data that supports decision-making related to new or changed initiatives. Budget planning involves all segments of the institution and are tied to the priorities and strategic plan initiatives. The College is in the process of hiring the Director of Financial Services to monitor expenses and organize systematic budgeting process for the entire college.

Evidence provided indicates that employees at all levels are appropriately credentialed and solid hiring practices are in place to support the goals and strategies of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The MCCC Board of Trustees is active and engaged and very knowledgeable about the institution. There are a number of long-term members and one new member whom the others credit with helping to change the Board dynamic. The evidence indicates that the Board has completed a self-evaluation and utilized two consulting visits from ACCT to provide professional development and guidance on maintaining the appropriate role within the institution. Board members indicate that they like to know what is going on at the institution but are committed to dealing with those issues that are related to policy and oversight of their single employee, the College President.

Documents provided and discussions with the Board, administration and staff show that comprehensive policies exist that guide the business of the college and that people are aware and understand policies. There are occasions when staff do not believe policy is followed and this provides an opportunity within the enhanced framework for communication.

The organizational structure is well-documented and published. The shared governance process that has evolved over the last few years includes a council system when everyone is a member of a council and has the opportunity for input and consensus. An independent consultant worked with the college community to address governance challenges and to create the new system. Surveys indicate that the response to this system is still somewhat neutral but it is still fairly recent and has not been fully embraced as a part of the culture and by the time of the next assurance review there will be ample time to evaluate the shared governance process. This will make this system an integral part of the institution's operations help to effect the culture shift. Everyone has the opportunity to bring a concern or suggestion forward for review and consideration by the councils. From evidence gathered during the visit, the College has managed to create a compatible system for using the shared governance system while not undermining the master agreement for faculty and maintenance staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

MCCC has five strategic initiatives that are part of the strategic plan and support the mission and revision of the institution. Assessments are attached to each initiative in order for the college to determine the impact of the program. There is a tenuous link between the assessment of student learning and other aspects of planning and improvement. Over the next five years, there is an opportunity to strengthen this connection and to more directly tie the assessment of student learning to the rest of the strategic initiatives of the campus. While the college employees had the opportunity to provide input for the core indicators through the shared governance model (provided by the three councils), there was not universal involvement (by the councils) or commitment to the outcomes. Involving people more closely in the process of development and data analysis might facilitate a more cohesive review of the use of resources.

The addition of an institutional research office and the hiring of a very knowledgeable researcher has provided the foundation for a strong comprehensive data structure. Planning tools and structures have been solidified and new analysis completed in areas such as the relationship between unemployment and tuition increases and retention. There is a need for a stronger involvement from across the campus in data analysis and decision-making.

There is a direct link between the various constituents, both internal and external to the budget and planning process. The Community is actively engaged in dialog with the college about program and service needs and helps to support initiatives with financial and other resources.

The college has already weathered a major shift in resources during the recent economic downturn and the evidence shows that they were successful in managing during times of limited resources without significantly impacting staff and programs. They are very aware of the dynamics that exist in their local and statewide environment and regularly scan to determine the potential impact on the

college's operations. Plant, maintenance, and construction needs are well documented including budgetary actual and expected expenditures. A plan was developed to fund needed updates in an aging infrastructure.

The institution is well-positioned to continue to monitor and analyze demographic, financial and other shifts in the environment, both internal and external.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Evidence shows that MCCC has a performance effectiveness model in place and the data that is generated is well-documented. The Core Performance Indicators are used to assess and support strategic initiatives that are part of the planning process. It is guided by the office of institutional research. Reviews are shared with key constituent groups.

The institution has shown numerous incidences whereby data has been gathered and utilized to move the institution forward. The evolution of the shared governance model is a good example of decision-making grounded in data.

As new initiatives are piloted there is a commitment to gathering and monitoring data. The new emporia approach to math instruction illustrates this approach. Student success is being tracked over time to determine successful completion of the developmental and college level coursework in math.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Through a focused site visit, the review team spent much time meeting with faculty, staff and students to review the evidence presented and in this review of assurances through the five criterion of accreditation and have found that Monroe County Community College is making progress on the aforementioned focused areas.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

Monroe County Community College provided substantial evidence that it has begun to make great strides in advancing its institutional effectiveness through a new shared governance model of three councils (staff, faculty and administration), comprehensive assessment of student learning model and newly established platforms for effective and efficient internal communication among internal stakeholder groups.

Through a focused site visit, the review team spent much time meeting with faculty, staff and students to review the evidence presented and in this review of assurances through the five criterion of accreditation in the standard pathway, and have found that Monroe County Community College is making progress on the aforementioned focused areas.

Overall Recommendations

Criteria For Accreditation
Met

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.

STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Monroe County Community College MI

TYPE OF REVIEW*:* Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation to include an emphasis on shared governance and communication.

DATES OF REVIEW: 10/19/2015 - 10/20/2015

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: NO CHANGE

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: NO CHANGE

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: NO CHANGE

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: NO CHANGE

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: NO CHANGE

ACCREDITATION ACTIVITIES:

Standard Pathway, Comprehensive Evaluation: 10/19/2015
Year 4 Comprehensive Evaluation to include an emphasis on shared governance and communication.

RECOMMENDATION:

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2009 - 2010

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2019 - 2020

RECOMMENDATION: NO CHANGE

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ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1349 Monroe County Community College MI

TYPE OF REVIEW: Standard Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation to include an emphasis on shared governance and communication.

☒   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	35
Bachelors	0

Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0

Certificate programs	
Certificate	28

Recommended Change:

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations:
Whitman Center - Temperance, MI

Recommended Change:

Out Of State - Present Activity
Campuses: None.

ORGANIZATIONAL PROFILE WORKSHEET

Additional Locations: None.

Recommended Change:

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:
<u>Present Offerings:</u>
Associate 11.9999 Computer and Information Sciences and Support Services, Other End User Support Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Internet

Associate 52.0402 Executive Assistant/Executive Secretary Administrative Professional Internet

Associate 11.0301 Data Processing and Data Processing Technology/Technician Application Software Specialist Internet

Associate 40.0501 Chemistry, General Chemistry Internet

Associate 11.0501 Computer Systems Analysis/Analyst CIS: Accounting/CIS Internet

Associate 52.0302 Accounting Technology/Technician and Bookkeeping Accounting Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Science Internet

Associate 51.0705 Medical Office Management/Administration Medical Office Coordinator Internet

Associate 51.3801 Registered Nursing/Registered Nurse LPN to RN Online Option Internet

Recommended Change:

Correspondence Education Programs:
<u>Present Offerings:</u>
None.

Recommended Change:

Contractual Relationships:
<u>Present Offerings:</u>

ORGANIZATIONAL PROFILE WORKSHEET

None.

Recommended Change:

Consortial Relationships:
<u>Present Offerings:</u>
None.

Recommended Change:

Federal Compliance Worksheet for
Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: __Monroe County Community College_____

Panel Members: Drs. Debra Mooney and Sandy Veltri

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DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: MCCC has a clearly defined process that is available on the college's internet site. Could not find any information in the college catalog, however. In the Associate Degree of Nursing handbook it does give information on how a student is to "address a concern" but there should be a formal process, regarding student complaints in the catalog and student handbooks.

   Additional monitoring, if any:

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Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: MCCC's website has a comprehensive listing of all articulation agreements, transfer policies, transfer guides and other valuable information for their students. This page is easy to find and very informative.

    Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.

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2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The Information Systems Department issues unique usernames and passwords to students with instructions on how to access their WebPAL and Blackboard learning management system. This information should be posted in the college's documents and be readily available on the website as to expectations – particularly for online learning students, since the expectation is that students will appear in person to provide valid state identification. While verification conducted through proctoring and login meets minimum requirements there is no indication that MCCC is preparing and planning for more sophisticated measures.

   Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- *General Program Requirements. The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements. The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- *Default Rates. The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September*

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2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

▪ ***Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

▪ ***Student Right to Know.*** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

▪ ***Satisfactory Academic Progress and Attendance.*** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

▪ ***Contractual Relationships.*** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

▪ ***Consortial Relationships.*** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its

disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: Though significant deficiency was noted in the Financial Statement Audit Findings for year ending June 30, 2014. While on-site, the team met with the Chief Financial Officer and the institution has drafted and implemented new internal reporting policies and these have been included in the FY 2015 audit. It should be noted that the controller unexpectedly passed away during the audit process, as a result, the normal internal controls under her leadership may have lapsed.

   Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

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The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

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Comments:

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments:

    Additional monitoring, if any:

Public Notification of Opportunity to Comment

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*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments:

   Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:
Websites:

http://www.monroeccc.edu/consumer/Complaint%20Process.pdf
https://www.monroeccc.edu/policies/pdfs/100%20District/165a%20illegal%20discrim%20proc.pdf
https://www.monroeccc.edu/policies/pdfs/100%20District/165b%20illegal%20discrim%20form.pdf
http://www.monroeccc.edu/catalog/2015-16/2015-2016_College_Catalog_Web.pdf
http://www.monroeccc.edu/health_sciences/nursing/index.htm
http://www.monroeccc.edu/academicadv-transfer/transindex.htm
http://www.monroeccc.edu/academicadv-transfer/michigantransferagreement.htm
http://www.monroeccc.edu/academicadv-transfer/transferguides/transgds.htm
https://www.monroeccc.edu/financialaid/forms/15-16/2015-16%20HS%20Identity-Statement%20of%20Edu%20%20Purpose.pdf
http://www.monroeccc.edu/financialaid/forms/2013%2014%20HS%20Identity-Statement%20of%20Edu%20%20Purpose2.pdf
https://monroeccc.edu/self-study/report/SELF-STUDY%20SUPPLEMENT%20-%20Web%20Version.pdf
https://monroeccc.edu/online/online-courses-fall.htm
https://monroeccc.edu/financialaid/finaindx.htm
http://192.168.1.1:8181/http://www.monroeccc.edu/security/Emergency_Response_Plan_2-13.pdf
http://www.monroeccc.edu/security/Campus%20Security%20Report%20-%20October%202015.pdf
http://www.monroeccc.edu/finance/
http://192.168.1.1:8181/http://www.monroeccc.edu/finance/5yr_Master_Plan_2014.pdf

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http://www.monroeccc.edu/reginfo/feepayment/Fall-feepay.html
http://www.monroeccc.edu/reginfo/Billable%20Contact%20Conversion%20Chart%202-18-15.pdf
http://www.monroeccc.edu/finance/2015-2016_Budget.pdf
http://www.monroeccc.edu/academicadv-transfer/macrao.htm
http://www.michigantransfernetwork.org/
http://www.monroeccc.edu/academicadv-transfer/Joint%20Programs/Joint%20Programs.htm
http://www.monroeccc.edu/transfer/reverse_transfer.htm   reverse transfer
http://www.monroeccc.edu/academicadv-transfer/equivalencyto/TT-List-ofSchools.htm
http://www.monroeccc.edu/transfer/te-list.aspx
http://www.monroeccc.edu/security/index.htm
http://www.monroeccc.edu/security/crimestatistics.htm
http://www.monroeccc.edu/policies/index.htm
http://www.monroeccc.edu/consumer/
http://www.monroeccc.edu/generalinformation/accalendarindex.htm
http://www.monroeccc.edu/catalog/index.htm
http://www.monroeccc.edu/catalog/2015-16/Admissions.pdf
http://www.monroeccc.edu/catalog/2015-16/AcademicPrograms.pdf
http://www.monroeccc.edu/catalog/2015-16/RegistrationInformation.pdf
http://www.monroeccc.edu/catalog/2015-16/FinancialAid.pdf
http://www.monroeccc.edu/reginfo/feepayment/feepayindex.htm
http://www.monroeccc.edu/reginfo/feepayment/Fall-feepay.html
http://mycollegepaymentplan.com/monroeccc
http://www.monroeccc.edu/reginfo/steps-to-enroll.htm
http://www.monroeccc.edu/orientation/
http://www.monroeccc.edu/orientation/addrop.html
http://www.monroeccc.edu/policies/pdfs/300%20Students/312%20req%20grad.pdf
http://www.monroeccc.edu/policies/pdfs/300%20Students/312a%20grading%20system.pdf
http://www.monroeccc.edu/policies/pdfs/300%20Students/310a%20aca%20dis%20proc.pdf
http://www.monroeccc.edu/generalinformation/accreditation.htm
http://www.monroeccc.edu/assessment/academySL.htm
http://www.monroeccc.edu/generalinformation/accreditation.htm
http://www.monroeccc.edu/assessment/academySL.htm
https://monroeccc.edu/health_sciences/nursing/accreditation_visit.htm
http://www.monroeccc.edu/policies/pdfs/300%20Students/324%20student%20SSN%20policy.pdf
http://www.monroeccc.edu/outlines/pdfs/humss/SPCH255.pdf
https://www.monroeccc.edu/degrees_courses/programs/carindex.htm
https://www.monroeccc.edu/contactus.htm
https://www.monroeccc.edu/admissions/admsindx.htm
https://www.facebook.com/Monroe-County-Community-College-60972394953/timeline/
http://www.monroeccc.edu/outlines/index.htm

Documents:
    Federal Compliance Documents
    Appendix A
      Part One: Institutional Calendar, Term Length, and Type of Credit
      Part Two: Format of Courses and Number of Credits Awarded
    FC15 - Student Formal Complaint Form
    Student Complaint – Process and Guidelines document found on web page
    Student Written Complaint Form
    Procedure 1.65(a) – Procedures for Filing a Complaint of Illegal Discrimination or Sexual
      Harassment

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Procedure 1.65(b) -Monroe County Community College – Grievance Form for Complaints of
  Illegal Discrimination or Sexual Harassment
2014-2015 and 2015-2016 MCCC College Catalogs
  MCCC General Education Course Satisfiers
  Academic Programs
      Transfer Options
      MACRAO Agreement (mentioned in 2015-2016 catalog; found in 2014-2015 catalog)
      New Michigan Transfer Agreement - Beginning Fall 2014
MCCC – Division of Health Sciences Associate Degree Nursing Student Information Handbook
  2013-2014;
Program Student Learning Outcomes for Associate Degree of Nursing Students
  Program and Leveled Outcomes with Competencies and Definitions
2015-16: Identity and Statement of Educational Purpose (To be signed at the institution)
Procedure 6.14 (a) – Procedures for the College Red Flags Rule Compliance Program
2013-14: High School Completion/Identity/Statement of Educational Purpose
MCCC 2009 Self-Study Report
Refund or Late Drop Exception Request
MCCC Refund or Late Drop Exception Procedure
Student Complaint Form (found on web and included in MCCC's Federal Compliance
documentation)
U.S. Department of Education Federal Student Aid School Eligibility Channel – Program
Participation Agreement -
Eligibility and Certification Renewal (ECAR) 7/16/2015
Fiscal Operations Report and Application to Participate In Campus-Based Programs (FISAP)
Circular A-133 Audit of Federal Title IV Student Aid Programs
Annual Financial Report – June 30, 2014 and 2013
Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133
MCCC 3-Year Cohort Default Rates
FY 2012 3-Year CDR
Program Participation Agreement Approval Letter (PPA)
Program Participation Agreement Approval Letter (PPA) – 2
2013-14 Annual Financial Report
2014 College-wide Campus Safety and Crime Awareness Report
Emergency Response Plan
MCCC 2015 ANNUAL SECURITY REPORT (Data includes 2012, 2013, 2014)
Billable Contact Conversion Cost
Syllabi:
ACCTG 220O   Payroll Accounting
ACCTG 252   Cost Accounting
ADMIN 201B   Integ. Office Software
ANTHR 165   Eastern North Am. Archaeology
CHEM 251   Organic Chemistry
COLL 145   College Skills
ECON 251   Prin. of Macroecon.
ENGL 152   English Comp. II
ENGL 253   American Literature
HPE 153O   Mental Health
MATH 160B   Math App. In Eng Tech
NURS 100B   Student N Success
NURS 201B   N Leadership and Man.
PHIL 152   Intro. to Western Philosophy

PNURS 201B	Issues in Prac. Nursing
PSYCH 151	General Psych
PSYCH 254O	Life Span Psych
SPCH 255	Nonverbal Comm.
SOC 151O	Princ. Of Soc.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

**Monroe County Community College
Accounting Principles 151-02 F2015
TR 10:30 am – 12:22 pm
LRC Bldg C, Room 226**

PROFESSOR: Parnella N. Baul, MBA, CPA

EMAIL: PBaul@monroeccc.edu

OFFICE HOURS: Tuesday 9:45am – 10:30am & Thursday 10:00am – 10:30am

I.   Course Description
The study of accounting theory and principles is applied to service and merchandising enterprises, including special journals and ledgers, adjusting and closing procedures, preparation of financial statements, promissory notes, inventory control and valuation, depreciation, payroll, and an introduction to cash control.

II.   Prerequisites
COMPASS score that meets the currently accepted general education guidelines for math, completion of, or co-registration in BSMTH 101 or MATH 121 or MATH 150 or higher.

III.   Text Book / Materials
Accounting, Warren/Reeve/Duchac 26th edition with Cengage online learning Access Code Basic Calculator **(not optional)**

IV.   Course Outline
http://www.monroeccc.edu/outlines/index.htm

V.   Learning Objectives
At the end of the course you should be able to:
  a. Identify forms of organizations and their characteristics, identify users and uses of accounting information, explain and interpret the accounting equation.
  b. Identify, explain and apply accounting principles, analyze business transactions using the accounting equation and prepare financial statements.
  c. Name and describe the steps in the accounting cycle, state the rules of debit and credit and explain their role. Analyze and record business transactions in a journal and post entries to a ledger, prepare and explain the use of a trial balance.
  d. Describe the purpose of adjusting accounts and identify types of adjustments and their purpose. Prepare and explain various adjusting entries. Prepare an adjusted trial balance and the financial statements from an adjusted trial balance.

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e. Explain why temporary accounts are closed each period, name and describe the steps in the closing procedure, prepare closing entries, explain and prepare a post closing trial balance, prepare a worksheet and explain the usefulness, explain and prepare a classified balance sheet.

f. Describe merchandising activities and explain how they differ from the reporting of service activities, describe both periodic and perpetual inventory systems, analyze and record transactions for merchandise purchases and sales using a perpetual system. Define and prepare multiple and single step income statements.

g. Account for merchandise inventory, compute inventory valuation using four methods, specific identification, LIFO, FIFO, and Weighted Average, compute the lower of cost or market amount of inventory, apply both the retail inventory and gross profit methods to estimate inventory.

h. Describe the goals and uses of special journals and subsidiary ledgers, journalize and post transactions using special journals.

i. Describe procedures that make for good internal control and accounting for cash, establish and replenish a petty cash fund and prepare bank reconciliation.

j. Describe how company's account for receivables and short-term investments, and record sale of short-term investments. Estimate and record uncollectible accounts based on sales and aging of accounts receivable.

k. Describe plant assets and issues in accounting for them, explain depreciation and the factors affecting its computations compare and record depreciation using the straight line, units of production, and declining balance methods. Account for revenue and capital expenditures, disposal of assets, account for natural resources and their depletion, account for intangible assets and their amortization.

l. Identify, compute and record current and long term liabilities. Prepare entries to account for short term notes payable, compute and record employee payroll deductions and liabilities, compute and record employer payroll expenses and liabilities, account for estimated liabilities, including warranties and income taxes.

VI. **Methods of Instruction** Any combination or all of the following may be used.
Delivery of Course Content
Lecture, Electronic Presentation, Demonstrations, Video/Audio Presentations, Case Studies, Field Trips, Website(s), Course books, Articles, Other Resources

Assessment
Practical Application, Quizzes and Tests, Papers and Presentations, Discussion, Other Projects

Communication
Lecture, Collaborative Discussion, Group Projects, Electronic Communication, Course Website/Blackboard

VII. **Student Responsibilities**
Student is responsible for reading the text and *not relying entirely* on the instructor presenting every detail. You are responsible for all sections of each chapter unless specifically omitted by me. We will spend a good deal of our time on assignments and handouts corresponding to important parts of the text. You can expect to spend **at least two hours** of study time outside of class for each hour the class meets.

You are responsible for all announcements and material presented in class, for completion of all homework assignments and for actively participating in the learning process. Please

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ask if there are any areas which you do not understand; your concerns are undoubtedly shared by fellow students. You will randomly be called upon to answer questions related to the coursework. **BE PREPARED***!!!!*

You **must** complete the final assessment to pass this course. It is your **responsibility** to keep track of your grades and all course requirements (i.e. what it takes to achieve a certain grade, assignment deadlines). It is your **responsibility** to earn the grade you desire. **NO GRADE NEGOTIATION!**
It is recommended that you access the Blackboard site weekly. This site will be used to administer exams, keep you abreast of changes/updates and provide resources required for the course. It is your **responsibility** to familiarize yourself with Blackboard (i.e. where to find documents, assessments etc**.**) If you are unable to log in call technical support.

All communications must be within Blackboard via Course Mail. **Do not** send email. Do not notify me if you will be absent unless you will be out for an extended period of time.

Please feel free to give me any feedback that will enhance your learning experience.

VIII. <u>Student Conduct</u>
The class will be conducted in a very relaxed, unthreatening atmosphere. However, to maintain this student-friendly atmosphere, it is essential that each student treat fellow students and the instructor with **RESPECT and COURTESY**. Rudeness, chronic tardiness, unproductive discussions and other disruptions of the class will be cause for **IMMEDIATE REMOVAL** from the classroom. Any work missed subsequent to such a dismissal will receive a zero. Everyone paid good money to learn so distractions will be kept to a minimum for the benefit of all.

Laptops, Cell phones and texting are strictly prohibited during class. If you are found using such devices during the class period, you will be removed from class that day. Any work missed subsequent to such a dismissal will receive a zero. **Exception for E-Book users** - you must sit in the front row of the class.

RECORDING OF LECTURES REQUIRES MY EXPRESSED PERMISSION.

IX. <u>Faculty Responsibilities</u>
Assignments will be graded and returned/posted in Blackboard within one week.
Attendance will be taken and reported to the Registrar's Office for State and Federal Report purposes.

Timely feedback will be provided to students regarding their progress via Blackboard. I will be available for student consultations during office hours and will respond to course mail within twenty four hours Monday through Friday.

X. <u>Student Tips for Success</u>
Time management is essential to your success in this course. Review the schedule periodically to ensure you meet the required deadlines.

Attend all class sessions. Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize grades or even the ability to

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continue in the course. *It is important that you do not fall behind in this class, because the information in many chapters builds on the previous chapters.*

Read and study each new assigned chapter before the class period. On the first day of study in a chapter you should have completed the assigned questions/exercises. Additional assignments will be announced in class for the second day of study. The aforementioned assignments are in addition to online homework. I encourage you to collaborate with other students when possible.

Chapter readings - review chapter material in parts, for example: Read one or two sections in a chapter by objective. Then review the end of chapter practice exercises pertaining to those objectives. Review 'Key Terms' and the 'Illustrative Problem'. You may have to read the chapter more than once

XI. Evaluation Procedures

HOMEWORK must be **completed online and on note paper.** Online homework must be completed using CengageNow. Homework due on notepaper will be checked at the start of class. You must be present during homework check to receive credit.

Do not wait until the last minute to complete and submit assignments. Allow yourself time to address potential technical issues. **Technical issues are not an acceptable reason for failing to complete an assignment.** Late homework will **not be accepted,** no exceptions.

EXAMS will be administered via Cengage in a computer equipped classroom. *Computers are to be used for test taking only. Do not access any websites other than those required for testing or you will be dismissed from class and receive a zero for that exam.*

You are allowed one blank sheet of paper and a calculator only **(no notebooks or textbooks)**. Cell phones and other communication devices cannot be used as a calculator during an exam. **If you are found using such devices you will receive a zero for that exam.**

Important: When accessing Cengage use Fire Fox or Chrome browsers only. Internet explorer can be problematic.

MAKE-UP EXAMS will be given in cases of emergency **at my discretion** with proper documentation.   Proper documentation must be an original document (no photocopies), covering the date(s) in question and signed by a professional (i.e. doctor). An email is not proper documentation nor is a photocopy of any document.

QUIZZES will be administered **UNANNOUNCED**. Quizzes will begin promptly at the beginning of class. You will have 15 -20 minutes to complete the quiz, no exceptions. **You cannot make up quizzes.**

NOTE (1): **Every student must sit for the final exam** *and* **earn a score of 65% or better in order to pass the class.**

Course grade is based upon 1,000 cumulative points

Comprehensive Problems	100
Exams 3 @ 100 points	300
Final Exam	200
Quizzes	50
Homework	350
Total Possible Points	**1,000**

Grade Scale: 100 - 90% = A, 89 - 80% = B, 79 - 70% = C, 69 - 60% = D, <   60%= E

An 'incomplete' grade will not be assigned to avoid a failing grade. An 'incomplete' will be given, if after the last withdrawal date from the course, events clearly beyond your control prevent timely completion of the course requirements. Any request for an incomplete will only be considered if you have completed passing work to date.

XII. Academic dishonesty

This course will be conducted according to MCCC policies as published in the Catalog. It is the student's responsibility to be familiar with these rules. There should also be no: 1) discussion during a test with someone other than the instructor; 2) copying from another student's work; 3) using materials other than those specified by the instructor; 4) leaving the room during a test.

XIII. Learning Assistance Lab (LAL)

The Americans with Disabilities Act with Amendments (2008) affords students an equal opportunity to participate in educational courses/programs/services. If you have a permanent disability for which accommodations may be appropriate, please contact Disability Services at 734-384-4167, located in the Learning Assistance Lab, C-218.

Students enrolled at MCCC may be eligible for additional academic support services to help them be successful at MCCC. For more information, contact LAL.

TENTATIVE SCHEDULE OF ASSIGNMENTS

NOTE: All **assignments in bold** must be completed on notepaper prior to class. See **CengageNow** for additional homework and due dates**.**

DATE	Assignments	Reading/Lecture
8/27	Course Introduction	1 – Intro. To Accounting & Business
9/1	**PE 1, 2, 4-6**	Read Pgs. 1-8, 15-21
9/3		2-Analyzing Business Transactions
9/8	**PE 1 thru 7**	
9/10		3-The Adjusting Process
9/15	**PE 1 thru 7**	
9/17		4-Completing the Accounting Cycle
9/22	**PE 1 thru 6**	

9/24	*Review for Exam I*	
9/29	* * EXAM I – Chapters 1-4* *	*Comprehensive Problem 1-Due*
10/1		6-Accounting for Merchandising Businesses
10/6	**PE 1 thru 6**	
10/8		7-Inventories
10/13	**PE 1 thru 4, 6-7**	
10/15	*Review for Exam II*	*Chapters 6 & 7*
10/20	* * EXAM II – Chapters 6 & 7 * *	*Comprehensive Problem 2 - Due*
10/22	**DQ's & PE 1 thru 4**	5- Accounting Systems
10/27	**DQ's 1-4, 8 & PE 2 & 3**	8- Sarbanes-Oxley, Internal Control, Cash
10/29		9-Receivables
11/2	**PE 1 thru 6**	
11/4	*Review for Exam II*	*Chapters 5, 8 & 9*
11/10	* *Exam III – Chapters 5, 8 & 9* *	
11/12		10-Fixed Assets and Intangible Assets
11/17	**PE 1 thru 7**	
11/19		11 – Current Liabilities and Payroll
11/24	**PE 1 thru 7**	
12/1		12 – Accounting for Partnerships and LLC
12/3	**PE1 thru 6**	
12/7	*Review for Final Exam*	
12/10	**FINAL EXAM - Chapters 1-12**	

DQ – Discussion Questions, **PE –** Practice Exercises **A series only**

THE PROFESSOR RESERVES THE RIGHT TO CHANGE THE SYLLABUS DEPENDING ON THE INSTRUCTIONAL NEEDS OF THE CLASS. IT IS YOUR RESPONSIBILITY TO ATTEND CLASS OR CHECK BLACKBOARDTO LEARN OF ANY SUCH CHANGES.

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Medical Terminology
Course Information

Revised By	K. Lindquist
Revised Date	9/26/2013
Course Number	HLTSC 110
Potential Hours of Instruction	30
Total Credits	2

Description
Theory: 30 hours

Billable Contact Hours: 2

The purpose of this course, designed primarily for health and business students, is to provide basic medical terminology information including Greek and Latin derivations, prefixes, suffixes, root words and combining forms. It provides practice in building and defining medical terms and emphasizes correct spelling and pronunciation of medical words. Basic anatomy and physiology of systems is reviewed with an emphasis on disease conditions and diagnostic tests. This class utilizes a text/workbook, computer assisted instruction, audio tapes and classroom instruction.

Major Units
Basic Medical Terminology
Prefixes
Suffixes
Combining forms and rules for building medical terms
Systems approach to medical words
Abbreviations

Prerequisites
RDG 090 and ENGL 090 and MATH 090 or qualifying scores on ACT or COMPASS tests

Course Outcomes
Each student will be expected to Identify/Recognize:
• common disease conditions and diagnostic tests;
• medical words from the Greek and Latin parts;
• the correlation between human anatomy and physiology and medical terminology;
• the most common medical abbreviations;
• basic anatomy and physiology of body systems.

Each student will be expected to Demonstrate/Practice . . .
• the formation of medical words from Greek and Latin prefixes, suffixes, word roots, and by combining forms;
• the separation of terms into root words, suffixes, and prefixes, to determine the meaning, correct spelling, and pronunciation of medical terms;
• labeling of diagrams;
• pronunciation of selected medical terms.

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SYLLABUS – Fall, 2015

Textbook:
Davi-Ellen Chabner, *The Language of Medicine,* Online Edition, 10th Ed., Saunders Elsevier, 2014
ISBN: 9781455758814

- Included with the textbook is a student access code (this code can only be used once) that allows the student access to all the online learning exercises that are included with the online version of the textbook. These exercises are included in the weekly assignments in order to be successful in the course. You need your access code in order to complete the online orientation to the class.

Class Time: This online course has weekly deadlines, but no specific weekly meeting time.

Instructor: Denise Robinson, MS, RN, CNE
Office: Online, Campus – HEB 116 – Mondays 12:00-2:30pm, 3:30-5:00pm
Phone: Online or (734) 384-4265
E-mail: ddrobinson@monroeccc.edu

Instructional Methods: Textbook practice exercises, computer software disks, audio tapes, internet exercises, discussion topics, written exercises.

Computer Software: Software purchased with your text may be used with your own home-based IBM or compatible PC. There is also pronunciation included in the online activities from the publisher; you do need a sound card on the computer.

This course will require considerable effort from you, particularly in the areas of memorization and recall. In addition, the course covers a great deal of material in a relatively short period of time. It will be essential for you to complete your text/internet exercises in a timely fashion. Please follow the schedule; it is okay to work ahead but DO NOT get behind.

To be successful you should log onto Blackboard everyday to check announcements, email, discussion board topics, and "Ask the Professor". Since a portion of your grade is based on participation, this is very important. If you decide this class is not for you and stop participating, make sure you drop the class through the Registrar's office; otherwise you will receive an "E". This is your responsibility. I will not be sending any Faculty Initiated Drops.

Contact the Professor

- **"Ask the Professor"** Go to the Discussion Board and click on "Ask the Professor." Many times students have similar questions and this way everyone can read my answers. I will respond to these questions within 48 hours with the exception of the weekends.
- **Email:** ddrobinson@monroeccc.edu

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- **Office Hours:** Online, Campus – HEB 116 – Mondays 12:00-2:30pm, 3:30-5:00pm
- **Office Phone: (734) 384-4265** You should only need to use my office number for the pronunciation component included towards the end of the semester. All other questions, in order to be answered in a timely matter, should be emailed or posted.

Grading: (Based on total points earned in the course)

Points	Percentage	Grade
810 – 900	90 – 100%	A
720 – 809	80 – 89%	B
630 – 719	70 – 79%	C
540 – 629	60 – 69%	D
539 and below	59% and below	E

Point Distribution

Assignments	Possible Points
Discussion Board	250
Quizzes *50 points x 6 quizzes*	300
Exams *150 points x 2 exams*	300
Pronunciation (*Required to pass course*)	50
Total	**900**

**See "Course Calendar" for specific due dates of discussion board, quizzes, exams and pronunciation.

Pronunciation
This course includes pronunciation performance of words learned throughout the semester. You will use my voice mail at the college: (734) 384-4265. This pronunciation component is **required** in order to pass the course. Specific instructions will be provided within the online course.

Quizzes
The quizzes are multiple choice, true/false, diagrams, and fill in. Each quiz has 50 questions and a 35 minute time limit. Be sure to watch your time. The quiz will **automatically** submit after 35 minutes. All quizzes must be completed during the assigned week as listed on the weekly schedule. Each quiz will be open and available at midnight on Sunday and will be closed at midnight on Saturday of the assigned week. Plan your personal schedule appropriately because **NO** testing will be allowed **after midnight on Saturday of the assigned testing week – no exceptions**. Each quiz must be completed within the specified time frame. A "0" will be given for any quizzes that are not completed by the due date. Late testing will not be allowed. No notes or textbooks are to be used when taking the quizzes.

Exams
Each exam consists of three parts (A,B,C). Each part has 50 questions and a 35 minute time limit. Be sure to watch your time. Each part of the exam will **automatically** submit after 35 minutes. You are allowed to take each part of the exam at any time within the required exam week. This provides you with choice to take each part at different times throughout the week, or

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to take each part one after another within the same setting. Each exam must be completed within the specified time frame. Each exam will be open and available at midnight on Sunday and will be closed at midnight on Saturday of the assigned week. Plan your personal schedule appropriately because **NO** testing will be allowed **after midnight on Saturday of the assigned testing week – no exceptions**. A "0" will be given for any parts of an exam that is not completed by the due date. Late testing will not be allowed. No notes or textbooks are to be used when taking the exams.

After studying and reviewing the modules, prior to each quiz and exam, practice and "test" your knowledge through the online activities and textbook. When feeling confident with your knowledge of the required content, schedule the time needed to take the quiz or exam – free of interruptions – and when all of your attention can be focused on the testing.

Discussion Board

Discussion scoring – 25 points total
    -Scholarship of original entry = 15 points **(5 point late penalty after due date)**
    -Quality of responses to classmates = 5 points each **(No (0) points awarded after 2nd due date)**

You must post an original entry on the discussion board and then respond to 2 of your classmates' original entries. In order to earn the full 25 points per discussion, your original entry must contain quality information and must be at least 175 words long. Your responses to other students must be substantive and be at least 50 words in length. Your input is valuable and necessary in the classroom. Comments like "me too" or "I agree" will not count. Postings should enhance the level of discussion and contribute to the subject matter being discussed. Relating your personal and professional experiences to the subject being discussed is a great way to develop our discussions.

The discussion boards are time-limited and will be closed after the deadline date. There will be 2 deadlines: 1 for your original entry and the 2nd for your responses to your classmates. In order to help keep the entire class on track and organized within the appropriate layout of the course, only post within the assigned week and designated units. You will not be able to initiate postings early within the Discussion Board. At the beginning of a new week, access to post within the Discussion Board for the newly assigned units will be made available.

The following guidelines will help you ensure that you are properly understood, get your points across effectively, avoid getting anyone annoyed, and avoid looking like a "beginner" on the net.

- Format your posing so that it is easy to read. Use short paragraphs separated by blank lines. Don't write everything in uppercase (capital) letters. It is more difficult to read and, even worse, in an online environment it means you are SHOUTING.
- Be brief. Plan your messages ahead so that you don't ramble.
- Be clear. Don't use abbreviations or acronyms that others may not understand. Read your messages over before sending them.
- Check your spelling. People will not take you seriously, no matter how brilliant your ideas, if your writing is full of misspellings.
- When you are interacting with others online, remember that things may "sound" harsh or less friendly when the reader cannot see your smile or the twinkle in your eye. Read your messages over to be sure they are diplomatic and polite.

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***See "**Course Calendar**" for specific due dates of discussion board assignments, quizzes, exams, and pronunciation requirements.
- It is highly recommended that you **print the "Course Calendar"** and keep it by your study area to assist you with meeting deadlines and requirements.

Course Calendar

WEEK	DUE DATE	CHAPTER/MODULE	TOPIC
1	8/27 – 9/5	1 & 2	Orientation to Blackboard (online) 1 Basic Word Structure 2 The Body as a Whole **Discussion Board – Meet Your Classmates
2	9/6 – 9/12	3 & 4	3 Prefixes 4 Suffixes **Discussion Board – Health Professions **Quiz 1 (Ch 1-4)
3	9/13 – 9/19	5 & 6	5, 6 The Digestive System **Discussion Board – Case Study
4	9/20 – 9/26	7	7 The Urinary System **Quiz 2 (Ch 5-7)
5	9/27 – 10/3	8 & 9	8 Female Reproductive System 9 Male Reproductive System **Discussion Board – Personal Growth
6	10/4 – 10/10	10	10 Nervous System
7	10/11 – 10/17	11	11 Cardiovascular System **Discussion Board – Quiz Your Classmates **Quiz 3 (Ch 8-11)
8	10/18 – 10/24	Review – 1-11	Exam 1 (Ch 1-11)
9	10/25 – 10/31	12 & 13	12 Respiratory System 13 Blood **Discussion Board – Research Findings
10	11/1 – 11/7	14	14 Lymphatic & Immune System **Discussion Board – Medical Websites **Quiz 4 (Ch 12-14)
11	11/8 – 11/14	15 & 16	15 Musculoskeletal System 16 Skin
12	11/15 – 11/21	17 & 18	17 Sense Organs 18 Endocrine System **Discussion Board – Eye and Ear **Quiz 5 (Ch 15-18)

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13	11/22 – 11/28	19 & 20	19 Cancer (Oncology) 20 Radiology and Nuclear Medicine **Discussion Board – Wellness and Lifestyle
14	11/29 – 12/5	21 & 22	21 Pharmacology 22 Psychiatry **Discussion Board – Quiz Your Classmates **Quiz 6 (Ch 19-22)
15	12/9	<u>All</u> Chapters/Modules	<mark>**Pronunciation – Required to pass course**</mark> Leave message on voicemail with **your name** (**spell last name**) and word pronunciations
15	12/6 – 12/12	<u>Review</u> – 12-22	**Discussion Board – Course Reflection <mark>Exam 2 (Ch 12-22)</mark>

Syllabus
College Algebra (MATH 157, Fall 2015)
Course Information
Instructor: Dr. James K Vallade
E-mail Address: jkvallade@monroeccc.edu
Office Location: L-211
Office Hours: Monday and Wednesday, 12pm-12:30pm
              Tuesday and Thursday, 8am-10am
Office Phone: 734-384-4247
Office Fax: 734-384-4185
Course Description: This course covers the topics of polynomial equations, inequalities, exponential equations and logarithmic equations. Also included are systems of equations and complex numbers. The purpose of this course is to introduce students to college level mathematics at a more gradual pace than MATH 164. MATH 157 and MATH 159 are

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the equivalent of MATH 164. The outline of instruction for this course may be found at www.monroeccc.edu/outlines/index.htm.

Prerequisites: MATH 151 or qualifying score on ACT or COMPASS test

Textbook: Bittinger, Beecher, Ellenbogen and Penna, Precalculus: Graphs and Models, Pearson Education, Fifth Edition. ISBN: 0-321-78396-4

Learner Supplies: Graphing Calculator

Grading Information
The following policies and procedures are subject to change. Any changes will be announced in class.

Homework
Students will be assigned homework on a daily basis. Each assignment will be worth 4 points and is graded for organization, neatness and completeness, not accuracy. Each assignment must be done in pencil and stapled if multiple sheets are used. Do not staple multiple assignments together. Selected homework assignments will be collected at the beginning of the hour. For no reason will homework be accepted once it has been collected. However, I will drop your two lowest homework scores at the end of the semester. If a student will be missing a class, the assignment(s) due may be turned in early via email or fax, dropped off to my office (slide under my door if not there), turned in to me the previous class, or sent to class with another student.

Assessments
Three one-hour assessments will be given. All assessments must be done in pencil. If a student is absent on the day of an assessment, the student will receive a grade of zero. No make-ups will be given for any reason.

Final Exam
A one-hour, comprehensive final exam will be given. The score earned on the final exam may be used to replace the lowest assessment score.

Scoring
Homework   20%
Assessments   60%
Final Exam   20%

Grading Scale
A   100-90
B   89-80
C   79-70
D   69-60
E   Below 60

College Regulations

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This course will be conducted according to the college rules as published in the catalog. This includes policies on cheating and plagiarism. It is the student's responsibility to be familiar with these rules. The MCCC college catalog can be found on the college web site.

Accessibility
The Americans with Disabilities Act with Amendments (2008) affords students an equal opportunity to participate in educational courses/programs/services. If you have a permanent disability for which accommodations may be appropriate, please contact Disability Services at 734.384.4167, located in the Learning Assistance Lab, C-218.

Course Expectations
Students are expected to arrive to class on time and be ready to begin. The textbook and the appropriate calculator should be brought to class every day and it is highly recommended that good notes be taken daily. When questions arise, ask them immediately. You may ask questions in class or see me during my office hours. All communications devices should be silenced at all times and no disruptive devices or behavior will be tolerated. Texting during class will not be tolerated. If you need to communicate with someone via an electronic device, dismiss yourself discreetly from class to do so.

Any violations to expected standards of behavior will be handled by the instructor and/or referred to the dean of the science/math division. If at any time a student is asked to leave the class, the student will not be readmitted until meeting with the instructor and/or the dean at a time convenient to all parties. It is the student's responsibility to contact the instructor to arrange the meeting. If any classes are missed by the student due to this process, the no make-up policy for homework and tests will be strictly enforced.

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Tentative Schedule

Date   Tasks to be Completed
Week 1   Introduction to Course
Sections 1.1, 1.2, 1.3
Week 2   Sections 1.4, 1.5, 1.6
Section 2.1
Week 3   Sections 2.2, 2.3, 2.4, 2.5
Week 4   Section 2.5, 2.6
Section 3.1, 3.2
Week 5   Assessment 1 (Chapters 1 and 2)
Sections 3.2, 3.3
Week 6   Sections 3.3, 3.4, 3.5, 4.1
Week 7   Sections 4.1, 4.2, 4.3, 4.4
Week 8   Sections 4.4, 4.5, 4.6
Week 9   Section 9.1
Assessment 2 (Chapters 3 and 4)
Week 10   Sections 9.2, 9.3, 9.4
Week 11   Sections 9.5, 9.6, 9.7
Week 12   Section 9.8
Section 5.1
Week 13   Assessment 3 (Chapter 9)
Sections 5.2, 5.3
Week 14   Sections 5.4, 5.5, 5.6
Week 15   Discussion
Final Exam

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: ___Monroe County Community College_____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

___X__ Yes   ____ No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

___X__ Yes   ____ No

Comments: Students are billed based on "billable contact hours." According to the website, "Several factors are considered in determining the billable contact hours of a course. The main factor is the number of hours the student is expected to either be in a class or in another "instructional" setting (such as a lab or clinical setting) in a typical week for a full-semester course. For the majority of courses at MCCC, the credit hours and the billable contact hours are the same."

B. Recommend Commission Follow-up, If Appropriate

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Is any Commission follow-up required related to the institution's program length and tuition practices?

___ Yes   __X_ No

Rationale:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

    - Associate's degrees = 60 hours

    - Bachelor's degrees = 120 hours

    - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

    - Note that one quarter hour = .67 semester hour

    - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

    - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

    - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

    - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

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- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

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- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

ACCTG 220O	Payroll Accounting
ACCTG 252	Cost Accounting
ADMIN 201B	Integ. Office Software
ANTHR 165	Eastern North Am. Archaeology
CHEM 251	Organic Chemistry
COLL 145	College Skills
ECON 251	Prin. of Macroecon.
ENGL 152	English Comp. II
ENGL 253	American Literature
HPE 153O	Mental Health
MATH 160B	Math App. In Eng Tech
NURS 100B	Student N Success
NURS 201B	N Leadership and Man.
PHIL 152	Intro. to Western Philosophy
PNURS 201B	Issues in Prac. Nursing
PSYCH 151	General Psych
PSYCH 254O	Life Span Psych
SPCH 255	Nonverbal Comm.
SOC 151O	Princ. Of Soc.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

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Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

_X__ Yes ____ No

Comments: The team reviewed MCCC's Policy for Awarding Credit - Policy 4.09. It stated: "Monroe County Community College adheres to the State of Michigan, Department of Energy, Labor, and Economic Growth's definition and practices for determining contact hours and awarding credit for courses, including courses and/or class sections delivered in an alternative method. Each credit hour is equal to at least 800 minutes of instruction, regardless of the length of the semester. A course contact hour is a total of 50 minutes of student instruction in which the student is scheduled to come into contact with an instructor or with tutorial or laboratory equipment. The total contact hours for a course are calculated by summing the total instructional minutes for that course in the academic period and dividing by 50."

The college further writes, "Establishing a Norm for courses delivered in an alternative method: Faculty assign credit hours and contact hours based upon a documented set of institutional policies and procedures. The Norm process is to establish a measure or standard of attainment. The institutional measure or standard determines the proportionate instructional contact hours and associated credit hours that a student is expected to prepare for the instructional hours. (*Activities Classification Structure (ACS) Manual for Community College's ACS Manual, 2003 (Amended 2010, pp.3-4.)*"

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

_X___ Yes _ __ No

Comments: While there is a statement in MCCC's Policy for Awarding Credit - Policy 4.09 and Policy 4.09 (a), the information provided on Appendix A does not support that the amount of instructional or contact time provided and homework typically expected does not support the institution's policy for awarding credit.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

_X___ Yes ___ No

Comments: Online course offerings have the same course outcomes, content, and credit hours as traditional courses, and this was confirmed in several of the interviews conducted by the review team during the site visit. MCCC has delivered online courses for many years with HLC approval, and since there are currently no plans to expand the number of online offerings, there are not concerns with managing future growth. However, conflicting information provided in policies 4.09 and 4.09a triggered concerns among the HLC team

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reviewing Federal Compliance. MCCC may want to review the language in 4.09a to align with 4.09 and clarify that credit hours assigned to online courses are the same as the traditional versions of these courses, changing the current 4.09a wording that "Credit hours for non-traditional delivery of courses or programs generally do not use the above lecture/laboratory/practicum formulas for credit calculation", which may lead to the erroneous conclusion that credit hours are different for online sections of a course compared to traditional sections of the same course.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

_X__ Yes   ___ No

Comments: The policy is vague and since MCCC equates credit hours to "billable contact hours" that do not add up to those stated in the Policy for Awarding Credit - Policy 4.09 and Policy 4.09 (a) the on-site review team provided recommendations for policy revision and included this prescriptive action in 3A.

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

_X__ Yes   ____ No

Comments: The institution should consider creating and using a common course syllabus template that includes at minimum: credit/contact hours, course descriptions and learning outcomes listed on the syllabus. Not all syllabi reviewed identified these critical elements and not all redirected the student to the website with common course student learning outcomes.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

_X__ Yes   ____ No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

_X__ Yes   ____ No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in

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keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

_X_ Yes   ____ No

   Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_X_ Yes   ____ No

   Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

____ Yes   _X_ No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

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Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

_____ Yes   __x__ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

_____ Yes   __x__ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

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_____ Yes   _____ No   _X_ N/A

     Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

_____ Yes   _____ No   _X_ N/A

     Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_____ Yes   _____ No   _X_ N/A

     Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

_____ Yes   _____ No   _X_ N/A

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

_____ Yes   _____ No   _X_ N/A

Rationale:

Identify the type of Commission monitoring required and the due date:

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