

# Self-Study Report 2005

## TABLE OF CONTENTS

	<u>Page</u>
Process & Acknowledgements .....	i
Committee Membership.....	iii
Executive Summary and Eligibility Certification Statement.....	xi
Chapter One: Mission, Goals & Objectives .....	1
Findings.....	1
Recommendations.....	4
Chapter Two: Planning, Resource Allocation, & Institutional Renewal .....	5
Findings.....	5
Recommendations.....	11
Chapter Three: Institutional Resources .....	12
Findings.....	12
Recommendations.....	24
Chapter Four: Leadership & Governance .....	25
Findings.....	25
Recommendations.....	33
Chapter Five: Administration .....	34
Findings.....	34
Recommendations.....	40
Chapter Six: Integrity .....	42
Findings.....	42
Recommendations.....	48
Chapter Seven: Institutional Assessment .....	49
Findings.....	49
Recommendations.....	70
Chapter Eight: Student Admissions .....	71
Findings.....	72
Recommendations.....	84
Chapter Nine: Student Support Services .....	85
Findings.....	85
Recommendations.....	102

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Chapter Ten:	
Faculty.....	103
Findings.....	103
Recommendations.....	112
Chapter Eleven:	
Educational Offerings .....	113
Findings.....	114
Recommendations.....	127
Chapter Twelve:	
General Education.....	128
Findings.....	128
Recommendations.....	132
Chapter Thirteen:	
Related Educational Activities.....	133
Findings.....	133
Recommendations.....	148
Chapter Fourteen:	
Assessing Student Learning.....	149
Findings.....	150
Recommendations.....	159

## TABLE OF GRAPHS

		<u>Page</u>
Table 1:	Dual Admissions Partner Colleges/Universities.....	xi
Table 2:	Number of New and Full-Time Students.....	xvi
Table 2.1:	Strategic Planning Guidance Model .....	7
Table 2.2:	Faculty Retirements vs. Faculty Hires by Academic Year .....	8
Table 2.3:	New Programs Established by Academic Year .....	8
Table 2.4:	Examples of Renewal Resulting from Strategic Planning Process.....	9
Table 3.1:	MCCC Tuition Rates Academic Year 1999-2004 .....	13
Table 3.2:	Student, Local Sponsor, State Contributions, by %, 1999-2004 .....	14
Table 3.3:	Increase in Grant Award Monies for the College’s Strategic Objectives.....	21
Table 6.1:	Percentage of Sample Syllabi that Contain Specific Elements.....	44
Table 6.2:	Responses to Civility Survey, 2004/Spring .....	46
Table 7.1:	Strategic Indicators by Mission Element: Student Progress .....	51
Table 7.2:	Strategic Indicators by Mission Element: Transfer Preparation .....	52
Table 7.3:	Strategic Indicators by Resource Element .....	53
Table 7.4:	Passing Rates of Graduates Taking Licensure or Certification Exams .....	57
Table 7.5:	Non-credit Student Enrollments 2000-2003 .....	61
Table 7.6:	Library Displays.....	68
Table 7.7:	Library-Sponsored Cultural Events (2003-2004) .....	68
Table 8.1:	Number of Credits, GPAs, and Graduation Rates as of Spring 2002 .....	73
Table 8.2:	Student Retention Rates by Category as of Spring 2002.....	73
Table 8.3:	Developmental Student Success Rates .....	74

## TABLE OF GRAPHS (Continued)

		<u>Page</u>
Table 8.4:	Services for At-Risk Students.....	75
Table 8.5:	Individual Items with High Satisfaction Scores.....	76
Table 8.6:	Gap Scores of Individual Items.....	77
Table 8.7:	College-Specific Questions Gap Scores .....	77
Table 8.8:	Minority Enrollment Figures for 1999/Fall-2003/Fall.....	81
Table 8.9:	MCCC Awareness Activities.....	82
Table 8.10:	Retention Services for Minority Students.....	83
Table 9.1:	Number of Students Receiving Financial Aid 1998-2003 .....	87
Table 9.2:	Noel-Levitz Student Satisfaction Survey 2003.....	89
Table 9.3:	Student Clubs .....	90
Table 9.4:	Central Campus Community Service Events 2002-2003 .....	93
Table 9.5:	West Campus Community Service Events 2002-2003.....	94
Table 9.6:	Co-Curricular Cultural Awareness Activities.....	95
Table 9.7:	Sports and Recreation Programs.....	95
Table 9.8:	Children’s Center Populations by Type and Term .....	96
Table 9.9:	Accommodations and Services to Students with Disabilities.....	97
Table 9.10:	ACT 101 Services for Program Students.....	98
Table 10.1:	Distribution of Sections Taught by Full-Time and Part-Time Faculty.....	104
Table 10.2:	Full-Time Faculty Age Distribution – Spring 2004.....	104
Table 10.3:	Faculty Diversity – Regular Full-Time Faculty.....	105

## TABLE OF GRAPHS (Continued)

	<u>Page</u>
Table 10.4: Faculty Diversity – Adjunct Faculty .....	105
Table 10.5: Full-Time Faculty Degree Profile .....	105
Table 11.1: Academic Certificates .....	114
Table 11.2: Lansdale Campus Enrollments .....	115
Table 11.3: Majors – Credits Required by Degree .....	117
Table 11.4: Learning Assistance Lab Workshops – Spring 2004 .....	123
Table 11.5: Learning Assistance Lab Usage Statistics 2002-2003 .....	124
Table 11.6: Monthly Statistics for Tutor Contacts .....	125
Table 11.7: Developmental Studies Lab Enrollments & Pass Rates .....	125
Table 12.1: Core Curriculum Credit Requirements .....	129
Table 13.1: MCCC Off-Campus Educational Sites .....	134
Table 13.2: Area High School Partnerships .....	134
Table 13.3: Partial Enrollment Data – All Partnership Types .....	134
Table 13.4: Pass, Fail and Withdrawal Percentages by Campus 2002-2003 .....	136
Table 13.5: Student Satisfaction Survey Results 2001-2002 .....	137
Table 13.6: Math Placement .....	138
Table 13.7: English Placement .....	138
Table 13.8: Reading Placement .....	138
Table 13.9: MCCC Partners .....	140
Table 13.10: MCCC Corporate Partners .....	141

TABLE OF GRAPHS (Continued)

	<u>Page</u>
Table 13.11: WD/CE Action Plans as They Relate to the College’s Strategic Issues .....	142
Table 14.1: Course Assessments Survey Results.....	151
Table 14.2: Types of Summative Course Assessment .....	151
Table 14.3: Direct Learning Indicators Used in Program Assessment .....	152
Table 14.4: Indirect Learning Indicators Used in Program Assessment.....	152
Table 14.5: Linking Academic Program Review (APR) to Institutional Effectiveness (IE) .....	153
Table 14.6: Program Assessment of Nine Core Learning Objectives .....	154

## **Process & Acknowledgements**

Montgomery County Community College chose the comprehensive model of self-study because this approach afforded the College an opportunity to review all areas of operation. It also provided a timely opportunity to tie the Self-Study to the development of the College's next five year Strategic Plan while also affording the greatest opportunity for complete institutional involvement and participation.

The timing of the Self-Study was fortuitous with respect to several significant events within the College community. Prior to the start of the Middle States initiative, the College was faced with the sudden death of its President, the departures of the Vice President of Academic Affairs (formerly titled Dean of Academic Affairs) and an interim President, and the inauguration of the College's current President, Karen A. Stout, Ed.D.

However, while in her first year as President—and prior to the start of the Self-Study—Dr. Stout focused on developing a strategic plan. By the time the Middle States co-chairs were invited to head-up the Self-Study, a strong foundation was already in place. For example, Dr. Stout's efforts to establish a strategic plan provided a seamless transition to the implementation of a comprehensive review model for the Self-Study. From the start it was clear that the multi-year Self-Study was to provide feedback on the present state of the College as well as serve as the foundation to the College's next five-year Strategic Plan.

As their first task, the Self-Study co-chairs met with administration to develop a list of possible candidates for the Steering Committee. With the recommendation of the co-chairs, it was determined that the College would be best served with a Steering Committee of at least 18 members representing a cross section of the institution. Ultimately, with the support of the President and the Provost, a Steering Committee comprised of 25 members representing both campuses (Central and West) was identified. Membership was drawn from faculty (full-time, part-time, and all divisions), administration, students, support staff, and from the Board of Trustees.

The first charge of the Steering Committee was to select an appropriate model for the Self-Study, which it did, as noted previously. Next, the committee determined that the Middle States Standards would be addressed via the creation of eight "Task Forces". Subsequently, the Standards were "clustered" into eight groups with Standard 6, Integrity, to be addressed by all Task Forces. The Committee then decided on the profile of each Task Force with respect to size and representation. In keeping with the charge of inclusiveness, it was decided that each Task Force should have full representation from faculty, support staff and students. The actual size of each group would reflect the volume of tasks to be completed. In general, each Task Force would be made up of between twelve and eighteen members. Again, taking criteria such as area of expertise into consideration, a list of possible candidates was determined. Ultimately, each Task Force was created under the direction of two Task Force Co-Chairs appointed by the Steering Committee.

Throughout the more than thirty months of work, the entire College community was frequently sought for input and feedback. In order to attain all of the necessary data, individual surveys were created by the Office of Institutional Research. In addition, nationally-normed surveys were purchased and implemented. Furthermore, every division and office was contacted and asked to provide input. At the point of greatest activity, these efforts involved the input of more than 125 college employees.



Formal “forums” were also conducted. Twenty-two such forums were conducted between February and March of 2004. These sessions were conducted at various times of day and at both campuses. Each session was conducted via two-way video with a co-chair on site at each campus. After each session there was a Question and Answer session. Also, written feedback was solicited. On several occasions the co-chairs were also invited to present at a Board of Trustee’s meeting. These sessions were intended to provide an update as well as solicit input. In addition, twice a year the Steering Committee provided updates at the Provost’s all-faculty meetings. The President also hosted two all-college meetings. Technology played an important role in the dissemination of information on the self-study process. Blackboard sites were established to provide a means for communication as were the College’s intranet system (MCADAM) and the College newsletter. During fall 2004, a series of “Did You Know” e-mails were sent out to the College community to provide further updates regarding the information being generated by the self-study process.

To facilitate the self-study process and to give it appropriate visibility, the President established a “Middle States Self-Study Office”. This office housed the co-chairs, as well as Institutional Research staff and support staff who were given Middle States responsibilities.

By-and-large, the Steering Committee met bi-monthly during their thirty months of operation, with the exception of the summer (after each meeting, “minutes” were posted on the College’s web site). During this time the co-chairs met at least twice a week, year around. The co-chairs also met formally with the Provost bi-monthly. The President attended Steering Committee meetings when requested by the co-chairs and also met with the co-chairs each semester.

As the final report took shape, two editors were identified in addition to the College’s marketing staff to finish the report. After five drafts the report was presented to the Steering Committee for approval in December 2004. The report was given unanimous support for its recommendations and basic content. After a series of final revisions, the sixth and final report was presented to The Board of Trustees Curriculum Committee on Wednesday, January 5, 2005. The Board of Trustees accepted the report at its January 2005 meeting.

It is through the efforts of the entire College community that Montgomery County Community College is able to present this comprehensive Self- Study.

**Committee Membership****Steering Committee****Co-chairpersons:**

Steven H. Baron  
Assistant Professor  
Psychology & Sociology

John R. Mastroni (departed College for medical reasons  
fall, 2004)  
Director of Distance Learning

Joan E. Brookshire (replacement)  
Associate Vice President of Academic Affairs

**Members:**

Lee A. Bender  
Division Dean, Business & Computer Science

Regina J. Janoski  
Assistant Professor  
Nursing

Joyce Benedict  
Support Staff/Student Affairs

Marybeth Kensecki  
Instructor  
English

William H. Brownlowe  
Assistant Professor  
Engineering

Barbara Lontz  
Associate Dean of Academic Affairs  
West Campus

Joan E. Brookshire  
Associate Vice President of Academic Affairs

Diane M. Lovelace  
Director of Library Services

Ann Marie Donahue  
Instructor  
Psychology

Michael J. Mandruchia  
Director of Accounting

R. Dean Foster  
Dean, West Campus

Joan L. McClintock  
Professor  
Dental Hygiene

Phyllis L. Gabage  
Library Staff

Rhoda B. McFadden  
Professor  
History

Eleanor A. Harty  
Director of Advising/Assessment

Robert J. Novelli  
Instructor  
Speech Communications

Angela Ambers-Henderson  
Director of Equity and Diversity Issues  
(departed College, 2003)

Joseph E. Rodriguez  
Director of Admissions and Recruitment

Suzanne Vargus Holloman  
Dean, Workforce Development & Continuing  
Education

Peter C. Scheponik  
Assistant Professor  
English

H. Leon Hill  
Director of Institutional Research & Assessment

R. Winfield Smith  
Board of Trustees

Walter R. Hunter  
Professor  
Mathematics

John C. Flynn, Jr.  
Vice President of Academic Affairs and Provost  
Ex-officio

Eleanor D. James  
Associate Professor  
English

Amanda B. Mandia  
Executive Associate to the President  
Ex-officio

**Task Forces****TF 1****Standard 1: Mission, Goals and Objectives****Standard 2: Planning, Resource Allocation, and Institutional Renewal****Standard 3: Institutional Resources****Co-chairpersons:**

William H. Brownlowe  
Assistant Professor  
Engineering

Michael J. Mandrachia  
Director of Accounting

**Members:**

Susan L. Adams  
Director of Marketing and Communications

Charles Scandone  
Director of Facilities Management

Cory Bank  
Instructor  
Psychology

Joseph L. Mancini  
Director of Networking Services

Michael P. Billetta  
Director of Administrative Services

Chidi C. Ukazim  
Instructor  
ESL

Carolyn F. Brunschwyler  
Executive Assistant, West Campus

Thomas A. Mellon, Jr.  
Director of Grant Development

James P. Cooney, Jr.  
Professor  
English

Maureen B. Rose  
Instructor  
Human Services

Cindy M. Haney  
Director of Financial Aid

Evon Martins  
Assistant Professor  
Chemistry

Richard F. Holland  
Executive Director of Human Resources

Benjamin F. Armstrong  
Assistant Professor  
Philosophy

Gwen M. Keller  
Foundation Secretary

Janice Brown  
Student

Stephen Z. Kovacs  
Vice-President, Administration and Finance

**TF 2****Standard 4: Leadership and Governance****Standard 5: Administration****Co-chairpersons:**

Barbara Lontz  
Associate Dean of Academic Affairs, West Campus

Elsa M. Rapp  
Professor  
History and Political Science

**Members:**

Brian L. Brendlinger  
Director of Student Activities

R. Winfield Smith  
Board of Trustees

Judith D. Cunningham  
Assistant Professor  
Biology

Victoria L. Bastecki-Perez  
Dean of Health and Physical Education

Phyllis L. Gabage  
Library Staff

Bonita J. Stoler  
Junior Accountant/Accounts Payable

Tobi Mackler  
Professor  
Speech Communications

Joan M. Azarva  
Part-Time Faculty  
ORI and Reading

Amanda B. Mandia  
Executive Associate to the President

Richard R. Kern  
Instructor  
Mathematics

Donna L. Richmond (departed College, 2003)  
Student Services, West Campus

Andrew Kosciesza  
Instructor  
Music

Janet L. Ward  
Director of Budgets and Special Accounting

Shaun M. Simon  
Student

Celeste M. Schwartz  
Vice-President for Information Technology

Eleanor L. Carroll  
Part-Time Faculty

**TF 3****Standard 7: Institutional Assessment**

**Co-chairpersons:** Angela Ambers-Henderson (departed College, 2003)  
Director of Equity and Diversity Issues

Mark Amdahl (replaced, 2003)  
Assistant Professor  
English

Peter C. Scheponik  
Assistant Professor  
English

**Members:**

Wendy S. Baigis  
Part-Time  
Criminal Justice Lecturer

Anne H. Colvin  
Professor  
English

Edward A. Burgoyne  
Director of College Services

Saul Finkle  
Director of Services  
Students With Disabilities

James L. Cameron  
Evening Administrator, West Campus

James D. Guy (departed College, 2003)  
Director of Purchasing

Jennifer J. Merritt  
Assistant Director of Cultural Affairs

John J. Hernan  
Professor  
English

Kathleen A. Shaw  
Instructor  
English

H. Leon Hill  
Director of Research and Assessment

Zandan Urusow  
Payroll Specialist

Jesse J. Hodges  
Professor  
Health, Physical Education & Psychology

Monet R. Noriega  
Student

#### TF 4

#### Standard 8: Student Admissions

#### Standard 9: Student Support Services

**Co-chairpersons:** Joseph E. Rodriguez  
Director of Admissions and Recruitment

Joan L. McClintock  
Professor  
Dental Hygiene

#### Members:

Clifford W. Barcliff  
Supervisor, Public Safety

Linda S. Locker  
Student Accounting Supervisor

Mary Lou Barron  
Programming Manager

Jeffrey McGonigle  
Computer Operator/Special Skills

Joyce Benedict  
Support Staff/Student Affair

Robert M. Moore  
Assistant Director, Financial Aid

Maurice A. Davis  
Counselor/Instructor

Diane J. Haar  
Associate Professor  
Psychology & HSW

Kathleen Emery  
Counselor/Assistant Professor

Edwina K. Smith  
Professor  
Mathematics

Jennifer Gronsky  
Admissions, West Campus

Janice A. Willis  
Instructor  
Psychology

Eleanor Harty  
Director of Advising and Assessment

David Stewart (departed College, 2004)  
Vice President of Student Affairs and Enrollment  
Management

Grace A. Spena  
Director of Health Services  
College Nurse

Stephanie Goloway Lazzaro  
Instructor  
Education

Joelle F. Hedlund  
Student

Tara L. Santangelo  
Student

Barry D. Halvorsen  
Adjunct Faculty

## TF 5

### Standard 10: Faculty

**Co-chairpersons:** Lee A. Bender  
Division Dean, Business and Computer Science

Robert J. Novelli  
Instructor  
Speech Communications

#### Members:

Joan Bettinger  
Counselor, Assistant Professor

Theresa Savard  
Associate Professor  
English, Second Language

Sheldon A. Chamberlain  
Professor  
Health and Physical Education

Paul R. Winterbottom  
Assistant Professor  
Mathematics

Carl E. Essig  
Associate Professor  
Business, Accounting

Joanne Clarke  
Instructor  
Mathematics

Wayne Habermehl (departed College, 2004)  
Professor  
Biological Sciences

Sophia Demasi  
Instructor  
Sociology

Roseanne S. Hofmann  
Professor  
Mathematics

Alan Evans  
Director of Business and Computer Science

Eleanor D. James  
Associate Professor  
English

Scott R. McConney  
Admissions Officer

Arthur R. Jarvis  
Instructor  
History

Susan Hauck  
Director of Internet & Multimedia Technology

Charlotte D. Kain (departed College, 2004)  
Director, PDC

Eileen Kearney  
Assistant Professor  
Marketing

Kendall E. Martin  
Assistant Professor  
Computer Science

Paul Fort  
Student

Ruth F. McNaught  
Public Services Librarian/Government Documents

Jerri A. Williams  
Part-Time Faculty

**TF 6****Standard 11: Educational Offerings****Standard 12: General Education****Co-chairpersons:**

Marybeth Kensicki  
Assistant Professor  
English

Diane M. Lovelace  
Director of Library Services

**Members:**

Sandra L. Atkinson  
Library, West Campus

Emenike Ukazim  
Professor  
Mathematics

Gayle A. George  
Assistant Director of Advising

Alonna Brown  
Director of College Relations

Ruth E. Godin  
Counselor/Advisor

Vincent M. Farina  
Internet Application Developer/Programmer

Elsa M. Rapp  
Professor  
History and Political Science

Gary E. Rizzo  
Associate Vice President of Academic Affairs

Merry G. Rosenberger  
Library/Reference

Martina M. Ware  
Assistant Professor  
Nursing

Richard J. Simon  
Counselor/Advisor

Thea D. Howey  
Instructor  
English

Peter L. Vetere  
Instructor  
Computer Information System

Marcie M. Miller  
Student

Cynthia D. Fricker  
Counseling

Dewan S. Shamim  
Student

Beverly L. Welhan  
Director of Nursing

Edward F. Linder  
Adjunct Faculty

Cindy Grodanz  
Instructor  
Reading & Cognitive Development

**TF 7****Standard 13: Related Educational Activities****Co-chairpersons:**

Benn Prybutok  
Director, Criminal Justice Studies, Fire Science  
and Emergency Management and Planning

Ann Marie Donohue  
Instructor  
Psychology

**Members:**

Larry G. Arrington  
Director, Learning Assistance Lab

Wayne Brew  
Assistant Professor  
Geography

Sandy K. Gill  
Tutorial Coordinator

Richard D. Greenwood  
Professor  
English

Helen E. Haynes  
Director of Cultural Affairs

Robert S. Kuhlman  
Professor  
Earth Science

Debbie G. Levin  
Professor  
Education

Meryl Silver  
Career Advisor/Internship Coordinator

Susan K. Yankosky  
ACT 101  
Tutorial Coordinator

Jerry G. Coleman  
Assistant Professor  
Biology

William Nasir Smallwood  
Manager Workforce Development  
West Campus

David S. Hindley  
Network Engineer

Margaret Lee-Clark  
Instructor  
Hospitality Management

Linda Roselli Rehfuss  
Instructor  
Biotechnology

Mallory A. Politz  
Student

Robert Edward Shipley  
Adjunct Faculty

**TF 8****Standard 14: Assessment of Student Learning****Co-chairpersons:**

Walter R. Hunter  
Assistant Professor  
Mathematics

Regina J. Janoski  
Assistant Professor  
Nursing

**Members:**

Mark Amdahl  
Assistant Professor  
English

Ruth A. Benfield  
Professor  
Nursing

Marie Devine  
Assistant Director of Library Services  
West Campus

Robert J. Dunlevy  
Assistant Professor  
Accounting



Debra L. Eckman  
Assistant Professor  
MLT

R. Dean Foster  
Dean, West Campus

Maire McShane  
Assistant Professor  
Biology

Carol L. Messer  
Placement Testing Administrator

Peter E. Cabbage  
Counselor, Assistant Professor

Rosemary C. Snyder  
ACT 101/Advising

Linda T. Moulton  
Professor  
Computer Science and Math

Russell A. Loverdi  
Counselor, Assistant Professor

Peter J. Bachmann  
Division Dean  
Mathematics/Science/Technology

Mary Ann Coupe  
Institutional Research Assistant

Thomas G. Vavrina  
Associate Professor  
Electronic Technology

Karen A. Cameron  
Student

Denise M. Mayo  
Adjunct Faculty

\*All task forces were to provide input to Standard 6: Integrity.

## **Executive Summary and Eligibility Certification Statement**

### **An Introduction to Montgomery County Community College**

Montgomery County Community College, founded in 1964 as a comprehensive community college, offers seventy-nine transfer and career programs leading to associate degrees or certificates, as well as a wide range of continuing education programs and courses. The College primarily serves Montgomery County, a large and diverse area which contains sixty-two municipalities, twenty-one school districts, and four hundred eighty-two square miles. Home to nearly 800,000 residents, Montgomery County includes large, suburban residential communities in proximity to Philadelphia County; large operating farms in the northern and western sections; and several small urban centers. Annually, the College serves 26,000 unduplicated credit and non-credit (16,000 credit) students in day and evening classes, as well as in distance learning classes.

The Central Campus is located in Blue Bell, twenty-five miles northwest of Philadelphia, on the Route 202 technology and industrial corridor that extends from Princeton, New Jersey to Wilmington, Delaware. The West Campus is located in Pottstown at the converging borders of Berks, Chester, and Montgomery counties. Centrally located on the Route 422 corridor, the West Campus serves students primarily from Montgomery and Chester counties.

The College's open admissions policy, which assures enrollment for all students who hold a high school diploma or its equivalent, combined with its well-defined standards of excellence for graduation, ensures that the College provides affordable, accessible, quality education to all students, including the many who would otherwise not have an opportunity for higher education. Tutorial, advising, counseling and developmental services are provided to help under-prepared students acquire the skills necessary to perform successfully in college.

In addition to providing associate degree and certificate opportunities, Montgomery County Community College has partnered with a number of colleges and universities (see Table 1) to provide dual admissions and advanced degree opportunities for its students.

<b>Albright College</b>	<b>Delaware Valley College</b>	<b>Rosemont College</b>
<b>Alvernia College</b>	<b>DeSales University</b>	<b>Temple University</b>
<b>Arcadia University</b>	<b>Gwynedd-Mercy College</b>	<b>University Of Phoenix</b>
<b>Cabrini College</b>	<b>Pennsylvania State University, Abington Campus</b>	<b>Villanova University</b>
<b>Chestnut Hill College</b>	<b>Philadelphia University</b>	<b>Western Governors University</b>

### **Mission and Values Statement**

Montgomery County Community College is a place where the future is created, a place where desire and knowledge are combined to yield opportunity. The College is a reflection of and a response to the needs and aspirations of those who live, work, and conduct business in Montgomery County and beyond. Grounded in values that teach us to encourage, listen to, respect, and treat fairly those whom we serve, those with whom we work, and those who work with us in service, the College strives to ensure that all residents of Montgomery County have access to the highest quality and most affordable higher education possible. Most importantly, the College is dedicated to fostering the growth and success of all we serve.

The College believes that learning is a lifelong activity requiring constant adaptation of programs, courses, and support services to reflect social, technological, and workforce changes and to ensure that all learners reach their unique goals. Believing in the right of everyone to have access to a quality education, to workforce training, to opportunities for personal and professional growth, and to culture and recreation, the College translates the values of its community and reaches out to it, inviting involvement, offering learning, and fostering understanding.

As part of its role in the greater community, the College serves these vital functions:

- It provides quality associate degree, certificate, and continuing education programs that lead to transfer, employment and/or personal enrichment;
- It extends the reach of its programs and services, and thus educational opportunity, to meet the learning needs of those who can not readily access collegiate educational opportunities because of academic, physical, economic, cultural, or geographic boundaries;
- It links with leaders of the region's businesses and industries to assist in developing a vital, current, and educated workforce;
- It serves as a cultural and recreational destination, presenting opportunities for area residents to attend activities that feature stimulating and popular entertainment and ideas;
- And, acting as a significant element in a larger regional learning community, the College works with K-12 and university teachers, leaders, and learners to ensure a seamless and successful transition from high school, to the associate degree, to the baccalaureate degree, and beyond.

Through its role as one institution--with a single set of shared values and principles, yet with multiple physical and virtual points of access--the College works to define itself.

The College views education as a dynamic process that brings to the community a diverse, constantly changing set of learning opportunities; opportunities that develop and multiply as the community and our learners confront and react to ever-present change. Thus, to fully meet our mission, the College participates in on-going self-assessment and review in order to enhance and improve instructional programs and services to the students and the county we serve.

The students, faculty, support staff, administration and Board of Trustees of Montgomery County Community College uphold the following values:

### **Learning**

To support this value, the College:

- Promotes learning as a lifelong activity
- Encourages student centered learning
- Recognizes that learning is important in and of itself.

### **Accessible and Affordable Educational Opportunity**

To support this value, the College:

- Provides equal opportunities in education and employment
- Offers support services to assist students in meeting their educational goals

- Makes programs and services available at an affordable cost
- Provides educational services to the community
- Offers programs and services at convenient locations and times.

### **Quality Programs and Performance**

To support this value, the College:

- Provides up-to-date learning resources, tools and technologies within the framework of our financial support
- Evaluates programs and services to improve institutional effectiveness
- Promotes accountability, initiative, innovation and integrity
- Provides a collegial work environment that rewards excellence, offers opportunities for professional development, and encourages teamwork and meaningful involvement in decision-making.

### **Fairness and Equity**

To support this value, the College:

- Respects all people without prejudice or discrimination
- Strives to deal fairly with all people
- Encourages all members of our college community to communicate openly, honestly and with integrity
- Promotes tolerance, appreciation, and understanding of alternative cultural and intellectual ideas.

### **Individual Worth**

To support this value, the College:

- Is dedicated to each student's intellectual, personal and ethical growth
- Respects the opinions of members of the college community and encourages open exchanges of ideas
- Provides opportunities for the intellectual, personal, professional and ethical growth of faculty, support staff, administrators and members of the Board of Trustees.

### **Community Service**

To support this value, the College:

- Responds to the needs of the community it serves
- Plans educational programs with business and government
- Cooperates with other educational providers
- Provides opportunities and activities that culturally enrich the community.

## **Programs of Study**

The State Board of Education of Pennsylvania has authorized Montgomery County Community College to award the degrees of Associate in Arts (A.A.), which prepares students for transfer to the junior class of a four-year college, university, or professional school; Associate in Science (A.S.), which also prepares students for transfer to the junior class of a four-year college, university, or professional school; Associate in Applied Science (A.A.S.), which prepares students for immediate career opportunities or for transfer credit to colleges on a

parallel course evaluation basis; and Associate in General Studies (A.G.S.), which is designed for students who wish to plan their own curriculum based on their unique needs and college transfer plans. Specific degrees awarded by the College are:

**Associate in Arts**

Communications  
Elementary Education  
Fine Art  
Humanities  
Secondary Education  
Social Science

**Associate in Applied Science**

Accounting  
Automotive Technology  
Biotechnology  
Biotechnology - Nanobiotechnology Option  
Chef's Apprentice - Food Option  
Chef's Apprentice - Pastry Option  
Computer Applications / Office Procedures  
Computer Systems - PC/LAN  
Computer Systems - Software Engineering  
Computer Systems - UNIX  
Computer Systems - Web Development & Administration  
Criminal Justice  
Dental Hygiene  
Digital Design: Computer Graphics  
Digital Design: Multimedia Design  
Emergency Management & Planning  
Human Services - Drug & Alcohol  
Early Childhood Education  
Electronic Commerce  
Engineering and Design Technology - Computer Engineering  
Engineering and Design Technology - Computer-Aided Drafting and Design Technology - Architectural  
Engineering Technology - Computer-Aided Drafting and Design - Architectural Option  
Engineering Technology - Computer-Aided Drafting and Design - Mechanical Option  
Engineering Technology - Computer Option  
Engineering Technology - Automation Option

Engineering Technology - Electromechanical  
Engineering Technology - Electronics Option  
Engineering Technology - Mechanical Option  
Engineering Technology - Nanofabrication Option  
Fire Science  
Health & Fitness Professional  
Hotel & Restaurant Management - Food Service Option  
Hotel & Restaurant Management - Hotel Management Option  
Human Services  
Human Services - Drug & Alcohol Option  
Human Services - Gerontology Option  
Management  
Management - Real Estate Option  
Marketing  
Mathematics  
Medical Laboratory Technician  
Nursing  
Paraprofessional in Education  
Radiography  
Surgical Technology  
Technical Studies

**Associate in Science**

Accounting  
Biological Sciences  
Biotechnology  
Business Administration  
Business Administration- International Option  
Computer and Information Systems  
Computer Science  
Engineering Science  
Liberal Studies  
Management Information Systems  
Physical Education and Health  
Physical Sciences

**Associate in General Studies****Certificates**

Accounting  
Automotive Technology  
Business Management  
Child Care  
Children, Youth, & Family  
Computer Applications/Office Procedures  
Computer Systems  
Drug and Alcohol Studies  
Electronic Commerce  
Emergency Management & Planning  
Engineering Technology - Computer-Aided  
Drafting and Design  
Engineering Technology - Electronics  
Engineering Technology - Nanofabrication  
Fire Science  
Gerontology  
Human Services  
International Studies  
Marketing/Management  
Personal Computers/LAN  
Real Estate  
Retailing  
Software Engineering  
Surgical Technology  
Technical Studies  
UNIX Operating Systems  
Web Development

**Programs with Specialized Accreditations**

Dental Hygiene – Commission on Dental  
Accreditation  
Fire Science – International Fire Service  
Accreditation Congress  
Medical Laboratory Technician – National  
Accrediting Agency for Clinical  
Laboratory Sciences  
Nursing – National League for Nursing  
Accrediting Commission  
Radiography – Joint Review Committee on  
Education in Radiologic Technology  
(pending)  
Surgical Technology – Commission on  
Accreditation of Allied Health Education  
Programs

## Student Characteristics

Enrollment and FTE's for fall 2004 were 10,842 and 7,458 (annualized) respectively. This comes on the heels of 10,622 and 7,187 respectively in fall 2003. Since fall 2000, enrollment and FTE's have increased 22 percent and 35 percent respectively. For the fifth consecutive year, the College experienced growth in both the number of new student enrollments and the number of full-time students (see Table 2).

	<b>2000/FA</b>	<b>2001/FA</b>	<b>2002/FA</b>	<b>2003/FA</b>	<b>2004/FA</b>
<b>New</b>	<b>3,177</b>	<b>3,387</b>	<b>3,615</b>	<b>3,747</b>	<b>3,752</b>
<b>Full Time</b>	<b>3,164</b>	<b>3,554</b>	<b>4,047</b>	<b>4,428</b>	<b>4,679</b>

## Demographics

The credit student body is primarily female (59%) and white (71%), with the average age being just over 27 years old. Minorities represent 18% of the student population. Students aged 18-21 showed the greatest increase from fall 2003 to fall 2004 (17%).

Full-time students comprise 43% of the student population and account for 65% of the total credits taken at the College. This increased credit load for full-time students has sparked the highest FTE production in College history.

## Degrees

Sixty-four percent of students are enrolled in transfer-based programs, with the remaining students enrolled in programs with career-based objectives (36%).

## Campus Enrollments

For reporting and analysis purposes, Montgomery County Community College as a whole is divided into three campuses: Central Campus, West Campus, and Distance Learning (or the College Without Walls). In fall 2004, both Central and West Campus grew at rates comparable to the College as a whole (+2%); however, the number of students taking courses at the West Campus outpaced all campuses (+6%) since the previous fall semester. Central Campus saw notable growth among full-time students (+5%); minority student enrollment (+4%), especially African American/Black (+12%); and West Campus saw a large increase among full-time students (+14%), students between the ages of 18-21 (+9%) and minority students (+7%).

## Distance Learning Students

In fall 2004, 1,227 students took at least one distance learning course. The number of students taking only distance learning courses was 487. This number represents an 18% increase from fall 2003. This distance learning-only population is predominately female (72%) and white (76%), with the average student being 32 years old. Distance learning students are enrolled primarily in Liberal Studies (22%), Nursing (15%), and Business Administration (11%).

## Recruitment and Retention

*New Students* – New students comprise 48% of traditional students (full-time students under the age of 21) and 38.2% of students enrolled at the College full-time. Among new students, minority enrollments increased 8% overall, with the most significant increases seen among the African-American/Black population, which increased 24% from Fall 2003.

*Re-Enrollees* – For the Academic Year 2003-2004, aggregate retention rates (fall-to-fall re-enrollment) were as follows:

College	66%
Central Campus Only	67%
West Campus Only	66%
Distance Learning Only	42%
Multiple Campuses*	71%
(*includes Central, West, and Distance Learning)	

## Faculty and Staff Characteristics

Montgomery County Community College employs 167 full-time faculty (including counselors and librarians) and 522 part-time faculty. The minimum qualification for faculty members is a master's degree or its equivalent. Twenty percent of full-time faculty members hold doctoral degrees. There also were 100 full-time and 26 part-time administrators at the College. Sixty-five percent of administrators hold either a master's or a doctoral degree. The College further employs 132 full-time and 66 part-time support staff members. The minimum requirement for most support staff positions is an associate degree, and there is an expectation that new hires will have a sound knowledge of basic computer applications.

Class maximums are small, ranging from a low of ten to a high of thirty-two. The overall student-to-faculty ratio during fiscal year 2003 was 16:1. In addition, there has been a substantial increase in the number of credit hours generated over a five-year and one-year time period, which corresponds with the increase in student enrollment. For instance, credit hours have increased approximately 25% since 1999 and 11% since last fiscal year.

## Workforce Development and Continuing Education

Workforce Development and Continuing Education offered 470 courses during the 2003-04 academic year. One hundred and seven of the courses were new and designed to meet both the evolving professional development and personal enrichment interests of the community. These new courses included Real Estate Fundamentals, Medical Assisting, Microsoft Desktop Support Technician, Blueprint Reading, Fire Inspection Certification Preparation, Digital Photography, and Creative Writing. A series of new, lower-cost courses appropriate to the needs of seniors also were developed, including Windows Basics and Yoga.

Interest in the College's non-credit course offerings has grown, with a 19% increase in students enrolled in classes during the 2003-04 academic year. In that time period, Workforce Development and Continuing Education served 13,965 students in classes held at the Central and West campuses, as well as two other instructional sites, the Montgomery County Fire Academy and Lansdale. Customized training classes were provided on-site at over 30 companies and



organizations of all sizes throughout Montgomery County, including Visteon, General Motors Acceptance Corporation (GMAC) Mortgage, Pottstown Borough, Hatfield Meats, and United States Sear Corporations (USSC) Group.

### **Recognition and Awards**

Over the past several years, Montgomery County Community College has been recognized for excellence in workforce development, in technology, and in teaching.

#### 2001:

The Workforce Development and Continuing Education Division received the Cisco Systems Training Center Best Service Award. The College houses one of only 17 Cisco Training Centers in the United States and 40 in the world chosen to support, monitor, and train Cisco instructors for Regional Academies.

#### October 2001:

Montgomery County Community College was named the fourth "Most Wired" two-year college in the United States by *Yahoo Internet Magazine*.

#### November 2002:

Roseanne Hofmann, Professor of Mathematics, was named Pennsylvania Teacher of the Year by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching. Dr. Hofmann was one of only five community college faculty in the country recognized for this honor.

The American Mathematical Association of Two-Year Colleges (AMATYC) awarded an AMATYC INPUT Award to Professors Walter R. Hunter and Roseanne Hofmann for their project, "Just in Time Algebra with Multimedia," at the 2002 AMATYC Annual Conference in Phoenix, Arizona.

#### October 2003:

The College website ([www.mc3.edu](http://www.mc3.edu)) was named one of the top two sites in higher education in the country by the Center for Digital Education, an international research and advisory institute on information technology in higher education. The University of Miami placed first.

#### April 2004:

The College was named one of the top two "digitally savvy, cutting edge" suburban community colleges in the nation by the Center for Digital Education, based on the organization's second annual Digital Community College Survey.

#### May 2004:

The College received the Governor's Achievement Award for its contributions to 2+2+2 education articulation programs in biotechnology at the Pennsylvania Partners 20th Annual Employment, Training and Education Conference.

September 2004:

Student Kelly Albrecht was selected as one of only 40 national Leader of Promise winners by Phi Theta Kappa International.

November 2004:

Tom Kolsky, Professor of History and Political Science, was named the Pennsylvania Teacher of the Year by the Council for the Advancement and Support of Education (CASE) and the Carnegie Foundation for the Advancement of Teaching.

Middle States Commission on Higher Education

## Eligibility Certification Statement

Montgomery County Community College is seeking:

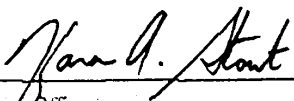
*(Name of Institution)*

*(Check one)*


- Reaffirmation of Accreditation       Initial Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education.

- If applicable, exceptions are noted in the attached memorandum.

  
\_\_\_\_\_  
(Chief Executive Officer)

1/18/05  
(Date)

  
\_\_\_\_\_  
(Chair, Board of Trustees or Directors)

1/18/04  
(Date)

## **Chapter One: Mission, Goals & Objectives**

### **Introduction**

In 2002, Montgomery County Community College began a review of its Mission. The last review was in 1999 and resulted in no modification. In fact, there had been no significant change to the Mission statement during the last ten years. The 2002 examination, spearheaded by the President, included a meeting at which she asked participants to divide into small groups, each with a facilitator. The groups were asked to test the relevancy of the current mission and values statements against the findings from the 2001-2002 strategic planning process.

Using these team comments and observations as a springboard, a faculty volunteer developed an initial draft of a mission statement to better reflect the College's:

- Comprehensive mission, including a renewed focus on workforce development.
- Intentions to more aggressively reach out to its communities, including forming connections with the K-12 and university sectors.
- Dynamic and evolving nature in response to the community's higher education and lifelong learning needs.
- Commitment to continuous improvement.

This draft was revised four times with input from two administrative retreat sessions (June 2002 and August 2002). The final draft was considered and endorsed by the President's Leadership Council, a group with faculty, student, support staff, and administrative representation, in the fall of 2002.

### **Methodology**

The Task Force charged with studying this standard also examined Standards Two and Three because of their close relationship to Standard One. Members of this Task Force specifically studied the College's Mission, Goals, and Objectives by interviewing appropriate College personnel and consulting the following materials:

College Web Site

College Catalog 2002-2004 and 2004-2006

Self-Study Steering Committee Meeting Minutes

Connecting to Build Futures: The Strategic Plan 2002-2005

Listening Session Results – 2001 (on MCADAM, the College's intranet)

### **Findings**

#### ***Mission Review***

When the Middle States process started in December 2002, the revised Mission Statement had not yet been formally adopted by the College's Board of Trustees. The Steering Committee took this fact under advisement and decided to use the Middle States process, because of its comprehensive and inclusive nature, to review and recommend final adoption of the revised mission statement to the President.

On November 17, 2003, after extensive review of the proposed new Mission Statement, the Steering Committee recommended that the Vice President for Academic Affairs and Provost request that the President take the proposed statement, with the revised Statement of Values, to the Board of Trustees for adoption so that the College's Self-Study process could continue with the Mission and Values as a guide. The Trustees approved the new Mission and Values Statement at their December 2003 meeting.

The College's revised Mission and Values Statement are truly relevant. They cover the three most important aspects of the student's life: home/community, academia, and career. In relation to the student's life at home and in the community, the College, at its Central Campus, provides a nurturing atmosphere that, for example, includes an on-campus daycare program. In the area of academics, the College has put learning first and is committed to providing high quality, affordable, and accessible education. And finally, in the area of providing career fulfillment, the College adapts courses and programs to reflect technological and workforce changes, and links with regional business and industry leaders to ensure that it is educating the workforce needed for our future. This focus on all major aspects of the students' lives affords them the confidence to pursue their goals and, ultimately, to contribute to the well-being of the community at large. The revised statement clearly expresses the College's commitment to provide all of its constituents with the opportunities, credit and non-credit, to enable them to achieve their educational, professional, and personal fulfillment goals. The Statement of Values, which accompanies the Mission Statement, also clearly presents the principles which guide the College in carrying out its Mission.

A concern expressed by the Task Force was that the Mission Statement, as it existed in the 2002-2004 College Catalog, appeared on page 123. The group believed that it should stand prominently at the beginning of the catalog. This concern also was expressed to the Steering Committee, who recommended that the statement be moved in the 2004-06 catalog. Based on this recommendation, the statement has been moved to page 5 of the new catalog, immediately following the table of contents. The Mission Statement is also easily accessible on the College's website.

### ***Strategic Plan Development***

The College's Goals and Objectives have been clearly defined and are presented as Eight Strategic Issues, each with related Strategic Initiatives, in "Connecting to Build Futures: The Strategic Plan 2002-2005." Through the Strategic Issues and Initiatives, the College fulfills its Mission. This Plan involved an extensive outreach effort to all Montgomery County Community College constituencies and was the result of the work of the entire college community. The planning process was initiated in April 2001 upon the arrival of the new President, Karen A. Stout, Ed.D.

Over a two-month period, Dr. Stout hosted and facilitated fifteen Listening Sessions with faculty and staff from all units and campuses, who were invited to answer two questions during the Listening Sessions:

- 1) What are your hopes, dreams and aspirations for the Montgomery County Community College of the future?
- 2) What are the barriers to achieving these hopes, dreams and aspirations?

The results of the Listening Sessions were posted on the College's intranet and were synthesized into 20 theme areas. At two summer 2001 retreat sessions (in June and August) with 50 administrative staff, the theme areas were streamlined to nine. The results of the Listening Sessions and the retreats were shared with the entire College community on the Opening Convocation on September 3, 2001, and with the Board of Trustees at a one-half day retreat on October 21.

Over the course of the Fall Semester 2001, faculty and staff were again engaged in the planning process with the President hosting and facilitating ten Strategic Conversations (five at both campuses). The goal of the Strategic Conversations was to identify strategies that the College must take on to achieve success in the nine theme areas. More than 150 faculty and staff attended the conversations, most attending more than one session. Using a nominal group technique, participants were asked to individually identify three relevant strategies to address the identified issue. Then, within small groups of six to eight, individuals were encouraged to share their strategies. Group recorders captured the strategies and the groups then prioritized the initiatives, marking those with the greatest potential for impact, or return, as the top priorities. Results of the Strategic Conversations also were posted on the College intranet.

"Connecting to Build Futures: The Strategic Plan 2002-05" includes and synthesizes results from the Listening Sessions and the Strategic Conversations. The Plan is anchored by eight strategic issues (the early draft included nine issues, but two were later combined). The strategic initiatives with each issue are written with input from the Strategic Conversations. They set out a blue print for achieving success in each issue area.

The eight Strategic Issues identified in "Connecting to Build Futures" are:

- Placing Learning First
- Aligning the Infrastructure to Support Learning
- Demonstrating Our Value
- Extending Our Reach
- Moving to the Community's Center
- Building a Modern and Model Workplace
- Developing the College's Multiple Campus Mission
- Creating a Diverse Learning and Working Environment

The College's Strategic Plan articulates the college community's hopes, dreams and aspirations to build upon the best of the past while positioning the College to be open, flexible and dynamic in responding to new opportunities.

Unlike many strategic planning processes, a rigorous review of the internal and external environments was not included as part of the process. However, in the course of developing the Plan and in verifying the relevancy, potential and feasibility of the strategic issues and initiatives, much data was gathered and analyzed. The strategic planning model used purposefully did not begin with mission review so that the new President could quickly identify, with the college community, those issues that were most important to address. This immediate issue focus was important as the College was in a state of transition and operational planning processes were not in place. There was a concern that immediate mission review as a first step might hinder the planning effort.

The implementation and ongoing life of Montgomery County Community College's Strategic Plan are described in more detail in Chapter Two.

## **Strengths**

- The College, as a result of the Middle States self-study process, has adopted a new a Mission Statement to help guide it in its operations.
- The Mission Statement also includes a Statement of Values which covers how the College provides students the opportunity to acquire their education and how that education provides growth for students and the community.
- The Goals and Objectives of the College's Strategic Plan are clearly tied to its Mission and Values.

## **Concerns**

- The College has historically lacked a formal Mission-review process.

## **Recommendations**

- 1.1 The College should embed a process for the systematic review of its Mission, Goals, and Objectives into its regular strategic planning process to ensure that they continue to be relevant and appropriate to meet the emerging needs of the College's constituents.

## **Chapter Two: Planning, Resource Allocation, & Institutional Renewal**

### **Introduction**

Montgomery County Community College has always been a fiscally responsible institution, basing allocation of resources and procedures for renewal on sound judgments. Since our last periodic review, the College has created a more systematic process to assess its fiscal and physical resources. For example, the Information Technology department has created a five-year Technology Fee Budget for College-wide projected technology expenses. The Director of Facilities also implements a preventative maintenance program for a five-year period. Such processes have allowed the College to remain fiscally healthy. Moreover, as part of its commitment to providing higher education at an affordable cost, the College always strives to maintain the lowest possible tuition, while still providing students with the highest quality learning experience.

In 2001, the College began a long-term strategic planning initiative, the result of which has been an institutional Strategic Plan, a Facilities Master Plan, an Information Technology Strategic Plan, and a Library Plan, all of which are designed to align with the College's Mission, Goals, and Objectives.

The focus of this part of the self-study is to examine the College with respect to whether its goals/objectives for planning, and institutional renewal are, indeed, appropriate and well implemented at this point in the College's life. An analysis of resource allocation in support of planning and renewal is continued in Chapter 3.

### **Methodology**

As was previously mentioned, the Task Force charged with examining this standard studied the first three standards listed in the Middle States "Characteristics of Excellence" since they are so closely related. The group interviewed appropriate College personnel and reviewed documents, including:

Connecting to Build Futures: The Strategic Plan 2002-2005  
Listening Session Results – 2001 (on MCADAM, the College's intranet)  
Open Forums (Notes Available) on Mission Review  
Annual Mid-Year Goal Reports  
Annual Strategic Plan Assessment

### **Findings**

With the arrival of a new president in 2001, the College began the process of developing a new Strategic Plan. While Montgomery County Community College has always been a quality institution, serving the needs of its community, many of its processes and procedures were based on a twentieth-century model, which was designed to work within the constraints of the time and resources then available.



As part of a new organizational model, the President initiated an intensive strategic planning process that is inclusive, data-driven, and functional, as well as future-oriented and values-based. The strategic planning process, which lasted over ten months, has resulted in the identification of eight Strategic Issues that the College must address to fulfill its Mission and increase its effectiveness in the coming years. The eight “Strategic Issues,” visualized in Figure 2.1, are:

- Placing Learning First
- Aligning the Infrastructure to Support Learning
- Demonstrating Our Value
- Extending Our Reach
- Moving to the Community’s Center
- Building a Modern and Model Workplace
- Developing the College’s Multiple Campus Mission
- Creating a Diverse Learning and Working Environment

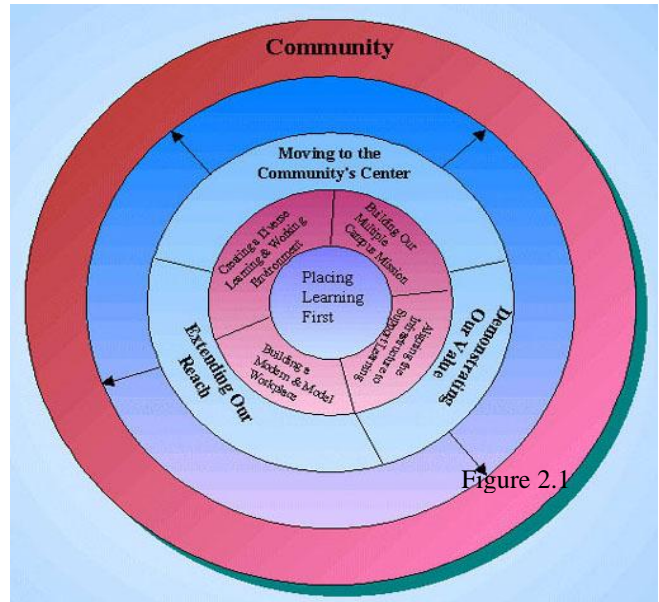


Figure 2.1

A complete explanation of these Issues may be found in “Connecting to Build Futures: The Strategic Plan 2002-2005,” a copy of which has been sent to Visiting Team members.

The planning process, now in its third year, has become the means by which the College assesses its effectiveness, ensures appropriate service in the future, and determines whether it is fulfilling its Mission.

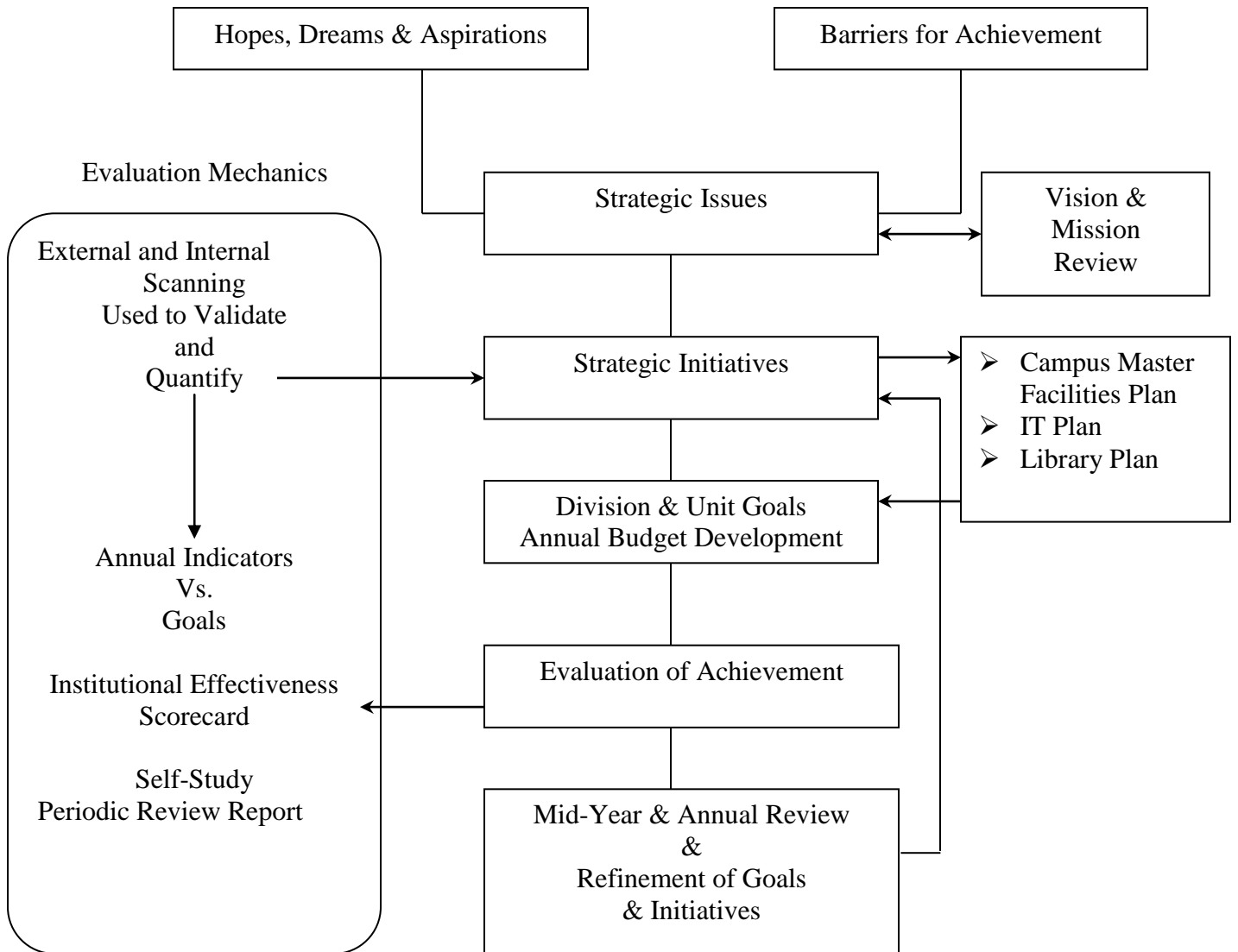
***Strategic and Operational Planning Processes***

Table 2.1 outlines the Strategic Planning Guidance Model utilized by the College since the President’s arrival in 2001. The Strategic Issues were identified by convening Listening Sessions around “hopes, dreams and aspirations” and “barriers to those hopes, dreams and aspirations.” Mission review came after the identification of the Strategic Issues. Three supporting plans emerged in order to implement Strategic Initiatives, including the Facilities Master Plan (adopted in June 2002); the Information Technology Strategic Plan (adopted in June 2003); and the Library Strategic Plan (adopted in Fall 2002). Other supporting plans are now in draft form, including the West Campus Academic Plan (November 2004) and the Distance Learning Strategic Plan (Fall 2004). The College’s Strategic Plan and these companion plans drive annual operational planning and budget development. Annual goal achievement is monitored at mid-year and annually, and results are shared with the Board of Trustees each June.

Table 2.1

**MONTGOMERY COUNTY COMMUNITY COLLEGE  
2001 - 2005**

**Strategic Planning Guidance Model**



Operational planning and budget development are undertaken annually by each Division of the College. These include Academic Affairs, Administration and Finance, Information Technology, the Office of the President, Marketing and Communications, Foundation and Alumni Relations, Student Affairs, West Campus, and Workforce Development and Continuing Education. Furthermore, this planning is conducted at all levels of each Division, making it a truly college-wide process. All operational plans and budget requests at all levels must be tied to Strategic Issues. Thus, strategic and operational planning are not only widely understood at the College, but they are also integrally linked.

For example, over the past several years, operational planning and budgeting processes have resulted in several actions that clearly support two Strategic Issues: Placing Learning First and Aligning the Infrastructure to Support Learning. Those actions have been the hiring of additional full-time faculty (see Table 2.2) and the development of new academic programs (see Table 2.3). These additions to the faculty and to the curricular offerings of the College allow us to better serve and support students and to contribute to the workforce and the economy of our region.

<b>Year</b>	<b>Number of Retirements</b>	<b>Number of Hires</b>
<b>2001/2002</b>	<b>2</b>	<b>7</b>
<b>2002/2003</b>	<b>2</b>	<b>7</b>
<b>2003/2004</b>	<b>6</b>	<b>18</b>
<b>2004/2005</b>	<b>NA</b>	<b>14 (with projections)</b>

<b>Year</b>	<b>Number of Programs</b>	<b>Programs</b>
<b>2001-2002</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Certificate in Accounting</b></li> <li>• <b>Certificate in Human Services</b></li> <li>• <b>Business Administration/International Option - A.S.</b></li> <li>• <b>Certificate in Hotel/Restaurant/Institutional Supervision</b></li> </ul>
<b>2002-2003</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• <b>Chef Apprenticeship - Food Option &amp; Pastry Option - A.A.S.</b></li> <li>• <b>Radiography Program - A.A.S.</b></li> <li>• <b>Surgical Technology - A.A.S. and Certificate</b></li> <li>• <b>Paraprofessional in Education - A.A.S.</b></li> <li>• <b>Honors Program</b></li> <li>• <b>Medical Assisting - Certificate</b></li> </ul>
<b>2003-2004</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• <b>Biotechnology, Nanobiotechnology Option - A.A.S.</b></li> <li>• <b>Emergency Management &amp; Planning - A.A.S. &amp; Certificate</b></li> </ul>

***Institutional Renewal***

The planning processes of Montgomery County Community College have resulted not only in the acquisition of additional resources for the College, but also in the renewal of many existing but, perhaps, underutilized or underdeveloped resources. Numerous examples are listed in Table 2.4 and also are included in the annual President’s Messages for 2003 and 2004 that are included in the Visiting Team materials.

<b>Strategic Issue</b>	<b>Example</b>
<b>Placing Learning First</b>	<b>In the fall 2004, the College opened its Teaching and Learning Center. The center is faculty-led to support professional development that focuses on faculty-student interaction and goes beyond what was previously offered through the Professional Development Center. Since fall 2002, the College has provided one-on-one mentoring for all of its new, full-time hires. The College also has continued to assess and modify its adjunct and full-time faculty orientation program, which now includes a year of presentations and seminars in addition to the previous pre-semester presentations and seminars. As an outgrowth of an Academic Integrity Committee formed in 2002, the College has developed and published a definitive code of academic ethics. Beginning in the spring of 2004, there has been a college-wide movement to ensure that all syllabi include consistent, valuable information, such as learning objectives and College policies on academic dishonesty. The College also has bolstered its information technology offerings.</b>
<b>Aligning the Infrastructure to Support Learning</b>	<b>Since 2001-2002 until fall 2004, technology in 20 classrooms was upgraded at Central Campus and 10 were upgraded at West for totals of 56 and 14 technology enhanced classrooms, respectively. A formal life cycle plan still needs to be developed for furniture, carpet replacement and painting. West Campus expansion and construction of an Advanced Technology Center at Central Campus are on track for spring 2006 and fall 2006 openings respectively.</b>
<b>Demonstrating Our Value</b>	<b>Significant progress has been made with the implementation of the institutional identity program; the re-design of key publications including the course guides, the workforce development promotional piece, “Currents” (the alumni newsletter), the Honors Program brochure, and new program fact sheets.</b>
<b>Extending Our Reach</b>	<b>In addition to the new programs and certificates listed in Table 2.3, over 50 new courses and several new non-credit certifications have been added to the College’s curricular offerings since 2001.</b>
<b>Moving to the Community’s Center</b>	<b>Ticket sales and attendance at the Lively Arts Series have increased by double digits for 2001-2002 and 2002-2003. The children’s series and residency program in middle and high schools, including the Pottstown and Norristown schools, was introduced in 2002-2003. The 2003-2004 series extended further into Pottstown.</b>

<b>Table 2.4 (Continued)</b>	
<b>Examples of Renewal Resulting from Strategic Planning Process</b>	
<b>Strategic Issue</b>	<b>Example</b>
<b>Building a Model and Modern Workplace</b>	Programs for service recognition and retirement recognition have been re-introduced and bolstered. Since 2001, the College has been hosting a recognition ceremony to honor the years of service provided by the faculty and staff. Furthermore, beginning in 2002, Opening Day offers showcase opportunities for innovative programming. The President’s Report and the “Update” weekly newsletter offer kudos to faculty nominated for national and regional awards, as well as other accomplishments. Adjunct-faculty are acknowledged at an appreciation dinner. Since 2003, the College’s Lindback award winner has been acknowledged at the yearly spring graduation ceremony.
<b>Developing the College's Multiple-Campus Mission</b>	A “spine of services” model was developed in summer 2002 and refined in 2003. Organizational structure change placed West Campus leadership with the academic Vice President/Provost and requires each vice president to assume two campus planning responsibilities for their areas of leadership. Deans have better connections with West Campus for academic planning and adjunct faculty hiring. Library structure was reinforced to ensure connections between both libraries. A Workforce Development and Continuing Education Manager was hired for West with dotted line responsibilities back to the Dean for Workforce Development and Continuing Education. Connections have resulted in more credit and non-credit course offerings, more programs and degree completion opportunities, and the alignment of the adjunct hiring process.
<b>Creating a Diverse Learning and Working Environment</b>	Recruitment efforts have been extended to include minority publications and professional journals, as well as a pool certification process. Since 2002, a new search committee orientation offers standard guidelines for the operation of all searches, including faculty leadership on all faculty searches. An EEO and Diversity Policy was approved by the Board in May 2003 after a year-long development process with college-wide input.

Overall, it is clear that the strategic planning process, as it has been exemplified in the efforts of the past three years, is inclusive and responsive.

The Strategic Plan has served as a transformational tool, requiring the College to begin an extensive review of long-standing policies and procedures that are not aligned with the current plan and issues. The Self-Study review process revealed that, although several policies have been reviewed and updated since 2001, this review has not been systematic and extensive enough.

## **Strengths**

- The College has an effective participatory planning process that is continuously assessed.
- Communication of new initiatives/procedures is extensive.
- The College's current strategic planning process is designed to serve as a model for future planning efforts.

## **Concerns**

- The College does not employ a process for the systematic review of institutional policies.

## **Recommendations**

- 2.1 While the College has started a process for the systematic review of policies and procedures across all functional units, the College should employ a system to ensure that this review continues and that revisions, improvement, and modifications are made as needed.

## **Chapter Three: Institutional Resources**

### **Introduction**

Believing that all resources exist for the purpose of assisting in fulfilling its Mission, Montgomery County Community College has always worked to ensure that it has, maintains, and/or acquires those resources which will enable it to provide the best educational opportunities possible, whether those resources be human, our greatest resource, or financial.

This chapter examines the College's protocol with regard to how it allocates and uses its institutional resources, especially regarding the model's efficiency, as well as how well resource allocation supports the accomplishment of the College's Mission, Goals, and Objectives, and its connection to the College's comprehensive Facilities Master Plan.

### **Methodology**

In addition to interviewing appropriate College personnel, the Task Force consulted the following documents:

College Policies and Procedures Manual (including Budget Development Guidelines and Capital Budget Process)  
Facilities Master Plan  
Hay Report, 2003  
New Employee Orientation Guidelines  
Operating and Capital Budgets – FY 2001 through FY 2005  
Operating Efficiencies – Fall 2004

### **Findings**

#### ***Operating and Capital Budget Processes***

Starting in 2001, the College adjusted its budget development process to achieve greater collaboration with College financial managers and greater participation by the College executive leadership in establishing spending priorities. Prior to these adjustments, a simplistic incremental budget development process was used with allocations of general budget amounts provided by the Chief Business Officer to key College areas. The allocations were based upon best estimates developed by the Chief Business Officer in consultation with the former President.

The current budget development process is driven by the College's approved Strategic Plan and the Eight Strategic Issues. Based on these documents, the Office of Administration and Finance has established guidelines for the development of operating budgets. These guidelines clearly reinforce the requirement to tie increases in spending requests to the advancement of specific Strategic Issues. Throughout the budget development process, College leaders prioritize College spending considerations against the Strategic Issues. As a final step, prior to Board of Trustee approval of the proposed budgets, the President's Cabinet conducts a coordinating review of the developed budgets to ensure that planned spending meets the Strategic Issues. Thus, the current budget development process is collaborative and is driven by the knowledge and acceptance of the College's Strategic Plan.

More specifically, the development of the operating budget provides opportunities for financial managers to request additional funding for new program development which, again, is derived from the College's Strategic Plan. At this time, it appears that the operating budget development process meets the funding needed for the most strategic new program development. This conclusion results from the fact that the College, for the past two years, has spent less than revenues received while meeting its new program needs. It also should be noted that there are opportunities to create special budget amounts available for new program initiatives within the budget year.

The capital budget process is also grounded in the Strategic Plan, requiring that any proposed capital expenditure be tied to a Strategic Issue. However, the development of the capital budget plan is currently severely constrained by the lack of State support for virtually any form of capital spending. The Pennsylvania guideline for community college operations provides for funding for capital items by a formula reflecting 50% funding from the State and 50% from the local sponsor (in the College's case, Montgomery County). Over the past two years, the State has approved, but not funded, major capital items. Although the State has continued to fund the debt service for previously approved major College capital expenditures, no new funding has been approved for capital items.

One consequence of the method by which the Commonwealth of Pennsylvania funds community colleges is that the higher the sector's overall enrollment, the lower the capital funding. The State allocates a fixed dollar amount to community colleges each year. From that allocation, FTE funding is taken first. The remaining dollars are then allocated to 1) mandated capital and 2) non-mandated capital. Since community college enrollments in general, as well as the College's enrollments in particular, have been steadily rising over the past several years, there has been little or no money left for capital allocations.

The College has had to consider alternative sources of funding to provide for minimum capital expenditures (repairs, replacement of existing academic equipment, etc.). For example, the College instituted a per-credit Technology Fee to help fund capital purchases for academic technology. For the 2003-04 capital budget, the Board of Trustees has identified a specific amount of *operating* budget funds to be used to meet capital needs. Should this alternative be used over time, the College's *operating* budget could have less capability to support the College's Strategic Plan.

### ***Tuition***

In the state of Pennsylvania, community college funding is based on three sources: student tuition and fees, local sponsor share, and the state share. Each component is intended to provide one-third of the operating revenues for a community college. Historically, the College has been very careful in using the student tuition component of its revenue. Table 3.1 shows that the tuition fees have increased at a slow and measured rate for the past several years. During each budget development cycle, the College considers the anticipated tuition fees for nearby Delaware County Community College and Bucks County Community College. The increases in tuition fees considered by the College have always been in the same range as the College's local sister community colleges. The current rate is reasonable and affordable within this context.

<b>1999</b>	<b>\$72/credit</b>
<b>2000</b>	<b>\$73/credit</b>
<b>2001</b>	<b>\$75/credit</b>
<b>2002</b>	<b>\$77/credit</b>
<b>2003</b>	<b>\$79/credit</b>
<b>2004</b>	<b>\$81/credit</b>



However, when dealing with potential increases in student tuition, the issue always arises as to the level of the student tuition share of the College's revenue. The question raised is, "If the other two funding components do not increase at a sufficient rate to meet increased operating expenses, should increases in student tuition make up the difference?" The College has made every attempt to avoid relying solely on increases in student tuition as a means to maintain adequate revenues. For example, through increased pursuit of grants and donations (discussed later in this Chapter), the College has been able to, at least partially, compensate for public under-funding. This sensitivity to minimizing increases in student tuition each year has allowed the student tuition rates to remain reasonable and affordable.

### ***State and Local Sponsor Funding***

Although student tuition has been a stable source of funding for the College, and the local sponsor has endeavored to maintain its support, the State share has not fully funded FTEs generated, as required by state statute in two consecutive fiscal years. Table 3.2 shows the share of total revenues by the three primary sources of funding.

Though the State share appears to increase, further analysis reveals that State funding, since FY 03, has fallen from the statutory reimbursement level of \$1500 per FTE to \$1345 per FTE for FY 05. The State share is increasing because enrollment has increased, but the State share has not kept pace with enrollment growth across the sector, resulting in a "pro-rated" amount of per FTE support. Thus, one can conclude that the cost burden has unintentionally been shifting to the students.

Funding from Montgomery County reflects a fairly consistent level of financial support, though the County's share of the budget continues to decrease. However, once the County decision is made as regards the level of financial support for the year, that amount remains fixed, even if enrollment increases significantly. Should the College experience an increase in enrollment beyond the College's best efforts to predict such an increase, there are no additional County funds to meet the increased expenses associated with the unexpected enrollment growth.

To summarize, the operational State and local sponsor funding appear, at this moment, adequate to allow the College to support strategic goals. However, the State share cutbacks in operational funds may have a dramatic effect on future operations. Also, the State freeze on capital expenditures, as already cited, is a serious restriction on the ability of the College to enter into efforts to implement new construction and renovation identified in the Facilities Master Plan. Finally, the freeze of State Aid funds termed "non-mandated capital" specific for small capital projects and equipment purchases also adversely affects the ability of the College to meet its strategic goals.

<b>Year</b>	<b>Student Share</b>	<b>Local Sponsor Share</b>	<b>State Share</b>
<b>1999</b>	<b>37.3%</b>	<b>33.2%</b>	<b>29.5%</b>
<b>2000</b>	<b>36.9%</b>	<b>33.9%</b>	<b>29.2%</b>
<b>2001</b>	<b>37.1%</b>	<b>33.2%</b>	<b>29.7%</b>
<b>2002</b>	<b>38.5%</b>	<b>30.4%</b>	<b>31.1%</b>
<b>2003</b>	<b>39.3%</b>	<b>28.1%</b>	<b>32.6%</b>
<b>2004</b>	<b>39.8%</b>	<b>27.6%</b>	<b>32.6%</b>

It seems likely that the State will, in the next few years, adjust the funding formula away from an FTE-driven operational allocation to a fixed annual allocation less based on enrollment and more based on State capacity to fund community colleges. In addition, capital funding is anticipated to open up, but with a new process that may not ever assist again with leases and smaller equipment purchases. To compensate for these trends, the College will need to:

- Better project student enrollments;
- Expand its entrepreneurial capacity and private fundraising efforts;
- Incrementally increase student tuition to support operating and capital requirements;
- Further extend newly launched workforce development efforts.

Additionally, the County will need to:

- Continue to support the College's annual request for operating funds, incrementally increasing the level of its support;
- Support its share of additional debt service for new capital construction.

The current financial health of the College is sound. Excluding any unforeseen problems, at least two of the revenue components for funding, student tuition and County funding, will likely increase to match expenses associated with expected increased enrollment. However, there is a significant caveat to this forecast. The College has very little physical capacity, at selected times, to absorb a significant increase in enrollment without an expansion of its physical space (i.e. classrooms) at the Central Campus. The College recently announced a two-phased lease expansion at the West Campus that will add 50,000 square feet to support current enrollment growth and enrollment projections. The expansion of physical capability is paid through capital budgets. Thus, a serious restriction on capital budgets may significantly affect the revenues expected in the operational budgets.

The projection for the financial health of the College in terms of capital dollars is not as positive as for operational dollars. The main concern is the length of time the State will continue its freeze on funds for capital expenditures. The College would have great difficulty compensating for the lack of the State share of capital projects (50% of the cost) from its existing fund balances. To address this freeze on State aid for capital, the College is exploring alternative means of funding the State expected share of capital projects for a few years.

One of the most significant steps to consider is the creation of an alternative source of future capital funding. The College's Foundation has embarked on a capital campaign, its first ever, to raise dollars to support the renovation and expansion of the Art Barn facility. (The Art Barn is a facility that houses such courses as painting, drawing, ceramics and sculpture.) The goal would be to create the financial resources to provide for the State's capital share (50%) in times of State freezes. In most cases, the College will still assume that the County will continue to support major capital construction at a 50% level.

Other important steps will include continuing to improve and refine the collaborative budget process now in place for creating the operational and capital budgets. Such improvements would include total electronic budget development, simplified budget development guidelines, the designation of funds for special program initiatives that will have a high impact on achieving the College's strategic goals, and expanded financial analysis to support improved cost-containment efforts within the College.

Evidence of some advances in the area of cost containment include:

- Redesigned the health care benefits' package for employees and also introduced a premium cost-sharing component for the most expensive program. Estimated annual savings of \$150,000.
- Increased class capacity size by one for classes with 25 or fewer students (limited exceptions) per the newly negotiated Faculty Contract. Estimated annual savings of \$50,000.
- Eliminated printing and mailing final grade reports. Students can access these reports via technology on Web Advisor or on the automated phone system. Estimated annual savings of \$11,000 in postage costs, in addition to savings with processing time, forms, and toner.
- Eliminated a college-specific financial aid application. Annual financial savings achieved through reduced mailing and use of approximately 10,000 college-specific forms.
- Connected the two main campuses of the College (Central and West) via private fiber network infrastructure. This fiber provided with the bandwidth necessary to consolidate network servers. Voice and video communications between the campuses have also been consolidated with data circuits. All parallel voice circuits have been removed. Estimated annual savings of \$18,000.
- Implemented an automated blanket purchase order module. Processing costs decreased by reducing the volume of small-dollar purchase orders that previously had to be generated. Also, modification of purchasing policy allowed the College to achieve cost savings by joining a local higher education consortium. Estimated savings of \$20,000 during FY 2004-05 with new office supplies contract negotiated through the consortium.

### ***Facilities, Technological, and Equipment Infrastructure***

From fall 2001 through spring 2002, the College created a new Facilities Master Plan, led by the firm of Spillman Farmer Shoemaker Pell Whildin, PC. The purpose of the Plan was to prepare a conceptual blueprint for physical growth for the two main campuses, covering an approximate seven-year timeframe. The Master Plan is intended to advance the accomplishment of the College's strategic objective to create a campus environment that stresses connectivity among students, faculty, staff and the community in new and exciting ways that integrate technology with appropriate facilities to support the educational mission of the College.

In June 2002, the Board of Trustees approved the Facilities Master Plan for implementation. As an overview, the Plan includes two basic phases of construction for the Central Campus and key projects for the West Campus. The approximate cost of the Facilities Master Plan was initially \$54.8 million.

The two phases of the Facilities Master Plan for the Central Campus focus on the key projects that would benefit the College the most in meeting strategic planning goals. Phasing also considered realistic funding expectations from both the State and the local sponsor. Phase A includes projects that have an estimated cost of \$35.4 million. Key projects in Phase A include, by priority, a new academic building called the Advanced Technology Center, the creation of a new Student Services Center (resulting from a major renovation and expansion of the existing College Bookstore building), a renovated Library (resulting from major renovations of the existing Library in Parkhouse Hall), a renovated academic Art Barn complex (resulting from renovation and significant expansion of the existing Art Barn area), and finally, the renovation of the remaining portion of the major administration building, College Hall, where the Library is co-located.

The College started the implementation process for Phase A of the Master Plan by obtaining required State approval of the Advanced Technology Center in 2003 as the first priority project in the Plan. In addition, the College initiated a first-ever private fundraising effort to renovate the Art Barn area without dependence upon State capital funding. Currently, the Advanced Technology Center project has entered into the architectural design phase, and the required Land Development Use Plan required to support both that project and the Art Barn is underway. It is anticipated that ground-breaking for the Advanced Technology Center will occur fall 2005.

Phase B for the Central Campus includes projects that have an estimated cost of \$19.4 million. This phase includes a renovated Theater (resulting from major renovations of the existing Theater area), a significant expansion of the primary academic building (Parkhouse Hall), and the creation of a Health and Wellness Center (resulting from significant expansion and renovation of the current Physical Education building).

During the development of the Facilities Master Plan, the College recognized the need for expanded academic facilities at the West Campus. Although the Master Plan initially included expansion of the existing West Campus building, an opportunity arose that permitted the College to enter into a lease/purchase arrangement for a 50,000 square foot renovated building to meet the academic space needs for West Campus very quickly. As a consequence, the College entered into a partnership with a local developer in fall 2004 to design and lease a second building close to the existing single West Campus building. This lease arrangement demonstrates the College's flexibility in achieving the goals of the approved Master Plan by seizing facilities expansion opportunities unique to the individual campuses.

In sum, the College has a well conceived Master Plan to serve as a guide to 2010. At the same time, the College also has the flexibility to seize unique opportunities to meet the physical growth needs being generated by the strategic directions the College has adopted.

### ***Human Resource Policies and Procedures, and the Professional Development Program***

**Policies, Practices and Procedures:** The staff of the College's Human Resources Department reviews existing and proposed Human Resources policies, practices and procedures to ensure consistency with the College's Mission and Strategic Plan. The Human Resources Department also works to ensure that all policies, practices and procedures comply with applicable federal, state, and local laws, along with ensuring consistency and compliance with all collective bargaining agreements. The Human Resources Department also provides analysis of various Human Resources policies, practices and procedures, and makes recommendations for

modernizing and streamlining processes. Such recommendations are aimed at achieving greater efficiencies and cost effectiveness through the increased use of technology, such as electronic employment applications, electronic performance appraisal systems, and web-based processes, applications and systems.

**Outsourcing of Health Insurance Premium Collections:** In 2003, the Human Resources Department arranged for and implemented a cost-effective outsourcing of the collection of health insurance premiums for retired employees, part-time employees, as well as COBRA-eligible participants, through a third-party service provider, Beni-Source. The collection process was previously handled internally with substantial inefficiency and redundancy for the College. This change significantly improved efficiency and now provides vastly improved services to retired eligible employees, COBRA participants, and part-time employees (see Policies and Procedures Manual). The change significantly reduced repetitive clerical tasks in the Human Resources Department, thus allowing the staff more time to focus on more value-added services for employees and others served by the department.

**2003 Hay Compensation Study:** In 2003, consistent with the Strategic Plan, the College recognized the need to re-evaluate the compensation program for full-time administrators and full-time non-bargaining unit support staff, as no such evaluation of these groups had been done since 1988. The Human Resources Department launched a comprehensive compensation study for the College, supported by consultants from the Hay Group. The study focused on evaluating jobs in the target group for market pay competitiveness, including comparisons of salary, benefits and work environment, updated position descriptions, analysis of market salary data, and evaluation of organizational structure and processes. When the study was completed, the College evaluated the results of the study and developed a financial and implementation plan that was submitted to the Board of Trustees of the College and approved in 2004.

The study aimed at assessing the overall compensation program for the target employee group through an in-depth analysis of each job's required knowledge, problem-solving skills, and accountabilities. The study also examined market salary survey data, updated and/or rewritten position descriptions, and information gained from focus group discussions. The study resulted in the development of a revised salary pay scale of 12 grades to replace the existing system in place prior to 2003.

**Upgrade of Employee Recruitment and Search Committee Orientation Program:** During 2003, the College upgraded its techniques and practices for the recruitment of job applicants. This was achieved by expanding the use of the leading internet recruitment websites and processes, and professional organization websites; by identifying and utilizing minority publications and diversity job fairs; by reducing dependence on costly and less effective print media; and by utilizing other successful outreach efforts. The College achieved larger and more diverse candidate pools, more contact with key professional organizations/associations, and increased targeting of education industry audiences. These strategies optimized the College's impact and response from all areas of the workforce to apply for job openings.

A revised and expanded Search Committee Orientation Program was developed in 2003 to better assist search committees in achieving their goal of effectively and efficiently identifying qualified and diverse individuals for job openings. Area Vice Presidents also became more responsible for evaluating and justifying requests to fill all newly vacant positions. Such requests

required written justification, along with supporting data and information, to ensure that all newly vacant positions continued to be aligned with the College's strategic directions and future staffing needs.

**Professional Development Programs:** The College provides Professional Development Programs to support faculty and other employees in their quest to be continuous learners. Faculty professional development opportunities have included technology training, pedagogical seminars, academic discipline subject matter programming, as well as opportunities for cultural and personal enrichment. Fall 2004 has seen the creation of a new Center for Teaching and Learning (CTL) to replace the former Professional Development Center. As its name implies, the CTL will focus more on matters directly related to faculty-student interaction in the classroom and the campus as a whole.

In fall 2003, the College opened a Technology Training Center for faculty, staff and administrators. The Information Technology Department (IT) sponsors various technology offerings for faculty in Blackboard, Dream Weaver and WebAdvisor; for staff and administrators in various (Datatel) administrative systems modules, and the Microsoft Office Suite. In addition to group courses offered, IT provides opportunities for faculty, staff and administrators to drop by the Technology Training Center for one-on-one assistance.

In 2004, the Human Resources Department launched an expanded orientation program for new administrators. The program, consisting of four, half-day sessions, provided key information needed for new administrators to navigate the College's processes and procedures. Sessions were led by administrative leaders from the various divisions of the College.

In 2003, the College established and implemented a half-day new employee orientation held on a quarterly basis. The program covered a review of the College's Mission, a review of the College diversity and equal employment practices, and an overview of the College's benefits and policies. Additionally, the Human Resources Department expanded its new hire orientation program held on an employee's first day of employment (see New Employee Orientation Guidelines).

The College provides education assistance in the form of tuition reimbursement for administrators and for faculty and support staff as defined in their collective bargaining agreements. This financial support helps employees and their immediate families to fulfill their educational goals and aspirations.

Over the past two years, the IT Department has encouraged College staff to participate in vendor-sponsored "webinars" as another professional development opportunity.

### ***Resource Development***

**The College Foundation:** The mission of the Foundation is to develop relationships and philanthropic support to assist the College in developing programs, facilities, and services that extend its educational mission.

Formed in 1984, the Montgomery County Community College Foundation is a tax-exempt, 501(c) (3) organization. The Foundation pursues its mission, as stated above, through the cultivation and solicitation of direct and planned gifts, along with operating income from the cumulative reserves of the College Foundation. The outcome of these efforts is to enable the College to maintain its tradition of educational excellence and innovation.

The Foundation's principal objectives include:

- Enhancing the College's resources and public profile by building strong partnerships with business and community leaders as evidenced by an active volunteer board of directors who represent the diverse constituents served by the College;
- Developing a sustainable pattern of charitable giving among the College family, alumni, friends and business partners to enable reinvestment into campus facilities and educational equipment;
- Fostering an environment of innovation among faculty and staff members to encourage creativity in the lifelong learning process;
- Investing in promising student relationships through the cultivation of scholarship funding for individuals who meet eligibility requirements of financial need and academic excellence.

The Foundation has grown in capacity and infrastructure since 2001:

- Dollar amount of named scholarships allocated in AY00-AY04: \$852,438; increased from AY00 to AY04 by 23%.
- Dollars allocated to program support in AY00-AY04: \$956,323, an average of \$191,646/year in each of those years.
- Total increase in Foundation assets in AY00-AY04: \$453,665 or 12%.
- The Foundation Board of Directors, following action taken the College's Board of Trustees, approved a capital campaign to renovate the Art Barn. In the silent phase to date, under the guidance of the President's Advisory Council on the Arts, the Foundation has secured almost \$400,000 in gifts and pledges. It is notable that the resources committed to date come from alumni, College Trustees, Foundation Board members, the senior leadership of the College, faculty, staff, and community members. The goal is to secure \$2.5 million of the \$4.2 million overall project cost by January 2006.
- The Foundation is at the 50% mark toward its goal of securing a portfolio of 200 individual donors at the major donor level of \$1,000 in annual support.
- The Foundation, through its alumni component, established an Alumni Hall of Fame (AY2002-03), supported by a recognition dinner whose attendance increased by over 25% in the second year.
- The expansion of Foundation capacity and the implementation of data management processes and procedures have been significant. Among the improvements made are the imposition of CASE and NACUBO standards to gift crediting and reporting; the creation of a student-friendly and more efficient Foundation scholarship application and allocation process (reducing processing by nine full employee days); and the assessment and realignment of the Foundation's database, one immediate outcome of which is the immediate ability to track the Class of 2004.

**Grant Development and Grant Management Services:** In August 2000, grant development and grant management services were expanded from part-time to full-time status. Previously, services were provided by a director as 50% of his assignment, with a part-time grant coordinator assisting. Directly tied to newly developed comprehensive strategic objectives,

Grant Development became a service unit of the Office of the President in 2001. Tied to needs identified through strategic analysis and planning, Grant Development services are focused full-time on both discovering and managing resources that accomplish strategic objectives prioritized by the college community.

The Office of Grant Development focuses primarily on seeking public funding that enables the College's faculty, staff, and administrators to address individual student, as well as College-wide, educational needs beyond the limitations of available operational funds. In addition to continuously searching for government-funded grants, the Grant Development Office has expanded its research to private and public foundations that support educationally related activities. Joint effort and coordination with the College Foundation is maintained to maximize opportunities that are required to be directed through 501 (c3) organizations.

The Director of Grant Development works closely with Vice Presidents, Deans and Directors who lead initiatives, and the Director also co-leads grant proposal development teams with the appropriate grant project team director. The Grant Development Director and Coordinator research funding resources, determine if identified grant sources have project funding objectives compatible with College strategic objectives, and provide comprehensive support to proposal teams in designing grant applications that are competitive and provide resources that address College needs realistically and effectively. Table 3.3 shows the impressive growth of grants acquisitions over the last several years.

**Table 3.3 Increase in Grant Award Monies for the College's Strategic Objectives**

<b>Year</b>	<b>2000 - 2001</b>	<b>2001 - 2002</b>	<b>2002 - 2003</b>	<b>2003 - 2004</b>
<b># of Awards</b>	<b>20</b>	<b>22</b>	<b>30</b>	<b>33</b>
<b>Funds Awarded</b>	<b>\$888,291</b>	<b>\$1,096,718</b>	<b>\$1,860,068</b>	<b>\$2,359,253</b>

**Challenges for Grant Development (2004-2010):** Increasing competition for limited funding resources from both governmental and foundation sources will continue to limit the size and number of awards that can be successfully obtained without extraordinary staff and consultant efforts. High accountability by grantors for proposed projects to accomplish expected outcomes demands that the projects submitted must be extensively researched for appropriateness of design and feasibility during the application preparation phase. With less money available per applicant, reviewers have become extremely attuned to scoring-down applications where even minor aspects of the project are not carefully and realistically addressed. Even though the College has developed extensive educational, administrative, fiscal and grant service support for project developers (including teaching reductions, staff development activities, etc.), the perception, and often reality, of lack of time to prepare a successful grant is a strong limiting factor. Increased grant development and management services and direct project development support from Deans, Directors and Vice Presidents are required in order to obtain substantive funding and to manage awarded projects successfully.

Increased use of consultant assistance with expertise in particularly competitive grant topic areas is a strategic way of avoiding total dependence on faculty and staff who have topic expertise but are highly occupied by their primary responsibilities. Also, use of other creative development strategies, such as the successfully operating Advanced Technology Initiative, where key faculty are temporarily relieved of all or most of their teaching duties to develop and implement new grant initiatives, is needed.



Grant projects bring about college-wide and area-specific improvements. Deans, Directors and Vice Presidents need to allocate strategic time to prepare grant-funded projects; otherwise there could be significant delays in obtaining resources to address unmet student learning and support needs. Continued process mapping and innovations in service delivery can free time from important but repetitive tasks that take away the time for strategic grant initiatives to be completed with the thoroughness that they require.

### ***Information Technology***

**Planning, Governance, and Staffing:** A single Information Technology (IT) department provides centralized support for all administrative and academic technology and information systems. The IT Department is currently comprised of twenty-eight full-time and six part-time employees, with five direct reports to the Vice President of Information Technology. These IT employees support the areas of administration, instructional support, system administration, networking, technology training and help desk.

All IT goals and projects are aligned with the College's strategic initiatives. Most system development is done in-house, and staff members are provided with training opportunities as needed. When appropriate and cost beneficial, projects are outsourced.

An analysis of the IT organizational structure and job functions is underway to ensure staffing and job functions are in line with a recently delineated IT strategic plan. It is expected that some level of reorganization will be recommended as a result of this analysis.

A year-long IT strategic planning exercise was completed in January of 2004. A committee representing all constituents of the College was involved in this process and organized IT priorities based on the already defined eight Strategic Issues of the College. The resulting Information Technology Strategic Plan (ITSP) is a three-year planning document.

A new IT governance structure was created as a result of the above-mentioned planning process. The Information Technology Advisory Council (ITAC) includes representation from all constituencies and is charged with overseeing the ITSP and IT policy development. This Council reports to the President and is currently co-chaired by the VP of Information Technology and a representative from the full-time faculty. In the spring of 2004, the Council recommended an Acceptable Use Policy, a Web Policy, Student Technology Competencies, Minimum Classroom Technology Standards, a Disaster Recovery Plan, and it reviewed the ITSP progress. Updated security plans are currently being developed with an emphasis on adherence to the many new information privacy regulations.

**Technology Infrastructure:** The College has a sound network infrastructure that is used for the delivery of data, voice, and video communications. Inter-campus connectivity has recently been migrated to private fiber-optic transport, allowing the consolidation of many redundant services and parallel communications needs. A recent partnership with eight area school districts, the Montgomery County Intermediate Unit, and the Montgomery County Office of Information Technology, has resulted in an advanced regional private fiber network. The network reduces parallel needs between each of the partners and the Internet and Internet2 networks. This partnership has provided the opportunity for future educational collaboration, while simultaneously conserving redundant investments in network connectivity.

The Information Technology Department has been able to successfully respond to disruptive technologies or trends. Examples include the integration of a wireless security gateway that protects wireless access points at key gathering spaces at both campuses, the integration of an e-mail spam gateway that successfully removes an average of 90% (over 7,000 daily) of all inbound spam e-mail, automated patch management systems that update security and critical Windows updates during off-hour periods, and the adoption of various open-source solutions when appropriate and available.

All key technology equipment is renewed via aggressive life-cycle management plans. No desktop computer is older than three years. Desktop operating systems and office automation applications are upgraded on a regular schedule and are at most-recent versions.

Technology solutions are integrated into the strategies of many departments throughout the College. Examples include the use of the campus networks for video-surveillance and the involvement of IT staff in the implementation of proximity card access control.

**Information Infrastructure:** The information infrastructure at the College has evolved considerably since the migration from a mainframe legacy system in 1995 to an integrated database combining the Student Information, Human Resources and Financial systems. The user community has driven the migration process, improving data integrity through ownership, addressing process improvement with mapping strategies, and expanding the information resource demands on IT because of increased technological literacy.

The college-wide planning emphasis has increased the visibility of the management by fact model, resulting in expanded reporting and information access demands. These increased demands drove the implementation of multiple reporting solutions supported by a consolidated data warehouse and integrated web interface.

The implementation of the Benefactor fundraising system and integration with the existing Colleague Enterprise resource solution improved the ability of the Foundation to manage and integrate the business support functions it required.

The increased student demand for electronic services resulted in the offering of web-based workflows supporting registration, e-commerce, faculty advising, and staff budget management. The library card catalogue, circulation and acquisitions systems were automated using the SIRSI Unicorn Library management system. Room and resource scheduling was automated with the introduction of the AdAstra, a room scheduling software application.

Students' technology needs, supported by new leasing strategies for hardware, have also driven improved offerings for web-based access through the portal, more permanent e-mail capacity, and a Blackboard presence for all course sections. Video information displays, including location-aware class and room schedules provide a timely and convenient means of communication with our students.

As the number of on-line systems has grown, the number of electronic IDs used to access them has become a point of confusion for all users, including students. Through the work of a recent identity management project, the processes of provisioning and synchronizing IDs and associated passwords have become more automated. The number of unique IDs and passwords needed by students and faculty has been reduced from four to two. It is projected that all IDs will be synchronized before the end of 2005.

**Funding:** Technology projects and lifecycle maintenance are funded primarily via a student computer use fee. This fee is \$7 per credit and generates approximately 1.4 million dollars annually. Attempts to fund requests for new technology initiatives via this budget are made when funds allow.

## Strengths

- The College has a strong Strategic Plan which serves as the focus of all College initiatives.
- The College has a well-developed Facilities Master Plan and Information Technology Strategic Plan.
- The College's budget planning process is collaborative and driven by the knowledge and acceptance of the College's Strategic Plan.
- Through fiscal responsibility, as defined by the new budget planning processes, the College has maintained a fair per-credit tuition rate, with limited, necessary increases over the last five years.
- The College has recently initiated studies of administrative practices to ensure they are aligned with the Strategic Plan.
- The College has shown consistent growth in grants acquisitions.
- The College's information technology infrastructure is nationally recognized, as was noted in the Introduction to the College section of this Self-Study.
- The Foundation has launched its first-ever capital campaign.
- The College has developed a series of procedures for routine assessment of its operations regarding fiscal and physical resources.

## Concerns

- State budget constraints in the area of capital funding may affect College fiscal operations and its ability to meet strategic goals and objectives.
- The College faces space restrictions to properly provide for anticipated increases in enrollments over the next several years.
- As the College continues to review its processes, technology is often used in achieving process improvements. In addition, more College staff now use information systems during daily decision-making processes. While both represent more efficient use of technology investments, they also produce more support-related tasks. The amount of this work, compared to the number of staff in place to perform it, is a concern.
- Increased competition for limited public grant resources may limit the size and number of grant awards in the future, limiting new program development and innovation.

## Recommendations

- 3.1 The College should continue to identify and further support the development of alternative funding sources, for example, public grants and private fundraising, to accomplish strategic goals in light of declining public funding.
- 3.2 The College should continue to identify cost-containment and resource-reallocation strategies that ensure the continued quality and strong stewardship of the College.
- 3.3 The College should consider aligning information technology staffing requirements with increased needs to achieve administrative process improvements and to continue to support the integration of technology into teaching and learning.

## **Chapter Four: Leadership & Governance**

### **Introduction**

Montgomery County Community College is governed by a 15-member Board of Trustees, appointed by the College's local sponsors, the County Commissioners, to six-year renewable terms. The President, the Chief Executive Officer of the College, is appointed by the Board. The Board of Trustees and the President ensure that the College meets all its requirements and obligations for Middle States and the Commonwealth of Pennsylvania.

### **Methodology**

The Task Force charged with studying this standard began its work by distributing responsibility for specific charge questions to individual members of the group. As part of their study, Task Force members consulted the following:

College Policies and Procedures Manual  
College Mission Statement  
Board of Trustees Operational Plan/Model and By-laws  
The New Trustee's Orientation Program  
Trustee's Standards of Good Practice  
Membership lists and charges for all College Committees  
Student Government Association Organizational Structure  
College Administrative Organizational Chart  
Faculty Union Contract  
Support Staff Contract  
President's Letters to the Community  
Connecting to Build Futures: The Strategic Plan 2002-2005  
Administrative Planning Retreat documents  
Annual Board Retreat documents  
Fiscal Year 2004 Economic Impact Report

Additionally, members of the Task Force interviewed key personnel in many administrative and union positions.

### **Findings**

#### ***Board of Trustees***

As set out in the Pennsylvania Community College Act of 1963, the chief policy-making body of Montgomery County Community College is its Board of Trustees. Currently, the Board is comprised of 15 members and one member emeritus appointed by the local sponsor, the Commissioners of Montgomery County.

As defined in its By Laws:

The Board of Trustees shall establish the necessary policies for operating Montgomery County Community College and shall have all of the powers, duties, and obligations as specifically set forth in the Community College Act, its amendments and supplements. The Board of Trustees' aim shall be to provide comprehensive educational programs for the citizens of Montgomery County.

In accordance with the Community College Act, these responsibilities are specifically assigned to the Board of Trustees:

- to appoint and fix the salary of the president;
- to hold, rent, lease, sell, purchase, and improve land, buildings, furnishings, equipment, materials, books, and supplies;
- to enter into contracts for services required to effectuate the purposes of the Community College Act;
- to accept and receive gifts of real and personal property, federal, state, and local monies and grants, and to expend the same;
- to make policies providing for the admission and expulsion of students, the courses of instruction, the tuition and fees to be charged, and for all matters related to the governing and administration of the college;
- to submit to the State Board of Education, for its approval, proposed amendments to the community college plan;
- to enter into contracts for services to high schools of member districts to provide area vocational technical education services; and
- to exercise such other powers and perform such other duties as are necessary to carry into effect the purpose of the Community College Act.

Five active standing committees of the Board of Trustees meet monthly: Finance, Physical Plant, Curriculum, Personnel and Legislative. These committees bring action and information items forward to the full Board for voting and discussion. The Board holds monthly meetings during the months of September through June and elects officers in January in order to align with the cycle of appointments made by the County Commissioners.

The Board is governed by the Board of Trustees By-Laws, which provide the parameters, mission, and scope for effective Board governance. Along with and in accordance with the By-Laws, the Board is chaired by a Board member. The College President/Chief Executive Officer reports to the Board. The committee structure allows for the thorough consideration of governance issues. The Board is systematically informed of College happenings through regular communications, such as the President's Report and the Board Packet, which are distributed prior to each Board meeting to each Trustee. To demonstrate commitment to integrity and effectiveness, the Board officially adopted the Association of Community College Trustees (ACCT) Standards of Good Practice. The minutes to the public full-Board meetings are readily available in paper or electronic copy, as well as in the College's archive.

The 1995 Middle States evaluation team recommended that professional development activities be available for the Board of Trustees. In response to this recommendation, all new trustees, since 1996, have participated in a new trustee orientation program presented primarily by the President, as well as leaders of other areas of the College. In 2001, the Board of Trustees began to hold annual retreats in the month of June, which are used as a means to assess annual

institutional performance against strategic goals, set goals for the upcoming year, and discuss longer-term planning requirements in the areas like facilities, additional sites and mission focus. The President's annual performance review is also conducted at the retreat. Board members are also encouraged to and do participate in conferences designed specifically for the professional development of governing boards. These conferences are held by regional and national organizations, such as the Pennsylvania Commission for Community Colleges, the Association of Community College Trustees, and the Association of Governing Boards (AGB).

In 2002, the Board of Trustees adopted a policy that calls for ongoing self-assessment (every three years) of the effectiveness of the Board's governance responsibilities. The process of self-assessment was seen as an important part of the Middle States Self-Study effort within the Characteristic of Excellence for "Leadership and Governance." The Board believes that a regular process of self-assessment or evaluation of their performance is a model for the rest of the College to follow and is important for continuing improvement. The process indicates that Board members take their responsibilities seriously. In addition, discussion about Board roles and responsibilities can strengthen communication and understanding among Board members and between Board members and the President.

In early 2003, the Board delegated to the Personnel Committee the responsibility for organizing and conducting the self-assessment using a modified survey instrument crafted using AGB/ACCT guidelines. The rating instrument asked the Board members to measure their performance in the following areas:

- Board Organization
- Community Relations
- Policy Direction
- Board-CEO Relations
- College Operations
- Monitoring of Institutional Performance
- Board Leadership
- College Advocacy

The rating instrument was sent to each Board member in May 2004, and the collective results were discussed, at length, at the June 2004 Board Retreat. The results of the assessments point to a Board that is well aligned in its ranking of performance across all areas. There was no single pattern of disagreement in any category. Qualitative comments point to these areas for potential Board improvement: increased support for private and public fundraising; additional professional development for Board members who seek it; additional community outreach by Board members; and requests for more consistent "action-oriented" participation by all Board members.

And, in keeping with the College's recent emphasis on policy review, in May 2004 the Board Chair appointed an ad hoc committee to review the Board's By-Laws. The work of that committee is expected to be completed by December 2004. Finally, the first comprehensive updating of the Board Policy Manual since the early 1980's was completed in June 2004.

### ***The President***

The President, as Chief Executive Officer, is hired by and reports to the Board of Trustees. Reporting to the President are the Vice Presidents of Academic Affairs/Provost, Finance and Administrative Services, Student Affairs and Enrollment Services, and Information Technology. From 2001 to June 2003, the Vice Presidents, along with the Director of Marketing and Communications, Director of Equity and Diversity Initiatives, the Dean of West Campus, the Dean of Workforce Development, the Executive Director of the Foundation, and the Executive Associate to the President, comprised the membership of the President's Cabinet. This group was expanded in fall 2004 to include the academic deans. The Cabinet meets regularly to discuss College initiatives, issues, and proposals in a forum that allows for interests and perspectives of each operational area to be considered. As the College's senior executive team, the Cabinet makes recommendations to the President on College initiatives and concerns as well as reviews College policy emerging out of governance bodies like the All-College Curriculum and Student Life Committees and the Information Technology Advisory Council prior to their going to the Leadership Council or to the Board of Trustees.

### ***Governance***

Historically, two All-College Committees (Curriculum and Student Life) were sanctioned by the Faculty Contract. The recently adopted Faculty Union Contract (which took effect September 1, 2004) calls for the creation of two additional All-College Committees: the Distance Learning Committee and the Information Technology Advisory Committee. Now, four All-College Committees are standing committees and charged with addressing issues pertaining to the major areas of the College. The membership of these All-College Committees is determined by the Faculty Union Contract, which calls for proportionate representation of faculty and administration (as well as students on the Student Life Committee).

The Curriculum Committee reviews and makes recommendations concerning matters relating to curricular initiatives and academic policies and procedures. The Student Life Committee attempts to ensure that the College environment is responsive to student needs by developing and reviewing proposals and policies for that purpose. The Distance Learning Committee works to ensure that distance learning content delivery, and faculty credentialing, training, and evaluation are appropriate and in the best interests of students. The Information Technology Advisory Council provides leadership and guidance for the development of information technology policy, priorities and planning.

All of these committees forward proposals approved by a quorum in their meetings to the appropriate Vice President (e.g. Curriculum and Distance Learning to Academic Affairs; Student Life to Student Affairs; Information Technology to the Vice President of Information Technology). Often these policy recommendations go to General Faculty meetings for review and comment. Many are considered by the President's Cabinet. In response to a recommendation made by the 1995 Middle States evaluation team to improve communication to the faculty and college community at large regarding the work of the All-College Committees, meeting minutes are now placed on MCADAM, the College's intranet, and agendas of meetings are distributed in advance. As a key function of their roles as members of the

Committees, representatives are charged with posting minutes in a manner available to their constituents, asking for feedback on discussion topics, communicating suggestions to their constituencies, and obtaining agenda items for future meetings.

Three standing committees provide the President with input on a number of institutional and community initiatives. These committees, including the President's Advisory Council on Diversity, the President's Advisory Council on the Arts, and the Americans with Disability Act (ADA) Advisory Committee, provide a definitive means for feedback outside the scope of the contract-based committees.

In addition, the President has formed a Leadership Council, which includes the College's Vice Presidents, the student government president from the Central and West Campuses, and representatives from the faculty and the staff unions, as well as from the administration. This Council offers perspectives and input on recommendations emerging from the governance committees before they are sent to the Board for consideration.

### ***Student Government***

Through its Constitution, the Student Government Association (SGA) derives authority from the College Board of Trustees and acts on behalf of the student body by providing leadership, guidance, and oversight to all student clubs. The SGA also assures a timely response to issues raised by the student body. Given the different locations and cultures of the Central and West Campuses, and as a means to accommodate the needs of students in these different environments, there are two entities within the SGA, one representing each campus. To ensure an appropriate connection between the two groups, the student leaders fully revised the SGA Constitution in 2002-2003 to reflect this operating structure. It was the first comprehensive review of the Constitution since the organization was formed. Each campus has its own Executive Committee and Senate. However, to ensure parallel operation, the procedures, standards, and policies remain consistent with both Student Governments. At least twice per semester, the Executive Committees of Central and West Campus hold joint meetings to discuss mutual issues and to ensure parallelism.

### ***The West Campus***

The College's two main campuses function both ideologically and operationally as "one College." Structurally, the Vice Presidents, Executive Directors and Deans have dual campus responsibilities. The West Campus has representation on college-wide committees, and is connected to the Central Campus via webcast and the College's intranet during functions not taking place on both campuses and when either Campus's staff can not leave their campus for an event. Cabinet meetings, Board meetings, Academic Affairs Staff meetings, and Administrative Retreats are rotated between campuses. In addition, marketing strategies position the West Campus as a campus of Montgomery County Community College, not a separate entity. Also, operational relationships have been developed between counterparts on both campuses to ensure process control, student services have been mimicked as much as possible at both campuses, and internal processes have been evaluated to ensure cohesive information and procedural flow between the campuses.



In order for the College to be able to work toward achieving the initiatives outlined in the Strategic Plan, a need for more broad representation of faculty, staff, administrators, and the West Campus on all committees was recognized, since institutional input at all levels is essential in achieving the College's stated goals and objectives. An initiative to ensure broader representation has begun to attempt to ensure that, as committees are developed, the membership is formulated in a manner that considers the charge of the committee and proportionately represents the constituencies affected by the committee's outcomes. With more voices represented, more concerns are addressed earlier in the process, and the final outcomes are created from a more sound foundation. The College must assess the effectiveness of these changes to determine if the new processes are working.

### ***Faculty***

Faculty members play a key role in the decision-making process and are ensured a voice through several channels. The Faculty Union Contract provides a great deal of structure for faculty and is used to determine the rights and responsibilities of faculty. Also, "Meet and Discuss," a contractually required meeting, consisting of the Faculty Union President, up to five faculty members, and appropriate representatives from the College administration, occurs monthly so that proposed changes in policies and procedures related to contractually defined issues can be discussed. "Meet and Discuss" provides a mechanism for constructive dialogue between contract negotiation periods. General Faculty meetings facilitated by the Vice President of Academic Affairs and Provost are another important element in faculty engagement. These meetings occur twice a semester and provide an opportunity for the President, the Vice President of Academic Affairs and Provost, and any other area leaders to provide information on important College issues, events, or changes to the faculty. Faculty members are encouraged to ask questions and to provide feedback regarding the agenda items or other issues of concern.

Overall, the structure for input via committee organization is systematic and multifaceted. Each College-wide Committee has a stated charge that is tied to a strategic issue or initiative; each establishes annual objectives, has a service term limit, has a chair or co-chairs to guide its work, as well as a regular and diverse membership who represent constituencies affected by the committee's outcomes. However, there are few assessments in place to evaluate the effectiveness of the entire governance structure. Specific areas of governance are self-evaluated, such as the Board of Trustees, which has a policy on self-assessment. As an evaluation and documentation of college-wide accomplishments, the President prepares bi-annual President's Letters. These Letters act as measures against the goals and objectives of the larger Strategic Plan.

Since 2001, the governance structure has changed from an administrative decision-making style to one with multi-levels of participation and an organized policy-forming structure. The College has experienced minimal complaints as new policies have been brought through the process. For example, the 2002-2003 Academic Year brought about the passing of a new Student Academic Code of Ethics and a new Student Code of Conduct. Each of these documents is an example of the success of the process absent a formal assessment tool.

In addition, the changes made in the leadership structure (e.g. the committee structure and make-up), have created opportunities for continued institutional understanding of and engagement with the Strategic Plan. The results of these changes have allowed the College to move ahead effectively and efficiently, with broad-based institutional buy-in, with the implementation of its strategic initiatives.

### ***Administration and Support Staff***

Along with a representative systemic process for input on policy development, it is also essential that the administrative and support staff have a systemic process by which to further the Strategic Plan. In order for the College to stay on task, annual goal-setting and benchmarking is an essential part of the administrative management process. Goals and initiatives are discussed and set departmentally by gathering input from managers, who gather input from their staffs. The input is ultimately presented to the Vice President of the area, and priorities are discussed. Area goals are then presented to the Cabinet at the annual June Planning Retreat. Revisions are made, and College-wide priorities are considered. Revised area goals are then presented to the Administrative Staff at the annual June Administrative Planning Retreat, where input is gathered and adjustments considered. The final step in the process is the presentation of the area goals to the Board at the Annual Board Retreat, which also takes place in June. This process allows for information to flow from the broadest College constituency up to the Board, and it results in College-wide awareness of each area's annual goals and the overall direction in which the College will be moving in the upcoming academic year. Importantly, this process is inclusive, as all constituent groups are aware of annual objectives and given the opportunity to react to the plans.

The College's administrative organizational structure also has experienced change. The College's organizational structure has undergone assessment, and a plan has been developed to better align the structure with the changing needs of the College. The plan was reviewed by the Board of Trustees and has been implemented in phases since 2001. While there have been some changes to the original plan, the objectives of the plan have not shifted. Overall, the changes work to allocate the proper levels of authority to area leaders, to re-allocate support to the President in a manner which is more effective, to ensure that Academic Affairs is the central function of the College, to re-vitalize and further develop continuing education offerings, to facilitate a cohesive relationship between the Central and West Campuses, to emphasize learning outcomes and their assessment, and to provide a lean, yet clearly defined executive team.

### ***Community Leadership***

In accordance with the College's Strategic Plan and the Middle States Standards of Excellence, Montgomery County Community College takes an active leadership role in the community. The College strives to be at the heart of the community through learning opportunities, cultural activities, career development, community service, positively affecting the community's economy, and advocacy initiatives that work to benefit both the community and the College's students. Recently, the College has taken a proactive approach to demonstrating its value as a leader at the local, state, and regional levels. In 2002, the College produced and distributed an Annual Report to articulate accomplishments to key constituency groups; established and implemented a systematic contact plan with various local, state and federal politicians; hosted performances, lectures, and seminars featuring influential individuals and groups at both campuses; partnered with private and public entities in an effort to maximize resources and talents; and increased employee presence on various community committees and focus groups. The following are representative highlights of the College's leadership activities, internally and externally, in the community:

- College students and administrators met with legislators in Harrisburg to lobby for support for the New Choices/New Options program.
- The Director of Recruitment, Admissions and Records was appointed by Governor Ed Rendell as Commissioner to the Governor's Advisory Commission on Latino Affairs.
- The College elevated its level of participation with the Commission for Pennsylvania Community Colleges. The College assisted in the passage of House Bill 2778 and in determining audit legislation that is anticipated to be passed.
- The President/CEO of Harleysville National Bank and the College President hosted a focus group comprised of women CEO's and entrepreneurs to identify ways the College can serve the training and professional development needs for women-owned and operated businesses. Representative Kate Harper attended the focus group.
- The Dean for Health and Physical Education was appointed to the Montgomery County Workforce Investment Board Healthcare and Life Science Council.
- The Dean for West Campus established regular contact with Pottstown Borough officials and the Tri-County Chamber of Commerce, resulting in improved working relationships and increased collaboration.
- Tom Kolsky, Professor of History & Political Science, hosted the "Issues and Insights" series, which was open to the public.
- The Lively Arts Program coordinated by the Department of Cultural Affairs, in conjunction with other College clubs and departments, produced a wide range of events, positioning the college as a regional cultural center.
- An Executive Associate to the President position was created by the College President to ensure political connectivity, internally and externally.
- The President's Leadership Council was established.
- The College fostered connections and improved relationships with Whitpain Township, resulting in collaborative road alignment to improve student safety at the Central Campus.
- The Legislative Committee of the College Board of Trustees provided guidance for the implementation of a local, state and federal relations program. As a result, local contribution has increased \$800,000 compared to CY 03, and federal earmarks of \$375,000, \$75,000 and \$300,000 have resulted in the last three years.

As documented in the Fiscal Year 2004 Economic Impact Report, the College continues to have a positive economic impact on Montgomery County: a \$25.75 return for every dollar spent, this represents a small (-1%) decrease from last year's figure (\$26.01). In addition to the confirmed economic impact, the College has committed itself to the growth and development of all county residents through dynamic intellectual, cultural, social, and civic offerings, which are systematically assessed, and derived by and reflective of countywide need. Through various academic programs and partnerships, students and faculty provide experiential learning opportunities that further contribute to the quality of life, whether it is via student teaching, cooperative internships, clinical educational experiences at local hospitals and agencies, job shadowing and mentoring, outreach initiatives, open forums, or the like. As evidenced through its actions and successes, the College assumes a proactive leadership approach in both the political and cultural arenas at the local, regional, and state levels, from which county residents benefit. The Tri-County Area Arts Festival, the Montgomery County Women's Conference, and many other events can be identified as tangible results of the College's leadership.

Finally, diverse volunteerism activities onsite and off-campus by students, employees, College affiliates, and alumni also enhance the lives of citizens countywide and demonstrate leadership qualities that support the Strategic Plan and College Mission. The College plans to continue its leadership activities as outlined in the Strategic Plan by continuing to build upon activities, such as volunteer board involvement, community service, and community organization involvement, and by encouraging the College community to increase its participation in formal leadership activities and community organizations.

### **Strengths**

- Governance structure has changed from an administrative decision-making style to one with multi-levels of participation and an organized policy-forming structure.
- The composition, charge and responsibility of each component of governance are consistent with the mission, goals and values of the College.
- All constituencies are considered and heard in the decision-making and governance of the College.
- The College assumes a proactive leadership approach in both political and cultural arenas as appropriate for the benefit of its students and the community.
- The College annually reviews area objectives and compares them against the Strategic Plan to ensure a cohesive, consistent action, message, and image.
- The results of changes in governance have allowed the College to move more quickly in the implementation of the strategic initiatives with broad-based institutional buy-in.
- Mechanisms for communicating input opportunities, All-College Committee activities, Board of Trustees actions, and other College news are consistently updated and made readily available through the College's intranet, email updates and various paper updates.
- The College continues to be an active, responsive leader in the community.

### **Concerns**

- There are few assessments in place to evaluate the effectiveness of the entire governance structure.
- There is not a process that allows for future periodic review and updating of the Board of Trustees By-Laws.

### **Recommendations**

- 4.1 With the Board of Trustees currently in review of the Board of Trustees by-laws, the Board should ensure that when the review is complete there is a process that ensures future periodic review and updating of the by-laws.
- 4.2 With the Board policy manual now complete, the College must establish a system to ensure that the policy review that is recommended to meet Standard One is tied to the continual updating of the Board of Trustees manual.
- 4.3 The College should develop a mechanism to evaluate the effectiveness of its newly emerging shared governance model to ensure that faculty, students and staff are involved in institutional decision making.

## **Chapter Five: Administration**

### **Introduction**

The administration of Montgomery County Community College has had significant turnover in the last five years. From 1995, the time of the last Self-Study, until 2001, the core of the administration was the President and the President's Staff, consisting of the Dean of Academic Affairs, the Dean of Student Affairs, the Chief Business Officer, the Chief Information Officer, the Assistant to the President for Human Resource Development, the Director of Public Information, and the Executive Director of Community Development. Since 2001 and the arrival of a new President, the administrative structure has been redesigned, as reflected in the organizational chart on the last page of this chapter. In spite of the amount of change in the upper levels of administration, the College has continued to function smoothly, expand its enrollment and meet the needs of students.

### **Methodology**

The Task Force charged with studying this standard, the same group that investigated Standard 4, began its work by distributing responsibility for specific charge questions to individual members of the group. As part of their study, Task Force members consulted the following:

College Policies and Procedures Manual  
Organizational Structure Chart  
Trustees Standards of Good Practice  
Connecting to Build Futures: The Strategic Plan 2002–2005  
The Facilities Master Plan  
Relevant Human Resource Documents

Additionally, members of the Task Force interviewed key College personnel.

### **Findings**

#### ***The President***

The President, as Chief Executive Officer, is hired by and reports to the Board of Trustees. Since the last Self-Study in 1995, there has been a change in the College's President. In May 2000, then President Edward Sweitzer passed away. The College appointed Carol Rae Sodano, Ph.D. Dean of the West Campus, as the Interim President, and the Board of Trustees undertook a national search. In April 2001, Karen A. Stout, Ed.D. joined the College as its fourth president. Dr. Stout brings to Montgomery County Community College more than 19 years of experience as a senior administrator at three community colleges in Maryland and New Jersey. In addition to serving on numerous national and local boards and committees, Dr. Stout in 2003 was elected Vice President of the Pennsylvania Commission for Community Colleges. She will assume the presidency of the Commission in 2005. Dr. Stout earned her doctorate at the University of Delaware, her MBA at the University of Baltimore and her bachelor's degree in English at the University of Delaware.

The President's direct reports include the Associate to the President for Institutional Effectiveness and Strategic Initiatives, Vice President of Administration and Finance, Vice President of Student Affairs and Enrollment Management, Vice President of Academic Affairs and Provost, Vice President of Information Technology, Executive Director of the College Foundation, Director of Marketing and Communications, Director of Equity and Diversity Initiatives, and Executive Associate to the President.

### ***Administrative Divisions***

The administrative organization of Montgomery County Community College is divided into following areas:

#### **Academic Affairs**

This area is headed by the Vice President of Academic Affairs and Provost (VPAA/P) who is responsible for the administration of all academic programs and learning support services and resources at all College sites. John C. Flynn, Jr., Ph.D. brings to the position of Vice President of Academic Affairs and Provost over 13 years of experience gained from both direct classroom teaching and from increasingly more responsible administrative positions. In addition to earning a doctorate from the University of Pennsylvania and master's from the Medical College of Pennsylvania, Dr. Flynn has attended the AACCC Future Leaders Institute and the Harvard Institute for Educational Management.

Reporting to the VPAA/P are two Associate Vice Presidents of Academic Affairs, the Deans of the five academic divisions, the Dean of the West Campus, the Dean of Workforce Development and Continuing Education, and the Directors of the Library, the Learning Assistance Lab, and Distance Learning. One Associate Vice President is responsible primarily for all part-time faculty initiatives, such as orientation, retention, and development; assessment at all levels (classroom, program and institutional); and overseeing the newly formed Center for Teaching and Learning. The other Associate Vice President is responsible for all off-site (not Central, West, or Distance Learning) curricular offerings, tech prep initiatives, high school relations, and student academic issues.

#### **Administration and Finance**

This area is headed by the Vice President of Administration and Finance who is responsible for the administration of all business and financial services, facility management, public safety, human resources, and auxiliary enterprises. Stephen Kovacs, D.A., the Vice President of Administration and Finance, has over 10 years executive experience in community college financial leadership, as well as extensive experience from previous careers in the military and in government. Dr. Kovacs holds a Doctorate in Arts with a special focus on community colleges from George Mason University and an MBA from Farleigh Dickinson University.

Reporting to the Vice President of Administration and Finance are the Director of Accounting, Director of Budgets and Special Accounting, Director of College Services, Executive Director of Human Resources, Supervisor of Public Safety, and the Executive Director of Capital Projects and Administrative Services.

### **Student Affairs and Enrollment Management**

This area is headed by the Vice President of Student Affairs and Enrollment Management who is responsible for providing a full range of enrollment, financial aid, registration, advising, testing, student activities and other related support services for students at all College sites. Evon Walters, Ph.D., recently hired at the College, earned his doctorate and master's from the University of Massachusetts at Amherst. He has served as a Fellow of the American Council on Education and is currently serving a two-year term as a systems appraiser for the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association. With a sound background in student retention and development, Dr. Walters has published work in many professional journals, including the *Community College Review* and the *Journal of College Student Retention*.

Reporting to the Vice President of Student Affairs and Enrollment Management are the Director of Student Activities, Director of Financial Aid, Director of Advising & Assessment, Director of Recruitment & Admissions, Interim Director of Counseling & Career Services, Director of Services for Students with Disabilities, Director of the Children's Learning Center, Director of Health Services/College Nurse, and the Director of Student Records and Registration Systems.

### **Information Technology**

This area is headed by the Vice President of Information Technology who is responsible for all technology services to support learning, administration, and institutional research. Celeste Schwartz, Vice President of Information Technology, brings to the position 35 years of experience in technology within a community college setting. In addition to holding an M.S. from Villanova University and a B.S. from St. Joseph's University, Ms. Schwartz currently serves on 14 committees focusing on the incorporation of information technology into the community and places of education.

Reporting to the Vice President for Information Technology are the Director of Networking, Director of Programming, Director of Internet and Multimedia Development, Director of Technology Training, Director of Systems and Operations, and Director of Institutional Research.

The IT department provides and manages various decision support and data management systems. These include the Datatel Colleague suite of software applications that are used to manage student information, human resources, and College financials. In addition to this system, many specific applications are used to automate and improve business processes throughout the College. Such applications include, for example, automated systems for registration, room scheduling, and library services. A web-based application provides remote internet access to many key administrative and student workflows. Lastly, email and office automation tools are provided on all College desktop systems to support a collaborative and productive work environment.

### **Institutional Effectiveness and Strategic Initiatives**

This new area was created in fall 2004 as a result of early Self-Study findings. This unit is comprised of Institutional Research, Grant Development, and Cultural Affairs and is led by Kathrine Swanson, Ed.D. This area is responsible for institutional planning and effectiveness, as well as research and development initiatives, such as the Advanced Technologies project and the emerging University Center at West Campus. The creation of this new area is one example of how the College adjusts its administrative structure to meet emerging needs.

### ***Positive Organizational Change***

Other administrative areas of the College have also undergone recent restructuring and/or reallocation of resources to meet current and future needs. For example:

- In the area of Academic Affairs, resources were reallocated to fund a new Associate Vice President position to provide leadership in academic assessment, as well as support to part-time faculty. Additional positions in Work Force Development and Continuing Education have also been created to address newly identified goals and objectives.
- In Student Affairs, the position of Dean of Student Success has been created through position reallocation to provide supervision over the newly created Center for Student Success. The Center will bring together academic advising and counseling, previously two separate entities.
- Staffing adjustments in Administration and Finance include the creation of a new Office of College Services. This reorganization was done in order to improve customer service, realize cost savings, and introduce improved business practices. Additionally, a new position, Executive Director of Capital Projects and College Services, was created to provide improved coordination and oversight on four current major capital projects involving over \$20 million and five planned capital projects outlined in the College's Facilities Master Plan.
- In Information Technology, computer operations staff members have migrated to help-desk support positions as users' processes become more automated. Also, programming staff now work more closely with the end-user community to encourage more thorough utilization of the systems they support.

### ***Quality of Communication Between Administrative Areas***

In order to ensure that information needed for decision-making, planning, and continuous improvement, the President has implemented a number of ongoing opportunities for the administrative staff to interact and share updates on area activities. For example, on the day after every Board of Trustee meeting, the President holds an administrative staff meeting to update staff on Board issues. Each administrators meeting also includes a professional development presentation as well as area updates from those in attendance. A day-long retreat held twice a year is also part of this group's activities. The membership of the administrative group was expanded this year to broaden College participation. Similarly, in fall 2004, the President's Cabinet was expanded to include decision-making administrators below the Vice President-level.

In addition, each academic year begins with a formal opening day program. In addition to welcoming addresses from the President and Chairperson of the Board of Trustees, the President gives a state-of-the-college address that includes a look at the achievements of the previous year in relation to the College's strategic plan as well as plans and target goals for the upcoming year. Special showcase sessions where faculty and staff present updates on new initiatives also take place during throughout the day. Materials from the 2004 Opening Day program, including the President's published summary of her challenges to the College community for the upcoming academic year, "Keeping the Promise", can be found in the Middle States Resource Room. As part of this analysis, it was identified that part-time professional staff are not included in some of the structured communication activities that are made available to their full-time counterparts.



### ***Administrative Hiring Procedures***

All administrative positions are reviewed before authorization is given to begin the search process. The recommending administrator (immediate supervisor of the position being filled) must submit to his or her supervisor, and then the respective Vice President, an Authorization to Fill Professional Staff Position form and provide a statement of need, which includes a detailed rationale justifying the request to fill the position. If/when the request is approved by the appropriate administrative staff, it will be forwarded to the Executive Director for Human Resources to recommend a hiring range for the position and then reviewed by the Director of Budgets and Special Accounting to ensure adequate funds are available. Following further review by the Vice President of Administration and Finance and the Director of Equity and Diversity Initiatives, the request is forwarded to the President for final review. Approval by the President is required before the Office of Human Resources can prepare/post the position vacancy or place any public advertisements for the position.

Once the position is approved, a search committee is formed. A recent new initiative is the search process orientation that all search committee members must attend. This orientation is conducted by the Executive Director of Human Resources in conjunction with the Director of Equity and Diversity Initiatives. The purpose of the orientation is to ensure a fair and legal search process. Topics covered include the types of interview questions that can be asked, how to establish a realistic timeline, etc. After all applications are received, the applicant pool is reviewed by the Director of Equity and Diversity Initiatives to determine if a diverse pool exists. Once this is established, the search process proceeds. That committee, after selecting candidates from the approved pool of applicants, interviews the candidates, conducts reference reviews, and, finally recommends finalists to the hiring supervisor.

The hiring supervisor, after another round of interviews, then recommends one candidate to the President for approval. The Board of Trustees ratifies the appointment of full-time faculty and administrators.

### ***Professional Development***

The College not only recognizes the importance of hiring well-qualified individuals, it also acknowledges the important role that continued professional development plays in supporting the effective functioning of the College's administrative structure. This commitment to professional development can be seen in the following area activities:

- As referenced in Chapter Ten of this report, the Academic Affairs area is responsible for the training and development of all full-time and part-time faculty. All staff members in this area are required to identify professional development goals as part of their annual performance evaluations.
- In addition to internal staff training, representatives from the area of Administration and Finance provide comprehensive training to all other College administrators. For example, the Purchasing Agent provides periodic scheduled classes and one-on-one training to key administrative staff on procurement processes and the introduction of new improvements. Similarly, individuals in payroll and budgeting provide training to employees on how to use best-practice approaches in their areas.

- Student Affairs professional staff are involved in training faculty and staff throughout the College community. For example, the Assistant Director of Advising conducts special advising training sessions for all new full-time faculty. Other student services professionals conduct sessions for faculty and staff on how to access information about students in Web Advisor. In addition, the counseling staff offers both group professional development sessions and individual consultations to help faculty deal effectively with classroom management issues.
- The IT staff provides various training opportunities to faculty and staff covering all key systems. Training is provided to all new employees through new employee orientation sessions. After initial orientation, employees are encouraged to attend the various scheduled training sessions developed in response to emerging developments in technology and offered via the College Technology Training Center. Additionally, one-on-one training sessions are made available to provide custom learning opportunities to all staff. Lastly, online documentation and self-help tutorials are available to promote independent support.

### ***Performance Review/Evaluation***

Each administrator's performance is evaluated annually. The process includes a self-appraisal, completed by the employee, based on goals/objectives set for the year. The appraisal is submitted to the employee's supervisor, who then completes a response to the self-appraisal. A meeting is scheduled between the employee and the supervisor to review the supervisor's remarks. After the interview, the evaluation form is signed by both parties, reviewed by the supervisor's supervisor and area Vice President, and placed in the employee's file.

Should the employee disagree with the supervisor's assessment of his or her job performance, the employee may prepare and submit a response to the appraisal. Such a response will be made to the supervisor and a copy sent to the next level supervisor in order to insure that employee's concerns are heard at two levels and to allow an opportunity for the appraisal to be reviewed and amended, if needed.

The performance appraisal is designed to:

- Improve the employee's performance by assessing the employee's strengths and weaknesses, and to assist the supervisor and employee in clarifying the individual's role and near-term objectives.
- Help supervisors set goals and directions, and to make the most effective use of their staff resources.
- Provide a documented, supportable base for making personnel decisions. Such decisions may range from compensation increases to promotions. It may also be used in analyzing development and training needs or in determining appropriate remedial or disciplinary action.

In support of this process, the Executive Director of Human Resources conducts training for College supervisors on a one-on-one basis in the areas of employee performance counseling, creation of performance improvement plans, and implementation of the College's progressive discipline policy.

### ***Job Descriptions and Responsibilities***

Each administrative position is clearly defined by a position description which outlines all duties and responsibilities. Standard elements of all descriptions are:

- Reporting Lines
- General Description of Duties
- Itemized Duties and Responsibilities
- Minimum Qualifications

As discussed in Chapter Three, the College underwent a Hay Review to evaluate each administrative position. This resulted in 80 pay scales being reduced to 12. Each new administrative position or significantly changed position undergoes a Hay Review before having a salary assigned.

Lastly, a recent addition to the College's intranet service, MCADAM, is the listing of all administrative positions and their respective reporting lines.

### **Strengths**

- The College has strong administrative leadership.
- Administrative positions are clearly defined.
- Lines of communication (through committees and interpersonally) are open.

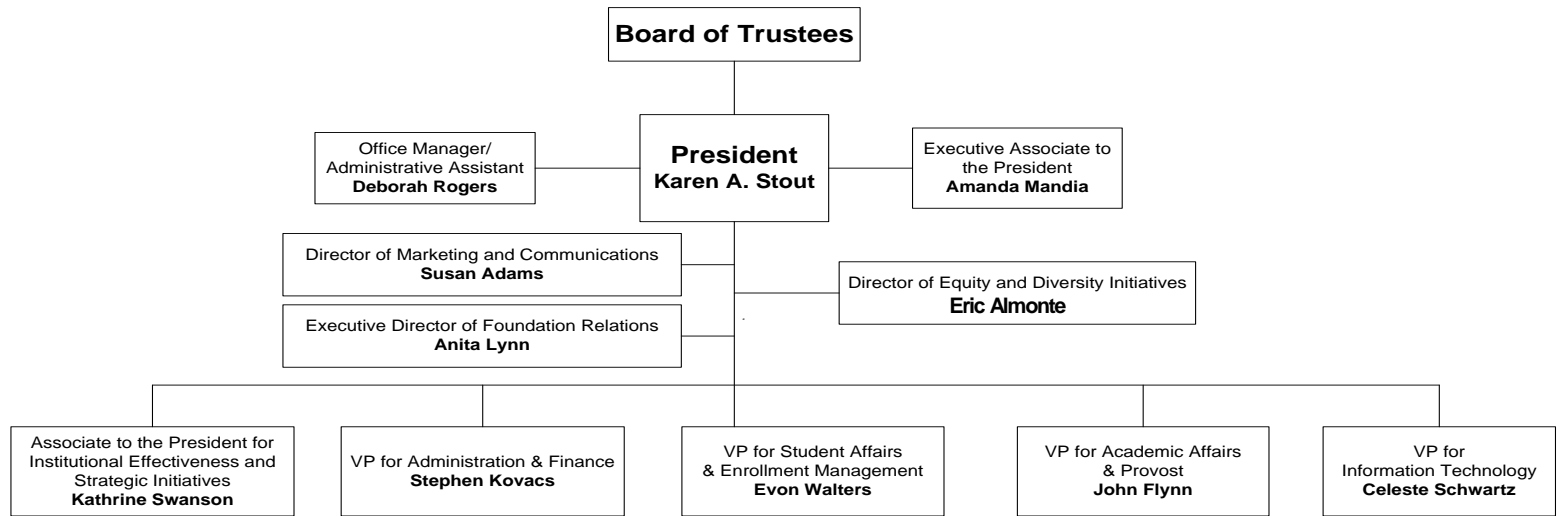
### **Recommendations**

- 5.1 The College's administrative structure should be continuously monitored and adjusted to ensure effectiveness in implementing the College's Strategic Plan.
- 5.2 The College should establish a mechanism to ensure that part-time personnel are more active and involved in decision-making processes.
- 5.3 The College should ensure that human resources policies for the review of performance are fair and equitable for all employees.



# Montgomery County Community College

## Organizational Structure



- Grants
- Cultural Affairs
- Institutional Research
- Strategic and Operational Planning
- Institutional Effectiveness
- Innovation and Special Projects

- Facilities
- Auxiliary Enterprises
- Human Resources
- Budget Development & Management
- Purchasing
- Fiscal Affairs
- Public Safety/Security
- Capital Projects/Planning
- Risk Management

- Registration
- Admissions & Recruitment
- Testing
- Advising & Counseling
- Student Life and Activities
- Child Care
- Health Services
- Financial Aid

- Dean of West Campus
- Dean of WF Development and Continuing Education
- Academic Deans
- Library
- Distance Learning
- Learning Support Services
- Academic Assessment

- Process Improvement
- Network Development & Management
- Web Services
- Computer Services
- Data Management
- Electronic Imaging, Campus Copying and Printing
- State & Federal Mandated Reports

## **Chapter Six: Integrity**

### **Introduction**

Without integrity, there can be no guarantee of quality. Without that assurance, there can be no value. Therefore, without integrity no college can hope to meet the needs of its constituents.

From its inception, Montgomery County Community College has attempted to ensure its integrity in all areas. Beginning, of course, with academics, but including all student services, community services and business practices, the College strives to establish policies and procedures which ensure that it will fulfill its Mission with confidence.

### **Methodology**

Believing that integrity is not an entity in itself, but, rather, a vital part of all the College does, the Steering Committee decided, from the outset, that no Task Force would be created to study this standard in isolation. Instead, each Task Force made this standard an integral part of their respective reviews. Therefore, the findings in this Chapter are a synthesis of findings reported by each Task Force.

### **Findings**

#### ***The Integrity of Policies, Procedures, and Operations***

The effectiveness of ongoing processes affects the goal of providing quality, accessible and affordable education in a comprehensive community college setting.

The College has developed both formative and summative review processes, including:

- Ongoing reviews of upcoming semester enrollments to help assure that resources are made available to accommodate student needs (particularly if variations from expected needs require schedule adjustments and changes in faculty and facility deployment).
- Semester by semester analysis by Institutional Research of the final enrollment and demographic distribution of students within each program of study. This provides objective information to assess enrollment objectives and to help plan for unique needs of particular programs. Examining census levels and related demographics helps the College review the effectiveness of policies, procedures and operations in comparison to target expectations, and it provides fact-based information to make adjustments where required. Special Institutional Research studies are scheduled by the President's Cabinet to review special need issues related to student learning, diversity, retention, student support needs, performance outcomes, transfer of credit, post-graduation employment, etc.

- A formal Process Review plan and system (formerly known as an internal audit) examines the service delivery processes, procedures and operations of individual functional units in relationship to mission, goals and objectives. Needed updating or changes of processes and procedures are examined collaboratively with the service staff and unit director. Resources to help with needed changes are researched, and a plan of implementation is reviewed by the President's Cabinet and Board of Trustees. Each year there is an annual review of areas with planned follow-up reviews to examine the effectiveness of required changes. In addition to reviews scheduled by the President's Cabinet, departments may request process reviews when service units face new circumstances, particularly those triggered by particular student or faculty needs.
- Direct, anonymous participation by students in course and faculty evaluation adds direct student impact information to the ongoing process of course and faculty evaluation.
- An institutional effectiveness model includes sets of indicators to measure Mission Accomplishment and Resources Adequacy. It allows the College to track progress against itself and other similar community colleges over a five-year time period.
- A student placement assessment model, Accuplacer, test scores are assessed through a follow-up study of student success with subsequent courses.
- An organizational structure for institutional assessment places responsibility for strategic planning and its assessment in the President's Office and responsibility for assessment of student learning in the Academic Affairs Office.
- A formal faculty evaluation process is conducted within a faculty development context facilitated by the Center for Teaching and Learning.
- The College's Institutional Research unit conducts a survey of "non-returning" students that provides information useful in determining the impact of policies, procedures, and operations on student retention.
- Both faculty and support staff contracts are readily available on the College's intranet (MCADAM).
- Annual plans, quarterly progress reports, and subsequent annual outcome reports from each service unit are reviewed by the President's Cabinet for support and resource allocation to assist in accomplishing strategic goals and objectives related to the College's Mission.
- The College's Policies & Procedures are posted online and provide a ready reference for faculty, staff, students, and administrators to understand and utilize currently approved procedures and to identify procedures that seem to have become outdated or be at variance with the mission. The President directly solicits comments on policies and procedures and forms task groups to examine those that may need revision.
- All-College Committees meet on a scheduled basis throughout the academic year and review and recommend action as needed in direct relationship to policies, procedures and operations.
- The President's Cabinet meets on a scheduled basis, reviews outcomes on all College activities, and examines the policies, procedures and operations in light of how they affect outcomes. When change is needed, task groups are formed involving representatives from all College constituencies affected by the issue.

The College has also embraced an operational paradigm guided by a set of Strategic Issues and Initiatives which now form the foundation for its policies, procedures and operations. These Issues and Initiatives were developed within a highly participatory format to include all stakeholders: administration, staff, faculty, students, and community members. The Issues and Initiatives were formulated, giving consideration to the College's history, its future, its strengths, and its weaknesses.

### ***Academic Integrity***

The College works to ensure academic integrity in a variety of ways related to courses, programs, and conduct.

### **Syllabi**

As noted in another chapter of this report (Chapter 11: Educational Offerings), one way of ensuring integrity in educational offerings is by having clear and consistent information in course syllabi. If information is unclear or missing, students may not accurately understand what is expected of them in a course. Current syllabi were reviewed along a selected number of criteria determined to be important to providing students with a clear set of course expectations. The results of this review, listed in Table 6.1, indicates that the overwhelming majority of students in all academic programs have access to the information they need to successfully begin their academic studies. The results of a sampling of current syllabi are listed in the Table 6.1 (percentage indicates good or acceptable information was present).

<b>Academic Division</b>	<b>Objectives Clearly Stated</b>	<b>Specific Rules/ Requirements</b>	<b>Course Outline</b>	<b>Contact Information</b>
<b>Allied Health</b>	<b>90%</b>	<b>80%</b>	<b>100%</b>	<b>50%</b>
<b>Math/Sci/Tech</b>	<b>75%</b>	<b>95%</b>	<b>90%</b>	<b>80%</b>
<b>Social Sciences</b>	<b>90%</b>	<b>100%</b>	<b>95%</b>	<b>100%</b>
<b>Humanities</b>	<b>95%</b>	<b>95%</b>	<b>100%</b>	<b>70%</b>
<b>Bus./Comp Sci</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### **Course and Program Review**

Recommendations for new courses are presented at the All-College Curriculum Committee and have a rigorous format that, once again, includes a course description with goals and learning objectives. In addition, beginning in 2004, proposals to the All-College Curriculum Committee for a new program and/or a new course must include an appropriate outcomes assessment plan. Recommendations made to develop new courses come from a variety of ongoing assessment processes, including program reviews, input from advisory boards, and annual analysis of student pass rates on courses that have pre-requisites or that are sequential.

The College has been regularly assessing student learning at the program level and uses the results of this assessment to improve student learning, make improvements in programs, and to create new academic courses. Retention rates, licensure examinations, student course

evaluations, and grade point average studies, as well as other assessment techniques are used, depending on the type of program involved. Several types of summative assessment used by College programs include:

- Certification/Licensure Examinations
- Current Student Survey
- Graduated Student Survey
- Non-returning Student Survey
- Employer Surveys
- Graduation Rates

The Academic Program Review process evaluates how well a program's assessment techniques are monitoring and improving student learning. This review takes place every five years; however, each program director/coordinator is responsible for completing an annual assessment summary report, copies of which are forwarded to the respective division dean and to the Vice President of Academic Affairs/Provost.

### **Academic Conduct and Campus Civility**

In 2003, the Vice President of Academic Affairs/Provost established a committee comprised principally of faculty and chaired by a member of the Humanities Division. This committee was initially charged with examining perceived problems with academic honesty. The result of the committee's deliberations was the now accepted "Student Academic Code of Ethics," which has been published in booklet form and posted on the College's web site.

Having established this Code, the College now needs to move forward to ensure its ongoing development. Longitudinal assessment models need to be designed for the College's Student Academic Code of Ethics and civility initiative.

At the completion of its initial charge, the committee was then asked to develop a code on civility. As part of its investigation, the committee, with the assistance of Institutional Research, developed and distributed a survey to all faculty members. The results of that survey are presented in Table 6.2.



<b>Table 6.2 Responses to Civility Survey, 2004/SP</b>					
	<b>YES</b>	<b>NO</b>	<b>UNSURE</b>	<b>LEFT BLANK</b>	<b>NA</b>
<b>Do you perceive occurrences of inappropriate and disruptive student behavior in classrooms, labs, libraries, and other campus facilities?</b>					
<b>Central Campus</b>	<b>95</b>	<b>55</b>			
<b>Central LAL</b>	<b>15</b>	<b>4</b>			
<b>West Campus</b>	<b>31</b>	<b>45</b>			
<b>In your opinion, is there an increase in the severity of inappropriate and disruptive student behavior?</b>					
<b>Central Campus</b>	<b>97</b>	<b>54</b>			
<b>Central LAL</b>	<b>6</b>	<b>12</b>	<b>1</b>		
<b>West Campus</b>	<b>17</b>	<b>55</b>			
<b>Do you have a statement on your syllabus about classroom decorum?</b>					
<b>Central Campus</b>	<b>90</b>	<b>57</b>			
<b>Central LAL</b>					<b>19</b>
<b>West Campus</b>	<b>37</b>	<b>30</b>			
<b>Would you benefit from a statement about classroom decorum for inclusion in your syllabus?</b>					
<b>Central Campus</b>	<b>94</b>	<b>38</b>	<b>3</b>	<b>14</b>	<b>6</b>
<b>Central LAL</b>					<b>19</b>
<b>West Campus</b>	<b>38</b>	<b>25</b>		<b>11</b>	
<b>Would you be interested in a PDC series to explore strategies to resolve potential and actual disruptions to the academic environment?</b>					
<b>Central Campus</b>	<b>92</b>	<b>53</b>	<b>1</b>	<b>3</b>	
<b>Central LAL</b>	<b>15</b>	<b>3</b>	<b>1</b>		
<b>West Campus</b>	<b>31</b>	<b>32</b>		<b>11</b>	

The College has made significant strides to ensure integrity in many areas. However, assessment of the effect of these initiatives, especially the more recent ones, has not been systematically developed.

### **Academic Freedom**

Montgomery County Community College has a long history of commitment to academic freedom. Academic freedom is at the very core of integrity as it relates to an institution of higher education. The commitment to academic freedom is vigorously defended at the College and such a commitment is vital to creating a dynamic teaching and learning environment. The rights and responsibilities of academic freedom are spelled out in Article 10 of the Faculty Contract, which reflects the American Association of University Professors (AAUP) statement. The Academic Affairs administration fully supports the concept of academic freedom. There have been no incidents of purported violations of academic freedom for many years, and the College has never been censured by the AAUP.

The College has established due process procedures in place for students and faculty. Students have the right to appeal grades through a formal mechanism that is administered by the Office of Academic Affairs that involves several steps including appealing to the faculty member, the division Dean and a Committee on Academic Process. The faculty member is involved through each step of the process. The process is published in the Catalog (abbreviated with a reference where to go to get full information) and the Student Calendar Handbook. There are similar appeal processes in place for students with concerns regarding, for example, the library, financial aid, the bookstore and payment issues. These are published in the Student Calendar Handbook and the relevant page from the Handbook can be found on page 103 of this report.

Faculty have a formal grievance procedure outlined in the Faculty Contract. Briefly it involves trying to resolve the matter with the immediate supervisor. Should this fail, the Union may get involved and a formal meeting held with the supervisor with a union representative present. Should this fail to resolve the matter, the faculty member/union may appeal to the President who (or a designee) will hear the matter and render an answer to the Union. If the matter is still not resolved to the Union's satisfaction, binding arbitration may be requested.

### **Intellectual Property**

The recent growth of online courses and plans to expand online degree offerings has raised an awareness of the need to have a policy on intellectual property. Additionally, with plans to possibly develop a curriculum in electronic gaming, the issue takes on more significance. The President's Advisory Council on Technology has issued a recommendation to the Office of Academic Affairs to begin this study in spring 2005.

### **Strengths**

- The College has established policies and review processes for business-related procedures.
- The College has a substantive process for academic course and program review to ensure that all of the College's courses and programs provide the most up-to-date and valuable educational experience possible.
- The College has developed and published a definitive student code of academic ethics.
- The College (both administration and the Faculty Union) supports academic freedom and provides a formal grievance procedure for faculty who perceive any violation.
- The College has formal appeal processed for students and faculty

### **Concerns**

- Many of the processes established to foster integrity in various College divisions are relatively new, so no longitudinal study of their effectiveness has been conducted to date.
- The College has no intellectual property policy.

### **Recommendations**

- 6.1 The College should ensure that policies and procedures, especially those directly affecting students (e.g. the Code of Conduct) and academic honesty, are regularly reviewed and consistently communicated to all constituents.
- 6.2 The College should pursue the issue of intellectual property and develop a policy that supports the fair and equitable assignment of ownership to academic products developed by faculty and staff.
- 6.3 The College should ensure that all policies and procedures are accurately and consistently communicated in appropriate College publications and electronic media.

## **Chapter Seven: Institutional Assessment**

### **Introduction**

With the arrival of a new president and the introduction of the strategic planning process in 2001 came the philosophy of “management by fact.” Prior to these events and to the beginning of the current Self-Study process in December 2002, however, the College did undertake a series of projects to provide ongoing evaluation of successes. The College has used the current Self-Study process to develop an Institutional Effectiveness Model to assess mission fulfillment; a Strategic Planning Assessment Model; and a more cohesive organizational structure that ties together planning, institutional effectiveness, and academic assessment.

### **Methodology**

The Task Force charged with studying this standard gathered materials from diverse areas to determine how the College currently determines its effectiveness. This information collection was accomplished by dividing the Task Force into sub-groups and having them collect and analyze data that was aligned with one of the eight Strategic Issues of the Strategic Plan. Included among these materials were the following documents:

College Fact Book, 2002-2003  
Student Tracking Report, 2004  
Graduate Survey, 2002  
2002 and 2004 Public Awareness/Perception Study Analysis  
Student Profile, 2003/Fall  
Student Satisfaction Inventory, 2003/Fall

Task Force sub-groups also interviewed appropriate College personnel.

### **Findings**

This section reviews the College’s emerging Institutional Effectiveness Model (IEM), offers a thorough assessment of the institution’s progress in implementing the current strategic plan, and reviews the relatively new organizational structure that ties planning with institutional effectiveness.

#### ***Institutional Effectiveness Model***

The College’s Institutional Effectiveness Model (IEM) includes sets of indicators to measure Mission Accomplishment and Resources Adequacy. The framework allows for the College to track its progress against itself over a five year longitudinal trend, against Pennsylvania cohort colleges, and against colleges nationwide of similar size and mission scope. The Pennsylvania cohort colleges are Bucks County, Delaware County, Harrisburg Area, and Northampton Area community colleges. National cohort colleges are still under consideration for selection.

In many cases, the IEM creates a framework that synthesizes data already collected for institutional assessment into one centralized area. The IEM as presented here is a start. In some cases, the College must begin to collect data never before considered. In other cases, the College must present and analyze data that has long been collected in new ways.

A sample of the IEM is included in the next few pages of this report (Tables 7.1-7.3). Essentially, the results of the IEM present the College with a dashboard of indicators identifying areas that are on track, that may need attention, and that are in danger without immediate action. IEM results are reviewed annually and shared with the Trustees at their annual planning retreat.

A narrative overview of progress in Mission and Resources areas is included here as a reference. This also anchors the development of the dashboard of indicators.

### *Mission Accomplishment*

#### **Student Progress:**

**Intent:** Over the last five fall terms, there has been an increase in the percentage of first time students attending the College for career growth and exploration (6% to 14%).

**Retention/Continuity:** Overall, first-time students persist at a high percentage rate from fall to spring terms, but the rate decreases somewhat with the same cohort from fall to fall.

**Degree Completion:** The number of degrees conferred at the College continues to increase over a five-year period. Those students who obtain the A.S. degree are the largest number of degree-holders.

**Student Success:** Overall, the percentage of students who have obtained a grade of C or higher has been relatively stable over the last five fall terms (mid-80%).

#### **Transfer Preparation:**

The transfer rate and degree of satisfaction among transfer graduates has increased steadily over the last five years moving from 72 to 76 percent (transfer rate) and 90 to 95 percent (satisfaction rate).

#### **Career Preparation:**

An increasing percentage of career graduates have indicated that they have found their education useful to them in performing their job. A large majority of graduates have noted over the last two years that they were working in Montgomery County. There has been almost 100% passing rates in the health career fields which require licensure or certificate exams, especially in the last two years.

**Table  
7.1  
–  
Strategic  
Indicators  
by  
Mission  
Element  
Mission  
Element  
:  
Student  
Progress**

**Background:** Student Progress provides an overall snapshot of student success, measuring the effectiveness of one of the College's major mission elements. Student Progress can be measured by four indicators: 1) student goal attainment; 2) continuity; 3) degree completion; and 4) student success rate.

Responsible Party	How Information Was Obtained	Indicators	Measurement Definition	Five Year Longitudinal Trend					P.A. State Cohort Means (Most Current)	National Group Means	
				FY 2003	FY 2002	FY 2001	FY 2000	FY 1999			
Leon Hill	3 Week Data	<b>1. Student goals</b>	Student goal attainment looks at a student's educational and/or career goal, answering the question of why a student enrolls.	1.1 First time Student Intent/Goals Percentages	FY 2003	FY 2002	FY 2001	FY 2000	FY 1999	FY 2003	FY 2003
				Career growth/exploration Courses, then transfer	14	10	7	6	6		
				Earn degree, then transfer	45	45	43	42	43		
				Earn degree, then work	26	26	26	27	28		
				Personal/self enrichment	7	10	7	8	7		
				Upgrade/develop job skills	1	1	1	1	1		
				Missing information	1	1	1	2	1		
					4	10	13	14	13		
Marian Weston	Fact Books	<b>2. Continuity</b>	Student persistence is determined when a student continues to register semester after semester. A persistence rate is usually measured for 2 (Fall to Spring) or 3 (Fall to Fall) consecutive semesters.	2.1 1st Time Full-Time persistence rate	FY 2003	FY 2002	FY 2001	FY 2000	FY 1999	FY 2003	FY 2003
				Fall to Spring	81%	81%	81%	81%	77%		
				Fall to Fall		59%	60%	61%	54%		
Marian Weston	Fact Books	<b>3. Degree Completion</b>	Degree completion is determined when a student, who is enrolled in a certificate or degree granting program, completes that program. Degree completion can be based on: 1) the number of years it takes an identified entering cohort of students to complete a certificate or degree program or 2) the number of certificates or degrees awarded during a calendar year.	3.1 1st Time Full-Time	FY 2003	FY 2002	FY 2001	FY 2000	FY 1999	FY 2003	FY 2003
				2 year rate				4.4%	4.1%		
				3 year rate				15.9%	13.8%		
				4 year rate				17.7%	15.7%		
				3.2 FY Degrees and Certificates							
				AA	99	80	89	110	111		
				AAS	233	215	216	217	199		
				AGS	62	44	64	82	82		
				AS	444	422	394	368	374		
				CRT	37	41	27	23	20		
				SCT	7	10	9	10	10		
				Total Degrees Conferred	883	812	799	810	801	1072	811
Leon Hill		<b>4. Student success rate</b>	A success rate is the percent of Institutional grades "C" or above, each Fall semester.	4.1 Regular (Non-Developmental) Course Success Rates	Fall 2003	Fall 2002	Fall 2001	Fall 2000	Fall 1999	Fall 2003	Fall 2003
				Percentage (Grade C or greater)	84	85	86	85	85		

**Table 7.2 – Strategic Indicators by Mission Element**

**Mission Element: Transfer Preparation**

**Background:** Embedded in the mission of a comprehensive community college is the provision of access to transfer programs. Transfer Preparation can be measured by two indicators: 1) the student preparation for transfer, and 2) percent of students who transferred.

Responsible Party	How Information Was Obtained	Indicators	Measurement Definition	Five Year Longitudinal Trend					P.A. State Cohort Means (Most Current)	National Group Means	
Leon Hill	Graduate Survey	<b>1. Student Transfer Preparation</b>	Percent Prepared for Transfer after Graduation	1.1 Percent of graduates who indicated they were prepared for transfer (AA/AS/AGS grads)	FY 2003 95	FY 2002 93	FY 2001 97	FY 2000 93	FY 1999 90	FY 2003	FY 2003
Leon Hill	Graduate Survey	<b>2. Student Transfer Rate</b>	Percent of Students who Transferred after Graduation	2.1 Percent of graduates who transferred (AA/AS/AGS grads)	FY 2003 76	FY 2002 74	FY 2001 71	FY 2000 72	FY 1999 72	FY 2003	FY 2003



**Table 7.3 – Strategic Indicators by Resource Element**

**Resource Element: Technology**

**Background:** Technology plays an important role in academic programs and administrative functions. Microcomputer skills are becoming critical for students as they utilize computers for classroom assignments. More data are available electronically, and microcomputer skills are critical for data retrieval and analysis. This resource indicator can be assessed by seven indicators: 1) number and ratio of ratio of student FTE to computer; 2) ratio of staff to computer; 3) ratio of faculty to computer; 4) number of computers and computer labs available for student use; 5) connectivity; 6) ratio of technology expenditures to total expenditures; and 7) number of full- and part-time Information Technology Staff.

Responsible Party	How Information Was Obtained	Indicators	Measurement Definition	Five Year Longitudinal Trend						PA State Cohort Means (Most Current)	National Group Means
					FY 02/03	FY 01/02	FY 00/01	FY 99/00	FY 98/99		
Preston Hess	IPEDS Report and present and past inventory	<b>1. Ratio of student FTE to number of computers.</b>	Ratio of student FTE (fall semester) to the number of computers available for student use. Includes classrooms and labs.	1.1 Ratio of student FTE to computers	9.017	8.585	8.083	7.761	8.078	FY 2003	FY 2003
Preston Hess	IPEDS Report and present and past inventory	<b>2. Ratio of staff to the number of computers.</b>	Ratio of staff to the numbers of computers available for staff use.	2.1 Ratio of staff to computers	1.675	1.570	1.847	2.226	2.052	FY 2003	FY 2003
Preston Hess	IPEDS Report and present and past inventory	<b>3. Ratio of faculty to the number of computers.</b>	Ratio of faculty to the numbers of computers available for faculty use.	3.1 Ratio of faculty to computers						FY 2003	FY 2003
				Full-time	100%	100%	100%	100%	100%		
				Part-time	12.00%	14.75%	16.74%	15.40%	17.45%		
Preston Hess	IPEDS Report and present and past inventory	<b>4. Number of computers and computer labs available for student use.</b>	Number of computers and computer labs available for student use.	4.1 Number of student computers and computer labs						FY 2003	FY 2003
				Student computers	797	783	757	712	689		
				Computer Labs	33	33	32	30	29		
Preston Hess	IPEDS Report and present and past inventory	<b>5. Connectivity.</b>	Percent of student, faculty and staff computers connected to the network.	5.1 Percent of computers networked	100%	100%	100%	100%	100%	FY 2003	FY 2003
Pauline Corbi	MCCC General Ledger	<b>6. Ratio of technology expenditures to total expenditures.</b>	Technology operating expenses (staff, repairs, licensing, SIS 2000, etc.) divided by the total college expenditures.	6.1 Technology expenditures as a percent of total college expenditures	4.9%	4.3%	4.7%	4.3%	4.1%	FY 2003	FY 2003
Celeste Schwartz	HR Records	<b>7. Number of full and part-time IT staff.</b>	Number of full and part-time staff with IT-related responsibilities	7.1 Full-time and part-time IT staff						FY 2003	FY 2003
				Full-time	25	27	27	27	27		
				Part-time	4	3	3	3	3		
				FTE	27.5	29	29	29	29		

**Remedial Education:**

Over the last five fall terms, the overall number of students enrolling in one or more developmental courses has increased. The percentage of full-time students enrolled in developmental courses has also been increasing over the same time period. Furthermore, when the developmental courses were segmented by the various subjects, those individuals enrolled in the fall of 2003 in ESL courses had a higher success (grade C or higher) percentage (83%) than Reading (79%), English (72%), and Math (69%).

**Community Perception:**

When the community was asked of their perception of Montgomery County Community College, the College showed improvements from 2002 to 2004 in five key areas: small class size, credit opportunities for HS students, the percentage of graduates going on to 4-yr schools, on-line course offerings and working closely with community groups. Going forward, the community would like the College to remain focused on keeping tuition low, IT job training and effective career counseling.

**Student Satisfaction:**

The largest gap scores, or those areas where the College may not be meeting students' expectations, include academic advising/counseling, safety and security, and concern for the individual.

**Institutional Priority:**

Faculty and staff were also asked what areas of the College were most important to students and their levels of agreement with those areas. The largest gap scores, or those areas where the College may not be meeting students' expectations as suggested by employees, include safety/security, admissions/financial aid, and academic advising/counseling.

**Library:**

The number of staffing FTEs in the library has increased over the last five years. In addition, the expenditure per student FTE has increased for on-line databases and microfilms, while expenditures for print materials have decreased.

**Access and Affordability:**

Students at the College are increasingly receiving financial assistance from the College. The percentage of all students receiving financial assistance has increased from 11% in fiscal year 1999 to 19% in fiscal year 2003. In addition, the percentage of those students graduating who indicated that they would not have been available to further their education if the College was not accessible to them has remained relatively consistent over the five-year time frame.

**Diversity:**

The total number of students enrolling in ESL courses continues to increase over the five-year fall timeline. The majority of these students were of Asian/Pacific Island descent. Furthermore, the number of minority students, especially African American/Black, Hispanic/Latino, and Asian/Pacific Islander, continues to increase over the Fall Semester timeframe.

The number of faculty of color remains relatively low compared to the percentage of students of color. While the number of full-time faculty has increased, the new full-time hires have mostly been White/Caucasian.

*Resource Adequacy***Financial:**

The cost per student FTE has been increasing over the five year time frame to its current rate of \$5,524. Furthermore the revenues per FTE per auxiliary enterprise have also shown an increase in monies generated from \$457 in 1999 to \$551 in 2003.

**Human Resources:**

Overall, the ratio of faculty FTEs to student FTEs has remained consistent from fall 1999 to fall 2003. In addition, the number of full-time faculty has increased over the same time period.

The cost of fringe benefits which are absorbed by the institution has remained around the 25% of salaries expense ratio. Additionally, the amount spent on professional development per staff FTE has increased from fall 2001.

**Enrollment:**

End-of-the-semester total credits, headcounts and FTEs have increased since fall 1999. In addition, total FTE enrollments in non-credit courses have increased over the same period. Furthermore, the amount of revenue generated from the enrollments in non-credit and customized training activities has steadily increased from 1999 to 2003. The College's Montgomery County high school yield rate has increased.

**Public Safety & Facilities:**

The number of property crimes per 1000 students is quite small but has increased since fall 2000.

In a pilot to understand room utilization at the College, the College assessed specific timeframes and days. On the Central Campus the percentage was over 90% of classrooms utilized at selected times, while classroom space utilization at the West Campus has shown an increase since 1999, with percentages approaching those at Central Campus.

**Technology:**

The number of computers on campus per student FTE has steadily increased since 2000. In addition, the total number of students using computers through classes has also steadily increased, as the number of computer labs has remained relatively stable. Another indicator of technology on campus is the percent of computers that are networked. In this case, 100% of all computers have been networked since 1999.

***Strategic Planning Assessment***

The Self-Study Task Force delved into an evaluation of the accomplishments of the Strategic Plan as part of its institutional effectiveness analysis. This more detailed analysis also integrated elements of the IEM. A narrative overview of progress in relation to each of the eight Strategic Issues is included here. The suggestions included in this section will be used as a basis to adjust the current Strategic Plan and to move forward with the 2005-2008 Strategic Plan.

***Issue #1: Placing Learning First***

This section of the model focuses on a few indicators that help assess the College's success in placing learning first.

Since 1966 the College has graduated over 22,500 students. Based on five-year trend data (FY 1998-2002) which assess graduates' various outcome attributes, the vast majority of graduates indicated their overall preparation for continuing their education was good or excellent. Furthermore, over 70% of graduates who earned a transfer-related degree indicated that they had transferred to another institution of higher learning after graduating from the College. Furthermore, of those graduates who obtained a degree with a career focus, the majority (66%) is employed in a job related to their area of study (source: Graduate Survey, 2002). However, post-graduate information at their new college is not available to help ascertain how well they are performing.

A review of a five-year time frame demonstrates that, from 1999 to 2003, the number of degrees in career programs (A.A.S.) has declined from a high of 238 (1999) to 215 (2002); however, the current year (2003) has seen an increase in the number of this type of degree (n=233). Conversely, students who have obtained degrees in transfer programs (AA/AS/AGS) have increased from 455 in 1999 to 606 in 2003. The total number of certificates granted has remained relatively stable: 30 (1999) to 40 (2002) (source: Fact Book, 2002-2003, 44-47).

Furthermore, passing rates of licensure and certification exams were used as additional measurement indicators. Results of those exams are detailed in the table below.

	<b>FY 2003</b>	<b>FY 2002</b>	<b>FY 2001</b>	<b>FY 2000</b>	<b>FY 1999</b>
<b>Dental Hygiene (NBDHE)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>94.40%</b>
<b>Dental Hygiene (NERB-CE)</b>	<b>100%</b>	<b>93.30%</b>	<b>100%</b>	<b>100%</b>	<b>94.40%</b>
<b>Dental Hygiene (NERB-CSCE)</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>94.40%</b>
<b>Medical Laboratory Technician (ASCP)</b>	<b>100%</b>	<b>100%</b>	<b>80%</b>	<b>100%</b>	<b>100%</b>
<b>Nursing (NCLEX-RN)</b>	<b>85.48%</b>	<b>87.50%</b>	<b>87.10%</b>	<b>81.30%</b>	<b>81.50%</b>

Student retention was another assessment measure. The retention rate for first-time full-time students in two different timeframes (fall to spring and fall to fall) was higher than that for part-time students. Furthermore, the aggregated retention rates from fall to spring were higher than that of fall to fall: 65% vs. 44% (source: Fact Book 2002-2003, 42-43).

When the data were segmented by various student population subgroups, or first-time students who entered the College in fall of 2003 and continued to spring of 2004, certain strong indicators of retention appeared in this group. A student's academic standing, full-time enrollment, those who were younger, and those students who utilized the College's supplemental resources (i.e. ORI courses, developmental courses, ESL courses) seemed to indicate that students would re-enroll in larger percentages in the subsequent semester than those who did not take a full-load of courses, were older, or did not enroll in one of the courses which helped facilitate student success (source: Student Tracking Report).

In addition, to begin to assess student satisfaction, the College administered a nationally normed student opinion survey to determine how well it is meeting student needs (survey and results on file). The Noel-Levitz Student Satisfaction Inventory (SSI) was used to provide students the opportunity to express what College attributes/services were important to them and how satisfied they were with those issues. This allowed the College to view eleven overall scales to discern how well it is meeting students' needs and expectations.

Overall, students indicated that they believed that Instructional Effectiveness, Registration Effectiveness, Concern for the Individual, Academic Advising and Counseling Effectiveness, Academic Services, and Safety and Security were important to them as students at Montgomery County Community College. Furthermore, students were asked their opinions about their satisfaction levels with certain issues; students suggested that they were satisfied with Academic Services, Instructional Effectiveness, Registration Effectiveness, Student Centeredness, and the Campus Climate of the College.

One of the strengths of the SSI is its ability to look at the "gap scores" of these eleven areas of the College to discern where there might be a disconnect between what students believe to be important and their satisfaction with those stated attributes. These scores allow the College to determine where it is not meeting students' needs (high gap scores) and where it is meeting their needs (low gap scores). There are higher gap scores in area regarding Academic Advising and Counseling Effectiveness, Safety and Security, Concern for the Individual, and Admissions and Financial Aid Effectiveness.

The College has also begun the final stage of addressing Strategic Initiative #8 under Strategic Issue #1 (Placing Learning First) by establishing a Testing Center where all students (credit and non-credit) can go for a broad range of testing. This new Center is located on the Central Campus.

The development of a comprehensive student outcomes plan (Strategic Initiative #5 under Placing Learning First) needs to be fully adopted by the College in order to evaluate various levels of student learning and performance. While this process is being addressed in Chapter 14, the link has been established between the process of assessing student learning and the integration of that information into the overall institutional effectiveness framework through the Academic Program Review Process.

### **Strengths**

- Graduates are satisfied with their academic preparation.
- A large percentage of students transfer to four-year colleges and universities after graduation.
- The majority of graduates of career programs are employed within their field of study.
- The majority of graduates who are working are employed within Montgomery County.
- Nursing, Dental Hygiene, and MLT graduates are very successful in passing their licensure exams.
- A college-wide Testing Center has been established.

### **Concerns**

- Lack of consistent and equal availability of programs and services across campuses or a method to determine when programs and services should be added at the West Campus.
- Lack of follow-up information on graduates who transferred to another institution.

### **Suggestions**

- The College should ensure full implementation of its Student Outcomes Assessment model with ties to the Institutional Effectiveness Plan.
- The College should establish liaisons with transfer institutions receiving the largest number of the College's graduates to obtain information on our graduates' performance.

### ***Issue #2: Aligning the Infrastructure to Support Learning***

The College has developed an Information Technology Strategic Plan, a Facilities Master Plan, and a Library Strategic Plan to better support learning. Drafts of a West Campus Academic Plan and a Distance Learning Strategic Plan have also been produced.

In order to establish a “culture of evidence,” the College also is developing a data warehouse where College decision-makers can access information so they can “manage by fact.” An example of this approach would entail using the data from the warehouse to assess students’ enrollment patterns at different points during the term, and then exploring ways to encourage students to take courses during underutilized time periods, such as very early morning, late afternoon, and early evening.

From a resource development paradigm, the College is also in the process of seeking private monies to advance its Mission. This is exemplified by the securing of private giving for the Art Barn renovations and expansion. In addition, the College has revised and is updating purchasing procedures and policies to meet state and federal statutes. Another area where the fiscal infrastructure is being aligned to support learning is in the attempt to understand how program costs affect academic programs, their continuous development and, ultimately, student learning.

Furthermore, the College has recently established an Office of Institutional Effectiveness and Strategic Initiatives to ensure that the College is on track to accomplish the goals and objectives established in the next round of the planning process.

### **Strengths**

- Various plans exist throughout the College which directly or indirectly affect student learning.
- The College is moving toward a “culture of evidence” which is based on fact and empirical information, not just anecdotal data.
- Private fundraising for various projects on campus has commenced.
- The College has established an Office of Institutional Effectiveness and Strategic Initiatives where the assessment of the strategic planning process can occur.

### **Concerns**

- Ability to ascertain fiscal information about academic programs during their five-year review process is inconsistent.

### **Suggestions**

- The College should affiliate with other community colleges and participate in benchmarking studies like the “Kansas Study.” By joining in these national studies, we will be producing indicators describing the cost of operating an academic program per credit hour, and the number of faculty teaching within various disciplines, just to name a few examples.
- The College should also affiliate with other community colleges and participate in the “National Community College Benchmark Project” (NCCBP). This affiliation will not only provide indicators on twelve institutional concepts (Completion, Persistence, Transfer, Student Satisfaction, Student Performance, Career Preparation, Core Academic Skills, Access and Participation, Workforce Development, Faculty/Staff, Human Resources, and Finance), but it will also allow us to benchmark the same indicators, which have common definitions, with other community colleges that also participate in the study.

### ***Issue #3: Demonstrating Our Value***

In order to assess our value within our community, in the spring of 2002, the College developed a survey to assess the community's perception of the institution and community colleges in general (source: 2002 Public Awareness/Perception Study Analysis).

When asked about how well Montgomery County Community College was meeting the needs of the community, over two-thirds of the respondents indicated they "strongly agree" or "agree" that the College has met these expectations. Survey respondents gave high marks to the College's efforts to keep tuition costs as low as possible.

However, one-third or more of those responding rated the College's efforts as "adequate," "needs to improve," or "poor" in some of the following areas:

- Course offerings in the latest technology.
- Opportunities for bachelor's or master's degree programs on campus.
- Career placement and counseling.
- Attracting highly qualified and skilled instructors.
- Providing courses in a condensed time frame.
- Offering classes at off-campus or satellite locations.

In the spring of 2004, the College again surveyed the community to ascertain whether the perceptions of the College, and community colleges in general, had changed over a two-year time frame.

The analysis of the 2004 Community Perception Survey indicated that the College showed improvements from 2002 in areas of the public's perception, such as keeping classes small as possible, offering college credit opportunities for high school students, and sending a high percentage of its graduates on to four-year colleges. Conversely, the College seems to still struggle in the community's opinion in areas such as ensuring a safe campus, providing effective career and educational advising/planning, and effectively preparing students for employment in specific career fields.

To address some of these issues, the College has re-dedicated itself to enhancing the role of its Alumni Association. To begin, the College has created an Alumni Hall of Fame. In fall 2003, the College hired a Coordinator of Annual Giving and Alumni Relations, and established a quarterly alumni newsletter to reach out and reconnect alumni to the College. In fall of 2004, the College launched its inaugural Alumni Giving Campaign. An annual giving program has also been launched for the first time. Finally, the Alumni Association now sponsors a Career Awareness Day. Such efforts are intended to facilitate the engagement of the College's alumni in the operation of the institution.

In addition, the establishment of a new logo and uniform appearance for College publications provides the community and students with a clear and consistent message which individuals not directly associated with the institution will be able to recognize.

Finally, the College has been reaching out to various state and federal legislators, proactively acquainting them, not only with Montgomery Community College, but with the community college sector, and how our institution benefits their constituents directly and indirectly (source: Fact Book, 2002-2003, 34-37). The College takes great pride in its relationship with state, county and local school districts. The number of off-campus sites that the College maintains, the number of Montgomery County high schools that the College serves, as well as the overall increase in College enrollment, are testaments to the strength of these relationships.



## Strengths

- The College has created and staffed the new position of Coordinator of Annual Giving and Alumni Relations.
- The recent adoption of the new College logo served to ensure that the College conveys a clear, consistent, and easily recognized image.
- The College has increased its legislative relations at the state and federal levels.
- The College is using information from the Public Awareness/Perception Study as another resource element for planning purposes.

## Concerns

- Lacking a formal annual giving program until 2004, there has been modest alumni fiscal support to the College.
- Engagement of alumni in College-related activities and events has been inconsistent.
- There are varying levels of awareness of the strengths and assets of the College by the external community.

## Suggestions

- The College should continue to bolster alumni relations efforts.
- The College should create an image campaign to educate our external community members about the advantages, strengths, and offerings of the College.

### *Issue #4: Extending Our Reach*

The largest growth sectors of the institution have occurred during the Fall Semesters on the College's West Campus and in Distance Learning. From fall 1999 to fall 2003, student enrollment and credits have increased over 50% at the West Campus, and Distance Learning enrollments and credits have increased over 125%. Evidence of enrollment growth at the West Campus and via Distance suggests that the College is increasing its participation rates, not only in the western part of the county, but also in northern Chester County as well. Distance learning, while growing exponentially, has mostly occurred within Montgomery County (source for all data: Student Profile, 2003/Fall). In response to the growth at the West Campus, the College recently acquired, via lease arrangement, additional space that will be developed into various classrooms and laboratories.

From fiscal year 2000 until 2002, student enrollment in non-credit courses declined. However, in 2003, there was an increase in enrollment. Figures are provided in Table 7.5 (source: Fact Book, 2002-2003).

This is the result of a new organizational structure, new program offerings in the Division, and more marketing of such programs to the community.

Furthermore, strategic initiatives with area high schools (public and private) have produced an increasing number of high school graduates coming to the College. Yield data from 1999 to 2002 indicates that the percentage of high school graduate enrollment in the service region is increasing, especially in Montgomery County (source: Fact Book, 2002-2003).

<b>Year</b>	<b>Students</b>	<b>% 1-Year Change</b>
<b>1999</b>	<b>9,948</b>	<b>-</b>
<b>2000</b>	<b>9,949</b>	<b>0%</b>
<b>2001</b>	<b>9,227</b>	<b>-8%</b>
<b>2002</b>	<b>8,441</b>	<b>-9%</b>
<b>2003</b>	<b>10,845</b>	<b>+22%</b>

While the overall yield rate has been incrementally increasing, the yield rate of students who graduate from certain high schools may be of concern. For instance, Lower Moreland High School had 136 graduates in 2002, but only three of those graduates began their collegiate career with the College (source: Fact Book, 2002-2003).

There has been a consistent increase in the percentage of public high school spring graduates who attend Montgomery County Community College in the fall following their graduation. The high school yield rate has increased from 10% in 1999 to 12% in 2002 (source: Fact Book, 2002-2003).

New credit program offerings have also been established, some at West and some at Central Campus. These include Radiography, Surgical Technician, Medical Assistant, Chef's Apprenticeship, International Studies Certificate, Paraprofessional in Education, and Emergency Management Planning Degree. Furthermore, in addition to securing new space because of increased enrollment growth at the West campus, the College has begun offering courses at DeSales University Center in Lansdale, PA, to alleviate crowding on the Central Campus. Additionally, the College offers courses at other sites, such as the Willow Grove Naval Air Station, ACTS Retirement Communities, several other retirement homes, and the State Correctional Institute at Graterford. While the College continues to grow and extend its reach, there may still be pockets of the service region that underserved based on the demographic profile or the location (e.g. Lower Merion and other more rural areas) of the population.

### **Strengths**

- The College has established a presence in Lansdale with the delivery of instruction at the DeSales University Center.
- The College has established new programs on both the Central and West Campuses.
- Credit student enrollments on all campuses, especially the West campus and via Distance, have steadily and significantly increased.
- Non-credit student enrollments are now increasing after several years of decline.
- The number of recent high school graduates attending the College is increasing.
- The College has expanded the amount of instructional space at West Campus via a lease arrangement, space to be available in fall of 2005.

### **Concerns**

- There may still be a need for the College to establish a presence in underserved areas of the region.
- Enrollment at the College by graduates of certain feeder high schools is low.

### **Suggestions**

- The College should complete the Distance Learning Strategic Plan to develop a process to expand enrollment outside the county.
- The College should create a process of entering all relevant non-credit data in the College's Datatel system to better be able to manage by fact in that area.
- The College should strengthen enrollment management strategies at certain feeder schools and throughout the service region.

- The College should research the service area to ascertain what areas may not be as robustly served and then establish a presence (credit or non-credit) to extend our reach into those areas.

#### ***Issue #5: Moving to the Community Center***

One way the College moves to the center of the community is through students' participation in community service activities. During 2003, nine organizations (seven clubs, the National Honor Society, and the radio station, WRFM) participated in eighteen philanthropic activities in the county. Also, the Student Activities Office organized seven activities that were not related to any specific on-campus organization. Community service activities benefited a wide variety of individuals and organizations, including the Salvation Army, Special Olympics, and many others.

In addition, to demonstrate moving to the community's center, the College has sponsored political debates, engaged in civic discourse, and presented various cultural events to facilitate thought, inspiration and discussion by students, faculty, staff, and the community. Just this fall, the College was a stop on the national campaign trail, hosting events featuring Mrs. Barbara Bush and Senator Hillary Rodham Clinton, among others. Recent topics of civic discourse have ranged from the discussion of slavery (historical and present), issues of sexual orientation, and the current state of the world. So far this academic year, the College's Lively Arts Series has featured a Writer's Conference featuring Pulitzer Prize-winning author, John Updike, as well as performances by the Shenandoah Shakespeare Company and the Second City Troupe, to name just a few events. Attendance at these events, from both the internal College community and the external community, is strong.

The College is also home to the Montgomery County Choral Society, a highly regarded musical group that has traveled the world to perform. The College also hosts many gallery openings in its Multiple Choice Gallery. These gallery openings showcase faculty, staff, student and community artists.

#### **Strengths**

- Students are engaged in community service activities on and off campus.
- Student philanthropic activities are diverse and benefit the work of community and national organizations.
- There is ample opportunity for students, faculty, staff, and community members to engage in various topics of public discourse, scholarly work, and cultural events.

#### **Concerns**

- At present, the College does not have a protocol for the recognition of student community service activities.

## Suggestions

- The College should create a way to disseminate the outcome of student organization service activities and to show what effect they had on the organizations and the students.
- The College should institute a systematic way of recognizing student community service activities.

### *Issue #6: Building a Model and Modern Workplace*

To build a model and modern workplace, the College focuses on employees' sense of being valued by publicly recognizing employee contributions to the institution.

Various recognition ceremonies for employees and retirees have taken place at the College prior to 2001. These included honors such as the Twenty-five Year Service Medallion, recognition at the President's Staff meeting, and staff certificates, to name a few.

Since 2001, new initiatives have been created to reward and/or recognize employees of the College. Beginning in 2001, the College chose Founders' Day (the first Thursday in December) as a Recognition Reception Day. At that event, the College recognizes those full-time employees who had achieved five, ten, fifteen, twenty, twenty-five, thirty, and more years of service with the College. Faculty promotions are also formally announced at this time.

Information gathered from the 2002 Recognition Ceremony indicates that sixty-three full-time employees received service awards ranging from five to thirty-five years, two promotions were recognized, and eight certificates were given to part-time employees who had worked, ranging from five to fifteen years, at the institution.

Other means for recognizing the achievements of faculty and staff, since 2001, include the following:

- The monthly President's Report that goes to the Board of Trustees, as well as the entire College, includes faculty, staff, and student kudos. These include grant awards, external appointments, conference presentations, publications, and the like.
- Opening Day activities highlight the work done over the previous year that has moved the College towards achievement of its Strategic Initiatives through "Showcase Sessions."
- The weekly College newsletter, "Update," has given space to accomplishments of employees.
- The College reinstated the Board-granted emeritus status for qualifying faculty and administrators in 2002.

The quarterly alumni newsletter, Currents, also contains information about the accomplishments of employees and retirees. In addition, every spring there is a Retirees' Reception to honor all those who have contributed to the College. Since 1997, 54 individuals have been recognized at this event.

Full-time employees are covered by an outstanding benefits and retirement package which serves to attract highly qualified faculty and staff and to retain current employees. Part-time employees also receive certain benefits (free tuition, holiday pay, etc.) for their contributions. Furthermore, the College offers a full Professional Development Program to all faculty and staff, full- and part-time. While the benefits package is generous, certain aspects or physical locations of the working environment may need to be updated or modified to ensure that the employees are comfortable with their workspace.

Recently, the College studied administrative positions to ensure that job responsibilities and salaries were in alignment with similar positions at like colleges and benchmarked against industry standards. The institution made a concerted effort to provide pay increases for those individuals who were below the minimum market value for their position based on the analyses and brought all to the appropriate mid-point.

The College has also realigned its organizational structure in order to share and streamline decision-making so that policies are communicated throughout the College. All policies, though developed in a specific area, ultimately proceed through the various channels on campus (e.g. campus discussion, email correspondence, group meetings, availability of drafts on the intranet), thus giving all stakeholders the opportunity for both review and recommendation before those policies are finalized and approved by the appropriate persons.

### **Strengths**

- The College provides full-time employees an exceptional fringe benefits and retirement package.
- The College publicly recognizes the accomplishments of its employees.
- The College encourages the community to share in decision-making.
- The College made administrative salaries commensurate with industry standards.

### **Concerns**

- Space constraints have resulted in uncomfortable working spaces for some employees.

### **Suggestions**

- The College should consider ergonomically redesigning employee work spaces during each building's renovation.
- The College should routinely assess administrative positions to ensure they are comparable to the industry standards in the region.

#### ***Issue # 7: Developing the College's Multiple Campus Mission***

With the arrival of the new president in 2001, a campus-wide discussion began concerning the various services and functions of the two main campuses. The discussion centered on what services should be centrally controlled, i.e. in the spine of service, versus which should be locally controlled. Examples of centrally controlled services include human resource functions and information technology administration. Locally controlled functions include student food service and academic classroom assignment. However, all local functions and services are discussed with the appropriate administrator who has College-wide responsibility. The following listing illustrates the distribution of various services.

## **Spine of Support**

- Institutional Planning
- Institutional Policies and Procedures
- Academic Program Review
- New Program Development
- Hiring of Faculty and Staff (Full- and Part-Time)
- Faculty, Staff and Administrative Evaluation Processes
- Institutional Research
- Information Technology Planning, Policy and Network Management/Datatel/Web Services
- Institutional Marketing and Public Relations
- Long-Range and Annual Operating and Capital Budget Planning and Development
- Grants Acquisition and Management
- Private Fundraising
- Cultural Affairs Programming
- Alumni Relations
- Programs with Federal Guidelines (e.g. Financial Aid, ADA)
- Student and Enrollment Services Policies
- Human Resource Policies
- New Course Development, Curriculum Modifications, Course Syllabi Development
- Master Course Scheduling
- Library Policy and Planning
- Emergency Procedures and Safety Protocols
- Storage of Student/Employee Records

## **Campus-Based**

- Registration and Payment Services
- Maintenance and Grounds
- Public Safety Response
- Student Activities
- Facilities Scheduling/Classroom Scheduling
- Internal Campus Communications
- Marketing Methods
- Customized Vendor Use (e.g. Food Service, Vending, Child Care)
- Community Relations

In the attempt to align services that address issues on both campuses (Central and West), as well as via Distance, the College started to study the path of enrollment from inquiry through registration (e.g. admissions, registration, financial aid, etc.). This “process mapping” project is designed to address any complications that students encounter when trying to enroll in a course (credit or non-credit) and is an attempt to streamline the process for students, no matter where they are attending. While the processes may be different for distance students, the policies should be similar College-wide, as they emanate from a “spine of services.” It is also possible that there may be different logistical issues at the West Campus in terms of student services.

Furthermore, Montgomery County Community College is committed to local businesses, delivering training programs tailored to specific company needs and designed around company time requirements. However, there is concern that the capacity of the Workforce Development Office at the West Campus is not large enough to assist in extending the College's presence in the tri-county region.

In addition, the College is in the process of developing a Distance Learning Strategic Plan which will not only advance the Strategic Plan of the institution, but will increase students' opportunities to learn via distance.

### **Strengths**

- The College has attempted to streamline student services and integrate those policies College-wide.
- Workforce Development/Continuing Education has developed the ability to create and modify programs to meet the needs of companies in the area.
- Distance Learning is developing a strategic plan aligned to the College's Strategic Plan.

### **Concerns**

- Workforce Development / Continuing Education at the West Campus may be under-resourced.

### **Suggestions**

- Given the growth rate at the West Campus, the College should develop a method of regularly assessing and adjusting the College-wide spine of services, campus-based services, programs, and related staffing, to ensure consistent and effective operations and services are delivered at the West Campus.
- The College should ensure that the spine of services that results from the mapping process is localized, if necessary, to a specific campus.

### ***Issue #8: Creating a Diverse Learning and Working Environment***

In an attempt to create a campus that appreciates and accepts diversity, and that creates access for all, both students and employees, we need to ensure that the "face" of the College reflects that of the student body. An examination of employee demographic data indicates that the College faculty does not reflect the diversity of the student population. While there has been an increasing percentage of students of color over the last seven Fall Semesters (+17%), the percentage of faculty of color has remained relatively stable (+8%) over the same timeframe. Individuals from the Native American and Pacific Islander groups have no representation over the last four semesters. When segmented by ethnic/racial and gender codes, there are certain areas of the College which have no female faculty or people of color in the ranks of full-time faculty. In general, in terms of gender, full-time faculty ratios have remained relatively stable at approximately 50% each. However, specifically, there are no male full-time faculty in the nursing or allied health programs.

In addition, the College reviewed the demographics of the full-time staff, using the same profile that it used for its faculty review. From 1997 to 2000, the minority staff has been relatively stable at around 10% of full-time employees. Starting in 2001 and continuing to 2002, staff ethnic data has shown a growth, increasing the minority staff to 14% in both years.

In addition to diversity in staffing, the College is committed to diversifying its curriculum by developing new courses, such as Elementary Chinese I, Elementary Chinese II, The Vietnam War, History of the Holocaust, History of the Modern Middle East, and Gender and Sexuality in American Society. Along with creating new courses, the faculty has incorporated issues of diversity into existing courses. However, due to the nature of some courses, a diversity component may not be infused or integrated.

<b>Table 7.6</b>
<b>Library Displays</b>
<b>Black History Month</b>
<b>Women's History Month</b>
<b>Poetry of the Holocaust (for National Poetry Month &amp; Holocaust Remembrance)</b>
<b>Gay Pride</b>

The College should create library holdings that assist in increasing student awareness about individuals different than themselves. The Library holdings of periodicals and books about different cultures and backgrounds (e.g. Women, Religion and Theology, African American Studies, Gay and

Lesbian Literature, etc.) assist students and community members with appreciation of diversity. Furthermore, the Library has displays and events that inform users about groups or individuals that do not always have their voices heard in the general curricular discourse of academe, as listed in Tables 7.6 and 7.7.

<b>Table 7.7</b>
<b>Library-Sponsored Cultural Events (2003-2004)</b>
<b>The "African American Read-In"</b>
<b>Japanese Culture with Kimiko Manes and Friends</b>
<b>Book Discussion - <i>The Life and Times of Michael K</i> (Themes included Apartheid in the South and the American Civil War)</b>

Also, as part of its diversity initiatives, the College reviewed the total number of students who took an ESL class over the last five fall semesters to discern how fast the ESL population of the College, which increases institutional diversity, was growing. The College observed the following:

- Over the last five years (1998-1999 to 2002-2003) the total number of credit students enrolled in an ESL course has ranged from 334 to 478.
- Minority resident students are the largest number and percentage of students enrolled in ESL courses, and they are predominantly Asian-Americans/Pacific Islanders. For instance, these students comprised 71% of all ESL enrollees in 2000-2001 (n=301).
- Because there is an increasing number of students who enroll in ESL courses, the College needs more robust and extensive ESL programming and services.

Recently the College has started an internal Faculty Diversity Grant Program designed to support a faculty member who proposes a project to increase diversity in the curriculum, increase understanding in the college community, or some other worthy diversity project. The initial award was for creating "Safe Spaces" for lesbian, gay, bisexual and transsexual members of the college community. The most recent project was to develop a Hispanic Film Festival.

The College also has a fledgling Study Abroad Program. Previous destinations abroad have included Costa Rica, London and Florence. Unfortunately, world events have stymied participation in this program. In 2005, a Study Abroad opportunity is again being offered to Florence, Italy.



## **Strengths**

- The full time staff of color has increased, especially those in administrative positions.
- Faculty members have developed new courses that address issues of diversity.
- Faculty members have incorporated issues of diversity into existing courses.
- The number of international students enrolling in ESL courses has increased over the years, adding to the College's attempts to diversify the environment.
- Library holdings and displays seek to provide a "face" to the accomplishments, successes, and struggles of various non-majority groups.

## **Concerns**

- The low number of full-time faculty of color remains a concern.
- The number of courses that deal directly with issues of diversity should be expanded.
- Increased resources are needed to improve ESL programming and services.

## **Suggestions**

- The College should continue to expand and broaden the curriculum in order to address broadly defined issues of diversity.
- The College should reexamine how to recruit, hire and retain full-time faculty candidates of color and women in order to provide a more inclusive group of instructors who will reflect our student population.
- The College should consider the establishment of a more robust centralized office to assist international students with their language skills.

## ***Organizational Structure for Institutional Assessment***

### **Background**

Prior to this Self-Study process, strategic planning rested with the Office of the President, and Institutional Research was housed in the Information Technology area. Academic assessment activities, such as academic program review and course assessment, were housed in the Academic Affairs area. However, these processes were not cohesively tied together. The College's planning processes are deemed strong by the Self Study findings, but its assessment systems, which are keys to determining if we are doing what we say we do, were not unified prior to the completion of the Self-Study process.

### **The Plan for Moving Forward**

To unify planning, research and assessment of institutional effectiveness, effective January 2005, the President has created an area within the President's Office to lead planning and effectiveness activities. Placement in the President's Office symbolizes the importance of this function to the future development of the College. The Associate to the President for Institutional Effectiveness and Strategic Initiatives will lead and coordinate all strategic and operational planning activities on behalf of the President and will oversee the work of the

Institutional Research area in implementing the Institutional Effectiveness Model. The Associate will also lead the Institutional Research area in supporting academic assessment activities and in completing federal and state reporting requirements. Structural leadership for academic assessment activities will remain in Academic Affairs and will be centralized in the office of the Associate Vice President for Academic Affairs.

To ensure that data standards, collection and management, as well as reporting systems, support the College's planning and effectiveness efforts, the Vice President for Information Technology will serve with the Associate to the President, the Director of Institutional Research, and the Associate Vice President of Academic Affairs, on a President's Council on Planning, Effectiveness and Outcomes Assessment. The group will meet quarterly to monitor implementation of the Institutional Effectiveness and Outcomes Assessment Plans, to set research priorities to enable plan accomplishment, and to ensure that data and reporting systems are aligned to support the plans. Mid-year and end-of-the-year updates by the Council on both plans will be tied to mid-year and annual planning activities. In addition, the results of the Institutional Effectiveness Plan (key performance indicators) will be shared with the Trustees at the annual Board Retreat.

The goal of this new structure is to move the College closer to its goal of management by fact. To improve the learning environment and learning successes of its students, the College must continually evaluate whether it is meeting and keeping its promises to students and the community. These promises are set out in the College's Mission and the Strategic Issues. Is the College doing what it says it does? How do we know? If we are not doing what we say we do, how will we improve? In answering these questions, the loop of evaluation begins again. This culture of continuous improvement leads to institutional renewal that is disciplined and well thought out. This culture will allow for institutional change through design rather than happenstance.

### **Recommendations**

- 7.1 The College should fully implement the Institutional Effectiveness Plan that is outlined in the Self-Study. Plan indicators should be assessed longitudinally and benchmarked against selected peer colleges at the state and national levels. Results should drive College improvement strategies.
- 7.2 The College should re-examine how to recruit, hire and retain full-time faculty candidates of color in order to provide a more inclusive group of instructors who will reflect our student population.
- 7.3 The College should build on its recent work to develop a student tracking system to embed relevant recruitment and retention data for various student subgroups into the Institutional Effectiveness Plan.
- 7.4 The College's Student Outcomes Assessment Plan Model (addressed in Standard 14) should be tied to the Institutional Effectiveness Plan.
- 7.5 The College should use its assessment of the implementation of the 2002-2005 Strategic Plan and the suggestions offered, in this chapter, as a basis for the development of the 2005-08 Strategic Plan.

## **Chapter Eight: Student Admissions**

### **Introduction**

The philosophy that drives the Student Affairs area is one of ensuring access, in part, through its open-admissions policy, and success, through its efforts to provide quality services to all students and potential students. The Student Affairs area is an integral part of academic programming and an area that works to actively participate in the teaching/learning process. As students come to the College, they are encouraged to develop multiple skill sets, starting with the application process itself, in which they begin setting their self-determined educational goals, and ending with graduation, where they see those goals fulfilled.

### **Methodology**

Before initial data collection, the Task Force confirmed that Student Affairs policies are reviewed and revised to ensure that they are up-to-date and supportive of the College's strategic goal of Placing Learning First. As a result of continuous review, the Student Academic Code of Ethics, Student Government Association Constitution, Student Code of Conduct, the Bulletin Board and the Smoking Policies all have been revised recently. The College's governance structure also allows for an all-College Student Life Committee with representation from all College constituencies to address issues and to review and consider changes in policies and procedures affecting students.

The Task Force was charged with studying this standard, Student Admissions, and Standard Nine, Student Support Services, because of their close relationship. Members of this Task Force specifically studied the following documents:

College Web Site

College Catalog 2002-2004 and 2004-2006

“Connecting to Build Futures: the Strategic Plan 2002-05”

Student Academic Code of Ethics

Student Government Association Constitution

Student Code of Conduct

Bulletin Board Postings Policy

Smoking Policy

Minutes of the All-College Student Life Committee

Partnership Agreements

Articulation Agreements

1999, 2001 and 2004 Student Satisfaction Surveys

Report done by Institutional Research for Title III on how well developmental students did in specific future courses (this report was for the 1998 fall cohort only)

Numerous people across campus also were interviewed by members of the Task Force.

## Findings

An evaluation of enrollment trends since 1999 has shown a 25% increase in the number of credits taken by students. The growth areas have occurred at the West Campus (+43%) and in distance learning courses (+187%). During the same period, Central Campus also experienced an increase in the number of credits students were taking (+17%). In a one-year timeframe (2002-2003), each campus also experienced credit enrollment increases, with distance learning growing by nearly 60% from last fiscal year (58%), and West Campus increasing its credit enrollment by 18%. Central Campus also experienced growth (+8%), but at a lower percentage than West Campus and distance learning; however, Central Campus still constitutes the greatest number of credits generated within the College. When assessing the data over a one-year timeframe, the largest credit growth was by the Health and Physical Education Division with an increase of 22% over the last fiscal year. The student services and admissions area has worked to keep pace with the increase in enrollment by instituting increased office hours and web-based options for students.

### *Retention Data*

Traditionally, an institution's student success and persistence rate is seen mainly in light of graduation numbers. Since community college students attend college to achieve a wide variety of educational goals, graduation rates alone do not provide an accurate or complete picture of student retention. To gain a more extensive and valid picture of the College's retention rates, the students' stated goals need to be part of the overall retention analysis.

On the initial admissions application, students indicate their academic goals according to the following categories: Career growth/exploration (CR); take courses, then transfer (CT); earn degree, then transfer (DT); earn degree, then work (DW); personal/self-improvement (PS); and upgrade/develop job skills (UP). Below is an analysis of the number of credits completed, graduation rates, cumulative grade point averages (CGPA), as well as semester-to-semester and year-to-year return rates, for the cohort of students who began as freshmen in the fall of 1998 in light of these students' stated academic goals.

In fall 1998, 2,498 new students began as first-time freshmen. 60% were part-time; 40% full-time. The largest number of students (40%) indicated they planned to take courses and then transfer without graduating; 27.5 % planned to earn degrees and then either transfer to a four-year institution or work. The remaining 32.5% planned to attend to explore careers, upgrade job skills, or for personal enrichment, again not necessarily intending to graduate. Table 8.1 indicates the number of credits these students earned, their CGPA's, as well as graduation rates for each goal category, and Table 8.2 indicates the semester-to-semester and fall-to-fall student return rates per goal category.

<b>Stated Goal</b>	<b>Completed 0 credits</b>	<b>Completed 1-15 credits</b>	<b>Completed 16-30 Credits</b>	<b>Completed 31-45 Credits</b>	<b>Completed 46+ Credits</b>	<b>Graduated</b>	<b>GPA 2.0-4.0</b>
<b>CR 404</b>	<b>53 13%</b>	<b>237 58%</b>	<b>38 10%</b>	<b>20 5%</b>	<b>56 14%</b>	<b>24 6%</b>	<b>284 70%</b>
<b>CT 992</b>	<b>108 11%</b>	<b>383 39%</b>	<b>160 16%</b>	<b>123 12%</b>	<b>218 22%</b>	<b>135 14%</b>	<b>720 73%</b>
<b>DT 495</b>	<b>46 9%</b>	<b>130 26%</b>	<b>97 20%</b>	<b>68 14%</b>	<b>154 31%</b>	<b>115 23%</b>	<b>365 74%</b>
<b>DW 195</b>	<b>29 15%</b>	<b>70 36%</b>	<b>22 11%</b>	<b>17 9%</b>	<b>57 29%</b>	<b>47 24%</b>	<b>138 71%</b>
<b>PS 278</b>	<b>83 30%</b>	<b>173 62%</b>	<b>11 4%</b>	<b>5 2%</b>	<b>6 2%</b>	<b>6 2%</b>	<b>149 54%</b>
<b>UP 134</b>	<b>29 22%</b>	<b>86 64%</b>	<b>10 8%</b>	<b>7 5%</b>	<b>2 1%</b>	<b>4 3%</b>	<b>93 69%</b>
<b>T= 2,498</b>	<b>348 14%</b>	<b>1079 43%</b>	<b>338 13%</b>	<b>240 10%</b>	<b>493 20%</b>	<b>331 13%</b>	<b>1,749 70%</b>

<b>Stated Goal</b>	<b>FA 1998</b>	<b>SP 1999</b>	<b>FA 1999</b>	<b>SP 2000</b>	<b>FA 2000</b>	<b>SP 2001</b>	<b>FA 2001</b>	<b>SP 2002</b>
<b>CR</b>	<b>404</b>	<b>174 43%</b>	<b>117 29%</b>	<b>96 24%</b>	<b>64 16%</b>	<b>51 13%</b>	<b>41 10%</b>	<b>28 7%</b>
<b>CT</b>	<b>992</b>	<b>634 64%</b>	<b>442 45%</b>	<b>385 39%</b>	<b>234 24%</b>	<b>181 18%</b>	<b>136 14%</b>	<b>113 11%</b>
<b>DT</b>	<b>495</b>	<b>387 78%</b>	<b>300 60%</b>	<b>243 49%</b>	<b>184 37%</b>	<b>146 29%</b>	<b>103 21%</b>	<b>79 16%</b>
<b>DW</b>	<b>195</b>	<b>124 64%</b>	<b>95 49%</b>	<b>83 43%</b>	<b>61 31%</b>	<b>57 29%</b>	<b>37 19%</b>	<b>24 12%</b>
<b>PS</b>	<b>278</b>	<b>83 30%</b>	<b>45 16%</b>	<b>25 9%</b>	<b>21 8%</b>	<b>21 8%</b>	<b>20 7%</b>	<b>14 5%</b>
<b>UP</b>	<b>134</b>	<b>50 37%</b>	<b>35 26%</b>	<b>18 13%</b>	<b>15 11%</b>	<b>12 9%</b>	<b>10 7%</b>	<b>6 4%</b>
<b>Total</b>	<b>2,498</b>	<b>1,452 58%</b>	<b>1,034 41%</b>	<b>850 34%</b>	<b>579 23%</b>	<b>468 19%</b>	<b>347 14%</b>	<b>264 11%</b>

Students who indicated they planned to earn degrees before transferring or working did persist and earn 45-60 credits at higher rates (45% for degree, then transfer; 29% for degree, then work) than those who planned just to take some courses, then transfer (22%), explore careers (8.5%), gain personal satisfaction (2%), or upgrade job skills (1.5%). The graduation rates for those indicating they wanted to earn degrees were also higher at 24% (versus 13.5% for those taking courses for transfer, 6% for those exploring careers, 3% for those upgrading skills, and 2% for those seeking personal satisfaction). The percentage of those earning successful CGPA's of 2.0 or higher was a fairly consistent 70-74% no matter which goal category indicated; only those who indicated personal satisfaction as a goal achieved at a lower rate (53.5%).

Semester-to-semester and year-to-year return rates followed a similar pattern. 78% of fall 1998 new students who planned to earn degrees, then transfer, and 63.5 % who planned to earn degrees, then work, returned the following spring. 60.5% and 49% respectively returned in fall 1999, and 49% and 42.5% remained for two full years. Those planning to take courses and then transfer without necessarily earning a degree also persisted at a significant rate: 64% returned the following spring; 45% the following fall, and 39% stayed for the full two years. Predictably, the persistence rates were lower for students exploring careers (43% for one semester; 29% for one year; 24% for two years), upgrading job skills (37%, 26%, and 13%) or gaining personal satisfaction (30%, 16%, 9%).

Data from Student Satisfaction Surveys conducted bi-annually indicate that students are satisfied with the College’s courses, instruction, and services and that this satisfaction may impact their persistence and success rates. In the 1999 Student Satisfaction Survey, students were asked whether or not they were achieving their goals. Five hundred seventy-one students (73.4%) checked “Yes fully”; 199 (25.6%) checked “Yes, partly”; and only 8 (1%) answered “No.” In the 2001 Student Satisfaction Survey, positive responses were even higher: 78.2% checked “Yes fully”; 21.1% “Yes, partly”; and only .7% checked “No.”

**Retention Data: At-Risk Students**

Students take a series of basic skills tests to determine whether they are ready for college-level courses or need pre-college developmental or ESL courses. Data collected in the fall of 2002 show that there were 3,188 new students; of that number 1,134 (35.57%) took a developmental course, and 118 (3.7%) took an ESL course. Of those placing into these courses, 565 (45.12%) enrolled in two or more pre-college-level courses.

Success rates for developmental students are listed in Table 8.3.

Students are placed in various “at-risk” categories throughout the semester. At Central Campus each semester,

<b>Cohort</b>	<b>DSL students who passed a subsequent course</b>	<b>Classroom students</b>
<b>1998/FA</b>	<b>79%</b>	<b>76%</b>

approximately 500 students are placed on probation, 27 students are placed on suspension, and 2000 academic warning letters are sent. At West Campus approximately 60 students are placed on probation, one student is placed on suspension, and an average of 200 academic warning letters is sent each semester.

Varied services are provided based on the “at-risk” category of the student. Table 8.4 lists those services for each category.

<b>At-Risk Student Category</b>	<b>Service Available/Required</b>
<b>Warning students</b>	<b>Recommended to see a counselor, but it is not required.</b>
<b>All students on probation and suspension</b>	<b>Required to see a counselor and discuss their academic standing. From this meeting an academic plan is developed.</b>
<b>Suspension students</b>	<b>Must meet with the Associate Vice-President of Academic Affairs to get permission to return to the College.</b>
<b>Academic renewal</b>	<b>Are provided with an opportunity to begin anew their academic career. It provides students a chance to have a new start with a new GPA calculated and past failures are not held against them, provided they have been separated from the College for at least tree years.</b>
<b>ACT 101 students</b>	<b>Are provided counseling and tutoring service. These students are financially and educationally disadvantaged students.</b>
<b>Financial aid probation students</b>	<b>Can receive services through the ACT 101 program at both campuses.</b>
<b>All students whose GPA criteria not an issue</b>	<b>Are offered numerous workshops offered by the ACT 101 Program and the Learning Assistance Lab (LAL), as well as tutoring by peer tutors, paraprofessional tutors, or professors through the LAL.</b>

### *Student Satisfaction*

During the Fall Semester 2003, Montgomery County Community College instituted its first nationally normed student satisfaction survey—the Noel-Levitz Student Satisfaction Inventory (SSI). The purpose was twofold: to gather feedback from our current student body about their opinions on various aspects of the College and to use that information for various institutional assessment activities College-wide.

The Student Services and Enrollment Management area of the College is working to further review the data included in the Noel-Levitz Student Satisfaction Inventory and will make area-specific recommendations after the data are more completely analyzed. Listed below are initial findings that will be more thoroughly evaluated.

When analyzing the data from 11 of the 12 composite scores<sup>1</sup>, the data indicate that, on a scale of 1-7 with 7 being of greatest importance or satisfaction and 1 being of least importance or satisfaction, students' opinions were diverse in their levels of thinking about the College. For instance, an analysis of levels of importance on the composite scores indicated that Instructional Effectiveness (6.06), Registration Effectiveness (6.02), Concern for the Individual (5.96), Academic Advising and Counseling Effectiveness (5.95), Academic Services (5.90), and Safety and Security (5.90) were the top five indicators students deemed important to them based on the averages of the scores, while the least important indicator to students was Campus Support Services (5.20)

<sup>1</sup> One of the composite scales "Responsiveness to Diverse Individuals" is not included since the survey only assesses satisfaction scores and not importance scores on this scale.

The top five sectors of the College with the largest gap scores were Academic Advising and Counseling Effectiveness (1.04), Safety and Security (.97), Concern for the Individual (.92), Admissions and Financial Aid Effectiveness (.87), and Instructional Effectiveness (.78). Campus Support Services (.40) had the smallest gap score, indicating that the difference between students' level of importance and their level of satisfaction was relatively minute; therefore, the College seemed to have met the needs of the students in this area.<sup>2</sup>

Students were asked to rate their level of satisfaction in eleven categories. The top five areas of student satisfaction were Academic Services (5.36), Instructional Effectiveness (5.28), Registration Effectiveness (5.25), Student Centeredness (5.18), and Campus Climate (5.15). Conversely, Campus Support Services (4.80) was the area where students were least satisfied. This was also the same category that students found least important.

The top five composite sectors of the College with the largest gap scores were Academic Advising and Counseling Effectiveness (1.04), Safety and Security (.97), Concern for the Individual (.92), Admissions and Financial Aid Effectiveness (.87), and Instructional Effectiveness (.78). These five sectors, which have relatively high gap scores, may be used to further the discussion on what students feel or perceive to be the issues within these identified areas of the College. For instance, while the composite of Safety and Security had a gap score of .97, one individual safety and security question (#31: The campus is safe and secure for all students) received high importance and satisfaction scores. Therefore, what is it within the area of Safety and Security that students seem to indicate may be problematic for the College?

<b>Question</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap Score</b>
<b>#51: There are convenient ways of paying my school bill</b>	<b>5.96</b>	<b>5.33</b>	<b>.63</b>
<b>#60: Billing policies are reasonable</b>	<b>5.92</b>	<b>5.31</b>	<b>.61</b>

These sample single item scores seem to suggest that students are generally satisfied with the issues being addressed in Table 8.5, and these areas do not seem to indicate any critical or “red flag” concerns which may be problematic for the College.

When our students' satisfaction scores with the above set of questions were compared against those from the benchmark group, in almost every question<sup>4</sup> the averages were statistically significant from the peer group indicating that Montgomery County Community College students were satisfied with these areas of the College. The only area where the benchmark group had a significantly higher satisfaction score than our students was with question #36, “Students are made to feel comfortable on this campus.” Therefore, students at other community colleges seem to suggest that they feel more content with their institutions than students at our College.

<sup>2</sup> Statistical differences were not computed for the variances in gap scores based on the comparison group vs. that of our students.

<sup>3</sup> The order of the satisfaction scores is based on the numeric order of the importance scores and relatively low gap scores.

<sup>4</sup> Questions which were statistically significantly higher in Table 1 than the benchmark group were Questions 69, 70, 58, 31, 14, 68, and 60.



While the above high importance and high satisfaction scores indicate where the College is doing a good job of meeting its students' needs, there were also items which had high importance scores and lower satisfaction scores, resulting in larger gap scores for the individual questions.<sup>5</sup> For instance, the question "Classes are scheduled at times that are convenient for me" had an importance score of 6.40, a satisfaction score of 5.37, and an overall gap score of 1.03. The following gap scores for the individual items, while not critical (except for the question concerning student parking), should be viewed as issues to be discussed since the gap scores are relatively high in comparison to their corresponding importance scores and satisfaction scores.

<b>Question</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap Score</b>
<b>#15: I am able to register for classes I need with few conflicts.</b>	<b>6.27</b>	<b>5.25</b>	<b>1.02</b>
<b>#5: The personnel involved in registration are helpful.</b>	<b>6.11</b>	<b>5.13</b>	<b>.98</b>
<b>#32: My academic advisor is knowledgeable about my program requirements.</b>	<b>6.06</b>	<b>5.01</b>	<b>1.05</b>
<b>#40: My academic advisor is knowledgeable about the transfer requirements of other schools.</b>	<b>6.04</b>	<b>4.89</b>	<b>1.15</b>
<b>#6: My academic advisor is approachable.</b>	<b>6.02</b>	<b>4.99</b>	<b>1.03</b>
<b>#52: This school does whatever it can to help me reach my educational goals.</b>	<b>6.02</b>	<b>5.09</b>	<b>.93</b>
<b>#65: Students are notified early in the term if they are doing poorly in a class.</b>	<b>5.96</b>	<b>4.58</b>	<b>1.38</b>
<b>#25: My academic advisor is concerned about my success as an individual.</b>	<b>5.89</b>	<b>4.69</b>	<b>1.20</b>
<b>#7: Adequate financial aid is available for most students.</b>	<b>5.88</b>	<b>4.76</b>	<b>1.12</b>

<b>Question</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap Score</b>
<b>#75: I have a sense of belonging at MCCC.</b>	<b>5.60</b>	<b>5.19</b>	<b>.41</b>
<b>#72: Diversity is valued and celebrated at the College.</b>	<b>5.48</b>	<b>5.29</b>	<b>.19</b>
<b>#77: There are adequate opportunities to socialize with individuals different from myself.</b>	<b>5.40</b>	<b>5.16</b>	<b>.24</b>
<b>#78: I feel that I am a member of the campus community.</b>	<b>5.36</b>	<b>5.06</b>	<b>.31</b>
<b>#73: Opportunities to participate are available in activities/events for students.</b>	<b>5.27</b>	<b>5.14</b>	<b>.13</b>
<b>#76: There are adequate diverse opportunities/events on campus for students.</b>	<b>5.26</b>	<b>5.03</b>	<b>.23</b>

<sup>5</sup> The gap score matrix is conceptualized in the following manner. Gap scores indicate that students' needs are being met if they are less than .50. Gap scores indicate there may be issues for further discussion when they range between .50-1.50. Gap scores indicate there are critical issues when they are above 1.50.

<sup>6</sup> These questions are referred to in the Noel-Levitz report as "Campus Items 1-10." They are also questions 71-80 in the report.

In the question set above, students generally were satisfied with the issues of diversity on campus and their sense of belonging. Respondents did place a higher level of importance on those questions which asked about their level of interaction with faculty than they did on any of the other questions in this item set.

### ***Enrollment Processes***

General procedures exist to provide ease of student enrollment, and specific procedures and requirements exist for students with special circumstances and those entering competitive programs. Re-admission does not require re-application. Suspended and dismissed students may reapply after following specific procedures and gaining approval. Specific policies and procedures exist to support student success and to ensure access for a diverse population. These processes allow ease of entrance to specific populations, such as high school students seeking early admission, students seeking to transfer into the College, students with disabilities, senior citizens with a tuition waiver, and ethnically diverse and foreign students. For example, the English as a Second Language program was extensively modified in 2002-2003 to create more than one level of courses prior to advancement into college-level work. Admissions have an international student liaison that implements and maintains SEVIS (Student Exchange Visitor Information System) and enrollment processes to ensure institutional compliance with federal regulations.

Procedures and policies exist to assist in proper placement of students entering the College. Upon acceptance to the College, new students take a series of basic skills tests in reading, writing, and mathematics at the College's Testing Center. Results of basic skills testing determine students' placement into either college-level, or pre-college developmental-level, coursework offered in these subject areas. Placement into developmental courses is mandatory. Students receive both scores and course placement information immediately upon completion of the tests and are eligible for one retest in each subject area. Other examples of student-friendly policies and procedures are acceptance of transfer credits from other institutions, credit by examination, credit for life experience, and the Academic Renewal Program.

Daily office hours extend past traditional working hours to provide service into the evening and on weekends. The Student Affairs staff educates and serves students on the use of telephone and internet access to the College website in order to provide self-service options from remote locations. Self-service options are also available on campus for students who prefer such methods but do not have personal access to computers. A "How to Guide" was developed on the College website to walk students through the admission and registration process. This same guide is kept by computer stations throughout campus (information on placement testing and advising is also included). Services are also available and delivered to off-site locations.

In the summer of 2003, the Office of Student Affairs engaged in an evaluation of practices and procedures related to enrollment. This evaluation took into consideration College-wide strategic initiatives, Student Affairs unit goals, and Council for Advancement of Standards (CAS) guidelines. This evaluation commenced with a review of the enrollment process for students from beginning (Admission/Placement Testing/Advising) to end (Orientation/Scheduling/Registration). It then continued with "process mapping," a method which allowed us to identify "points/areas" that may be inefficient or ineffective. The initial outcome of this evaluation was the creation of fourteen basic tenets which identified specific "points of entry" which will be improved upon in order to address student flow, use of technology, telephone needs, and overall delivery of service for enrollment. At the completion of this process we anticipate that all students will have the ability to enroll (gain admission, advisement, register, and pay at one time) in a "one-stop" service environment.

### ***Partnerships and Agreements***

For students wishing to transfer from Montgomery County Community College, transfer partnership agreements are available in ever-increasing numbers. The Pennsylvania State System of Higher Education's (SSHE) Academic Passport and Student Transfer Policy provides for academic transfer to the SSHE institutions. From the College's perspective, this is a positive, but far from ideal arrangement. The Passport allows the SSHE schools to evaluate transcripts course by course rather than accepting the associate degree in total.

Montgomery County Community College has partnership agreements with the following institutions: Albright College, Arcadia University, Cabrini College, Chestnut Hill College, Delaware Valley College, DeSales University, Gwynedd-Mercy College, Penn State Abington, Philadelphia University's Evening Programs, Peirce College, Rosemont College, Temple University, University of Phoenix, Villanova University's Bachelor of Interdisciplinary Studies Degree Program, and Western Governors University (the College's first distance learning partnership agreement). These partners generally accept the College's AA or AS degree as equivalent to their first two years. Most of our partnership agreements are developed from the College's partnership agreement template. Drafts of the agreement are reviewed and revised by the College's Transfer Committee and representatives from the prospective partner institution. The Transfer Committee, which meets periodically during the year to discuss current agreements, pending agreements, and other transfer-related issues, is chaired by the Transfer Coordinator and includes the Vice President of Student Affairs and Enrollment Management; Vice President of Academic Affairs and Provost; Associate Vice President of Academic Affairs; Director of Recruitment, Admissions and Records; Director of Distance Learning; and a West Campus representative. In addition, proposed partnership agreements are reviewed by the College's President and the prospective partner institution's President. If program-to-program articulation is included in the agreement, the appropriate Division Dean, Program Director and/or Program Coordinator also review the agreement.

When an agreement is signed, a Partnership Agreement Fact Sheet and a Dual Admissions Intent Form are developed for students. This information is available on paper copies and on the College's website. Links to partner institutions are also available on the website.

While the details of each partnership vary, most of them include the following:

- Core-to-Core Transfer of the College's A.A. and A.S. Core Curriculum. (Exception: partnership agreements with Penn State Abington and Delaware Valley College do not include Core-to-Core Transfer.)
- Dual Admissions or Letter of Intent Program. Some partners have a credit limit for eligibility.
- Scholarships/course discounts for the College's graduates with a specific GPA or higher who are included in the Dual Admissions or Letter of Intent Program. Minimum GPA varies depending on institution.
- Waivers of application fee for Dual Admissions/Letter of Intent students at the partner institution.
- Opportunities for students to attend events and meet with faculty and advisors at the partner institutions.
- Opportunities for partner institutions and students to attend Partner Days and Evenings at the Colleges throughout the spring and fall semesters.

The College is currently negotiating and developing additional partnerships. The College also has a number of program-to-program agreements and transfer guides with four-year colleges and universities. The success of our agreements has been recognized by the League for Innovation, which has adopted the College's partnership agreement template as a model for use by other colleges.

Articulation agreements with technical centers and high schools have been established in order to assist students with transition and access to the College. Beginning in 1993, the College established working relationships with the local secondary and technical schools to recognize learning outcomes obtained in high school. Upon investigation, it was determined that the curricula of several high school programs were equivalent to one or more of the College's introductory courses. This recognition has since led to the adoption of written agreements that offer college credit for these learning outcomes.

Currently the College holds eighty-five different articulation agreements with six Montgomery County high schools, four county technical schools, four out-of-county technical schools, two proprietary schools, and the US Navy. The academic programs include Accounting, Automotive Technology, CAD & Design Technology, Computer Graphics, Computer Systems PC/LAN, Computer Application & Office Procedures, Desktop Publishing, Early Childhood Education, Electronics, Engineering Technology, Fire Science, Gerontology, Hotel & Restaurant Management, Medical Laboratory Technician, Dental Hygiene, Nursing, Criminal Justice, and Technical Studies.

Most of the agreements award advanced standing credit, a time-shortened college experience, and/or preferential admissions into competitive programs. However, there are several agreements which are unique and worthy of note. For example, the agreement between with the Eastern Center for Arts and Technology and the College's Nursing Program gives advanced standing to the Eastern LPN graduate and a reverse transfer opportunity for the College's students. Students who opt out of the College nursing program prior to graduation can articulate back to the Center for Arts and Technology with advanced standing for the LPN Diploma. This articulation agreement is perhaps the only such two-way agreement in the region.

Another unique agreement is the three-way partnership between the Northern Montgomery County TCC, the College and the US Navy. This agreement allows the TCC Electronics graduate to matriculate to the College for one year of general education courses, and then complete training in the US Navy A and C Schools. This combined education and training terminates in the College's Associate Degree in Technical Studies with a concentration in Electronics.

While not an officially written agreement, the College offers its ORI 100, Orientation to College course, to the local high schools and technical schools on either a credit or non-credit basis. Upon completion, the student is awarded one credit, or can petition for Credit for Life Experience for the non-credit program upon matriculation at the College.

Articulation agreements with technical centers are in the process of being updated. Currently, all Agreements signed before 2000 are in the review process. Once these updates are complete, those agreements that are dated after 2000 will undergo review.

Concurrent with the development of articulation agreements is the process of tracking the students, especially Tech Prep students that come to the College under these agreements. A process review is currently taking place with the ultimate goal of better tracking and reporting procedures.

### ***Admissions Outreach***

In its current practices and in its future initiatives as outlined in the Strategic Plan, the College has made a strong commitment to serving the needs, and ensuring the persistence and success, of varied and multiple populations of students. Included in these populations are early admits, home-schooled students, senior citizens, unemployed students (Tuition Assistance Program), business and industry employees, au pairs, and off-campus students (at our regional sites). Each population has a designed recruitment plan. Each recruitment plan receives periodic evaluation to assess its progress toward achieving its goals. The results of the evaluation are used to refine, improve, and strengthen the plan and to identify future initiatives. Student Affairs staff also work closely with Institutional Research to identify trends which affect the admissions process.

### ***Students of Color***

The College has made a strong commitment to recruiting and retaining students of color, and to providing services that increase their success and persistence. The College employs a recruiter and counselor whose primary responsibilities are directed toward students of color. One major role of this recruiter is to increase outreach into the local school systems, community agencies and community-based organizations. The increase in minority enrollment over a five-year period is presented in Table 8.8.

To coincide with these student recruitment efforts, the College also has increased advertising and outreach activities to enhance diversity in faculty, administration, and staff.

Increased staff support also was provided to student clubs that promote diversity and help to orient new students to the support services at the College. These clubs included the African-American Student League, the African Club, and the International Club.

The College has instituted numerous innovative methods of introducing the College to prospective minority students as noted in the Table 8.9.

	<b>African American</b>	<b>Native American Indian</b>	<b>Asian/Pacific</b>	<b>Hispanic</b>	<b>Total Minority</b>
<b>1999/FA</b>	<b>701</b>	<b>24</b>	<b>607</b>	<b>152</b>	<b>1484</b>
<b>2000/FA</b>	<b>725</b>	<b>22</b>	<b>603</b>	<b>180</b>	<b>1530</b>
<b>2001/FA</b>	<b>802</b>	<b>33</b>	<b>605</b>	<b>195</b>	<b>1635</b>
<b>2002/FA</b>	<b>840</b>	<b>26</b>	<b>604</b>	<b>238</b>	<b>1708</b>
<b>2003/FA</b>	<b>902</b>	<b>27</b>	<b>625</b>	<b>235</b>	<b>1789</b>
<b>5-year change</b>	<b>28.7%</b>	<b>12.5%</b>	<b>3.0%</b>	<b>54.6%</b>	<b>20.6%</b>

<b>Method</b>	<b>Description</b>
<b>The LEAD (Learn, Encourage, and Do) Institute</b>	Recognizing that certain minority populations, African American, Native American, and Hispanic, were under-represented in the key professions of mathematics, science, computer science, engineering, communications, and allied health, the LEAD Institute was created to offer an intensive six-week summer enrichment program that allows minority students to prepare for success in college, become more knowledgeable about career possibilities in the above disciplines, and establish connections that will be instrumental in their pursuit of educational and career goals. Recently, the program has been expanded to year-round education and career enrichment activities, including mentoring and career guidance. There is no cost to the students for this program, and they receive a stipend to attend the six-week summer phase of the program.
<b>The Montgomery County Alliance of Black High School Students (MABS)</b>	This association was created to bring black high school students from Montgomery County and the surrounding counties together to facilitate an interaction that results in a positive community influence. This group meets monthly at the Montgomery County Community College Central Campus.
<b>Annual National Organization for the Professional Advancement of Black Chemists and Chemical Engineers Science Bowl</b>	The College has hosted this event in which predominately minority eighth grade and high schools students compete as teams representing their schools in a quiz focusing on topics in math and science.
<b>MCCC's Office of Cultural Affairs</b>	The College hosts an annual Black History Month program in February for all the county high schools. The College also invites high school students and staff to attend a theater program which focuses on the successes and advancements of African-Americans.
<b>George E. Thorne Development Center College Preparatory Workshop for Students of Color</b>	Workshops were offered in fall 2002 on financial aid, college life, and college selection. This program was designed especially for African-American students from socio-economically disadvantaged families.
<b>ACLAMO Organization</b>	ACLAMO Day primarily serves the educational and social services needs of the Latino community in the county. It provides adolescent and teenage Latinos with the opportunity to learn about college and career options.

In addition to its recruitment efforts, the College also promotes minority student retention by focusing on increasing the comfort and satisfaction level that minority students experience while attending the College. Some of the special services provided to minority students are listed in Table 8.10.

Activity / Service	Description
<b>Special Counselor assigned to support minority students</b>	<b>This counselor seeks to address minority student needs and concerns through individualized personal and career counseling and special workshops.</b>
<b>Get-Acquainted Luncheons</b>	<b>Each semester the Admissions Office holds, over a three-day period, lunches for new minority students. College administrative staff, faculty, and key student leaders mingle with the students of color and international students, answering questions and establishing contacts,.</b>
<b>Student Ambassador Program</b>	<b>Currently enrolled students of color are encouraged to participate as Student Ambassadors in order to assist with the recruitment of prospective students, as well as to give current students an opportunity to interact with one another.</b>
<b>Special events also focus on minority populations: Kwanzaa Celebration in December; Pan African Festival &amp; Cultural Fair in February; International Studies Forum in October; attendance at the National Black Student Leadership and the Robert Lynch Leadership Conferences held each fall.</b>	

The success of these retention efforts is evaluated in the following ways:

- Recording the level of participation in the above events and activities.
- Analysis of feedback from surveys.
- Retention and graduation rates.
- Joint evaluation of effectiveness of outreach and student services to racial and ethnic minorities by the College's Institutional Research Department and the Director of Equity & Diversity Initiatives.

Although the number of African American and other students of color returning Student Satisfaction Surveys in 2001 was low, the results of those who did submit a survey suggest that the College is satisfactorily meeting the student service needs of these special populations. Advising, counseling, admissions and registration, and financial aid were rated as satisfactory, good, or excellent consistently by over 94% of African American students and 88% of other students of color, although both populations indicated that these services were not always provided at convenient times. One hundred percent of African American respondents and 95% of other minorities indicated they were fully or partially achieving their goals at the College, and 89% of African American and 87% of other minorities gave their overall experience at the College an excellent rating.

The College is taking positive steps to address the concern about services not being available at convenient times. Admissions, advising and counseling, registration, job placement, and financial aid offices have increased their web service offerings and made them interactive. Advisors offer guidance online through one-on-one email advising and through electronic bulletin boards where students can post questions and all students can view responses. All of the above offices have increased their evening and weekend hours for students who want face-to-face contact and assistance.

## Strengths

- Ongoing diversity recruitment efforts have increased the percentage of minority students to a greater proportion than the percentage reflective of the community at large.
- Graduation rates for the diverse student population are consistent with enrollment.
- Enhancement of recruitment efforts has assisted in consistent enrollment growth.
- The aggressive development of transfer partnership agreements has resulted in smooth transition for transfer students.

## Concerns

- Data on community service outreach programs and initiatives are somewhat fragmented and are not kept in a centralized data bank.
- To complete the placement testing, registration, advising and matriculation process, students need to make multiple on-campus visits.
- Credit and non-credit areas use separate processes for registration and payment.
- Curricular changes influencing the numbers of program-specific students are not monitored in terms of student admissions and student services needs and accommodations.
- No single formalized mechanism exists to monitor admissions or student services usage needs by program, department, division, or campus to campus.
- No formalized data collection procedure is used to evaluate preferred student strategies for interaction, such as face-to-face or web-based registration, advising, and admissions models.
- Data captured currently are not consistently segmented as to specific campus impact so that recommendations made “College-wide” may in fact be only necessary for one site.
- As enrollment increases, health service needs must be monitored to ensure appropriate programming and coverage.

## Recommendations

- 8.1 The College should immediately implement the findings of the process mapping study that tracks a student’s journey from inquiry through enrollment to eliminate barriers to the process to enable student access.
- 8.2 The College should seek additional process improvements to optimize student services in a time of enrollment growth that outpaces the College’s ability to increase staffing.
- 8.3 The College should strengthen enrollment management strategies to increase the yield rates from sending high schools, especially those in the Western part of the County.
- 8.4 The College should continue to research the learning needs of the Montgomery County area to determine if additional locations, for credit and/or non-credit courses, are important to the fulfillment of the College’s mission.



## **Chapter Nine: Student Support Services**

### **Introduction**

The goal of Student Services is to provide support and resources which promote the comprehensive development of students in and outside the classroom. This effort is integrated within the mission of the Student Affairs unit and highlighted within each area listed below. Process mapping is being used to evaluate all student services and processing and in creating a five year Student Affairs Strategic Plan.

### **Methodology**

The methodology for this Chapter mirrors that used for Chapter 8 as one Task Force examined both standards.

### **Findings**

#### ***Student Life Committee***

The All-College Student Life Committee is one of four All-College committees and is part of the College's governance structure. The charge of the Committee is "to ensure that the College is responsive to student needs. Accordingly, the committee reviews and develops proposals and makes recommendations concerning matters that affect Student Life at the College—including the reviewing of proposed changes to student policies and procedures. The Committee studies, gathers information, conducts discussions, and otherwise surveys the environment relating to its charge."

The Student Life Committee membership, agreed upon through the Faculty Contract, calls for representatives of both campuses and consists of the Vice President for Student Affairs and Enrollment Management (chairperson), four full-time administrators, six full-time teaching faculty, one counselor, one representative from The Brendlinger Library, the Director of the Learning Assistance Lab, one support staff representative, and four student representatives.

During 2002 and 2003, the Student Life Committee revised/developed the College's Smoking, Bulletin Board, Resolution of Student Concerns, Students with Disabilities, Sales and Solicitation, and Co-op/Internships policies, as well as the Student Academic Code of Ethics.

The Student Life Committee also conducted discussions and made recommendations related to the following issues: services for students with disabilities, improved bus stops and traffic near campus, financial aid, advising, placement testing, food service, the College Bookstore, vending service, public safety, and the testing center. Additionally, the Student Life Committee dealt with immediate concerns that students or faculty had relating to assisting and providing services for students.

### ***Student Services on the Web***

In 1996, when the College began to offer online courses, it also developed student services on the web. These services are for distance learners, as well as on-campus learners. The goals of the student services on the web are to:

1. Promote overall student development;
2. Support learning by delivering services that are flexible and varied, depending on the needs of the users and the method of course delivery. Student services on the web were implemented by each Student Affairs area in three stages. Stage one consisted of general information, Frequently Asked Questions, staff biographies and pictures, links to other websites, email and phone contacts, calendars of activities, and a virtual tour. Stage two consisted of publications, newsletters, online workshops, new student orientation, and WebAdvisor. As part of stage three, the College annually re-examines each service area, updates content, and reviews new technology to determine if there is a better way to create engaging interactive content. During all three stages, the College's student services websites have moved from being heavy in content to more interactive and engaging.

Each area in Student Affairs currently has robust web pages that are student-centered. This service is critical to the College as we move from one-on-one personal interactions to ever-increasing web contacts with students.

### ***Financial Aid Services***

The Financial Aid Office's goal is to ensure that no student will be denied an education due to financial reasons. The Office aims to assist students in obtaining funding from federal, state, private, and institutional sources. The Financial Aid web pages currently provide links to FAFSA and other on-line application tools. Moving towards more electronic processes and relying less on paper processes, the Financial Aid Office helps to streamline the financial aid application process. By utilizing more electronic tools, the Office provides financial aid funding in a more timely fashion and still maintains compliance with federal, state, and institutional policies and regulations.

The Financial Aid Office web site also provides links to resources for many scholarship opportunities for students. With websites such as fastweb.com, students can search databases with specific criteria to find funding from private and public sources.

The Financial Aid Office has seen a steady increase in award volume and number of applicants. See Table 9.1 for the number of students receiving financial aid over the past five years.

<b>Table 9.1</b>					
<b>Number of Students Receiving Financial Aid, 1998-2003</b>					
	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
<b>Pell</b>	<b>1516</b>	<b>1230</b>	<b>985</b>	<b>924</b>	<b>925</b>
<b>PHEAA State Grant</b>	<b>720</b>	<b>576</b>	<b>475</b>	<b>436</b>	<b>393</b>
<b>Federal Work Study</b>	<b>52</b>	<b>60</b>	<b>58</b>	<b>52</b>	<b>41</b>
<b>SEOG</b>	<b>350</b>	<b>342</b>	<b>296</b>	<b>380</b>	<b>350</b>
<b>Stafford Loan Subsidized</b>	<b>888</b>	<b>600</b>	<b>524</b>	<b>332</b>	<b>529</b>
<b>Stafford Loan Unsubsidized</b>	<b>799</b>	<b>568</b>	<b>462</b>	<b>281</b>	<b>329</b>
<b>Prosser</b>	<b>21</b>	<b>16</b>	<b>14</b>	<b>14</b>	<b>19</b>
<b>Foundation Scholarships</b>	<b>220</b>	<b>199</b>	<b>171</b>	<b>172</b>	<b>164</b>
<b>Plus-Parent Loan</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>11</b>	<b>9</b>
<b>Outside Scholarships</b>	<b>161</b>	<b>141</b>	<b>103</b>	<b>71</b>	<b>54</b>
<b>CareerLink Funding</b>	<b>97</b>	<b>68</b>	<b>15</b>	<b>42</b>	<b>54</b>
<b>CSEMS</b>	<b>42</b>	<b>41</b>	<b>39</b>		
<b>Americorp</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>3</b>
<b>Alternative Loans</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>
<b>TANF</b>	<b>5</b>	<b>4</b>	<b>3</b>		
<b>EAP-National Guard</b>	<b>33</b>	<b>23</b>	<b>31</b>	<b>24</b>	<b>14</b>
<b>Critical Job Training Grant</b>	<b>48</b>				
<b>Campus Child Care Grant</b>	<b>5</b>				
<b>NETS Scholarships</b>	<b>1</b>	<b>1</b>			
<b>TRA</b>	<b>29</b>	<b>63</b>	<b>34</b>	<b>28</b>	<b>72</b>
<b>PA TAP</b>	<b>15</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>3</b>
<b>OVR</b>	<b>30</b>	<b>27</b>	<b>24</b>	<b>24</b>	
<b>MTAP</b>	<b>115</b>	<b>*101</b>			
<b>Follett Book Store Certificates</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>24</b>	<b>20</b>
<b>TOTALS:</b>	<b>5193</b>	<b>3999</b>	<b>3274</b>	<b>2828</b>	<b>2,981</b>

### *Advising Services*

Professional academic advisors in the Advising Center and faculty advisors offer advising services to students to assist them in persisting and succeeding at the College and successfully transferring to four-year colleges or universities. Incoming freshmen attend new freshman advising/registration sessions to receive information about College offices and services, interpretation of placement test results, and assistance with program of study and course selections. During their first semester at the College, new students are encouraged to meet with professional advisors in the Advising Center frequently to explore academic and transfer options based on their goals and interests, to create educational plans, to learn more about College resources and services, and to select courses for subsequent semesters. After their first two semesters, all full-time students and part-time students in special programs are assigned to full-time faculty advisors in their chosen program of study; all other students are encouraged to continue to seek advising from the Advising Center. Students who wish to self-advise are encouraged to access their individual “program evaluations” or degree audits, which are available to all students on the College’s WebAdvisor site and list courses students have taken and those they need to take in order to complete their degree or certificate program successfully. Special student populations and students defined as “at-risk” receive more intensive advising services. An ESL/International Student Advising Specialist in the Advising Center meets the unique needs of those populations, the College Seminar (ORI 100) course instructors provide intensive advising to all developmental program students in their classes, and the ACT 101 staff provide assistance for the ACT 101 students.

In spring/summer 2001 and 2002, Student Satisfaction Surveys were sent to all students attending new freshman advising/registration sessions. Over 90% of students responding rated the sessions as satisfactory to excellent. In fall 2002, all students using Advising Center services were mailed surveys to indicate their satisfaction with the advisors, the service, and the advice they received. Again, over 90% rated all three areas as satisfactory to excellent.

### *Counseling Services*

The Counseling Center offers personal, career, transfer, and academic counseling services to assist students in achieving their goals while attending Montgomery County Community College. All incoming freshmen attend a new freshman workshop where they receive information on the services offered at the Counseling Center, a brief career decision-making overview, information on transferring, and interpretation of their placement tests. Throughout their time at the College, students may meet with a counselor to review career decision-making and their career options. For students who need more intensive career guidance, the Counseling Center offers workshops throughout the semester, as well as a two-credit, college-level course titled the Psychology of Career Development.

For the many students whose goal is to transfer to a four-year institution, the Counseling Center provides numerous opportunities to meet with four-year college representatives during Transfer Wednesdays. Partnership agreements have been developed with fifteen four-year institutions to ensure complete transfer of our A.A. and A.S. degrees. Students may also meet with a counselor to discuss their transfer options, transferability of coursework, and transfer institutions.

The Counseling Center also provides personal counseling to students. These services include, but are not limited to individual counseling, workshops for academic issues (i.e. test anxiety, time management, and stress management) and referrals to outside agencies.

Members of the College and residents of Montgomery County may utilize the Career and College Information Center located in the Counseling Center. This room has many resources available in both print and web-based form to assist people with career, transfer, and job search processes.

The College also offers self-service and electronic modalities to meet the needs of students with limited access to either the Central or West Campus. These services also support those students who prefer, or need, to pursue their degree via distance learning.

As was discussed in Chapter 8, the College started using the Noel-Levitz Student Satisfaction Survey in 2003. Table 9.2 gives summary information from the Noel-Levitz survey regarding Advising and Counseling. Recall that gap scores greater than 1.50 are considered most critical. These results indicate, while not critical, that the College needs to direct attention to these areas.

<b>Academic Advising &amp; Counseling</b>	<b>Importance</b>	<b>Satisfaction</b>	<b>Gap</b>
<b>32. My academic advisor is knowledgeable about my program requirements</b>	<b>6.06</b>	<b>5.01</b>	<b>1.05</b>
<b>40. My academic advisor is knowledgeable about the transfer requirements of other schools</b>	<b>6.04</b>	<b>4.89</b>	<b>1.15</b>
<b>6. My academic advisor is approachable</b>	<b>6.02</b>	<b>4.99</b>	<b>1.03</b>
<b>52. This school does whatever it can to help me reach my educational goals.</b>	<b>6.02</b>	<b>5.09</b>	<b>0.93</b>
<b>25. My academic advisor is concerned about my success as an individual.</b>	<b>5.89</b>	<b>4.69</b>	<b>1.20</b>
<b>48. Counseling staff care about students as individuals.</b>	<b>5.85</b>	<b>4.99</b>	<b>0.86</b>
<b>12. My academic advisor helps me set goals to work toward.</b>	<b>5.79</b>	<b>4.69</b>	<b>1.10</b>

### ***Job Placement Services***

The College works to meet current and future employment needs of the student and alumni population by providing individual and group sessions that teach successful job-seeking, how to identify and overcome problems hindering success in obtaining or keeping employment, as well as a variety of other career and job-related programs.

### ***Health Services***

Health Services are available to students at both campuses. A registered nurse is available four days each week on Central Campus to assist with addressing health and wellness issues of students, staff and faculty. Community ambulance and local/regional hospital services are utilized as required. First aid and emergency care are but a small facet of a well-rounded, adequate health service. The College strives to address the health needs of the student population by also offering various health-related programs and services, with the primary focus on proactive and preventive health-related lifestyle behaviors. Health-related pamphlets, display boards, etc. are available outside the Health Services in College Hall. The registered nurse is also available one day a week at the West Campus. Students, staff and faculty are able to check with the Information Desk to see if the College Nurse is on campus. Students can pre-schedule an appointment with the College Nurse. At West Campus, health-related pamphlets and display boards are available on the second floor, as well as outside of the Student Lounge on the first floor.

Issues of health and wellness, as these relate to academic success, are addressed in a variety of forums at both campuses, including new student orientation sessions, non-traditional student orientation sessions, ORI 100 classes, and ACT 101 program sessions held throughout the academic year. The College Nurse works actively to promote a safe and healthy environment in which students can learn and study. A variety of environmental issues were addressed with Facilities Management and/or other appropriate departments, such as adequate lighting on campus, grooming of trees to facilitate better visibility, and installation of railings on outside steps and handicap ramps.

The Health Services webpage provides a variety of health-related information and links to other resources which can assist students in addressing their health needs. Online health-related programs on Stress and Sexually Transmitted Diseases were created by students and faculty in the Nursing Program in collaboration with Health Services.

### ***Student Activities***

Student clubs at Montgomery County Community College have been established for students who wish to pursue many kinds of activities--governance, leadership, cultural, social, diversity, recreational and artistic, for example. Many of these clubs focus their efforts on programs that serve to educate, develop or entertain the club members, their guests and the campus community. Co-curricular activities are provided by Student Activities to enhance classroom and service learning; provide recreation, health and wellness and athletic opportunities; and increase students' appreciation of cultural diversity. The annual Student Leadership Conference is open to all students and facilitates the development of positive group dynamics and leadership skills. Student leaders / club presidents are given the opportunity to work with members of the Information Technology staff to develop a web page to showcase their club.

The College strives constantly to be responsive to the needs of our students, giving them every opportunity to charter new clubs that will serve the student population on our campus. The Student Handbook explains to students how they can start a new club at Montgomery County Community College.

Recently chartered clubs include the African Student Association, the Psychology Club and the Indo-American Cultural Club. Each year, Student Government approves approximately two to three new clubs on each campus. Currently, there are approximately thirty-one active clubs at the College's Central Campus and seven at West Campus with approximately 982 participants.

A complete list of Student clubs is contained in Table 9.3.

<b>Club Name</b>	<b>Club Mission</b>
<b>Advantage Club</b>	<b>The student newspaper is published on a monthly basis and serves to inform the student body of activities happening around the College and the world. It provides the students and staff an excellent learning opportunity at both Central and West Campuses.</b>
<b>Adventure Club</b>	<b>A club for students interested in outdoor recreation, recreational trips and community service.</b>
<b>African-American Student League</b>	<b>This club serves the needs of African-American students, provides activities both on and off campus, and serves the community.</b>
<b>Ceramics Club</b>	<b>This club is a group of students who bring in lecturers and share their enthusiasm about ceramics.</b>
<b>Christian Fellowship Club</b>	<b>This is a group of students who share in Bible studies and enjoy Christian fellowship and activities.</b>
<b>College Choir Club</b>	<b>Operating in conjunction with the academic course "College Choir," this club's purpose is to help all students learn the basic techniques of good choral singing; to provide students with the opportunity to participate in a musical, performance-oriented group; to expose participating students, through choral literature, to a wide variety of musical styles; and to promote the College through the presentation of choral programs.</b>

<b>Table 9.3 (Continued)</b>	
<b>Student Clubs</b>	
<b>Club Name</b>	<b>Club Mission</b>
<b>Communicating Arts Production Group (CAPG)</b>	<b>This group is a co-curricular activity/organization funded by the Student Government Association, for the purpose of providing the students with the opportunity to gain understanding and skill in communications/entertainment media such as film, television, theater, audio programming, etc. The basic method of the club is to provide supervised production experience.</b>
<b>Community Service Club</b>	<b>This club will assist existing charities with the help of students. They will also help other clubs in their community service projects.</b>
<b>Criminal Justice and Fire Science Club</b>	<b>This club is dedicated to advancing academic excellence and career potential in Criminal Justice and Fire Science majors.</b>
<b>Dance Club</b>	<b>This Club serves to enhance opportunities to explore dance in our region.</b>
<b>Dental Hygiene Club</b>	<b>This group is a student professional organization which provides direction and leadership for those students within this field of study. It attempts to help the Dental Hygiene student become a viable member of the health service profession.</b>
<b>Drama Club</b>	<b>This group was established for all students who are interested in putting on dramatic plays. Members travel to area theaters and put on at least one play per semester.</b>
<b>Doug's Corner</b>	<b>This group encourages students to become involved with College and community activities.</b>
<b>Guitar Club</b>	<b>The Guitar Club creates a community of guitar players so new players can be taught and more experienced players will have the opportunity to play together.</b>
<b>Human Services Club</b>	<b>Provide seminars on mental health issues relevant to the students and to the community is the mission of this club.</b>
<b>International Culture Club</b>	<b>This club is open to students of any nationality who wish to share their ethnic backgrounds.</b>
<b>Indo-American Cultural Club</b>	<b>This Club brings the Indo-American community together to engage in social activities that provide a sense of togetherness and to do community service projects that represent the idea of giving.</b>
<b>Karate Club</b>	<b>The Karate Club was formed to further the spirit and knowledge of the marital arts through concentrated instruction.</b>
<b>Literary Magazine Club</b>	<b>This award-winning club produces poetry, short stories, and artwork.</b>
<b>Medical Lab Technician Club</b>	<b>This student professional organization provides direction and leadership for those students within this field of study. Members attend regional conferences.</b>
<b>Meridian Club</b>	<b>This club provides an opportunity for students over 21 to discuss problems facing mature students; brings group problems to the attention of the College; provides information and moral support to its members; supports the College's image in the community; and provides services as determined by the active membership.</b>
<b>Nursing Club</b>	<b>This is a student professional organization which provides direction and leadership for those within this field. Members attend regional workshops.</b>
<b>Phi Beta Lambda</b>	<b>This club is a non-profit educational association of students preparing for careers in business and business-related fields.</b>
<b>Phi Theta Kappa</b>	<b>Phi Theta Kappa is the national honor society for two-year colleges. Students must have earned at least twelve (12) transferable credits and have a cumulative grade point average of 3.5 or better to be eligible for membership.</b>
<b>Philosophy Club</b>	<b>Encouraging intellectual debate among students is the goal of the Philosophy Club.</b>

<b>Table 9.3 (Continued)</b>	
<b>Student Clubs</b>	
<b>Club Name</b>	<b>Club Mission</b>
<b>Physical Education Club</b>	<b>To promote professional involvement through workshops and community involvement is the mission of this group.</b>
<b>Psychology Club</b>	<b>The Psychology Club was created to enhance students' understanding of psychology and how it relates to career development.</b>
<b>Radio Station WRFM</b>	<b>The radio station maintains a variety of music, while also informing the students of up-to-the-minute news. Training and experience in radio programming, advertising, production techniques, news reporting and disc jockey practice are some of the skills received.</b>
<b>SFLAG</b>	<b>Students and Friends of Lesbians and Gays is a campus organization for students who are gay, lesbian, bisexual or transgender so that these students and their friends may support and help each other deal with the everyday concerns they may have. They also strive to educate people about gays, lesbians, bisexuals, and transgender individuals, and their issues.</b>
<b>Student Engineering Assoc. (S.E.A.)</b>	<b>This club is for all students interested in engineering.</b>
<b>Student Government Association</b>	<b>The Student Government is the elected representative student leadership of the College. The functions of this organization are to represent student interests, to provide an effective means for students to express their wishes on matters directly concerning them and the College, and to control expenditures of funds through the administration of the Student Activities Fee.</b>
<b>The Writers' Club</b>	<b>This club consists of students who meet at various locations for readings of their poetry and short stories, who would like to learn more about how they can have their works published, and who also attend various poetry conferences. In 2003, this group sponsored a Writer's Conference featuring Joyce Carol Oates, and in 2004, the Conference featured John Updike.</b>

### *Community Service*

Community service is an integral component of all clubs and of student development. Community service activities engage students in leadership and volunteer roles in an effort to facilitate their transition from life in our College to their residential community. The mission of Student Activities is to develop strong leaders and to enhance the existing supportive environment by helping students learn to accept and face challenges, appreciate diversity, participate in community service activities, and therefore grow as students and individuals. These initiatives are far-ranging and benefit varied populations.

Community service opportunities include the "Community Service Day," which takes place in the spring semester. Students can obtain information on and meet with representatives from our local service organizations. There is a special section of the Student Activities main bulletin board on West Campus dedicated to community service, and it is regularly posted with service opportunities throughout the year. An extensive list of initiatives at each campus may be found in Tables 9.4 and 9.5.



<b>Table 9.4 Central Campus Community Service Events 2002-03</b>			
<b>Month</b>	<b>Event</b>	<b>Club</b>	<b>Donation</b>
September	M.S. Walk	Dental Hygiene Club	Collected \$75.00
September – May	Collected phones for Laurel House	Writer’s Club	Collected over 50 phones
October	American Heart Association Walk	P.E. Club Adventure Club	Collected \$1150.00
October	Special Olympics Picnic	SGA, PTK, Writers’ Club, Dental Hygiene, Nursing Club, and A.S.A.	120 Special Olympians had a great time
October	Breast Cancer Walk	Dental Hygiene Club	Collected \$80.00
October	Eye glasses collection	Meridian Club	122 pair of glasses donated to Lions Club
October	Big Brother, Big Sister	CAPG	Had Big Brothers, Big Sisters on campus and showed them Central Campus and CAPG studios
November	Elementary School Dance Lessons	Dance Club	Went to area elementary school and gave dance lessons
November	St. Mary’s Villa donations	A.A.S.L.	Donated clothes
November	Pottery gift to Inter-Faith Housing Alliance	Ceramics Club	Donated 47 ceramic bowls and cups
November	Fairy God Mother Prom Dress Collection	Dental Hygiene Club	Collected 60 dresses
November	Clothing Drive	Human Services Club	Cloth donated 45 coats to area churches
November	Canned Food Drive	WRFM	Food donated to Manna on Main Street in Lansdale – 220 cans
November	Big Brothers, Big Sisters	WRFM	Had a day at the Radio Station for Big Brothers, Big Sisters
November – December	Gift Wrap for M.A.R.C.	PTK	Wrapped 120 Holiday presents
December	Rang Bell for Salvation Army	PTK	30 hours
December	Special Olympic Holiday Party	SGA, PTK, Writers’ Club, CAPG, WRFM, Dental Hygiene Club, Nursing Club, ASA, AASL, and Meridian Club	150 Special Olympians had a good time.
January	Martin Luther King Day of Services	SGA, PTK, AASL, and WRFM	Day of services to Manna of Main Street in Lansdale
March	March of Dimes Walk	Dental Hygiene Club	Collected \$120.00
March	Habitat for Humanity	SGA and WRFM	Helped build a house on Cherry Street in Norristown
March	Health Fair	Allied Health Clubs	Free Medical Screenings
April	Special Olympics Picnic	SGA, PTK, Writers’ Club, CAPG, WRFM, Dental Hygiene Club, Nursing Club, ASA, AASL, and Meridian Club	125 Special Olympians had a good time

<b>Table 9.4 (Continued)</b>			
<b>Central Campus Community Service Events 2002-03</b>			
<b>May</b>	<b>Donated books to Graterford Prison Library</b>	<b>Meridian Club</b>	<b>77 books donated</b>
<b>May</b>	<b>Project Graduation</b>	<b>PTK</b>	<b>Collected 312 cans of food and 120 books</b>
<b>Abbreviations Legend</b> <b>CAPG – Communicating Arts Production Group</b> <b>PTK – Phi Theta Kappa</b> <b>AASL – African-American Student League</b> <b>ASA – African Student Association</b> <b>SGA – Student Government Association</b>			

<b>Table 9.5</b>			
<b>West Campus Community Service Events 2002-03</b>			
<b>Month</b>	<b>Event</b>	<b>Club</b>	<b>Donation</b>
<b>September</b>	<b>Parking Raffle</b>	<b>SGA</b>	<b>Make-A-Wish Foundation</b>
<b>September–December</b>	<b>Feed A Body/Feed a Mind</b>	<b>PTK</b>	<b>272 books to YWCA 313 food items to Cluster Outreach</b>
<b>October</b>	<b>Halloween Safe Night</b>	<b>PTK</b>	<b>Volunteered time, handed out candy</b>
<b>November–December</b>	<b>Clothing Drive</b>	<b>HSC</b>	<b>1439 pieces of clothing to Family Center, ACLAMO, and YWCA</b>
<b>December</b>	<b>Operation Holiday</b>	<b>Doug’s Corner</b>	<b>\$425 to Operation Holiday (thru Mercury)</b>
<b>January</b>	<b>Basketball Invitational</b>	<b>DC</b>	<b>\$100 worth of blankets, clothing, and can goods to the Salvation Army</b>
<b>January</b>	<b>Parking Raffle</b>	<b>SGA</b>	<b>Make-A-Wish Foundation</b>
<b>February</b>	<b>Valentine’s Dinner Raffle</b>	<b>DC</b>	<b>\$85 to Pottstown Parks &amp; Recreation \$85 to Royersford YMCA</b>
<b>March</b>	<b>Basketball Invitational</b>	<b>DC</b>	<b>\$483 to Andrew Russell Memorial Fund \$483 to Robert Ferreri Memorial Fund</b>
<b>April</b>	<b>Dance</b>	<b>DC</b>	<b>\$326 to Make-A-Wish Foundation</b>
<b>April</b>	<b>Lasagna Dinner</b>	<b>All Clubs (ICR)</b>	<b>\$900 to United Way</b>
<b>June</b>	<b>Charity Bowl</b>	<b>All Clubs (ICR)</b>	<b>\$110 to Big Brothers/Big Sisters</b>
<b>Abbreviations Legend</b> <b>DC – Doug’s Corner</b> <b>HSC – Human Services Club</b> <b>ICR – Inter-Club Relations (All Clubs)</b> <b>PTK – Phi Theta Kappa</b> <b>SGA – Student Government Association</b>			

Many co-curricular activities are provided to increase students' level of cultural awareness, appreciation of all cultures, and acceptance of people from all cultures. Many activities are done in conjunction with the College's Issues Response Team and Cultural Affairs. Table 9.6 presents a representative sample of such activities.

<b>DECA Club (Diverse Educational &amp; Cultural Awareness Club)</b>	<b>Membership is open to all students</b>
<b>Activities related to various special months</b>	<b>National Hispanic Heritage Month, National Disability Awareness Month, Native American Indian Month, African American History Month, Women's Awareness Month, Asian/Pacific Islander Month</b>
<b>Disabilities Awareness Week</b>	<b>Workshops &amp; information tables</b>
<b>Leadership Series</b>	<b>Open to all students; contains a diversity component – West Campus</b>
<b>Student Leadership Retreat</b>	<b>Contains a diversity component</b>
<b>Mini-Concerts</b>	<b>Sample concert: Jabali Afrika</b>
<b>African Heritage Celebration</b>	<b>Promotes cultural diversity</b>
<b>Cultural Fair</b>	<b>Multi-cultural food, information, demonstrations and music</b>
<b>GLBT Awareness Week</b>	<b>Consciousness-raising related to gay, lesbian, bisexual, and transgender issues</b>
<b>Safe Zone Workshop</b>	<b>Consciousness-raising related to gay, lesbian, bisexual, and transgender issues</b>
<b>Minority Student Luncheons</b>	<b>Promote cultural diversity</b>
<b>Speakers</b>	<b>Sample topic: "Understanding Islam"</b>
<b>New Student Orientation</b>	<b>Cultural diversity component</b>
<b>African American Student League</b>	<b>Annual Pan-American Days celebration and a spring fashion show</b>
<b>ACT 101</b>	<b>Cultural diversity component</b>
<b>ORI classes</b>	<b>Cultural diversity component</b>
<b>International Flags</b>	<b>Located in College Hall and Parkhouse Hall – Central Campus</b>
<b>Study Abroad Program</b>	<b>International experience for students</b>

Sports and recreation programming available to students is listed in Table 9.7.

The Children's Center re-opened at the Central Campus in January of 2002 to serve the childcare needs of students, faculty, and staff at Montgomery County Community College. The Center is run by the College after a previous unsuccessful operation under a third party vendor. Offering discounted fees and flexible schedules for the College community, the Center also serves a small number of community children. Located in

<b>Type of activity</b>	<b>Description</b>	<b>Number/Students</b>
<b>Intramurals</b>	<b>Flag football, basketball, indoor soccer, floor hockey, volleyball, racquetball, tennis, golf</b>	<b>424</b>
<b>Competitive Extramurals (4 teams)</b>	<b>Men's soccer, women's soccer, baseball, women's softball</b>	<b>106</b>
<b>Recreational Extramurals</b>	<b>Men's softball, volleyball, men's indoor soccer, co-ed indoor soccer, bowling</b>	<b>81</b>
<b>Leisure Activities</b>	<b>Yoga, aerobics</b>	<b>183 (15-25/day)</b>
<b>Adventure Club</b>	<b>Rock climbing, paintball, canoeing, laser tag</b>	<b>60</b>

College Hall, the Center has one toddler classroom for two- to three-year old children and one preschool classroom for three- to five-year olds. In September of 2004 a third classroom opened for two- and three-year olds. The Center is licensed by the Pennsylvania Department of Public Welfare.

By providing flexible, affordable, quality early care and education for the college community, the Children's Center offers an important employee benefit. The Center also makes higher education accessible to student-parents through discounted fees further supported by a U.S. Department of Education Grant for PELL Grant-eligible parents. In addition, the Center offers an extension to the classroom experience for the students in the Education, Nursing and Dental Hygiene departments. Approximately 30 College students are currently working with the children from the Center for observation and fieldwork experience.

The Children's Center also operates as a bridge between the College and the surrounding community. Community children attend the Center during the academic year, while a summer camp operated in collaboration with Whippain Township draws community children in June, July and August. Table 9.8 lists the population served by the Center.

<b>Term</b>	<b>Students</b>	<b>Faculty/Staff</b>	<b>Community</b>	<b>Total</b>
<b>2003/SP</b>	<b>27</b>	<b>4</b>	<b>2</b>	<b>33</b>
<b>2003/SU</b>	<b>13</b>	<b>1</b>	<b>48</b>	<b>62</b>
<b>2003/FA</b>	<b>26</b>	<b>5</b>	<b>5</b>	<b>36</b>
<b>Total</b>	<b>66</b>	<b>10</b>	<b>55</b>	<b>131</b>

The Center is presently in the self-study phase of the National Association for the Education of Young Children (NAEYC) accreditation process. For academic year 2003-2004, Children's Center operations were profitable from a fiscal perspective.

### ***Student Support Services for Special Populations***

**English as a Second Language (ESL):** One of the populations identified as especially needing support services is the ESL population. From fall 2000 to fall 2004, the ESL population as a whole grew from 220 students to 327, a 49% increase.

With that growth in mind, the College has been working to increase services designed to meet the needs of ESL students. The College employs an ESL Advising Specialist, trained to work with this student population on their unique issues and concerns. The ESL Specialist works to assist students with all aspects of advising and registration, including issues involving visa status (if they are an international student), acculturation, placement testing, as well as program of study and course selection. The College has also designated one of the Admissions Officers to specialize in admitting ESL students.

The primary goal of ESL courses is to prepare ESL students for successful completion of college-level coursework. To measure student success, the College tracked the progress of the fall 1998 cohort of ESL students over a four-year period to determine the percentage that successfully completed the first college-level English course, ENG 101. Only 7% of students who began in the lowest level, ESL 005, successfully completed ENG 101, while 25% of students starting with ESL 006, 21% starting with ESL 010, and 33% of students starting in ESL 011, successfully completed ENG 101.

As a result of this study, the College took steps to increase the success rates of ESL students. Based on recommendations by the ESL faculty and student support staff, in 2002 a second full-time ESL faculty member was hired, and a third has recently been approved; two lower-level ESL courses were designed to better prepare students who enter with no English language facility; and two ESL faculty were designated to evaluate ESL student placement tests and recommend initial placement in courses. The College also applied for a Title III grant to fund the establishment of a Developmental Studies/ESL office with a full-time director, full-time ESL Specialist, an American Language Center with a staff of tutors and mentors and academic support services, an ESL Summer Institute for new students, and increased student support and

tracking. This grant application was denied so the College is seeking another funding source and working to identify ways to continue to meet the needs of this population. For example, a search for a Director of Developmental Studies (funding to come from College budgets) is now in progress. The College has also established a more comprehensive tracking system to monitor student success and persistence. The results will allow Student and Academic Affairs administrators to design new plans and strategies to re-attract students in high-risk populations like ESL who have left the College and to ensure they, along with new students, persist and succeed.

**International Students:** Another population that needs special attention is international students who are in the country temporarily on student visas rather than as permanent residents. The College does not actively recruit from abroad; however, positive word of mouth seems to be leading to an increase in this population. From fall 2001 to fall 2004, this population alone grew by 59%. Student Affairs has assigned a dedicated individual to assist international students in collecting and processing the increasingly complex paperwork involved in certifying them for enrollment, advising, registering, and ensuring their records are entered and updated on the required nationwide SEVIS system. Many international students are also ESL students, and academically, the international population of students who began in fall 1998, when compared to resident ESL students, did experience more success in developmental English, with 55% completing ENG 101.

**Students with Disabilities:** In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the College provides appropriate accommodations to students with documented physical, learning, and psychological disabilities to ensure equal access to its educational programs. The Central Campus employs a Director of Services for Students with Disabilities, and a part-time staff member is employed at West Campus to meet the needs of this population. A variety of support services are available to assist students in achieving their academic goals. Table 9.9 shows a representative sample of those services.

Success is measured by collecting data on student usage and satisfaction with services and accommodations. Usage is documented in student files and by database management. Satisfaction is measured through formal and informal surveys. In spring 2003, two focus groups were convened to ascertain students with disabilities' satisfaction with support services, accommodations, and their academic experiences.

<b>Table 9.9 Accommodations and Services to Students with Disabilities</b>	
<b>Sign language interpreters for deaf students</b>	<b>Tape recording or note-takers for lectures</b>
<b>Testing accommodations, such as extended-time, readers, scribes, computers</b>	<b>Assistive technology, such as screen readers and magnification for students with visual impairments or learning disabilities</b>
<b>Accessible furniture</b>	<b>Outreach to high schools</b>
<b>Transition to College – a program offered at MCCC every November which invites those from high schools (teachers, parents and students) to come to MCCC to learn about making the transition to college</b>	<b>Disability screening for undiagnosed students and referrals for more formal testing to determine disability</b>
<b>Academic advising for students with disabilities</b>	<b>Learning specialist for study skills and basic skills tutoring</b>
<b>Professional development sessions for MCCC faculty to better serve students with disabilities</b>	<b>A support group for students with disabilities meeting on a weekly basis</b>

In fall 2002, 235 students with disabilities were enrolled at the College; in spring 2003, 220 students enrolled. 100% of these students met at least once, and many met numerous times, with the Director of Services for Students with Disabilities or the West Campus Disabilities Coordinator to learn about services and have their concerns addressed. Sixty percent of all and 71% of Spring Semester students had used one or several of the specialized services provided by the learning specialist, counselors, contracted interpreters, note-takers, or readers, or received classroom accommodations or accommodations for testing either inside or outside of the classroom.

According to the results of a satisfaction survey conducted in 2001, 79% of respondents indicated that services for students with disabilities were a factor in their academic success; 79% said that instructors were supportive of their needs, 91% rated counseling as especially effective, and 85% said the College as a whole was responsive to their needs. In 2003, Institutional Research conducted two focus groups. Although the number of students participating was small, the results echoed the positive ratings of the previous satisfaction survey and reaffirmed student satisfaction with the quality of disabilities services provided.

In April 2002, the College completed an Americans with Disabilities Act Self-Evaluation and Transition Plan that recommended changes to improve public safety, physical access, telecommunications, computer access, policies and procedures, and support services for students with disabilities. Many of these recommendations have already been implemented, and timelines are in place for others. A major accomplishment was the opening of the Disability Services Center, on the lower level of College Hall, in May 2004. The Center provides a full range of services and is staffed by a full-time director, a part-time learning specialist and a full-time support staff member. The opening of the Center was a result of recommendations of the ADA Transition Plan and the College's Strategic Plan.

**Financially and Economically Disadvantaged Students/ACT 101:** Students who are deemed economically disadvantaged, according to the current federal poverty index, are eligible for the State-funded Higher Education Equal Opportunity Program, which in Pennsylvania is called ACT 101. As part of this program, the College provides intensive services in several areas, as noted in the Table 9.10.

<b>Service</b>	<b>Description</b>
<b>Tutoring</b>	<b>One-on-one and group (in any subject area) assistance by trained professional, paraprofessional and peer tutors</b>
<b>Counseling</b>	<b>Career, transfer, and personal counseling, with special emphasis on helping disadvantaged students cope with financial, family, and academic pressures</b>
<b>Study Skills Workshops</b>	<b>In Time Management, Test-Taking, Note-Taking, Grammar &amp; Punctuation Reviews, etc.</b>
<b>Personal Growth Workshops</b>	<b>On Assertiveness, Building Self-Confidence, Career Planning, Job Hunting, Transferring, etc.</b>
<b>Cultural Trips</b>	<b>To concerts and plays, museums and historical sites – to broaden experiences and enrich lives</b>
<b>Student Lounge &amp; Study Area</b>	<b>To provide a quiet place to study or to make connections and thereby experience a sense of community</b>
<b>Pre-College Summer Orientation</b>	<b>An intensive orientation to college life, including study skills and personal growth workshops, practice writing, campus tours, career planning, etc.</b>

Over 230 students participate in ACT 101 either at Central or West Campus each term and receive constant progress monitoring, tracking, and individual follow-up. The Pennsylvania Department of Education requires the submission of midterm and final progress reports on the program and a yearly statistical summary of all participants' GPA's, graduation, transfer, re-enrollment, and drop-out rates. In the 2002 final report submitted to the PA Department of Education, success and persistence rates of these "high-risk" students exceeded 70%.

**New Choices/New Options:** New Choices/New Options (NC/NO) is a career development program for low-income single parents; displaced homemakers; single pregnant women; dislocated, unemployed, or underemployed workers; and individuals interested in vocational-technical education and employment nontraditional for their gender. The NC/NO staff works closely with the local offices of Pennsylvania's Career Link employment services network, and most of its referrals now come from this resource. NC/NO offers vocational assessment and career counseling, goal-setting and educational planning, job readiness and search skills, and job placement. All students take the College's Introduction to Computers course, and over 70% enroll in subsequent courses at the College. The program is offered days and evenings at both Central and West Campuses.

The College's NC/NO program has celebrated an average of 145 program completers per year since its inception at the College in 1988. Even more community members have been served through modified versions of the program offered at prisons, community centers, alternative high schools for pregnant teenagers, special service agencies like Big Brothers/Big Sisters, the Salvation Army in Pottstown and, most recently, welfare recipients participating in the County's Single Point of Contact program. Eighty percent of those served by the program meet the "greatest financial need" criterion as defined by the Department of Health & Human Services Poverty Guidelines, and an average of 35% of program participants have been recipients of public assistance.

Success is measured by the number of program completers who secure employment and/or enroll in a job training program leading to employment. Reports on student success are submitted annually to the funding agencies. Ninety-five percent of completers prior to June 2002 have obtained additional training, advanced education, and/or employment. Each year, an average of 70% of program completers enroll in the College's degree or certificate programs, and 60% have obtained employment within a year of completion, most within the local Montgomery County community.

**Next Step:** A County-funded grant program, the Next Step Program targets economically disadvantaged out-of-school youth between the ages of sixteen and twenty-one, and provides them with intensive career and personal counseling, GED training, job preparation, and job search support. Success is measured by the number of students who complete their GED's and either obtain employment or enroll in a job training program leading to sustainable employment. According to the 2002 Economic & Workforce Development Annual Report, 80 out-of-school youth enrolled in GED programs that year, and 60% of those so far have received their GED's and enrolled in further job training programs or college. Although most of the program graduates do obtain their GED's and subsequent employment, approximately 25% have also enrolled in career programs at the College, and now receive ACT 101 Program services.

**Students on Academic Probation or Suspension:** The College recognizes that most students who run into serious academic difficulty are likely to have complex issues affecting their success. The Counseling Center, with its team of trained counselors, therefore, is the place where they can receive the most intensive one-on-one assistance they need to sort through their issues and identify appropriate resolutions.

Each semester, students who fail to earn a cumulative grade point average (CGPA) of 2.00 or who receive an “F” grade in any subject receive academic warning letters. If, at any time after they have attempted 12 semester credit hours and have received a warning, their CGPA again falls below the acceptable range, they are placed on academic probation and cannot re-enroll until they meet with a counselor.

Students are placed on academic suspension after they have attempted 24 credits, have a semester and cumulative GPA below 2.0, and have been on probation two or more times, including during the previous semester. They must sit out one semester and can be re-admitted only after they meet with a counselor to plan their academic future and then submit a written request to the Associate Vice President of Academic Affairs.

The counselors conduct individual intensive interviews with both probationary and suspended students, focusing on identifying the barriers to their success; offering them the academic, career, or personal assistance they need; directing them to on-campus or community resources as appropriate; and assisting them in designing a comprehensive plan for future success.

In 2003, Institutional Research tracked the success rates of a cohort of 407 students who were placed on academic probation or suspension in spring 1998. By spring 2003, 95 probationary and one suspended student had earned grade point averages of 2.0 or higher; all others had either dropped out or earned GPA's below 2.0. Data was not available to determine which students had seen counselors and the effect on their success.

**Learning Assistance Laboratories:** The College also operates two Learning Assistance Laboratories (LAL's), one at each campus. These labs are full-service facilities, designed to help all students at all levels of their education at the College. These laboratories, presented in detail in Chapter 11, provide tutorial services available to all College students, as well as access to open computer labs. The Central Campus LAL also houses the Developmental Studies Laboratory, a computer-mediated, self-paced, mastery-based lab designed as an alternative to the more traditional classroom-based courses in pre-college level mathematics, reading, and writing skills.

***Policies and Procedures on Students' Rights Regarding Records, Complaints/Grievances, Transcript Requests, etc.***

The College has specific policies in place to address the rights of students in the area of confidentiality of information, records requests, and any complaints or grievance issues. These policies are published in the College Catalog, on the website, sent to students in a welcome letter each semester with enclosures, referenced at student orientations and in the Student Handbook, and some faculty (especially those in certain specialized programs) may choose to address these issues in their classes.

For example, the form on the next page was developed to help students register complaints and share concerns and questions with appropriate College officials.



### Resolution of Student Concerns

In an effort to maintain Montgomery County Community College's student oriented philosophy, the College has established a process for **credit** students to register complaints and share concerns and questions with appropriate college officials. **Students are encouraged to express their concerns to the office/area or individual most directly involved or responsible in an appropriate and timely manner. The Student Development staff (Counseling/Advising) can advise students about the appropriate means to resolve general complaints or concerns.**

Concerns	Initial Contact	If Further Assistance is Needed	
<b>Classroom Issues</b> e.g., grades, course requirements, faculty related issues.	Faculty member →	Program Director* (if applicable), Associate Dean of Academic Affairs at West Campus →	Division Dean** West Campus Dean → VP for Academic Affairs/Provost
<b>Student Support Issues</b>	Director of the LAL, 215-641-6582 (C)		VP for Academic Affairs/ Provost. (C)
Tutoring	Tutorial Coord., 610-718-1945 (W) →	West Campus Dean	VP for Academic Affairs/ Provost. (C)
Library	Director of Library Services, 215-641-6584 (C) Asst. Dir. of Library Services, 610-218-1867 (W) →	West Campus Dean	VP for Student Affairs/ Enrollment Mgmt. (C)
Admissions & Registration	Asst. Registrar, 610-619-7333 (C) →	Dir. of Admissions, 215-641-6561 (C)	VP for Student Affairs/ Enrollment Mgmt. (C)
	Asst. Dir. of Student Affairs, 610-718-1842 (W)	Dir. of Student Affairs, 610-718-1840 (W)	West Campus Dean
Advising/Counseling	Asst. Dir. of Advis., 215-641-6344 (C) Counseling Center 215-641-6577 (C) Counselor/Advisor, 610-718-1839 (W) →	Dir. Of Advis./Counseling, 215-641-6330 (C)	VP for Student Affairs/ Enrollment Mgmt. (C)
Financial Aid	Financial Aid Office, 215-641-6566 (C) →	Dir. Of Student Affairs, 610-718-1840 (W) Dir. Of Financial Aid, 215-641-6565 (C)	West Campus Dean VP for Student Affairs/ Enrollment Mgmt. (C)
	Financial Aid Advisor, 610-718-1857 (W)	Dir. Of Student Affairs, 610-718-1840 (W)	West Campus Dean
Child Care	Dir. of Child Care Center, 215-641-6618 (C) →		VP for Student Affairs/ Enrollment Mgmt. (C)
Bookstore	Bookstore Manager, 215-643-9147 (C) →	Dir. Of Budgets and Special Accounting, 215-641-6502 (C)	VP Administration and Finance
Cafeteria/ Vending	Bookstore Supervisor, 610-326-8961 (W) Cafeteria Manager, 215-641-6561 (C) Dir. of Admin. Services, 610-718-1844 (W)	West Campus Dean	
Tuition, Payment	Student Account Supervisor, 15-641-6689 (C) →	Director of Accounting, 215-641-6528 (C)	VP Administration and Finance, West Campus Dean
	College Services Asst., 610-718-1944 (W)	Dir. of Admin. Services, 610-718-1844 (W)	
Clubs	Student Activities Office, 215-641-6581 (C) →	Dir. Of Student Activities, 215-641-6579 (C)	VP for Student Affairs/ Enrollment Mgmt. (C)
	Asst. Dir. of Student Affairs, 610-718-1842 (W)	Dir. Of Student Affairs, 610-718-1840 (W)	West Campus Dean
<b>Discrimination or Sexual Harassment</b>	Vice President for Student Affairs and Enrollment Management, 215-641-6546 (C) → Director of Student Affairs, 610-718-1840 (W)	Director of Equity and Diversity Initiatives	
Technology Issues	Help Desk Staff x6495 →	Systems & Operations Manager (C) Technology Support Specialist (W)	VP for Information Technology West Campus Dean

\* Programs with Directors: Auto Technology, Computer Science, Criminal Justice, Dental Hygiene, Education, MLT, Nursing, Distance Learning

\*\*Division Deans: West Campus, Allied Health & Physical Education, Business & Computer Science, Humanities, Mathematics, Science & Technology, Social Sciences

## Strengths

- The process-mapping initiative in the Student Affairs area is being used to evaluate all student services.
- Extensive face-to-face and online student services are provided for all students.
- The student-centered focus of the Student Affairs area is demonstrated in the advocacy role taken, the programming and services provided that promote student success.
- Student Affairs policies and procedures are constantly monitored and updated.
- Careful collaboration within the administrative structure (Academic Affairs, Business Office, Information Technology, and Student Affairs) of the College works to support all aspects of student services.
- Technology is significantly utilized to support students during the admissions process, as well as throughout their matriculation at the College.
- Student Activities offer a wide range of clubs, organizations, and co-curricular activities that meet the needs and interests of the College's diverse populations and positively affect students' connection with the College.
- Student clubs and organizations participate in a significant number of community service projects.
- Many programs are available to meet the needs of all potential students.

## Concerns

- Measurement of personal growth and development for students is based on anecdotal evidence.
- All areas of Student Affairs are not located in one centralized location at the Central campus. (They are located together at the West Campus.)
- Measurable learning outcomes and assessments are not clearly defined for every Student Affairs area.

## Recommendations

- 9.1 The College should consider enhancing support services for a growing ESL and International student population.
- 9.2 Within the process mapping program implementation and through other strategies, the College must clarify its academic advising philosophy and process.
- 9.3 The College should ensure that all areas of student support services periodically assess their services to ensure they are advancing the strategic goal of Placing Learning First and satisfactorily meeting student needs.

## **Chapter Ten: Faculty**

### **Introduction**

"Faculty, staff, and administrators, full- and part-time, represent the College's greatest resource." This statement, from "Connecting to Build Futures: The Strategic Plan of Montgomery County Community College 2002-2005" (p.13), supports the value the College places upon attracting and maintaining a highly skilled and talented workforce. That the College values faculty is further expressed in its Statement of Values, one of which is the desire to "provide opportunities for the intellectual, personal, professional and ethical growth of faculty" and to "provide a collegial work environment which rewards excellence, offers opportunities for professional development and encourages teamwork and meaningful involvement in decision-making" (College Catalog, 2004-06, pp. 5-6).

The College's full-time and adjunct faculty are represented by the same American Federation of Teachers unit. The interaction between the College administration and the faculty union has matured over the past twenty years into a respectful and productive relationship. Contracts and contract extensions have been developed during this period, without incident, through hard work on each side. Most recently in June 2004, the Board of Trustees approved a new four-year contract with the faculty for September 2004 through August 2008.

### **Methodology**

The Task Force studying the nature and conditions of faculty at the College were assigned specific tasks relating to the charge questions, consulted appropriate documents and interviewed appropriate College staff. In addition, key College personnel in Academic Affairs, Information Technology, and Institutional Research provided information.

### **Findings**

#### ***Demographics***

In academic year 2003-2004, the College employed 169 full-time and 509 part-time faculty, compared to 135 full-time and 339 part-time faculty in the fall of 1997. This represents a 21% and a 50% increase in full- and part-time faculty, respectively. The significant increase in hiring of adjunct faculty is most directly caused by the increase in FTE enrollment and number of sections offered as reflected in Table 10.1.

While the number of both full-time and adjunct faculty has increased over recent years, the ratio of course sections taught by full-time faculty has not significantly changed due primarily to the extraordinary growth in enrollments at the College. Table 10.1 also shows the concurrent increase in the total number of sections as well. Enrollment increased in the fall of 1997 to 5,135 FTEs (8,800 headcount). By the fall of 2003, the total annualized FTE count was 7,187 (10,700 headcount). This represents a 40.0% increase in FTEs over this six-year period.

<b>Year</b>	<b>% FT Faculty Sect.</b>	<b>% PT Faculty Sect.</b>	<b># Sect.</b>
<b>FA 99</b>	<b>49</b>	<b>51</b>	<b>1258</b>
<b>FA 00</b>	<b>50</b>	<b>50</b>	<b>1272</b>
<b>FA 01</b>	<b>45</b>	<b>55</b>	<b>1458</b>
<b>FA 02</b>	<b>46</b>	<b>54</b>	<b>1590</b>
<b>FA 03</b>	<b>44</b>	<b>56</b>	<b>1677</b>
<b>FA 04</b>	<b>44</b>	<b>56</b>	<b>1731</b>
<b>FA 04*</b>	<b>47</b>	<b>53</b>	<b>1731</b>

**\*If all current vacancies were filled.**

This increase in enrollments has required a significant expansion in the use of adjunct faculty. In the fall of 1999, 51% of all course sections were taught by adjunct faculty. By the fall of 2004, 56% of course sections were taught by adjunct faculty. One attempt to compensate for this change has

been to institute a limited number of Special Term Appointments (STA's), i.e. temporary full-time appointments, approved by the Vice President for Academic Affairs/Provost, on a case-by-case basis, to staff disciplines with critical needs. These STA's are generally given to part-time faculty for one or two semesters.

As the full-time faculty continues to age (current median age = 55), retirements will become a more significant factor in institutional planning. See Table 10.2. While there have been a modest number of retirements in recent years, the number of potential retirements will be significant over the next few years.

<b>Age</b>	<b>Number (%) Full-Time Faculty</b>
<b>65+</b>	<b>12 (07%)</b>
<b>60 – 64</b>	<b>36 (21%)</b>
<b>55 – 59</b>	<b>45 (26%)</b>
<b>50 – 54</b>	<b>32 (18%)</b>
<b>&lt; 50</b>	<b>48 (28%)</b>

Thus, a significant number of full-time faculty will reach retirement age by 2010. While there is no way to estimate the specific impact of this fact, it is likely that there will be a need to replace a growing number of full-time faculty who choose to retire. The College is beginning to consider "succession planning" for full-time faculty, but currently has no formal plan in place. It is projected that the College would need 61 new full-time teaching faculty hires to obtain a full-time to part-time ratio of 55:45, assuming a three percent enrollment increase each year, by the 2008-2009 academic year. Realistically, with the state of funding always in question and the unknown number of retirees that will need to be replaced, it will be a challenge to reach this number, but the ratio does provide a useful planning tool. Additionally, full-time faculty do have the option of a three-year (maximum) "step-down" period during which they may reduce their teaching/workload by up to 40% with a concomitant reduction in salary, but with no loss of benefits. However, only six faculty have chosen to avail themselves of this opportunity over the past five years.

Montgomery County Community College, through a series of established procedures, attempts to foster a diverse faculty. This is an ongoing process, involving various College constituencies, from discipline faculty, to hiring administrators, to the Office of Equity and Diversity Initiatives, to the Office of Human Resources.

Tables 10.3 and 10.4 show the current gender and ethnic status of the faculty.

Year	Total # Full-Time Faculty	Male/ Female	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown
2004	169	76/93	8	0	0	4	154	3
2003	143	72/71	8	0	0	2	132	1
2002	143	69/74	6	0	0	3	134	0
2001	133	65/68	7	0	0	2	124	0
2000	130	64/66	8	0	0	2	120	0
1999	129	67/62	8	0	1	2	118	0
1998	128	68/60	8	0	2	0	118	0

Year	Total # Part- Time Faculty	Male/ Female	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Unknown
2004	525	259/266	18	0	16	4	472	15
2003	521	258/263	23	3	10	9	469	7

While some specialized academic areas, such as Automotive Technology or Hotel and Restaurant Management, may maintain particular requirements, requisite credentials for faculty generally demand a minimum of a master's degree. Table 10.5 illustrates the distribution of degrees held by the full-time faculty over the last eight years.

Minimum adjunct faculty credentials are determined by the respective Division Deans

Year	Total Number of Faculty including Counselors and Librarians)	Doctorate	Master's	Baccalaureate
2004	169	33	130	6
2002	147	33	109	4
2000	141	27	110	4
1998	140	29	107	4
1996	149	30	116	3

and their full-time faculty. Once again, most disciplines require at least a master's degree. However, in a few disciplines and under specific market conditions, for example, in the technical area of Computer Science, a baccalaureate degree may suffice.

Due to different data collection models, there are a few inconsistencies in the faculty demographic data points. Due to the growth of the College there is also a growing problem with respect to the need for more faculty offices.

### ***Hiring Policies and Procedures for Full-time Faculty***

Attracting candidates who are highly qualified and experienced, who will be most effective in the classroom, and who will contribute significantly to the College is critical. Effective searches, screening, and hiring procedures are important in maintaining the faculty's strength and institutional effectiveness.

The heart of the search process is the search committee, comprised mainly of faculty from both campuses whenever feasible, and charged with selecting, interviewing, and recommending candidates.

The College assesses the need to hire new full-time faculty by examining several factors. These include retirements, enrollment trends, new program needs, and the ratio of course sections taught by adjunct faculty to those taught by full-time faculty. Currently, no College-wide target ratio for part-time to full-time faculty has been established; in some disciplines a higher percentage of part-time instructors is acceptable, while in others it is not. The initial request for new full-time faculty comes from the respective division faculty coordinators, directors, and deans. Requests are prioritized by senior staff members in Academic Affairs, including the division deans and Vice President for Academic Affairs/Provost, with recommendations forwarded to the President. Final decision-making authority rests with the President based upon institutional need and available budget. Once final approval to hire is established, faculty are actively involved in the search process by chairing and participating on search committees.

The hiring process for full-time faculty is designed to achieve a diverse and qualified pool of candidates. The College advertises in publications and on websites that serve professional and minority organizations, such as *The Philadelphia Inquirer*, *The Chronicle of Higher Education*, *North Penn Reporter*, *Times Herald*, *Black Issues in Higher Education*, *The Hispanic Outlook*, and various women's journals. For positions at the West Campus, the College also places notices in local newspapers, such as the *Mercury*, the *Allentown Morning Call*, and the *Reading Eagle*. The College has also participated in job fairs with the NAACP and, in 2003, a minority recruiting fair in West Philadelphia.

### ***Tenure, Promotion, and Evaluation***

Qualifications for promotion and for the attainment of tenure are spelled out in the Faculty Contract, which includes degree requirements, additional education, and length of service at rank.

A portfolio evaluation process for promotion was established in September 1999. The portfolio consists of four major parts:

- Record of teaching, counseling or librarianship
- Record of service to the College and community
- Record of professional activities
- Summary assessment

Since 1999, 25 faculty out of 30 (83% of the people who have applied) have been promoted. The percentage of faculty that has attained tenure once appropriate academic rank (Assistant Professor) and length of service have been achieved is 100%.

Full-time teaching faculty, counselors, and librarians are required to be evaluated every year until tenured, then every three years until 20 years of employment. After 20 years, evaluations are required every three to five years, based upon choice and approval of the area Dean or Director. The evaluation process consists of four written parts: Self, Administrative, Peer, and Student. Copies of the evaluation forms are available in the Human Resource Office. Division Deans or the Associate Dean of Academic Affairs (West Campus) review all of these

with the faculty member, citing strengths, areas for development, and support for development. Recommendations to either continue or not continue the contract of untenured full-time faculty are submitted to the Vice President for Academic Affairs/Provost.

### ***Faculty Development***

All full-time faculty are required to complete two days (twelve hours total) of professional development per year in addition to attending Opening Day each September, which includes professional development activities. The former Professional Development Center, now called the Center for Teaching and Learning, sponsors and offers a wide variety of activities and training sessions each semester. Faculty select a minimum of twelve hours of such sessions to attend each academic year. Full-time faculty are also encouraged to attend professional activities outside the College. These activities may be considered when faculty are in line for promotion. Academic division budgets support travel to conferences and other activities. Those who present at conferences can expect full funding either from division budgets or from the general Academic Affairs budget. In addition, the College has a well established tuition reimbursement policy (up to 75% support for tuition, books, and fees) for academic study leading to advanced degrees or specialized certifications.

The Professional Development Center was created in 1999 as a move away from a top-down approach to faculty development to one that would draw both on the interests and abilities of the college community. The Center was led by a full-time Director who reported to the Director of Human Resources (rather than to Academic Affairs). Beginning in fall 2004, professional development was reorganized and placed within Academic Affairs. The new Center for Teaching and Learning was established and is overseen by a faculty member on full release and who reports to the Associate Vice President of Academic Affairs. Suggestions and recommendations for development activities come from faculty and staff, and many of the activities are delivered by individuals from the campus community. In this way, opportunities for faculty to gain new skills or to hone existing skills related to teaching--the primary responsibility of faculty--are regularly scheduled or offered consistently throughout the academic year. Previously, these offerings were not targeted at the specific pedagogical or discipline needs of the faculty.

The College has also instituted a mentoring program for all new full-time faculty, the goal of which is to facilitate the assimilation of new full-time faculty members into the community and its culture. This mentor/new-hire interaction is a positive force in the socialization of new hires into their roles in academe. It primarily occurs over the first four semesters of a new faculty member's affiliation with the College.

Mentors are carefully chosen, prepared, and assigned: mentors are mature, respected faculty members, with the time and skills to interact with and guide the new hires through the often-turbulent and demanding first years of academic life. Mentors are expected to attend a full-day workshop before their assignment. This workshop assists the mentors to internalize the philosophy and purpose of the program, as well as to review and practice their interactive skills. Continuing support for the mentors is the responsibility of the Chairperson of the Mentoring Committee and the Director of the Center for Teaching and Learning.

Mentor/new hire pair assignments are guided by three primary factors:

1. Geography (major assignment by campus)
2. Similar teaching schedules/free times
3. Any identified special needs.

Every effort is made to assign mentors to new hires from differing disciplines and divisions so that diversity of experience and understanding is fostered.

The Mentoring Program at the College can also be seen as a positive part of a complex recruitment plan to attract new faculty to the College as the wave of pioneer faculty chooses to retire.

### ***Faculty Role in Governance***

Faculty at the College participate in the governance of the institution in a variety of ways. Full-time faculty are a majority on the four All-College Committees (the All College Curriculum Committee, the Student Life Committee, the Distance Learning Committee, and the Information Technology Advisory Committee), and serve on most important ad hoc committees, such as faculty and staff hiring committees, facilities and technology planning committees, etc. Many disciplines are led by faculty coordinators. Academic Program Reviews are conducted by teams of full- and adjunct faculty in their disciplines, who regularly make recommendations for changes in courses and curricula. The Faculty Union has regular “Meet and Discuss” sessions with the administration to address a variety of governance issues. There is no Faculty Senate operating at the College. The Senate was disbanded when unionization occurred in the early 1980s. Regular faculty meetings are conducted, however, out of the office of Academic Affairs.

### ***Adjunct Faculty***

The hiring of adjunct faculty begins in much the same way as for full-time faculty. A request is sent to the Human Resources Department for the disciplines needed, and appropriate advertising is placed. Resumes are forwarded to the respective academic divisions, and the program coordinators or program directors review the resumes and set-up an interview with candidates whose credentials fit the teaching assignment at hand. However, due to the positive reputation that the College enjoys in the local community, unsolicited resumes are also sent on an ongoing basis, requiring that only a few advertisements need to be placed for high demand or specialty disciplines.

While the nature of a part-time teaching position does not require use of the same internal search committee process as used in the hiring of full-time faculty, care is given to ensure that all adjunct faculty are held to the same high standards as full-time faculty. All new applicants for an adjunct faculty position must come for an interview with either a program coordinator, director, and/or dean, and, in most cases where appropriate, a teaching observation is conducted. A candidate’s references are always checked. In addition, before the final hiring process is complete, the Vice President for Academic Affairs/Provost reviews the credentials of the candidates in light of the College’s standards. Only in an extraordinary situation is a credential requirement waived. The reason for the waiver must be documented and approved by the Vice President for Academic Affairs/Provost. A record of the waiver is kept in the adjunct faculty member’s file.



Each of the departments in the College's five academic divisions has an individual, usually a faculty discipline coordinator, who is responsible for the oversight of adjunct faculty and who, depending on the number of adjunct faculty, does hiring interviews, serves as a mentor, does peer observations, and alerts the dean to any difficulties that may be occurring with a adjunct faculty member. In addition, the College has recently created and filled a new position of Associate Vice President of Academic Affairs to oversee and coordinate services for all adjunct faculty in order to ensure a high quality of teaching for its students.

While the goal of the College is to keep to similar procedures whenever possible, at West Campus, part-time faculty are usually hired through a joint review and interview process including the Associate Dean of Academic Affairs and the Division or Department Coordinator. When neither of these West Campus staff has discipline expertise in the area needed, the Associate Dean and/or Coordinator confer with the Division Dean and/or Discipline Coordinator at Central, who reviews resumes for acceptable credentials (most often), and may also join in interviews and sample lessons at West (rarely). In emergencies, the Associate Dean of Academic Affairs at West may hire adjunct faculty without review by others, but those new adjunct faculty's credentials are then reviewed, and those new adjunct faculty are observed in class by one or more of the other stakeholders prior to the new adjunct faculty member being re-hired for a subsequent semester.

Prior to the start of their first semester of teaching, all adjunct faculty are required to attend a two and a half-hour orientation program. If they are unable to attend this session, they must do so prior to teaching a second semester at the College. As of fall 2003, all new adjunct faculty are surveyed before the start of their teaching and at the end of their first semester to determine whether or not their needs are being met. This information is used to plan and implement new initiatives that support part-time faculty. For example, after reviewing survey feedback, the Associate Vice President created an online information site, known as the Part-Time Faculty Resource Center, that links part-time faculty to all the resources they need in order to negotiate the College's systems. In addition, a new part-time faculty office suite was opened in the Science Center in January 2004.

While each division is usually able to meet its staffing needs, several areas tend to present unique challenges. For example, reflecting a national trend, it is very difficult to hire adjunct faculty in nursing. This has prompted the College to hire additional full-time faculty. Moreover, with a continued yearly growth in enrollment and a commitment to open access, it is often difficult to predict staffing needs. The challenge the College faces is to keep at hand numbers of potential, quality adjunct faculty who can step in and teach at the last moment.

Once adjunct faculty are hired, significant effort is made by the new Associate Vice President of Academic Affairs and the respective division deans and coordinators to ensure that each adjunct is appropriately evaluated and given feedback regarding his or her teaching. All adjunct faculty are evaluated each semester and in each course by students. All new adjunct faculty are observed during their first semester of teaching by a member of their respective division. Follow-up observations in subsequent semesters are done on an as-needed basis. Feedback taken from both evaluations is given to the adjunct faculty member. While each division may differ in the way this information is presented, all divisions provide ample opportunities for adjunct faculty to discuss their evaluations with the appropriate personnel, as well as receive ongoing support when needed. However, the recent and projected growth of enrollments at the College and the attendant growth of the number of adjunct faculty, have stretched the resources available to observe and evaluate these instructors.

The College formally recognizes the important role that adjunct faculty play. Each fall, prior to the start of classes, the college community is invited to a special Adjunct Faculty Appreciation Dinner. The dinner culminates in a faculty meeting for each of the College's five academic divisions and serves as an important way of bringing adjunct faculty into the divisions and giving them an opportunity to be part of their division's decision-making processes. In addition, there is now an adjunct faculty webpage that is regularly updated to give all adjunct faculty information on special events and faculty development activities, as well as access to a discussion site and specialized training.

Part-time counselors, advisors and librarians do not have a consistent formal evaluation process in place. Area directors use various evaluation methods for their staff. The need for this is even more critical now since part-time faculty (which includes the above positions) are represented by the contract.

### ***Faculty Evaluation***

Instructor effectiveness is assessed through a continuous multi-dimensional faculty evaluation plan that is comprised of both formative and summative elements. Full-time faculty are evaluated each semester of every year until tenure is attained. After tenure, full-time faculty are evaluated as frequently as designated by the immediate supervisor, but not less frequently than the 7th, 10th, 13th, 16th, and 19th years of employment. After the 19th year of employment, full-time faculty are evaluated as frequently as designated by the immediate supervisor, but no less frequently than every five years.

Components of the evaluation process used each semester include student evaluations, supervisor observations and reviews, and self-evaluations. Peer evaluations are optional and may be included. Using the results from each method of evaluation, a development plan, including specific steps to take if remediation is needed, is prepared each fall (or spring, if that is the first time a faculty person has taught) by the faculty member, in agreement with his or her supervisor. Faculty who have had a negative evaluation at this time are required to develop a specific plan of correction which then will be monitored through the next semester and beyond, if necessary. The developmental plan is implemented, and, at the end of the following semester, an annual review of the faculty member is conducted.

Adjunct faculty are also subject to a similar form of evaluation. They are evaluated by students in each course every semester. (However, not all adjunct faculty are observed during their first semester of teaching. The number of adjunct faculty in some disciplines currently makes that procedure impossible. The Office of Academic Affairs and the Division Deans are currently considering appropriate means of conducting observations of all new adjuncts.) Feedback, including recommendations for improvement, where appropriate and possible, is shared with the faculty member by the program director, coordinator, or dean.

While the evaluation process ensures continuous monitoring of faculty teaching, the process has yet to be expanded to fully incorporate the College's renewed commitment to student learning as part of assessment of teaching effectiveness. A pilot project to more fully assess student learning as part of the student evaluation of faculty is planned for spring 2005. Results from the pilot will inform a College-wide adoption of a more assessment-driven student evaluation process.

## Strengths

- Faculty quality is maintained through established hiring procedures, adherence to agreed upon standards for hiring in all disciplines, mentoring of new faculty (formally for full-time; informally for part-time), regular evaluation, and professional development.
- Full-time faculty are regularly involved in proposing and developing new courses and programs. Adjunct faculty are involved as their expertise warrants.
- Regular program reviews are conducted by discipline faculty and Division Deans in cooperation with the Office of Institutional Research.
- Faculty development is encouraged through the Center for Teaching and Learning (CTL), coordinated by a faculty member, and through institutional financial support for conference participation and graduate course completion. Full-time faculty are required to participate for two days annually in either on-campus or off-campus professional activities. Part-time faculty are invited to participate in the activities of the CTL and have modest financial support for professional activities through their respective divisions. Sabbatical leaves are available to full-time faculty for intensive professional development.
- Academic disciplines uniformly call for a minimum of a master's degree for either full-time or adjunct faculty (with exceptions as warranted).
- The College has made a significant commitment to improve support for part-time faculty (e.g. mandatory adjunct faculty orientation and the Adjunct Faculty Appreciation Dinner) through the efforts of the Office of Academic Affairs, the academic divisions, program directors, faculty coordinators, staff at the West Campus, and especially through the hiring of a new Associate Vice President of Academic Affairs, who will have a significant responsibility for providing support to adjunct faculty.
- Full-time faculty play a key role in the full-time hiring and promotion process.

## Concerns

- An increasing number of full-time faculty will reach retirement age in the next 5–10 years.
- The means by which data regarding faculty are gathered are inconsistent and result in discrepancies.
- Mentoring of adjunct faculty is not as extensive as it is for full-time faculty.
- Faculty development is not targeted at the specific pedagogical or discipline needs of individual faculty unless the faculty chooses to pursue it.
- Rapid enrollment increases have required hiring a large number of adjunct faculty, including a number at the last minute.
- Resources to support adjunct faculty hiring, evaluation, and development are being stretched because of the heavy dependence upon such faculty.
- There is a lack of adequate faculty office space and appropriate technology for adjunct faculty. There is no room for expansion of full-time faculty office space.
- Part-time counselors, advisors and librarians do not have consistent, formal evaluation processes in place.

### **Recommendations**

- 10.1 The College should fully support the newly developed Center for Teaching and Learning to foster development that targets more specifically the pedagogical, technological, and/or discipline needs of individual and collective full- and part-time faculty.
- 10.2 The College should develop a plan to identify and hire the faculty of the future given the impending number of potential faculty retirements.
- 10.3 The College should carefully monitor the full-time to part-time teaching ratios in each discipline and hire full-time faculty to address deficit ratios.
- 10.4 The College should make improvements in its data collection systems to ensure that demographic data for faculty are consistent and deep.
- 10.5 The College should develop and maintain a formal, consistent evaluation process for all part-time counselors, advisors and librarians.

## **Chapter Eleven: Educational Offerings**

### **Introduction**

Montgomery County Community College has enjoyed an excellent reputation for the quality of its academic programs as attested to by the number of students who, after matriculating from the College, have gone on to quality four-year institutions and/or have found employment in the field for which they studied. The vast majority of all graduates (98%) who returned the most recent graduate survey indicated that they had completed their educational goals, either fully or partly while at Montgomery County Community College. The majority (95%) also indicated that their overall experience at the College was good or excellent.

Furthermore, a majority of students who graduated from an A.A.S. or certificate program, which led to employment after graduation, reported that they had found employment (80%); and 66% of those indicated that they had found a job/career that related to their studies. The survey also asked about transfer to another institution of higher education. Seventy-four percent (74%) of graduates who earned a degree in a transfer-related program indicated that they had transferred to another institution after graduating from Montgomery County Community College. When asked their level of satisfaction regarding how well their experiences at the College had prepared them for transfer, 93% reported that the preparation they received was either good or excellent (source: College Fact Book, 2003).

Montgomery County Community College is also committed to providing students excellent support services, perhaps most notably through the College Libraries and the Learning Assistance Laboratories.

### **Methodology**

The Task Force met and developed a list of questions that would be used to address the issues related to Standard 11. The Task Force gathered information from the following documents and sources:

- All-College Curriculum Committee Minutes
- All College Curriculum Committee Policies and Procedures
- College Web site
- Enrollment Data
- Academic Affairs Policies and Procedures
- Academic Audit Reports
- Interviews with College Personnel
- Informal Point of Use Surveys
- Children's Center Brochure
- MCCC College Catalog, 2004-2006
- College Fact Book, 2003

## Findings

### *Educational Offerings and the Mission*

As stated in the College's Mission, "the College is a reflection and a response to the needs and aspirations of those who live, work, and conduct business in Montgomery County and beyond."

The College is authorized to award the degrees of Associate in Arts (A.A.), Associate in Science (A. S.), Associate in Applied Science (A.A.S.), and Associate in General Studies (A.G.S.). The programs of study for the A.A. and A.S. degrees have been designed to prepare students for transfer to the junior class of a four-year college, university, or professional school. The A.A.S. degree, given for such programs as Hotel and Restaurant Management, may be used as a stepping-stone to further study or to prepare students for immediate employment. The A.G.S. degree affords students the maximum flexibility in their academic program.

The College offers several certificate programs that are designed to prepare students to live and work in the global society of the 21<sup>st</sup> century. These programs range from Accounting to Nanofabrication, and Technical Studies to International Studies. Table 11.1 lists the areas in which the College offers academic certificates.

<b>Accounting</b>	<b>Gerontology</b>
<b>Automotive Technology</b>	<b>Hotel/Restaurant Management</b>
<b>Business Management</b>	<b>Human Services</b>
<b>Child Care</b>	<b>International Studies</b>
<b>Child, Youth and Family</b>	<b>Marketing/Management</b>
<b>Computer-Aided Drafting &amp; Design</b>	<b>Nanofabrication</b>
<b>Computer Applications/Office Procedures</b>	<b>Personal Computers/LAN</b>
<b>Drug and Alcohol Studies</b>	<b>Retailing</b>
<b>Electronic Commerce</b>	<b>Software Engineering</b>
<b>Electronics</b>	<b>Surgical Technology</b>
<b>Emergency Management &amp; Planning</b>	<b>Technical Studies</b>
<b>Fire Science</b>	<b>UNIX Operating Systems</b>

Academic programs offered at Montgomery County Community College vary in length and are continually revised to meet changing demands. In addition, new programs are developed as needs arise within the community. During the 2002-2003 academic year, the faculty and administration of the College developed five new degree programs and two new certificate programs. Currently, 18 degree programs of study offered are designed to assist students seeking a bachelor's degree; 11 are Associate of Science degrees, and seven are Associate of Arts degrees. Transfer degrees include concentrations in the social sciences, humanities, arts, sciences, business, computers, education, engineering, mathematics, and physical education. For those students seeking career training, the College offers 39 Associate of Applied Science degrees, 24 certificate programs, and seven specialty certificates. These programs include a wide range of majors leading to varied career options and are popular with traditional-age students as well as adults seeking retraining.

Most curricula and courses are offered at the Central Campus, with many offered at the West Campus as well. Overall, the College strives to bring the classroom to residents seven days a week at locations throughout the County. Courses begin throughout the year, some in traditional semesters and summer sessions, and others at non-traditional times. Courses are currently being offered at various locations and times including:

- **The Weekend College:** The Weekend College offers accelerated courses on Friday evenings, Saturdays and Sunday afternoons at the Central Campus and via distance learning. The Weekend College is designed to meet the requirements for the Business Administration A.S. degree and affords students the opportunity to complete the program in less than the traditional two years because the courses are offered at an accelerated pace.
- **Willow Grove Naval Air Station:** Accelerated courses are offered at this approved Additional Location, and are available for military personnel and their families, as well as all Montgomery County Community College students. These courses are offered in five-, six-, or seven-week sessions and are designed to meet the requirements for Liberal Studies, General Studies, and Business Administration degrees.
- **Pennsylvania State University Park:** The Nanofabrication Program features a semester at Penn State University, University Park Campus, where students have the opportunity to work in a state-of-the-art nanofabrication lab.
- **DeSales University Lansdale Campus:** This is the newest instructional site. As a result of a new partnership agreement with DeSales University, the College began offering courses at the Lansdale location for the Fall Semester 2003. Courses offered at Lansdale during fall 2004 range in subject matter from English, Geography, Health Care, History, Human Services, Math, Management, Marketing, Music, Physical Education, Philosophy, Political Science, and Psychology. Offering courses at the Lansdale Campus gives our students convenience of location, transportation and parking. It also allows the College to offer sections of courses that otherwise could not be offered at the Central Campus because there are no available classrooms. Table 11.2 shows the number of courses offered as well as the enrollment at the Lansdale site.

	<b>Courses Offered</b>	<b>Courses Run</b>	<b>Enrollment</b>
<b>2003/Fall</b>	<b>19</b>	<b>13</b>	<b>144</b>
<b>2004/Spring</b>	<b>20</b>	<b>5</b>	<b>41</b>
<b>2004/Fall</b>	<b>20</b>	<b>14</b>	<b>167</b>

- **Fire Academy:** Credit Fire Science courses are offered at the Fire Academy in Conshohocken, as are non-credit Fire Science, Municipal Police Training, and Emergency Medical Technician Courses.

- Graterford Prison: The College has been teaching courses in Business Management at the State Correctional Institution at Graterford since 1980. In the fall of 2003, at the request of SCI-Graterford, the College began offering courses leading to the Certificate in Hospitality Management. As of spring 2004, there were fourteen students enrolled in the program, each taking one course per semester, the maximum number of students that can be served under the PA DOE/DOC grant that supports this program. Advising, registration, and other support services are offered onsite at SCI-Graterford.
- Pottstown YMCA: The Pottstown YMCA is serving as a location for physical education courses.
- Individual Companies: Upon request, courses are taught on site for companies throughout the region.
- Distance Learning Courses: Students may elect to take distance learning courses on-line or through television. These courses are offered year-round to coincide with the traditional semesters. In addition, each spring and fall semester several of the on-line courses are offered on an accelerated basis, beginning four weeks later than the fourteen-week terms. These courses are designed to accommodate students who are unable to begin coursework earlier. The current distance learning catalog includes 90 different courses and is growing each semester. It is possible to earn one of several degrees entirely through distance learning. For fall 2003, 85 courses with a total of 110 sections were taught via distance, with a total of four complete degree programs available.

### ***Education and Course Delivery***

The College's requirements are structured to ensure that students have the specific courses of study necessary to meet the educational requirements for transfer to the junior class of a four-year institution or for employment. Because our requirements may not always meet the learning needs of all students, students may substitute other courses if their selections are approved by the appropriate division dean. Such substitutions occur only when they do not compromise the academic integrity or rigor of the student's academic program and after consultation with appropriate faculty.

To help ensure the quality of the programs and courses, specific procedures are in place. Those procedures include:

- Program Reviews – conducted by the Office of Institutional Research at the request of the Vice President of Academic Affairs and Provost. Each of the College's certificate and degree programs is evaluated every five years. Thus, in any given year, 20% of the College's curricula is reviewed. When a program is reviewed, the appropriate division dean, program faculty, and Institutional Research are responsible for implementing the evaluation process.
- New, revised, and discontinued courses and curricula must be reviewed and approved through the All-College Curriculum Committee. New temporary course approval and independent studies are also subject to the procedures and standards established by the Curriculum Committee.



- Program Advisory Committees ensure that curricula remain current and that programs continue to grow and maintain relevance. Each A.A.S. program or cluster of related programs at the College has an advisory committee comprised of, primarily, people who have an expertise and/or interest in the program(s).
- Graduate surveys are administered every year by Institutional Research. Survey results show the level of success of our graduates.
- Student Learning Assessment Guidelines are being developed by the new Assessment Committee.

The number of degree credits required by the various majors ranges from 60 to 70, as indicated in Table 11.3. In general, the Health and Physical Education Division and the Math, Science and Technology Division majors are more likely to require 68 to 70 credits, while the Humanities and Social Science majors are more likely to require the minimum of 61 to 63 credits for degree requirements.

<b>Degree Majors</b>	<b>Example of Major with Minimum Credits</b>	<b>Minimum Credits</b>	<b>Example of Major with Maximum Credits</b>	<b>Maximum Credits</b>
<b>A.S.</b>	<b>Physical Education &amp; Health</b>	<b>61</b>	<b>Biotechnology</b>	<b>70</b>
<b>A.A.</b>	<b>Communications</b>	<b>63</b>	<b>Mathematics</b>	<b>68</b>
<b>A.A.S.</b>	<b>Paraprofessional in Education</b>	<b>60</b>	<b>Nursing</b>	<b>70</b>

The program objectives for both degree and certificate majors are presented in terms of learning outcomes. A review of the 2004-06 College Catalog (pp. 40–89) indicates that all of the programs use language indicating what the student should be able to demonstrate upon completion of the program.

The College is very clear in requiring that only previous coursework that meets the curricular requirements at the College will be considered for transfer. Only courses that are from a regionally accredited institution are eligible for transfer, and the student must have earned a grade of C or better in those courses. A limit of 30 credit hours of transfer coursework will be accepted. In addition, students may receive transfer credit from successful completion of the following: military school coursework, special training or occupational experience, or College Level Examination Program (CLEP) testing. No credit will be given for courses in science, math or computer science that are more than ten years old.

### ***Learning Resources***

#### **The Libraries**

The Libraries are an integral part of the educational enterprise at Montgomery County Community College. The Central and the AV Libraries are located in The Brendlinger Library in College Hall at the Central Campus. The West Campus also has a small but active and growing library.

The Libraries maintain membership in a variety of professional organizations. These include the Tri-State College Library Consortium (TCLC), Palinet, the Pennsylvania Community College Libraries Consortium (PCCLC), the Pennsylvania Library Association (PaLA), and the Library Orientation Exchange (LOEX).

The Library automated its collection and processes in July 1996 with SIRSI's Unicorn system, which includes the following modules: Circulation, Cataloging, Serials, Acquisitions, Reserves and Materials Booking. There are eighteen PCs on the main level of the Central Library, two in AV and two at the West Library, in addition to three computer labs. In addition, twenty-three wireless laptops are available for students to use in the Library. All computers are linked to both a black & white and a color laser printer.

A growing collection of electronic resources, including e-books, is available to all College students from the Libraries' website. The Library's website also includes a list of web links arranged by subject to help students with their research. Most of these are available to students from off campus with ID and password. The Library newsletter, "Notes & Quotes," is published once each semester and is available from the Libraries' website. Some library services are extended to residents of Montgomery County and to students from area Tri-State College Library Consortium (TCLC) member colleges. College students receive reciprocal privileges at TCLC institutions.

In addition to the standard student- and faculty-oriented services, the Library also houses the Multiple Choice Art Gallery, coordinated by the College's Cultural Affairs Office and Art Department. This gallery hosts a variety of exhibitions throughout the year. The Library is also responsible for housing and maintaining the College's Archives and Records Management.

The Central Library is open seven days per week, a total of 75.5 hours, when classes are in session. Circulation and reference services are located on the Main Level of the Library. The Libraries are administered by the Director of Library Services. The Director reports to the Vice President of Academic Affairs/Provost. The Central Library staff includes six full-time librarians, as well as eight full-time and ten part-time support staff, plus work-study students. In order to maintain adequate service levels, most staff members serve in several different areas of each Library. Special arrangements are made to staff the Library for four hours on Sunday during the Fall and Spring Semesters. Librarians at the College have faculty status and serve on all College committees. Library and AV Library staff members participate in the Library's Awareness Committee and assist with the College's Annual Community Day each October.

The Audiovisual (AV) Library offers a variety of non-print materials that are heavily used by our community college population for teaching and study. Most of the collection is available in open stacks for borrowing. There is a variety of equipment available for viewing and listening in the AV Library. The Library has two Online Public Access Catalog (OPAC) stations. AV Library staff is also responsible for distributing wireless laptop computers for student use in the Library.

The AV Library staff works with faculty to locate AV materials to support the curriculum and provides assistance to faculty in obtaining copyright permission for certain uses of AV materials. AV Librarians provide reference service for those using the collection. The staff processes and catalogs AV Library and West Campus AV acquisitions and provides intra-library loans requested by West Campus.

The West Campus Learning Resources Center contains three computer laboratories, the Learning Assistance Laboratory, and the Library. The facility is open six days per week, totaling 67 hours, when classes are in session. West Library staff selects all of their own print materials,

but do not order, catalog, or process them. The West staff orders the non-print materials for their collection, but the materials also are cataloged and processed at the Central Campus. Periodicals are ordered by the Central Campus staff and are sent directly to the West Campus Library.

The West Campus Library is administered by an Assistant Director who reports to the Director of Library Services. In addition to the Assistant Director, the West Campus Library staff is comprised of two part-time librarians, one full-time library assistant, and one part-time clerk. Initially, the Learning Assistance Laboratory tutors helped to staff the Library circulation desk. However, as more students are using the laboratory and the library, we can no longer rely on the tutors to help with Library functions.

In addition to the standard library duties, the West Campus Library staff is responsible for administering tests for faculty. During the 2002-03 academic year, staff administered over 700 exams. This has created two problems. First, the Library staff is small, and administering so many exams seriously impacts the amount of time they have available for their primary responsibilities. Second, the Library is not designed as a testing facility. Students complain that they cannot concentrate on tests because of the noise generated by normal Library operation.

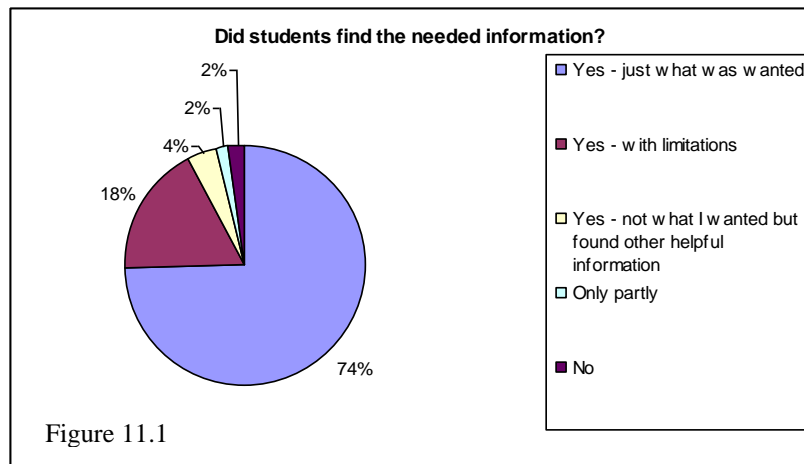
At the request of the Vice President of Academic Affairs and Provost and the approval of the President, a consultant was hired in 2001 to determine what would be necessary to make our Libraries the academic center of the College and develop them into a state-of-the-art enterprise. In other words, how can the College make the Library fully supportive of student learning, whether that occurs on the physical campuses or a virtual environment?

The Library Consultant Committee recommended that Jay Lucker, retired director of MIT Libraries, be hired as a consultant. His evaluation resulted in a report which included strengths and weaknesses, as well as recommendations. A Library Strategic Planning Committee was formed to develop a plan of action based on the recommendations from the Lucker Report, as well as the Academic Affairs Division goals and objectives pertaining to the College's Library Services. The resulting Strategic Plan has given the Libraries a direction and framework for improving services and resources.

According to the Lucker Report of 2001, Library staff positions needed to be increased. Central Campus barely met the minimum staffing standard recommended by Association of College and Research Libraries (ACRL), and West Campus did not meet the standard.

Since the Lucker Report, staffing issues have been addressed with the addition of new positions and a proposed administrative realignment. A new position of part-time librarian to work evenings and Saturdays has been approved for West Campus Library. Two new positions, Preservation Technician (support staff) and Information Literacy Librarian, have been approved for Central Campus. The West Campus Assistant Director now reports to the Director of Library Services rather than the West Campus Dean. All previously frozen positions are now filled. A request has been submitted for a new position of Technical Services Manager, in part to help reduce the number of those who report directly to the Director, and a plan is currently under development to re-distribute the supervision of the remaining Central and AV Library staff. These staffing changes allow the Libraries to better meet the information needs of the students and faculty at Montgomery County Community College.

Active reference service provided by librarians is available 73 hours per week and includes answering research questions, helping with assignments, and providing point-of-use instruction at computer workstations and with reference materials. A survey conducted at the Central Campus Library reference desk indicated that an average of 97% of the students surveyed were successful in finding some relevant information that met their learning needs (see Figure 11.1).



Online reference via email has been available since the Spring 2002 Semester, but has received little use to date.

Inter-Library Loan (ILL) service is available to students via the OCLC *ILLiad* system. A support staff member is responsible for Inter-Library Loan, in addition to duties involving receiving new materials, processing invoices, etc.

Over 20 online databases, including some with full text, are available to students. E-journals also are available via the databases and the A-to-Z Journal Gateway link on the Library web page. Statistics from our EZ-Proxy server indicate that for October 2002 through September 2003 there were 1,072,378 hits for our online databases.

The Library Consultant's report also noted that the Central Campus Libraries were not physically attractive and welcoming. Since then, the following improvements have been made:

- Installed automatic door-openers at the main entrance (at both Central & West Campus Libraries)
- The periodicals area was re-arranged to convert that space into a lounge/periodical reading area
- Improved signage, hanging colorful banners, etc.
- The upper-level lounge furniture was replaced with new sofas, chairs, tables and end tables
- Created a new small lounge area on the main level of the Central Campus Library
- Added new lounge furniture at the West Campus Library
- Added new shelving in the AV Library
- Removed the barriers at the entrance of the Central and the West Campus Library
- Replaced carpeting on the Central Campus Library stairs

The upper-level lounge at the Central Campus Library is now used several times a semester for a "Poetry Reading Coffee House" and other appropriate events.

The total renovation and expansion of the Library is included as part of the College's Facilities Master Plan. The staff is beginning the process of designing what the "new" library should include.

The Libraries' resources include their collections, staff, services and facilities. The Central Library collections include over 88,000 books (reference, circulating and juvenile); 82,000 U.S. government documents; 453 current periodicals; more than 53,000 microform items, current local newspapers; and a pamphlet file. Three study rooms are used by small groups of students.

Located on the upper level of the Learning Resources Center in College Hall at the Central Campus, the AV Library houses over 4,000 video titles 2,600 audio book and sound recording titles over 1,000 CDs and 400 DVDs, as well as collections of several hundred slides and kits. Included in the collection are back-up videos for telecourses given via distance learning, which students may view in the AV Library, and anatomical models for nursing students. The AV Library also houses the Betzwood Archive of silent films (copies of films made during the silent era at a Montgomery County movie studio).

The Library at West Campus includes over 3,000 books, 450 videocassettes, 27 spoken audiocassettes, and 35 periodicals. A daily courier service is used to deliver items that are requested by students and faculty from the Central Campus Library & AV Library to/from the West Campus Library.

While the Library collections are aging, an attempt has been made to improve the currency of the print and non-print collections. Figure 11.2 contains data extracted from the Library automated system. It shows that although the total number of items cataloged each year has remained fairly constant, the number of items received and cataloged within one or two years of their

publication date increased in FY 2002-03. As seen in the figure, the total number of titles cataloged during that period was 19,650, and the number of titles cataloged within two

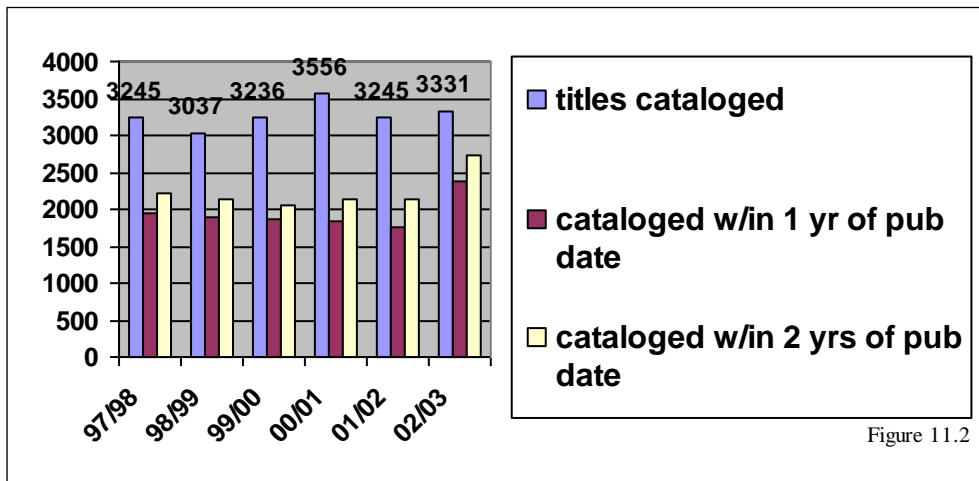


Figure 11.2

years of publication date was 13,364 44 (68%).

There are indications that the Library’s collections have become more useful and/or necessary in completing assignments and projects than they were previously. One indicator is that data extracted from the Circulation Module of the integrated library system shows circulation is beginning to increase after a five-year low in the 2001-2002 academic year (see Figure 11.3).

However, the Central Campus Library’s circulating collection has not been reviewed in over 15 years, so it still contains many outdated books. This does not include the collections in Nursing and Dental Hygiene. These areas are regularly reviewed, with appropriate deletions and additions made, as part of meeting the accreditation guidelines for those programs.

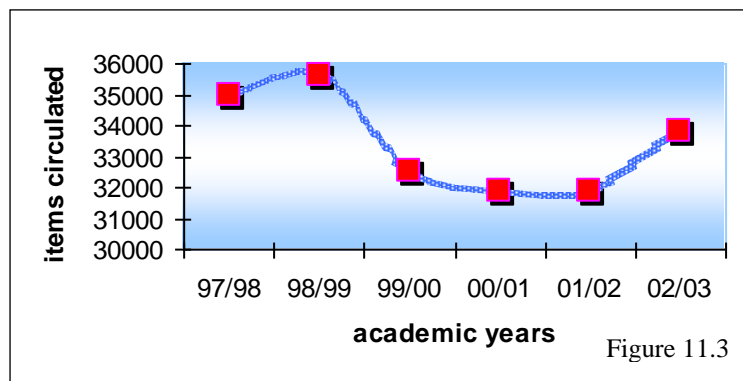


Figure 11.3

New courses at the College are required to include library resource needs as part of the proposal presented to the Curriculum Committee. This helps to ensure that library resources are integrated into the curriculum. The inclusion of a Library component in the new faculty orientation program has also helped with this integration. At least 90 percent of full-time faculty hired in the last three years use library resources and recommend new materials for purchase.

Since its inception in 1973, the Bibliographic Instruction Program conducted by librarians has offered course-related, assignment-driven instruction. A variety of components already are in place as part of the College's information literacy initiative. An online Information Literacy Tutorial was developed for use in the Orientation to College courses.

A draft of a PowerPoint program to encourage faculty to incorporate information literacy into the classroom is in the process of being created as well. A video, *Navigating the Sea of Information*, has been mounted on the College's IPTV site and is available throughout the campus. Customized library instruction classes are taught throughout the year, with resources and information tailored to the students' assignments.

To further strengthen the information literacy program at the College, an *ad hoc* committee was formed in 2002-03 to develop a plan for information literacy that incorporates the revised guidelines recently published by Middle States. The committee developed competency standards and an initiative to integrate information literacy into the curriculum throughout the College. The new full-time faculty position of Information Literacy Librarian was filled in April 2004 to help facilitate this process.

An example of professional library staff and faculty collaborating to teach information literacy skills took place during the Spring 2004 Semester. The coordinators of the English department and the librarians collaborated on a pilot project involving all English 102 classes taught by adjunct faculty. The goal of the project was to teach information literacy skills, to ensure that the research and documentation components of the curriculum were covered adequately, and to help prevent plagiarism. The students were assigned a short research paper and required to complete a library assignment detailing their research strategies. The librarians also developed a three-part tutorial on the research process that was used during Library class sessions as a supplemental teaching tool.

The desired learning outcomes for this pilot program were tied to the appropriate standards and performance indicators outlined by the Association of College and Research Libraries in their publication, Information Literacy Competency Standards for Higher Education. As a means of assessing student learning, the librarians reviewed a selection of the research assignments and works cited pages, as well as a survey completed by the students. Following a meeting of the Librarians and English coordinators, the project is being revised and updated.

### **The Learning Assistance Laboratories**

Because the College has an open admissions policy and is dedicated to student success, the Learning Assistance Laboratory (LAL) is available to provide tutoring for students who are lacking the essential skills needed to demonstrate college-level proficiency. The LAL offers tutoring in course content and study skills, in addition to providing workshops on writing, study skills, and computing resources. The LAL is open the same hours as the Library on the Central Campus, since they both occupy the Learning Resources Center Facility. The same arrangement is available for students at the West Campus. The Developmental Studies Laboratory, located in the LAL on the Central Campus, provides an additional method of course delivery with computer-based, self-paced courses for students who are taking developmental Math, English, and Reading courses.

Established in 1987, the Central Campus LAL is located in the upper level of the Learning Resources Center. It consists of facilities for one-on-one and small-group tutoring, as well as an open computer laboratory, housing approximately 60 state-of-the-art computers for general student use, and the Developmental Studies Laboratory.

At Central Campus, LAL services are available 75.5 hours per week. Tutoring is provided by peer, paraprofessional (College Reading and Learning Association certified) and professional tutors, including College faculty. Tutoring services include the following:

- Individual tutoring
- Online tutoring (40 courses)
- Group tutoring (an average of 15 courses per Fall and Spring Semester)
- Writing workshops (four topics offered in four different weekly sessions in a repeating workshop cycle)
- Study skills workshops (nine topics offered, with two different sessions per topic)

The majority of tutoring is provided on a one-to-one, drop-in basis. Specific tutors for Computer and Information Sciences courses are available in the LAL; they also assist students in the computer area who may have questions.

<b>Table 11.4</b>	
<b>Learning Assistance Lab Workshops – Spring 2004</b>	
<b>Writing Skills Workshops</b>	<b>Study Skills Workshops</b>
<b>Comma Splices/Fused Sentences</b>	<b>Time Management</b>
<b>Eliminating Sentence Fragments</b>	<b>Test-Taking Tactics</b>
<b>Subject/Verb Agreement</b>	<b>Note-Taking</b>
<b>Punctuation</b>	<b>Understanding Your Textbook</b>
	<b>How Does Your Vocabulary Rate?</b>
<b>Weekly Group Tutoring Sessions</b>	<b>Graphic Representations</b>
<b>Introductory Algebra, Intermediate Algebra, Statistics I, Pre-Calculus I, Calculus III</b>	<b>Becoming a Critical Thinker</b>
<b>General Bio I &amp; II, Anatomy/Physiology I &amp; II; General Physics I &amp; II; Principles of Physics I &amp; II</b>	

The computer area is always staffed by at least one computer aide, with two or more being present during peak hours.

Group tutoring sessions are determined by several factors including course enrollment, course difficulty, student requests, faculty and/or tutor recommendations. Online tutoring is relatively new, but the number of students utilizing this service continues to grow. The LAL is also responsive to specific requests from academic divisions. For example, current offerings include study skills workshops for nursing students before the start of the Spring and Fall Semesters; also, the LAL is developing tutoring programs for education students preparing for the state credentialing examination. Table 11.4 shows workshops and small-group tutoring sessions scheduled during the recent Spring 2004 Semester.

The West Campus LAL provides individual tutoring to West Campus students and students from Central Campus who live in the greater Pottstown area. This tutoring is provided on a drop-in basis. LAL-West also provides small-group tutoring on a drop-in basis in that the groups do not meet by appointment or have pre-assigned meeting times. Tutors who work with

small groups are also available to other students who walk in. The West Campus LAL is open to students 55 hours per week during the Fall Semester and 58 hours per week during the Spring and Summer Semesters, depending on the Library operations as a whole.

At the West Campus, students who have requested tutoring in the same subject may be invited to participate in study groups that meet on an ongoing basis. In such cases, students are generally all members of the same class section, but this is not required. It is possible to offer only a limited number of such study groups and continue to maintain full services in the LAL itself. Tutors other than those working in the LAL are hired to work with the group(s), and group members are expected to maintain regular attendance.

While the LAL at the West Campus does not regularly provide workshops in such areas as study skills or writing, these are provided on request.

LAL staff at West Campus often have opportunities to help students in more general ways due to the close association between LAL and Library staff. For example, LAL tutors are occasionally called upon to help students with reference tasks, both in person and online, or may help at the circulation desk with small tasks as needed.

The West Campus is one of six sites in Montgomery County offering the WHYY/WIB GED program. This GED program is an experimental program to provide self-paced, independent study GED help for members of the community at no cost. LAL tutors sometimes work with GED students, although their primary obligation is to the College's credit students.

There is no quantitative assessment of the LAL services provided at West Campus. The College's Student Satisfaction Survey does not ask students to identify whether services they may comment on were received at Central or West Campus. Qualitative information based on comments of students and faculty are strongly positive, and an evaluation form has recently been developed that those using the tutoring services may fill out on a voluntary basis. This is very recent, however, and there has not been sufficient opportunity to gather data as of this writing.

While the use of these support services is optional and no objective data are gathered on student success rates connected with LAL use, student comments indicate a high level of satisfaction with these services. It would be helpful to have more objective and uniform sources of information about the basic skills services at the Central and West Campuses. However, the number of students using these services and the consistency of usage argues for the perceived helpfulness of these services to the College's students. Tables 11.5 and 11.6 show the number of student contacts for individual tutoring and open-lab computer use in recent semesters.

<b>Term</b>	<b>Tutoring</b>		<b>Computer Contacts</b>
	<b># Contacts</b>	<b># Students</b>	
<b>2002/FA</b>	<b>2691</b>	<b>809</b>	<b>18943</b>
<b>2003/SP</b>	<b>2235</b>	<b>691</b>	<b>16320</b>
<b>2003/SU</b>	<b>866</b>	<b>247</b>	<b>3300</b>
<b>2003/FA</b>	<b>3168</b>	<b>825</b>	<b>22608</b>
<b>2004/SP</b>	<b>2943</b>	<b>810</b>	<b>23280</b>



Table 11.6 Monthly Statistics for Tutor Contacts Montgomery County Community College West Campus Learning Assistance Lab For Fiscal Years 1996 – 2004												
Fiscal Year	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
1996 - 1997			24	152	57	17	13	84	95	194	68	255
1997 - 1998	169	139	720	729	641	492	412	1043	938	615	348	320
1998 - 1999	143	200	920	699	488	355	333	692	561	511	250	328
1999 - 2000	171	99	597	494	414	199	134	405	385	367	215	176
2000 - 2001	120	184	633	687	436	311	366	549	566	353	194	264
2001 - 2002	212	70	492	888	590	446	119	487	572	709	296	487
2002 - 2003	411	104	1034	944	688	424	253	715	669	896	432	523
2003 - 2004	288	155	834	899	574	423	228	740	504			

### The Developmental Studies Laboratory

The Developmental Studies Laboratory (DSL), established with the aid of a U.S. Department of Education Title III grant in 1995, was created to offer students an alternative to the traditional classroom environment for the remediation of below college-level mathematics, reading, and writing skills. The lab holds approximately 30 computers and is staffed by a full-time facilitator along with a cadre of professional and paraprofessional tutors. Students electing to fulfill their developmental course requirements work with the aid of the staff, using a mastery-based learning system (PLATO), as well as highly structured syllabi and one-to-one tutoring.

DSL students are required to spend four hours per week on task during the Spring & Fall Semesters, and eight hours per week during Summer 1 Semester. The statistics for enrollment and pass rates in Table 11.7 do not include classroom students who used the DSL for supplemental instruction.

Table 11.7 Developmental Studies Lab Enrollments & Pass Rates			
	Total Enrollment on Day 1	Completed Course Requirements	Percentage Receiving A, B, or C
2002/Fall	172	103	41
2003/Spring	124	84	62
2003/Summer	50	35	89
2003/Fall	154	77	68
2004/Spring	146	69	64
2004/Summer	51	37	68

### Supportive Educational Instructional Technology

Instructional technology provides major support to all of the College's educational endeavors.

**Infrastructure:** An extensive investment in classroom technology has occurred over the last few years. Over 65 classrooms are now equipped with electronic whiteboards, video projection systems, a dedicated desktop computer, and numerous audio/video peripherals. Faculty have embraced these technologies. Many use the systems to publish class presentations and annotations to online repositories in support of after-class student review. Students have provided positive feedback regarding the use of this equipment, as well as the availability of course content via the web.

Expanded course management resources have been provided to faculty with the implementation of the enterprise version of the Blackboard system, which allows for all course sections to have an online component to them. There is a significant increase in the use of Blackboard to manage traditional “face-to-face” course material. All faculty can also post their own web pages. Email and voice mail for all faculty, including adjuncts, provides a consistent, convenient mechanism for student-faculty communications and College-wide communication. The webdrive system enables faculty to access both their private network storage space, as well as shared space, from anywhere using either a client or browser.

**Support and Training:** Faculty receive support for technology in a number of ways, including one-on-one training, group workshops, a “Drop-In” Center, online documentation, and multimedia modules to provide just-in-time training. An online faculty assessment survey has been developed, which when completed is used to create a customized training plan for those faculty who plan to teach online. In addition, faculty who would like to develop multimedia learning objects can receive assistance from the IT faculty support team.

Students have access to many of the same resources, including email, Blackboard and online documentation and help. The “Education Guide to Evaluating Information Technology on Campus” is available on the College’s website for prospective students. Support can also be received through our Help Desk, which is staffed 7:30 a.m. to 11 p.m. Monday-Friday and 9:30 a.m. – 1:30 p.m. on Saturday.

### **Strengths**

- The College has a wide range of programs designed to meet the needs of various constituencies.
- The College has established multiple venues for course delivery throughout the County.
- In a 2001 graduate survey, 60% of A.A. and A.S. degree students rated their overall satisfaction with the College as excellent, and 38.4% rated it as good.
- 91.1% of graduates surveyed claimed their overall Montgomery County Community College experience was good or excellent.
- With the strong support of the College’s administration, the Libraries are providing improved services and resources.
- The quality and variety of electronic resources made available to students through the Library is strong.
- The Information Literacy initiative at Montgomery County Community College is well under way.
- The Learning Assistance Laboratories provide a wide range of services to a diverse student population.
- The College has made a significant investment in technology to support educational offerings.

**Concerns**

- Although the College has created a wide range of programs and established multiple course/program delivery sites and methods, it has not done so in a strategic manner.
- Using the West Campus Library as a testing facility is causing problems for students, faculty and Library staff.

**Recommendations**

- 11.1 The College should continue to implement, update and allocate resources to support the Library Strategic Plan.
- 11.2 The College should move as quickly as possible to renovate and expand the library facilities to fully meet the learning needs of today's students.
- 11.3 The College should assess the need and priority for a Testing Center at the West Campus as it also assesses the need and priority for many additional programs and services at the West Campus.
- 11.4 The College should use the West Campus Academic Plan as a framework and guide to determine what additional programs and courses should be offered at and through the West Campus.

## **Chapter Twelve: General Education**

### **Introduction**

Montgomery County Community College has long supported the value of a General Education Core Curriculum. As a community college, Montgomery County Community College is dedicated to serving the life-long needs of its constituents and so believes it must provide them with skills and abilities that will enable them to take fullest advantage of all opportunities. Therefore, the general education core curriculum is designed to assist students not only in developing a broad base of knowledge and college-level skills in oral/written communication, critical thinking, and quantitative analysis, but also in ensuring their ability to continue to learn after they have completed their tenure at the College by giving them necessary technology and information literacy skills.

### **Methodology**

The Task Force met and developed a list of questions that would be used to address the issues for Standard 12. The Task Force gathered information from the following documents and sources:

- College Catalog, 2004-2006
- College Fact Book, 2003
- College Web Site
- Connecting to Build Futures: The Strategic Plan 2002-2005
- “A Computer Skills and Applications Competency Recommendation for All Incoming Credit Students at Montgomery County Community College,” draft document 2004

### **Findings**

The general education core originally was designed in the 1980’s based on a course distribution model. It was slightly revised in the early 1990’s. The core curriculum in each program of study requires that credits be earned in the areas of Humanities, Math/Science/Computer Skills, Social Sciences, and Physical Education/Health. As indicated in Table 12.1, the number of core credits and course requirements for each degree program varies. In the A.A.S. program, it is the departmental prerogative to decide which of the two options available (shown in Table 12.1) a student is required to meet.

<b>Table 12.1 Core Curriculum Credit Requirements</b>			
<b>A.A./A.S. core – 36 credits</b>			
	<b>HUMANITIES – 12 credits</b>	<b>6 credits - ENG 101 &amp; ENG 102 6 credits - Art, English, Foreign Language, Literature, Music, Philosophy (incl. NUR 120), Speech, Communications</b>	
	<b>MATH/SCIENCE/COMPUTER – 10 credits</b>	<b>1 course in Biology, Chemistry, Geology, or Physics</b>	
		<b>1 course in MAT 103 or higher</b>	
		<b>1 course in Science, Computer Science, or Math</b>	
	<b>SOCIAL SCIENCE – 12 credits</b>	<b>3 credits - HIS 103, HIS 105, or HIS 107</b>	
		<b>3 credits - History</b>	
		<b>3 credits - Economics, Geography, or Political Science</b>	
		<b>3 credits - Anthropology, Psychology, or Sociology</b>	
	<b>PHYS. EDUCATION/HEALTH – 2 credits</b>		
	<b>A.A.S. core-option 1 – 23 credits</b>		
		<b>HUMANITIES – 9 credits</b>	<b>3 credits - ENG 101</b>
			<b>3 credits - ENG 102, ENG 115, or ENG 117</b>
			<b>3 credits - Art, Foreign Language, Literature, Music, Philosophy, Speech, or Communications</b>
<b>MATH/SCIENCE/COMPUTER – 3 credits</b>		<b>3 credits - in Biology, Chemistry, Geology, Computer Sci., MAT 100 or higher or Physics</b>	
		<b>1 course in MAT 103 or higher</b>	
		<b>1 course in Science, Computer Science, or Math</b>	
<b>SOCIAL SCIENCE – 6 credits</b>		<b>3 credits - HIS 103, HIS 105, or HIS 107</b>	
		<b>3 credits - Anthropology, Economics, Geography, Political Science, Psychology or Sociology</b>	
<b>PHYS. EDUCATION/HEALTH – 2 credits</b>			

<b>A.A.S. core-option 2 – 17 credits</b>		
	<b>ENGLISH – 6 credits</b>	<b>3 credits - ENG 101</b>
		<b>3 credits - ENG 102, ENG 115, or ENG 117</b>
		<b>3 credits - Art, Foreign Language, Literature, Music, Philosophy, Speech, or Communications</b>
	<b>Interdisciplinary Studies – 6 credits</b>	<b>2 interdisciplinary courses in Humanities, Social Sciences &amp; Science</b>
	<b>PHYS. EDUCATION/HEALTH – 2 credits minimum</b>	
	<b>ELECTIVE REQUIREMENT – 3 credits</b>	<b>3 credits - Humanities, Social Science or Math/Computer Science</b>
<b>A.G.S. core – 17 credits</b>		
	<b>HUMANITIES – 6 credits</b>	<b>3 credits - ENG 101</b>
		<b>3 credits - Art, English, Foreign Language, Literature, Music, Philosophy (incl. NUR 120), Speech, or Communications</b>
	<b>MATH/SCIENCE/COMPUTER – 3 credits</b>	<b>Biology, Chemistry, Computer Science, Geology, Math, or Physics</b>
	<b>SOCIAL SCIENCE – 6 credits</b>	<b>3 credits - HIS 103, HIS 105, HIS 107, HIS 203 or HIS 205</b>
		<b>3 credits -Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology</b>
	<b>PHYS. EDUCATION/HEALTH – 2 credits</b>	

The overall quality of the core curriculum is strong. The integrity of the curriculum is assured through the ongoing oversight of the college-wide Curriculum Committee, which ensures that all new programs demonstrate that the core is being met before approval of a program is given. In addition, the Curriculum Committee must approve the substitution of a core course within any academic program.

In 1996-1997, the Curriculum Committee developed a plan for assessing the general education core as part of the College's ongoing assessment initiatives and to ensure that all students, regardless of their degree, will graduate having the same set of core learning objectives. Through an extensive analysis of the existing core curriculum, the Committee identified nine core learning objectives that are embedded in the overall core. These nine objectives are:

- proficiency in math, writing, and reading
- development of skills for life-long learning
- development of problem-solving/critical thinking skills
- development of an understanding of our global/multicultural environment
- development of an understanding of the arts and aesthetics
- development of an understanding of the personal values and ethical framework of society

- development of an understanding of the role and impact of science and technology on society
- development of interpersonal skills
- development and appreciation of personal well-being

Each degree program was then required to document how these objectives were to be measured. This process and the nine core objectives became part of the 1997-1998 Outcomes Assessment Plan. However, a system for formally reporting the results of assessment of the core within each academic program was not addressed until the newly appointed President, Dr. Stout, reignited the commitment to assessment.

As the College has developed its institutional effectiveness and student learning assessment plans, it has recognized that a review of the core curriculum must be conducted. This awareness is reflected in the College's Strategic Plan, which was completed in 2002. Strategic Initiative #9 for Strategic Issue #1, Placing Learning First, states:

Review the structure and effectiveness of the current general education core and adjust based on the findings. Explore the degree to which graduates demonstrate competencies in information literacy, service learning, information technology, and cultural awareness.

A major review of the core--including consideration of the inclusion of both information literacy and technology--began in fall 2004 following the final approval of the College's revised Mission Statement, and is projected to be completed for fall 2006. A working group of the Curriculum Committee was convened to develop timelines and tasks for the core review process, as well as to solicit individuals for an expanded committee membership for spring 2005. The working group also used the fall semester to do initial research on issues specific to learning outcomes of the 21<sup>st</sup> century and to explore ways in which they could bring this information to the full college community.

By the end of spring 2005, the expanded group, now known as the Core Steering Committee, will have revised and updated the nine current learning objectives in light of information gained from conducting an environmental scan. The new core learning objectives will be presented to the Curriculum Committee and then to the full faculty for discussion and approval by the end of the Spring Semester 2005. The following year will be devoted to identifying the academic experiences that students will have in order to master the skills and knowledge identified in the core learning competencies.

The development of an assessment plan of the core will take place as part of the core revision process, starting with the identification of the core learning outcomes, and reflects the College's commitment to assessment as an ongoing part of the educational process. To further support this endeavor, the Teaching and Learning Center will be offering special workshops for faculty on assessment and the core learning objectives and will serve as a major resource to the Core Steering Committee.

Anticipating the revision of the core, much work has already been done in preparing the College for implementing core competencies in technology and information literacy. As noted and described in Chapter 11, work has already begun to incorporate information literacy into

various English courses. In addition, a draft document, “A Computer Skills and Applications Competency Recommendation for All Incoming Credit Students at MCCC,” was sent to the Curriculum Committee and endorsed at the start of the Fall Semester 2004. This document, developed by the Information Technology Advisory Council, has at its purpose to “ensure that all students are aware of the general range of technology expectations that are involved with college-level coursework.” By the end of the Spring Semester 2005, multiple venues for students to learn these skills will be made available.

### **Strengths**

- The College values a core curriculum that helps students develop appropriate communication, analytical, and life-long learning skills.
- The College recognizes and supports the importance of incorporating information literacy skills in the general education requirements.

### **Concerns**

- The core has not been reviewed in more than 15 years.
- Assessment of the general education outcomes is fragmented.

### **Recommendations**

- 12.1 The College should launch a comprehensive review of the relevance of the core curriculum and develop a means to continually evaluate the effectiveness of the core against intended learning outcomes.



## **Chapter Thirteen: Related Educational Activities**

### **Introduction**

Montgomery County Community College offers its constituents a wide range of educational activities designed to increase accessibility and success. The activities studied for this chapter are divided into four categories: Service Locations/Delivery, Additional Academic Programs, Contractual Agreements, and Workforce Development/Continuing Education.

### **Methodology**

The Task Force charged with studying this standard divided its members into small working groups, each concentrating on one (or more) of the sub-categories listed above. In conducting the study, the groups consulted the following documents:

Substantive Change Report to the Middle States Commission on Higher Education: Willow Grove Naval Air Station Off-Campus Site. (2003)  
Substantive Change Report to the Middle States Commission on Higher Education: Distance Learning Program (2001)  
MCCC Fact Book, 2003  
College Catalog, 2004-06  
College Web Site  
MCCC Title III Grant Proposal

Additionally, the groups interviewed key College personnel, including, but not limited to, staff from the Office of Advising and Assessment, the Learning Assistance Labs (Central and West), the Office of Institutional Research, and the Workforce Development and Continuing Education Division.

### **Findings**

#### ***Service Locations/Delivery***

Montgomery County Community College, as part of its goal to extend its reach into the community, has established one additional location and several instructional sites throughout the County; it has also developed an extensive distance learning program. The success of these services has, in fact, resulted in the College's filing two Substantive Change reports with the Middle States Association within the last three years. The Distance Learning program's report, filed in October 2001, resulted in the program's accreditation in December of 2001, and the Willow Grove Naval Air Station Off-Campus Site report, filed in March 2003, resulted in the site's accreditation later that year.

### Branch Campuses and Other Locations (Multiple Campus Mission)

In addition to its two full-service campuses in Blue Bell and Pottstown, Montgomery County Community College offers courses at several non-corporate off-campus sites, as listed in Table 13.1.

<b>Table 13.1</b> <b>MCCC Off-Campus Educational Sites</b>	
<b>ACTS Retirement Village</b>	
<b>De Sales University at Lansdale</b>	
<b>Graterford State Correctional Institution – Inmate Program</b>	
<b>Montgomery County Fire and Municipal Police Training Academy</b>	
<b>Willow Grove Naval Air Station (also open to members of the public)</b>	
<b>Graterford State Correctional Institution – Staff Program in cooperation with Albright College</b>	
<b>Northern Montgomery County Technical Career Center</b>	

Off-site programs were all established pursuant to invitations from the respective host organizations or were sought as part of the College’s outreach mission.

The College has also engaged a number of area high schools in partnership programs (see Table 13.2). These vary in content, some being limited to specific subjects such as foreign language studies.

<b>Table 13.2</b> <b>Area High School Partnerships</b>	
<b>Boyertown High School</b>	<b>Jenkintown High School</b>
<b>Northern Montgomery County Technical Career Center</b>	<b>Springfield High School</b>
	<b>Pottsgrove High School</b>

Partnership programs at area high schools also vary in terms of access – some being open to the general public, while some are limited to the school’s student population. Table 13.3 provides information regarding the enrollment numbers in these partnership programs.

<b>Table 13.3</b> <b>Partial Enrollment Data - All Partnership Types</b>		
<b>ACTS</b>	<b>students: 42</b>	<b>Course enrollment: 42</b>
<b>Harleysville Insurance Company</b>	<b>students: 14</b>	<b>Course enrollment: 42</b>
<b>Willow Grove Naval Air Station</b>	<b>students: 68</b>	<b>Course enrollment: 227</b>
<b>Graterford SCI – Resident Pop.</b>	<b>students: 28</b>	<b>Course enrollment: 28</b>
<b>GMAC</b>	<b>students: 13</b>	<b>Course enrollment: 30</b>
<b>DeSales University</b>	<b>students: 245</b>	<b>Course enrollment: 350</b>
<b>Springfield High School</b>	<b>students: 12</b>	<b>Course enrollment: 12</b>
<b>Boyertown High School</b>	<b>students: 14</b>	<b>Course enrollment: 14</b>
<b>North Montco Technical</b>	<b>students: 15</b>	<b>Course enrollment: 15</b>

Information about maintenance of academic standards at the College’s off-site locations is largely anecdotal. Only enrollment data are in quantitative form. On the other hand, the College is sending its regular faculty, both full-time and adjunct, to these off-site venues to teach. Course design, syllabi, textbooks, contact hours and media support are essentially identical or closely comparable to those in regular on-campus offerings.

There is no reason to assume that off-site offerings are not of equal caliber to those offered at the Central and West Campuses. Off-site programs are directly administered through the Office of Academic Affairs by the Associate Vice President, who has overall responsibility, the Special Projects Administrator, and the Dean of West Campus. The College’s off-site offerings are held to the same levels of academic rigor and quality as those that are offered at the two main campuses.

There are no permanent staff members at any of the off-site locations with the exception of Willow Grove Air Station, which is currently staffed for a half-day per week by an administrative staff member of the College.

Off-site students are able to access tutoring online through the College's Learning Assistance Laboratory, as well as to link to research material offered by the College's two main libraries. Current off-site locations are also in relatively close proximity to either the Central or West Campus, which makes other personal services, such as academic advising, readily available to the off-site student. The exception to this would be the students at Graterford, due to their incarcerated status.

The quality of classroom facilities does vary greatly from site to site. This creates certain challenges, specifically with regard to the use of classroom technology. However, the College does require that certain minimum standards are maintained at all locations with respect to the availability of basic audio-visual support. At a minimum, this means that an overhead projector and a VCR and TV monitor are available at all venues.

### **Distance Learning**

The Distance Learning Program at Montgomery County Community College works to support the College's Strategic Plan, and is one of the fastest growing areas of the College. In 2003, a total of 2,417 students enrolled in distance courses, a 60% increase over the prior fiscal year.

Of the 105 distance learning courses offered, 98 are online courses and 17 are telecourses through PBS televised series. At present, the College is able to offer four associate degrees through distance learning: General Studies, Liberal Studies, Business Administration, and Social Science.

In October 2001, Montgomery County Community College submitted a Substantive Change Report to the Middle States Commission on Higher Education for the Distance Learning program. That report identified strengths, concerns and recommendations that were used as guidelines for the distance learning program. Thus far, recommendations made in the 2001 Substantive Change Report, have led to the following:

- The Distance Learning Best Practices Advisory Committee (DLBPAC) has created an Online Course Assessment rubric to assist faculty in evaluating online courses. This rubric is used to provide information to the faculty member, the Director of Distance Learning, and the Center for Teaching and Learning regarding improvements that may be needed and what professional tools or skills are required to effect those improvements.
- The associate degree program in Social Sciences was made available entirely through distance learning offerings.
- The DLBPAC has made resources available to enhance the success of students in distance learning courses (e.g., tools for self-assessment of readiness for online learning, orientation materials to acquaint students with the demands of this learning format) and continues to explore improvements to these resources.
- The DLBPAC has drafted a five-year Distance Learning Strategic Plan that will drive the development and delivery of distance learning programs and courses, and will ensure that measures of effectiveness are instituted.

The quality of the curriculum in the distance learning area, like that of face-to-face classes, is the responsibility of the Academic Affairs Office and the faculty, as well as the Distance Learning Office; distance courses comply with the standards for any course offering (see section on General Education). Faculty who are adapting existing courses to a distance learning format are expected to design courses that are equivalent in content and standards to the comparable face-to-face course and that include the same goals and objectives. For distance or traditional learning, new courses are created within an academic division and evaluated and approved by the Curriculum Committee.

The development of distance courses has been guided primarily by a concern to make general education courses as accessible as possible and by the interests of faculty in adapting existing courses to an online format. Therefore, most distance courses have been developed from the list of credit courses offered by the College in pursuit of a degree or certificate. However, Montgomery County Community College has joined the Pennsylvania Virtual Community College Consortium, which was established in 2000 to make a community college education available to residents living in areas of the state without a community college. As a member of this Consortium, the College is working with other community colleges to maximize program availability by developing courses not currently available online at any community college in the state and by providing courses needed to offer complete online degree and certificate programs. Distance learning students are offered the same support services as on-campus students. Services available online or via e-mail, as well as on campus, include financial aid, advising, counseling, job placement, tutoring, and library resources. Recognizing that distance learning involves different demands than learning in a face-to-face class, the College makes available a variety of orientation resources to prospective distance learning students. These resources include a questionnaire that students may take to see if they have the characteristics of a successful distance learning student; a booklet published by the Distance Learning Office, describing distance courses, programs, formats, etc.; and information about distance courses on the College's website. As noted above, the DLBPAC is currently studying the issue of support for distance learning students, and recommendations from that committee are included in the Recommendations section of this document.

To aid in assessing performance outcomes in distance learning courses, the Office of Institutional Research undertook a comparison of Pass, Fail and Withdrawal rates for distance learning, Central Campus, and West Campus students (see Table 13.4).

	2002/S3			2002/S4			2002/FA			2003/SP		
	DL	CC	WC	DL	CC	WC	DL	CC	WC	DL	CC	WC
<b>Pass (A,B,C,D)</b>	89	92.3	92.9	88.2	92.5	93.3	78.0	84.1	86.0	77.8	84.6	86.7
<b>Fail</b>	5.5	2.6	4.8	3.9	3.6	4.3	12.8	11.2	12.0	14.1	11.3	11.7
<b>Withdrawal</b>	5.5	5.2	2.4	7.8	3.9	2.3	9.2	4.7	2.0	8.1	4.9	1.6
<b>Number</b>	73	155	42	51	2,203	299	1,266	20,300	3,476	1,376	18,822	3,268
<b>Abbreviations Legend: DL = Distance Learning; CC = Central Campus; WC = West Campus</b>												

Students' assessment of their online educational experiences is gathered in a Student Satisfaction Survey each year. As of this writing, data from the 2001-2002 academic year are available for review. In that survey, students who had taken at least one online course were asked to rate the College's online offerings and ancillary services on a five-point scale from excellent to poor. The results are presented in Table 13.5.

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Needs Improvement</b>	<b>Poor</b>	<b>N</b>
<b>Availability of your instructors</b>	<b>27.9</b>	<b>40.2</b>	<b>23.8</b>	<b>3.3</b>	<b>4.9</b>	<b>122</b>
<b>Online</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>	<b>Na</b>
<b>Traditional</b>						
<b>Academic advising by faculty</b>	<b>20.5</b>	<b>34.6</b>	<b>26.9</b>	<b>14.1</b>	<b>3.8</b>	<b>78</b>
<b>Online</b>	<b>25.5</b>	<b>37.9</b>	<b>23.9</b>	<b>8.4</b>	<b>4.2</b>	<b>380</b>
<b>Traditional</b>						
<b>Availability of faculty advisor</b>	<b>25.0</b>	<b>44.0</b>	<b>20.2</b>	<b>7.1</b>	<b>3.6</b>	<b>84</b>
<b>Online</b>	<b>24.9</b>	<b>38.4</b>	<b>24.9</b>	<b>7.9</b>	<b>4.0</b>	<b>378</b>
<b>Traditional</b>						

In areas pertaining to course content and testing/grading systems, over 75% of online students rated their courses as Good or Excellent, which was generally equivalent to ratings given by students in traditional courses. However, in contrast to traditional students, the responses of distance learning students indicated greater satisfaction with general education courses than with courses in their major area of study. Of online students in general education courses, only 1.9% rated course content as “Needs Improvement” and none gave ratings of “Poor.” Of online students in courses in their major area of study, 10.3% rated course content as in need of improvement and 2.6% gave ratings of Poor.

In regard to ancillary services, distance learners emerged as very positive in their ratings of billing and payment procedures and of the availability of faculty advisors online, and their responses in both of these areas were comparable to those of students in traditional courses.

Striking in the responses of students in distance learning classes was their desire for more online courses. Nearly 30% rated the “availability of courses you need” as in need of improvement or “poor.” Only about 10% of students in traditional classes gave similar ratings.

### ***Additional Academic Programs***

#### **Basic Skills**

All new students at Montgomery County Community College are required to take academic placement tests in English, reading, and mathematics. On the basis of these test results, students are either permitted to take college-level courses in these areas, or assigned to one of several levels of pre-college preparatory skills courses. Exceptions or modifications to this requirement are clearly stipulated in the College Catalog, as, for example, in the case of students who have already earned a bachelor’s degree at a four-year school or those who have taken Advanced Placement courses in these areas.

For placement testing, the College uses Accuplacer, a computer-based testing service developed by the College Board and widely used at colleges and universities nationwide. The Accuplacer tests yield scores that indicate a student’s skill level in comparison to those of a national standardization sample; specific cutoff scores required for developmental or college-level courses are determined by each institution. At the College, the Accuplacer scores required for admission to college-level courses and to either the first- or second-level developmental (pre-college level) courses are set by faculty members in English, reading, and mathematics. Any

student who needs more than one developmental course must also enroll for a one-credit

Orientation to College course (ORI 100) which focuses on study skills. The College Catalog clearly lists

<b>Table 13.6 Math Placement</b>						
	<b>MAT 010</b>	<b>MAT 011</b>	<b>UNDER 116</b>	<b>ABOVE 100</b>	<b>MAT 162</b>	<b>MAT 190</b>
<b>2001</b>	<b>29.5%</b>	<b>34%</b>	<b>26%</b>	<b>7%</b>	<b>.5%</b>	<b>3%</b>
<b>2002</b>	<b>30.5%</b>	<b>33%</b>	<b>27%</b>	<b>6%</b>	<b>.5%</b>	<b>3%</b>
<b>2003</b>	<b>29%</b>	<b>34%</b>	<b>25.5%</b>	<b>7.5%</b>	<b>.5%</b>	<b>3.5%</b>

which college-level courses may be taken concomitant with enrollment in developmental courses (see p. 8).

Effective for spring 2005, the College will use SAT scores for waiver of placement tests for reading and mathematics. An SAT score of 500 in the verbal SAT will not be required to take reading placement tests. Students who score 550 in the mathematics portion of the SAT do not need to take the mathematics placement test. Use of the SAT for English placement is under review by the new Dean of Humanities and the faculty.

Approximately 40% of new students who take the Accuplacer tests are found to have a need for developmental-level courses in English and/or reading, and approximately 60% place into developmental courses in mathematics. Tables 13.6, 13.7 and 13.8 present the placement assignments of new students for the last three years.

Two levels of developmental courses are offered in each discipline, and students must earn a ‘C’ or better in order to proceed from one level to the next and to college-level courses. For developmental courses, textbooks, syllabi, and learning outcomes are consistent across sections of the same course within each discipline. Departmental examinations in these areas ensure uniformity of standards for learning. In English 011, final written assignments are graded by two faculty members who are teaching the course and who must both agree that the assignment meets Standards for Passing that have been determined by the department.

A recent review of a subgroup of developmental students was presented in a grant proposal for Title III funding in 2003. In that sample, students who placed into developmental courses in mathematics, reading and/or writing successfully completed these courses at a rate slightly above the national average (approximately 50%). However, success in subsequent college-level courses was unsatisfactory (below the national average of approximately 50%), particularly for students who place into the lower level developmental courses after their initial placement testing. Of those who began at

<b>Table 13.7 English Placement</b>			
	<b>ENG 010</b>	<b>ENG 011</b>	<b>ENG 101</b>
<b>2001</b>	<b>7%</b>	<b>35%</b>	<b>58%</b>
<b>2002</b>	<b>5%</b>	<b>35%</b>	<b>60%</b>
<b>2003</b>	<b>7%</b>	<b>37%</b>	<b>56%</b>

the lowest levels in mathematics and reading, fewer than 20% were successful in college-level courses in those areas. In English, 36% of those who had begun in lower-level developmental courses were found to have successfully completed a college-

<b>Table 13.8 Reading Placement</b>				
	<b>REA 009</b>	<b>REA 018</b>	<b>REA 101</b>	<b>No Reading Recommended</b>
<b>2001</b>	<b>2%</b>	<b>6%</b>	<b>30%</b>	<b>62%</b>
<b>2002</b>	<b>2%</b>	<b>6%</b>	<b>32%</b>	<b>60%</b>
<b>2003</b>	<b>2%</b>	<b>6%</b>	<b>33%</b>	<b>59%</b>

level writing course. For that same year, those who had begun at the higher-level developmental course, 40-60% achieved success in the college-level courses.

## **Certificate Programs**

The College offers 30 credit-based certificate programs, providing a range of educational options that clearly reflect the institutional mission and goals outlined in the College Strategic Plan. Therefore, the academic soundness, appropriateness of course objectives and assessment of learning outcomes will be the same as those covered in the chapters on General Education and Assessment of Learning Outcomes.

Of these 30 certificates, 21 are available to students who have no prior college-level experience and are seeking skills needed for entry-level positions in a variety of areas related to business and the service professions. Two other certificates allow for concentrations that may enhance employment opportunities, whether taken alone or combined with associate's degree preparation at the same time. Seven certificates allow for specialization in particular areas after a minimum of 30 credit hours, or their equivalent, have been earned.

Credit-based certificate programs require courses that are also needed for an associate's degree, and these may be applied to an associate's degree concurrently or at a later time. For students who do not wish (or are not in a position) to pursue a degree, these certificate programs offer academically sound, career-focused education that will prepare them for a place in the workforce. In addition, these certificate programs offer a foundation in college-level coursework that may promote re-entry to the College for those who do not pursue a concurrent associate's degree. This flexibility may also enhance the accessibility of the College to previously underserved populations and/or non-traditional students.

Non-credit certificate programs are integral to the College's extensive efforts in Workforce Development and Continuing Education. A full discussion of the non-credit certificate programs offered by the College is provided in the section of this Chapter that addresses Workforce Development and Continuing Education.

## **Experiential Learning**

The College recognizes that not all learning takes place in a traditional course. Therefore, the College has established several methods by which a student may receive credit for non-traditional learning. Credit for experiential learning in its many forms may be granted for subject matter competency as determined by any of the following:

- Credit for Life Experience evaluated on the basis of portfolio and faculty assessment;
- College Level Examination Program (CLEP) tests;
- National Testing Programs' Advanced Placement Program;
- Courses at area vocational and technical schools and high schools;
- Military Experience;
- Internships;
- Cooperative employment relationships;
- In-service 'practica' required by a specific curriculum or program.

## ***Contractual Agreements***

### **Educational**

The College has many partnership agreements with regional four-year colleges and universities. Within the last year, the College has also established a partnership with Western Governors University, its first partnership specifically intended to benefit distance learning students. Table 13.9 lists our partner institutions.

Partnership agreements go beyond simple articulation or transfer agreements insofar as they grant a general assurance that the College students, who graduate with an A.A., A.S., and in some cases an A.A.S. degree, are granted automatic admission to one of the partner institutions, as well as enjoying additional benefits, which may include some or all of the following:

- Dual admission and waiver of application fees;
- Admission into a parallel bachelor's program;
- 'Core-to-Core' acceptance of the College's A.A., A.S., or A.A.S. core curriculum;
- Scholarships for students meeting certain stipulated GPA standards -- usually a 3.00 GPA or higher, or featured course discounts;
- Opportunities to meet with partner institution advisors;
- Opportunities to attend events, and to meet faculty and staff at partner institutions; and to attend regularly scheduled 'Partner Days' and 'Partner Evenings' with representatives from Partner schools.

<b>Albright College</b>	<b>Pennsylvania State University/Abington</b>
<b>Arcadia University</b>	<b>Philadelphia University's Evening Programs</b>
<b>Cabrini College</b>	<b>Rosemont College</b>
<b>Chestnut Hill College</b>	<b>Temple University</b>
<b>Gwynedd-Mercy College</b>	<b>University of Phoenix (Philadelphia Campus)</b>
<b>Alvernia College</b>	<b>Western Governors University</b>
<b>De Sales University</b>	<b>Delaware Valley College</b>
<b>Peirce College</b>	
<b>Villanova University Bachelor of Interdisciplinary Studies Degree Program</b>	

The College also has 'Academic Passport' agreements with the participating institutions of the Pennsylvania State System of Higher Education ("SSHE"). These 'Academic Passports' conform to a statewide PSSHE transfer policy, making it easier for the College's students to transfer to State System colleges and universities. 'Academic Passports' will be awarded to the College's students who have earned the Associate of Arts or Associate of Science degrees. In general, the Passport assures Montgomery County Community College graduates of entry into a state system college or university; that such college or university will accept up to 45 general education/liberal arts credits; and that such transfer institution will be further committed to accepting for transfer the remaining credits in the students' programs of study, even if they do not directly satisfy the transfer institution's specific degree requirements. However, as a drawback, SSHE schools still have the leeway to evaluate transcripts on a course-by-course basis rather than accepting the A.A. or A.S. degree in total as do the College's transfer partners.

Measuring the success of these partnership agreements in a purely objective manner is somewhat difficult because data collection is generally the responsibility of the transfer institution, and they do not report back to us regularly or reliably. Data maintained by the College based on letters of intent are likely to be somewhat misleading since many students complete several such letters.



Information about the College’s ‘Academic Passport’ and other partnership agreements can be found in the College Catalog. However, the most current sources are generally the College’s Counseling Offices and the College’s website. New agreements are also generally publicized by the College through press releases which tend to be picked up by local newspapers. The partner institutions are also invited to the College’s two main campuses for Transfer Sessions -- held both during daytime and evening hours -- and these are typically very successful, with high levels of participation.

Institutional partnership agreements adhere closely to a standard template. Discussions about formulating such agreements may be initiated either by the College or by the partner institutions themselves. The agreements vary somewhat in the amount of detail that they provide, and with regard to the level of specificity concerning assignments of responsibilities. Official copies of all final partnership agreements are kept on file by the Divisions of Academic Affairs and Student Affairs.

Several corporate partnerships have been established through which College courses and programs are offered on-site at area businesses (see table 13.10). As in the case of institutional partnerships, discussions about developing these relationships have sometimes been initiated by the partnering company, and sometimes by the College.

Once these partnerships have been finalized, the College provides instructors for selected courses, and the company provides the venue.

As part of our strategic aim of extending our reach, corporate partnerships allow the College to serve as a gateway for people already in the workforce to acquire enhanced skills, training, and education. This serves the interests of the employer, and makes the individual employee more versatile – sometimes enhancing job security.

<b>ACTS Retirement Village</b>	<b>United Parcel Service</b>
<b>Harleysville Insurance Company</b>	<b>Southeastern Pennsylvania</b>
<b>GMAC - Blue Bell</b>	<b>Transportation Authority (SEPTA)</b>
<b>Quest Diagnostics</b>	<b>PECO Energy</b>

Corporate partnerships also facilitate continued education at the College, beyond the immediate company venue. Students are inclined to want to continue their educational experiences by coming to the College’s two main campuses.

There is somewhat less standardization among the corporate partnership agreements than there is in institutional partnerships. Each corporate partnership agreement is unique, so the responsibilities of each partner differ. In most cases the corporate organization will publicize the program to their employees, and in many cases pay for the tuition. The corporations are also responsible for providing a place for the course to take place. The College is responsible to provide a qualified instructor to the course. In many cases the College will send out representatives from the admission departments to the location to register students. In many cases the College will provide the course materials (books, etc.) on-site.

***Workforce Development and Continuing Education***

As with all units of the College, the Workforce Development/Continuing Education Division works to advance the Strategic Initiatives of the College. Table 13.11 illustrates this relationship.

Workforce Development & Continuing Education (WD/CE) provides education and training via a comprehensive offering of non-credit classes serving the diverse community interests in Montgomery County and the surrounding area. In partnership with business, industry, educational institutions, government, and the community, WD/CE is a leader in workforce development and a center for professional and personal enrichment.

The Division provides non-credit courses and training for educational enrichment, career advancement and job retraining. WD/CE is dedicated to meeting non-degree educational needs as they evolve and expand throughout a worker’s lifetime. Professional development courses include a ‘business learning’ series, computer certifications, and professional development certifications for

health and human services. Customized training, designed to employer specifications, is also available to be delivered at either of the main campuses or at a company site. Personal lifelong learning courses include a number of subject areas, such as fine arts, children and teens, language and communication, and

investment strategies. In-service continuing education and professional development programs for specific occupations such as police officers’ Act 180 training (state-mandated professional developmental for law enforcement professionals), firefighter certifications, and emergency medical technical (EMT) training are also offered through the College’s Division of WD/CE.

The WD/CE Division served over 22,000 students (duplicated). The Division realized a total revenue (tuition and state reimbursement) of \$2.85 million for 2003/2004, a 19% increase over the previous year. State FTE reimbursement for continuing education courses differs from credit courses depending on the type of course. Public safety courses are reimbursed at the same rate as credit courses. However, workforce development courses are reimbursed at 90% of the full rate. Workforce development courses must meet specific criteria dictated by the state. Additionally, occupational and academic courses are reimbursed at only 70% of the full rate and avocational courses are not reimbursement at all. If the credit courses do not receive full reimbursement, as has been the case for the last two years, the non-credit courses reimbursement is also reduced.

WD/CE is specifically aligned to assist the College in meeting Strategic Issue Four: Extending Our Reach. The Division offers programs that are directly responsive to specific needs defined by the community, and both public and private-sector employers. Needs are frequently defined by legislative or licensing mandates, advisory committees, employer groups, professional associations, or other means. The Division provides “high end” programs such as Cisco training as well as training and education for those citizens with little or no education. To meet this latter need, the Division provides ESL and GED training.

<b>Strategic Issue One: Placing Learning First</b>	<b>The Division is involved in a College-wide effort to provide centralized student services and testing.</b>
<b>Strategic Issue Five: Moving to the Community’s Center</b>	<b>The Division is working closely with local chambers of commerce and other organizations to establish partnerships that will assist us in extending reach, particularly in the business community.</b>
<b>Strategic Issue Seven: Developing the College’s Multiple Campus Mission</b>	<b>The Division is working with West Campus to develop a workforce training center in the Pottstown area that serves the needs of employers throughout the tri-county region.</b>
<b>Strategic Issue Eight: Creating a Diverse Learning and Working Environment</b>	<b>The Division is expanding its ESL and foreign language offerings.</b>

New in-service and continuing education programs are regularly developed in response to the workforce needs defined by employers. Relationships with agencies that serve the business community have been deepened in order to provide businesses with both economic development and workforce development services. Residents of Chester County are also served through many specialty programs, such as municipal police training, and through non-credit courses offered at the College's West Campus. A Center for Excellence in Workforce Training & Education is being planned for the Pottstown area to further promote economic development in the region. Distance learning programs are under design to extend the reach of non-credit courses. Outreach to unemployed individuals has increased in order to provide retraining for employment. The department is working more closely with school districts and has an after-school language program that is offered in the Spring-Ford School District.

The Workforce Development and Continuing Education Division has investigated the feasibility of offering courses for senior citizen constituents in Montgomery County. As part of a feasibility study, a comprehensive review has been conducted of existing venues where older adults can currently study and learn. Numerous organizations currently offer classes and other educational opportunities for senior citizens.

Despite the significant number of competing venues and learning opportunities, WD/CE has undertaken to offer a limited series of classes especially for older adults. A series of lower-priced classes designed to offer a limited series of classes especially for 65+ was launched in the spring of 2004 at the Central Campus and Lansdale site. Enrollments in the senior's computer classes have been the most robust, and many of the other classes have enjoyed widespread interest. As a result, "The Senior Center" classes will continue to be offered.

In addition to launching "The Senior Center," WD/CE conducted a study in the fall of 2004 of learning needs at four well-known nearby senior retirement communities. The College learned that retirement communities already offer exceptionally far-reaching activities and learning programs, and residents are fairly well served on-premises. Residents do not appear to be requesting college-level credit classes or non-credit classes that could be presented to them on their sites. Nevertheless there may be some limited opportunities for the College to develop some educational offerings to meet some needs of the residents at some of the communities. This will continue to be explored during 2005 when a course will be piloted at the site of a retirement community both for residents and the public.

### **Non-credit Certificate Programs**

Workforce Development & Continuing Education managers determine which non-credit certificate classes will be offered on the basis of anticipated need and interest. Course concepts emerge from the expressed needs and interests of the community. Managers begin by talking with business representatives, state agencies, citizen groups and civic organizations to get a sense of emerging needs and interests. Investigating what other colleges and universities in the area are offering is also used to determine what may be of interest, and how the College could constructively complement these offerings. Data from the U.S. Department of Labor's Bureau of Labor Statistics and the Commonwealth's Department of Community Affairs, as well as media reports and internet resources, have also been effective in indicating job trends and labor market needs. The College's Office of Institutional Research has also been used as a source for determining the viability of non-credit certificate courses in areas such as Medical Assisting.

Workforce Development & Continuing Education has also established contractual agreements with outside institutions and organizations such as the American Management Association and the American Institute of Professional Bookkeepers. As an example, the Association of Building Contractors (ABC) is presently offering training courses in construction management through the Division. Two certificate classes and several workshop series are presently being offered. The Division is continuing to work with ABC to fill a need in the community, capitalizing upon ABC's technical expertise and reputation in the industry.

Lastly, as mentioned in the Introduction to the College section of this report, the College is home to one of only 17 Cisco Training Centers in the country.

## **Police and Fire Academies and EMS**

### *Fire Academy*

Montgomery County Community College, in cooperation with the Montgomery County Fire Academy (MCFA) and the Montgomery County Emergency Medical Services (MCEMS) Division, offers various non-credit courses, some leading to certification, in Fire Science and Emergency Services. Approximately 50 courses are offered yearly, covering introductory and advanced fire fighting, emergency response, hazardous materials, emergency vehicle operations (EVOC) and first aid. Courses vary in duration from two hours to approximately 90 hours.

### *Emergency Medical Services Programs*

Approximately nine courses are offered each semester. Topics include Cardio-Pulmonary Resuscitation (CPR), Emergency Medical Technician (EMT), Pre-Hospital Trauma Life Support (PHTLS) Training; Advanced Cardio-Life Support (ACLS) and Recertification; and Paramedic Training leading to certification.



### *Police Academy*

Since beginning in 1974, the Police Academy has provided basic (ACT 120) and mandatory (ACT 180) training for the law enforcement professional. The Academy is certified by the Commonwealth of Pennsylvania through the Municipal Police Officers' Education and Training Commission, and is a licensed (0010) Pennsylvania Police Academy.

The Academy teaches the basic curriculum of Municipal Police Training as mandated by the PA Municipal Police Officers' Education and Training Commission. Its function is to provide training that will qualify individuals to perform the duties of a Municipal Police Officer in the State of Pennsylvania.

Cadets successfully completing the program may be eligible to receive up to 19 academic credits toward the completion of the Associate Degree program in Criminal Justice at Montgomery County Community College.



## **Course Evaluation**

All non-credit, continuing education courses include a standardized evaluation of the course and its instructor by the students. The evaluation form is completed anonymously at the end of the course. The forms are seen by both the instructor and the appropriate Program Manager, who is able to evaluate the feedback and discuss the results with the instructor. Through the evaluation forms, the Program managers are able to evaluate longer-term trends and to compare various instructors' "successes." This evaluation tool reflects "customer satisfaction" and is the primary evaluation of non-credit offerings. The Program Manager is able to note trends revealed by this form and work with the instructor to improve subsequent course instruction.

Program Managers are responsible for their instructors, hiring them on the basis of their knowledge and expertise, and rehiring on the basis of successful prior teaching. In some cases Program Managers will visit a class to see a new instructor "in action," but monitoring of newer instructors seems largely based on the post-course student evaluations. Program Managers have indicated that instructors who consistently receive low satisfaction ratings from students are not rehired for future courses.

## **Strengths**

### **Service Locations and Delivery including Distance Learning**

- The College offers classes at numerous locations throughout the County.
- The College requires that certain minimum standards are maintained at all locations with respect to the availability of basic audio-visual support.
- Distance learning courses clearly meet a need in the region and advance the College's mission to provide high quality, affordable, and accessible educational opportunities.
- The College's investment in personnel, technology, and professional development in the distance learning area allows for a growing range of course offerings, ongoing assessment and development of support services for online students, and professional development opportunities for faculty, including both those who are experienced in teaching online and those who wish to develop expertise in that area.
- Procedures established or in the process of being developed by the Distance Learning Best Practice Advisory Committee help to insure ongoing monitoring of the quality of course offerings and the effectiveness of initiatives in the distance learning area for the future.

### **Additional Academic Programs**

- A wide range of services in the Basic Skills area are available to students and directly serve the College's mission to make appropriate educational opportunities available to its constituents.
- Ongoing development of new courses and services for students in both developmental areas and in English as a Second Language reflect responsiveness to student needs and to the importance of maintaining strong educational standards.

- Student satisfaction with Basic Skills Support Services is supported by Student Satisfaction Survey results, frequent use of services at both Central and West Campus, and informal feedback from faculty and students.
- The College has taken an expansive view toward recognizing experiential learning and awarding credit for it.
- The College has well established procedures and requirements for awarding such credit.

### **Contractual Agreements**

- The College has numerous partnership arrangements with local four-year institutions.
- Many of these arrangements include dual admission and waiver of application fees.
- The College also has several ‘Core-to-Core’ agreements with Transfer Partners.

### **Workforce Development/Continuing Education**

- Workforce Development & Continuing Education is aligned to serve several of the institution’s key strategic goals.
- The community’s interests and needs determine what non-credit classes and certificate programs are offered.
- Classes are geared toward expanding the region’s already highly-skilled and educated workforce, and also toward improving skill and education levels in the County’s less-advantaged economic areas, such as Pottstown and Norristown
- Both the viability and content of certificate offerings are generally well researched.
- The growing number of customized courses indicates successful outreach and a strong reputation in the community.
- There are extensive personal contacts between WD/CE program managers and local employers and industries. This promotes important anecdotal feedback about courses and instructors.
- WD/CE program managers in different areas often have specialized knowledge, are current with local needs and trends, and can tailor courses appropriately.
- Consistency in the use of student evaluation forms allows program managers to monitor student satisfaction with curricula and with instructors on a regular and on-going basis.
- Continuity of the program for many years has led to a strong continuing cadre of instructors who are known to the program managers as experts in their fields and who have proven to be successful teachers.

## **Concerns**

### **Service Locations and Delivery including Distance Learning**

- Not all locations offer the same learning tools.
- The somewhat higher attrition rate for distance learning students is cause for concern and is under scrutiny by the DLBPAC. It is likely that this trend reflects a tendency for students to be unaware of ways that distance learning may pose different demands than traditional courses.

- The rapid growth in the number of distance students and an increasing demand for more courses and degree programs online may tax the College's ability to provide appropriate support.
- Support services are available to students through the College's web site, most of the forms and other documents are interactive. The only forms which are not, are those which require proof of address or citizenship.
- While faculty advising is viewed as very accessible for students enrolled in distance courses, the quality of such advising is less highly rated by them than by their counterparts in traditional courses. This may suggest that while the medium amply promotes student-faculty interaction, the quality of that exchange may need improvement.

### **Additional Academic Programs**

- Students whose placement tests indicate a need for pre-college level skills often are able to succeed in developmental or ESL courses but not in the college-level courses they subsequently enter. This is particularly true for those who place into the lowest levels in reading, English and mathematics.
- The LAL services at Central and West Campuses do not have at present a uniform, objective approach to collecting data regarding their operations. This makes it difficult to adequately evaluate both the strengths and needs of each and to ensure optimal coordination of services across sites.
- The catalog description of Co-op Internship programs did not reflect the recently revised procedure. Updated information (already reviewed and rewritten by the College's Internship Committee) is now included in the College's 2004-2006 catalog.

### **Contractual Agreements**

- The College needs to continue to work with its partners to maintain all contractual agreements.

### **Workforce Development/Continuing Education**

- Review of student evaluation forms with instructors seems inconsistent, sometimes with a resultant loss of opportunity to improve teaching in subsequent courses.
- As continuing education offerings increase in number, the Division continues to hire additional instructors who are new to the College and to its operation. There is presently no handbook of basic information for instructors describing College procedures, requirements, and internal controls. Such a handbook might also include pointers on teaching and learning techniques and resources. Program managers must presently spend a great deal of time explaining the same material orally or via email to all new instructors.

## **Recommendations**

### **Service Locations and Delivery including Distance Learning**

- 13.1 The College should strategically assess the need for and role of off-campus locations to determine the most effective and efficient means of supporting these sites.
- 13.2 The College should implement the draft Distance Learning Strategic Plan to ensure Distance Learning student success and the professional development of faculty involved in Distance Learning.
- 13.3 The College should develop a Master Course and Program Plan for Distance Learning course development, including the design of appropriate degree/certificate programs and the continuation of distance learning courses students will need to complete them.

### **Additional Academic Programs**

- 13.4 The College should develop a strategic, programmatic approach to developmental education in areas, such as reading, writing, and mathematics to ensure that students are successful in college-level course work and are able to proceed toward degree completion.
- 13.5 The College should assess the factors which are contributing to the lack of academic success experienced by developmental students in higher-level classes and offer additional student support services as necessary.

### **Contractual Agreements**

- 13.6 The College should continue to develop contractual agreements, both academic and corporate, based on a strategic view of the continued educational needs of its students and county businesses/residents.

### **Workforce Development/Continuing Education**

- 13.7 The College should support WD/CE in working with all academic divisions to systematically link relevant continuing education offerings with credit offerings to meet the needs of county residents and employers.
- 13.8 The College's WD/CE unit should develop better post-course feedback processes for instructors.
- 13.9 The College's WD/CE unit should develop a handbook of basic information for instructors describing procedures, requirements, internal controls as well as teaching and learning resources.



## **Chapter Fourteen: Assessing Student Learning**

### **Introduction**

The commitment to assessment at the College is reflected in the College's most current Mission Statement. Revised under the leadership of Dr. Stout and approved by the Board of Trustees in spring 2004, the Mission Statement embodies this commitment to assessment stating:

The College views education as a dynamic process that brings to the community a diverse, constantly changing set of learning opportunities; opportunities that grow, change, transform and multiply as the community and our learners confront and react to ever present change. Thus, to fully meet our mission, the College participates in on-going self-assessment and review in order to enhance and improve instructional programs and services to students and the county we serve.

In the early 1980's, assessment was left to the discretion of individual faculty and specific programs. The most extensive assessment was performed primarily by those programs operating under external accreditation standards. From the late 1980's to the late 1990's, Act 335 provided guidelines and requirements for course objectives and for program review. During that time, the major focus of assessment was on the appropriate setting of learning objectives at the course level and the appropriate setting and measurement of program outcomes. The College continues to keep documentation of both on file in the Office of Academic Affairs.

In the late 90's, in response to its Middle States Self-Study of 1995, the College created its first Outcomes Assessment Plan (1997) and subsequently included core learning objectives in each A.A.S. degree plan.

Beginning with Dr. Stout's presidency in 2000 and through her leadership, the College has strengthened its position on assessment, beginning with the implementation of the 2002-2005 Strategic Plan. In 2003, monies were reallocated to fund a new Associate Vice President position that has responsibility for coordinating all academic assessment efforts.

In spring 2004, the new Associate Vice President completed a review and update of the 1997 Assessment Plan, which was then approved by the newly convened Assessment Committee in fall 2004. Although the new plan follows the general format of the 1997 plan, it differs significantly in that it centers academic assessment at the program level and, more specifically, within the Academic Program Review (APR). The APR was also revised and updated as part of the College's ongoing assessment initiatives and incorporates a formal review of assessment processes and reporting of assessment results at the program level on a regularly scheduled basis. The APR also links assessment at the program level to planning and budgeting through the creation of a required plan of action.

The revised assessment plan also includes the following additional improvements:

- Is data and outcomes driven.
- Is integrally connected to institutional planning and budgeting through a shared set of core indicators that are monitored within the APR and within the College's Plan for Institutional Effectiveness.
- Creates articulated links between the three levels of academic learning: course, program, and institutional/core.

- Incorporates auxiliary student support services and redefines their specific role in the assessment of student learning.
- Offers specific support and direction to faculty on ways in which they can assess student learning, particularly at the course level.
- Incorporates specific reporting mechanisms for creating a centralized system for documenting/reporting the results of assessment that takes place at the College.
- Creates time lines and assigns responsibility to appropriate staff for all assessment functions.
- Develops links between student learning and faculty development and evaluation.
- Is less descriptive and more analytic, thereby leading more effectively to improvements in student learning.

### **Methodology**

The Task Force charged with studying assessment of student learning at the College consulted the following material:

College Catalog, 2004-2006

Survey on Assessment of Student Learning at the Program Level

Survey on Assessment of Student Learning at the Course Level

All-College Curriculum Committee Minutes

MCCC Assessment Plan (1997)

In addition, the members conducted interviews with key College personnel, such as the Vice President of Academic Affairs and Provost, Academic Deans, program directors, department coordinators, and faculty.

### **Findings**

#### ***Student Learning Outcomes***

##### **Assessment of Student Learning at the Course Level**

Every course is required to have a College-approved course outline that states the learning goals and objectives. In addition, all course syllabi are collected and reviewed, at a minimum, every five years as part of the program review process. Many courses are also reviewed annually as part of a division requirement. As part of this review process, all syllabi are evaluated for the presence of learning objectives appropriate to the course and the inclusion of teaching methodologies utilized. Where discrepancies are found, the faculty member involved is asked to make the appropriate changes.

Recommendations for new courses are presented at the All-College Curriculum Committee and have a rigorous format that, once again, includes a course description with goals and learning objectives. In addition, in 2004, proposals to the All-College Curriculum Committee for new programs and/or a new course must include an appropriate outcomes assessment plan. Recommendations made to develop new courses come from a variety of ongoing assessment processes, including program reviews, input from advisory boards, and annual analysis of student pass rates on courses that have pre-requisites or that are sequential.

The following are just two examples of new courses that came about as a result of assessment of student learning at the course level:

- A new course, Concepts of Biology (BIO 120), was developed in response to student learning needs.
- Student assessment was used to document that the changes in the curriculum of MAT 011, Beginning Algebra, were successful.

And while the method of assessment at the course level is at the discretion of the individual instructor, faculty use a wide variety of assessment techniques and are following guidelines for good assessment, as indicated in a summary of assessment reports from the 2003-2004 academic year (see tables below).

<b>Best Practice: Students Learn Best When...</b>	<b>Percent of Faculty Using BP Technique</b>
<b>Assessment is done early in the semester</b>	<b>83% of faculty surveyed do some type of assessment no later than the third week of class</b>
<b>Assessment occurs frequently during the semester</b>	<b>90% assess students very often or often</b>
<b>Instructors use multiple assessment tools in order to address different learning styles</b>	<b>98% use at least 3 different assessment tools; and over half of those use 6 or more different tools</b>
<b>Students receive prompt and meaningful feedback</b>	<b>90% give students feedback on assessment no later than the next class period</b>

<b>Exams or assignments to determine common areas where most students were not successful</b>
<b>Group problem-solving exercises specifically designed for a lesson under study</b>
<b>Assessment of students' prior knowledge, skills, and/or values (at beginning of term) and then measuring their learning against this at significant points in the semester</b>
<b>Written feedback on the readings and assignments in terms of how useful students found them, what they learned from them, and/or a summary of that learning</b>
<b>Peer critiques of student work</b>
<b>Brief papers or summaries of questions on the class/topic just covered</b>
<b>Self-assessment of learning, including how confident students feel about how much they know and/or how well they can perform an activity</b>

### **Assessment of Student Learning at the Program Level**

The College has been regularly assessing student learning at the program level and uses the results of this assessment to improve student learning, make improvements in programs, and to create new academic courses. Retention rates, licensure exams, student course evaluations, grade point average studies, and other assessment techniques are used, depending on the type of program involved. In spring 2004, a survey was created to determine what forms of summative program assessment were used by each academic division. Fifty-two programs were examined; the results are listed in Tables 14.3 and 14.4.

<b>Table 14.3</b>	
<b>Direct Learning Indicators Used in Program Assessment</b>	
<b>Assessment Type</b>	<b>Number of Programs Using</b>
Capstone Course Evaluation	24
Course-Embedded Assessment	47
In-house Developed Test/Examinations	41
Commercially Produced Standardized Tests	19
Portfolio Evaluation	13
Performance Evaluation	28
Licensing Examinations	7
Clinical/Practicum Evaluation	20
Proctored Competency Examination	6
Other	7

<b>Table 14.4</b>	
<b>Indirect Learning Indicators Used in Program Assessment</b>	
<b>Assessment Type</b>	<b>Number of Programs Using</b>
External Reviewer	8
Student Survey	39
Exit Interview	12
Alumni Survey	32
Employer Survey	33
Syllabus Analysis	45
Curriculum Analysis	48
Other	11

The Academic Program Review evaluates how well a program's assessment techniques are monitoring and improving student learning. This review takes place every five years; however, processes are being established to create an annual report of a program's assessment results.

### *Academic Program Assessment and Institutional Effectiveness*

The academic program, the educational cornerstone of the College, is linked directly to the College's plan for Institutional Effectiveness through a shared set of core indicators (see Table 14.5). Assessment of student learning—both at the course and institutional (core) levels--takes place primarily within each academic program and is rigorously monitored through the Academic Program Review (APR), the College's major tool for ensuring the continuous improvement of student learning.

The APR monitors the overall effectiveness of academic programs, evaluates the effectiveness of program assessment plans, and documents the improvement of student learning. Not a static set of procedures, the APR itself is continually evaluated and, where needed, updated in order to ensure that the process is appropriately monitoring assessment at the College. For example, as a result of this review of the APR, all academic disciplines were added to the review schedule in 2004, and a plan of action added as a requirement of the review, thereby linking assessment findings to the College's strategic planning process.

<b>Mission Indicators</b>	<b>Student Progress</b>	<b>Degree completion rates</b>
		<b>Persistence/retention from semester to semester</b>
		<b>Achievement of primary goal: based on entering goal and subsequent career or transfer rates, depending on program</b>
		<b>Student success rate: rate determined by cohort, degree completion, transfer, students left in good standing (GPA 2.0 or above), and those students still enrolled in the college</b>
	<b>Transfer rates</b>	<b>Actual rate of transfer</b>
		<b>Performance in transfer school</b>
	<b>Career Preparation</b>	<b>Based on student report of having job</b>
		<b>Satisfaction with job preparation.</b>
		<b>Passing rates of graduates taking licensure or certification exams.</b>
	<b>Developmental Education</b>	<b>Students enrolled in developmental courses</b>
		<b>Student success in developmental and next-level courses</b>
	<b>Community Responsiveness</b>	<b>For IE, rate importance and satisfaction of overall services. For APR, employer satisfaction ratings. APR does look at community need for program—through enrollment—which can be one indicator of meeting community responsiveness.</b>
	<b>Access and Affordability</b>	<b>IE data looks at tuition rate and % students receiving aid</b>
		<b>Also success rates of students taking developmental and ESL courses in the program under review</b>
	<b>Library</b>	<b>Money spent on Library</b>
<b>Resource Indicators</b>	<b>Financial</b>	<b>Revenue</b>
		<b>Expenditures</b>
		<b>Cost per student FTE</b>
	<b>Human Resources</b>	<b>% sections taught by full- and part-time faculty</b>
		<b>Professional development expenditures</b>
	<b>Enrollment</b>	<b>Credits generated</b>
		<b>APR uses enrollment broken down by age</b>
	<b>Public Safety</b>	
	<b>Facilities</b>	<b>IE uses plant operations as a percentage of total expenditures</b>
	<b>Technology</b>	<b>Student FTE to student computers ratio</b>
<b>Use of benchmarks:</b>	<b>Comparing data (above) from State and National cohort community colleges.</b>	
<b>State</b>	<b>Bucks County Community College Delaware County Community college Northampton Community College Harrisburg Area Community College</b>	
<b>National</b>	<b>To be determined</b>	

### *Assessment of Student Learning at the Institutional Level*

As outlined in Chapter 12, since its inception in 1984, the core curriculum follows a distributed format and is at the heart of education at the College. The College makes a distinction between the various types of degrees it awards and has identified a specific number of credits and course options to meet the core requirement in each degree. Each degree and its respective core learning objectives and course distribution lists are published in the College Catalog. The College prides itself on having all students, regardless of their degree, experience a sound general education.

In 1992, the College revisited the core and prepared a common set of nine core learning objectives that must be included in every degree awarded at the College, regardless of the number of credits/courses required for that degree's core. As a result of a recommendation from the 1997-98 Assessment Plan, each academic program then specified how all nine of the core learning objectives would be included and measured in each respective program. The following chart represents a survey of 52 programs regarding the assessment of core learning outcomes.

<b>Our program assesses student learning in the following:</b>	<b>Program Responses</b>			
	<b>YES</b>	<b>NO</b>	<b>Don't Know</b>	<b>No Response</b>
<b>Proficiency in math, writing, and reading</b>	<b>41</b>	<b>9</b>	<b>2</b>	<b>0</b>
<b>Development of skills for life-long learning</b>	<b>33</b>	<b>5</b>	<b>14</b>	<b>0</b>
<b>Development of problem-solving/critical-thinking skills</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Development of an understanding of our global/cultural environment</b>	<b>38</b>	<b>2</b>	<b>12</b>	<b>0</b>
<b>Development of an understanding of personal values and the ethical framework of society</b>	<b>40</b>	<b>4</b>	<b>8</b>	<b>0</b>
<b>Development of an understanding of the arts and aesthetics</b>	<b>25</b>	<b>18</b>	<b>8</b>	<b>0</b>
<b>Development of an understanding of the role and impact of science and technology on society</b>	<b>43</b>	<b>3</b>	<b>6</b>	<b>0</b>
<b>Development of interpersonal skills</b>	<b>48</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>Development and appreciation of personal well-being</b>	<b>39</b>	<b>7</b>	<b>5</b>	<b>0</b>
<b>Core Learning Objectives Achieved Through Specific Course</b>				
<b>Proficiency in math, writing, and reading</b>	<b>46</b>	<b>2</b>	<b>4</b>	<b>0</b>
<b>Development of skills for life-long learning</b>	<b>43</b>	<b>4</b>	<b>5</b>	<b>0</b>
<b>Development of problem-solving/critical-thinking skills</b>	<b>45</b>	<b>3</b>	<b>4</b>	<b>0</b>
<b>Development of an understanding of our global/cultural environment</b>	<b>41</b>	<b>3</b>	<b>8</b>	<b>0</b>
<b>Development of an understanding of personal values and the ethical framework of society</b>	<b>39</b>	<b>5</b>	<b>8</b>	<b>0</b>
<b>Development of an understanding of the arts and aesthetics</b>	<b>30</b>	<b>9</b>	<b>12</b>	<b>1</b>
<b>Development of an understanding of the role and impact of science and technology on society</b>	<b>42</b>	<b>3</b>	<b>7</b>	<b>0</b>
<b>Development of interpersonal skills</b>	<b>40</b>	<b>7</b>	<b>5</b>	<b>0</b>
<b>Development and appreciation of personal well-being</b>	<b>40</b>	<b>4</b>	<b>8</b>	<b>0</b>

<b>One or more of the following objectives is (are) taught in a program-specific course</b>	<b>Program Responses</b>			
<b>Proficiency in math, writing, and reading</b>	<b>39</b>	<b>8</b>	<b>5</b>	<b>0</b>
<b>Development of skills for life-long learning</b>	<b>43</b>	<b>4</b>	<b>5</b>	<b>0</b>
<b>Development of problem-solving/critical-thinking skills</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Development of an understanding of our global/cultural environment</b>	<b>37</b>	<b>8</b>	<b>7</b>	<b>0</b>
<b>Development of an understanding of personal values and the ethical framework of society</b>	<b>41</b>	<b>6</b>	<b>5</b>	<b>0</b>
<b>Development of an understanding of the arts and aesthetics</b>	<b>30</b>	<b>12</b>	<b>9</b>	<b>1</b>
<b>Development of an understanding of the role and impact of science and technology on society</b>	<b>40</b>	<b>6</b>	<b>6</b>	<b>0</b>
<b>Development of interpersonal skills</b>	<b>48</b>	<b>4</b>	<b>2</b>	<b>0</b>
<b>Development and appreciation of personal well-being</b>	<b>39</b>	<b>8</b>	<b>4</b>	<b>0</b>

At the present time, assessment of the core learning objectives takes place, as previously noted, within each program and is conducted most frequently on a course-by-course basis. However, several academic programs, especially those in the health-related area, have moved to a competency model of general education and embedded certain core competencies into existing program courses. In these programs, assessment of student learning specific to the core is conducted as part of the overall assessment of student learning in the program.

The College's new Strategic Plan calls for a new focus on the core, including moving away from a course distribution model toward a competency model.

### ***Improving Learning through Assessment***

The most significant evidence that assessment information is used to improve learning can be found at the program level where each academic program is reviewed formally through the program review cycle every five years. However, assessment at the course level also has garnered tangible results. For example, in the Nursing Department, course data indicated that, if a student is to encounter academic difficulty in the program, it is most likely to occur in NUR 112 when the student first encounters pathophysiology within an integrated course format. In response to that assessment, the Nursing Department has funded, through the College's Perkins Grant, a Nursing faculty tutoring service on the Central Campus. Anecdotal evidence supports the value of this service.

### ***Assessment of Basic Skills***

Basic Skills are defined as those competencies, courses and programs, including available assistance, designed to bring students to college-level performance. Ensuring the success of all students, especially those who come to college under-prepared to take full advantage of the educational programs and services offered, is grounded in the College's commitment to providing access for all who wish to attend the College.

## Placement Testing

As is common practice in many community colleges, Montgomery County Community College offers placement tests to determine students' preparedness for college-level courses. All full-time students must take placement tests in mathematics, reading, and writing. Any students wishing to enroll in an English, mathematics, or reading-intensive course must take the corresponding placement test. Students who have a college degree or who have successfully completed college-level courses in mathematics, reading, or writing are exempt from these tests.

Ongoing assessment of placement scores based on student success in developmental and subsequent courses has resulted in changes in the instruments, procedures, and/or adjustments in the cut scores that determine mandatory course placements. For example:

- Based on a study of the validity of the computerized version of the reading test, the College changed procedures so that students placing into the lowest ranges of developmental reading as a result of computerized testing must now also take the Nelson-Denny reading test to pinpoint more accurately which of the two basic reading levels should be recommended.
- Resulting from a request from the Mathematics Department, the cut-off scores for a certain mathematics course were validated as accurate and will be continued.

## Orientation to College Course (ORI 100)

This course is required by all students who test into two or more developmental courses and who, by virtue of this placement, are seen as more likely than other students to either drop or fail out of college. Instructors teaching the course assess students through regularly scheduled quizzes, tests, and both mid-term and final examinations, as well as class participation, required writing assignments, and the completion of special projects and/or assignments. Students who withdraw or do not successfully complete the course by earning a grade of D or higher must retake the course. Based on an ongoing review of student assessments, the course is updated and changes made. For example, when students had evaluated the library resource tour and bibliographic instruction component as effective but did not think that the exercise that went with it was either relevant or helpful, the library and orientation course staff met to solve the problem. As a result, the exercise was revised and updated to require more use of information technology. The library component now receives high ratings.

Evidence from studies conducted by the Office of Institutional Research is also used to assess the effectiveness of this course. For example, results from the Fall 1998, Spring 1999, and Fall 1999 Semesters show that when the cumulative grade point average (CGPA) of students taking the orientation course was compared to those students who, in the same semester, were not required to take the course, the students who took the course did just as well in their college-level coursework as students who did not have to take the course. However, students who did not successfully complete the orientation course had consistently lower CGPA's than those who were not required to take the course. Retention rates of orientation students were also compared to those of students who did not have to take the course, and results indicated that the orientation student persisted at the same or better rates than a comparable population of students who were not required to take the course.



## Developmental Course Competencies

Based on placement test scores, students may be placed in levels of developmental Math (two levels), reading (two levels), English (two levels) and ESL (five courses, two with two levels each). In all areas, student learning is assessed during and at the end of each course, and data on course completion results, as well as follow-up studies of students in their next level of coursework, is compiled by Institutional Research and reviewed by the discipline specialists in each area. For example:

- A developmental math course, MAT 010, has published learning outcomes that a student must pass departmental exams at a 75% rate in order to move on to the next chapter of study and to complete the course.
- As a result of a periodic review of student pass rates and feedback from students and professors, a new curriculum for a developmental math course, MAT 011, was developed.
- Competencies in English are clearly identified in course syllabi and in departmentally developed student writing handbooks. The department has established a team grading approach to student writing in English 011 to help ensure objectivity in evaluation.
- Students moving from one developmental reading course to the next retake the Nelson-Denny reading test to determine readiness. And, as with all other developmental courses, student completion rates are tracked, and changes made to the course where deemed necessary.
- Similarly, student performance in the ESL course sequence is carefully monitored by the area coordinator and changes made when a problem with student learning has been identified.

In 2001-2002, the Office of Institutional Research reviewed the records of students who began one or more developmental courses in fall 1998 and followed their progress through their respective sequencing of courses. The completion rates at each level have been recorded and will serve as a baseline for a longitudinal study in this area. However, progress on doing this type of study has been slowed by inconsistencies in how data is kept and by the limits of the current data management system. Both issues are currently being addressed.

### *Next Steps*

This Chapter has necessarily focused on the status of assessment of student learning in light of the College's last Middle States Self-Study. However, to appropriately recognize that the College views assessment to be a continuous and ongoing process, note is made here on the future plans for assessment at the College in two major areas: planning and faculty development.

- **Planning:** By the end of the 2005 Spring Semester, timelines for having appropriate and current assessment plans in operation for every academic program and certificate program at the College will be incorporated in the current assessment plan. Included will be a process for reporting and monitoring the results of each assessment plan. By fall 2005, all programs going through the 2005-2006 APR cycle, will have appropriately updated assessment plans in place.

- **Faculty Development:** Starting in spring 2005 there will be expanded faculty development opportunities in the area of assessment. The newly established Center for Teaching and Learning will focus on activities designed to build on and to strengthen classroom assessment. Faculty grants, workshops and seminars, and one-on-one consultations are only a few of the new assessment activities scheduled for spring. Funding for the Center will also include a special budget line for assessment.

### Strengths

- The existing Outcomes Assessment Plan is grounded in sound principles of assessment, which can be used as a starting point of updating/revising the plan. It was also created with college-wide input and, therefore, reflects the input of a significant number of people who can now be consulted in this update/revision.
- The Plan itself led the College to begin work on moving the core curriculum to a competency-based model.
- With the leadership of the College's new President, outcomes assessment is now at the heart of the Strategic Plan and the Mission of the College.
- A new Associate Vice President for Academic Affairs was hired with significant experience in leading outcomes assessment planning both at two-year and four-year colleges. Funding for this position came after a request from the Vice President for Academic Affairs and Provost and by removing an existing position in the President's Office, another indication of the College's commitment to outcomes assessment.
- The College has maintained a strong program review process and has updated it for use beginning in the 2004-2005 academic year.
- Best practices in assessment already exist on campus in individual course assessment practices and in programs that have successful self-study reviews essential to the re-accreditation process, for example, Nursing, Dental Hygiene, and Medical Laboratory Technology.

### Concerns

- The current assessment plan is not all-inclusive. For example, it does not incorporate information on assessment of student affairs/student activities, corporate and community services, or overall institutional effectiveness.
- Parts of the assessment plan are still fragmented, and several areas are assessed as discrete entities, thus ignoring the natural links that exist between them. For example, the current assessment framework does not link good teaching to student learning, nor are there any articulated links made between faculty development, teaching effectiveness, and student learning.
- From the interviews done for this section, there appears to be a lack of a shared understanding of what outcomes assessment is and how it can be done in a way appropriate to individual and common areas of the College.

### **Recommendations**

- 14.1 The College should continue to align the current assessment plan with the College's Strategic Plan, in particular with Strategic Direction One: Putting Learning First, to create a more learning-centered outcomes assessment plan.
- 14.2 The College should evaluate and revise its assessment plan on an ongoing basis.
- 14.3 The College should find multiple avenues to institutionally create a shared culture of assessment.