MCC Service-Learning

"It is so important to be out in the real world. Theories are just that, theories. Applying them to real life is essential to having a deep understanding of a concept."

Volume 2-Issue 1

June 23, 2023

GEG 239 – Geospatial Technology Capstone Highlights

In Spring 2023, the **GEG 239 Capstone in GIST** course provided 12 semester-long internships of mapping, analysis & programming hosted at a wide variety of business, government, educational and nonprofit organizations in the Rochester area, Maine, Michigan, Kentucky, Washington, Mexico and Tanzania (all remotely hosted via Zoom meetings). The GIST student interns worked with their hosts to define and create custom geospatial solutions. The final projects created ranged from interactive-map-analysis, to online surveys that map environmental data, to tools automated with Python, to satellite data analysis, to historical story mapping, and more!
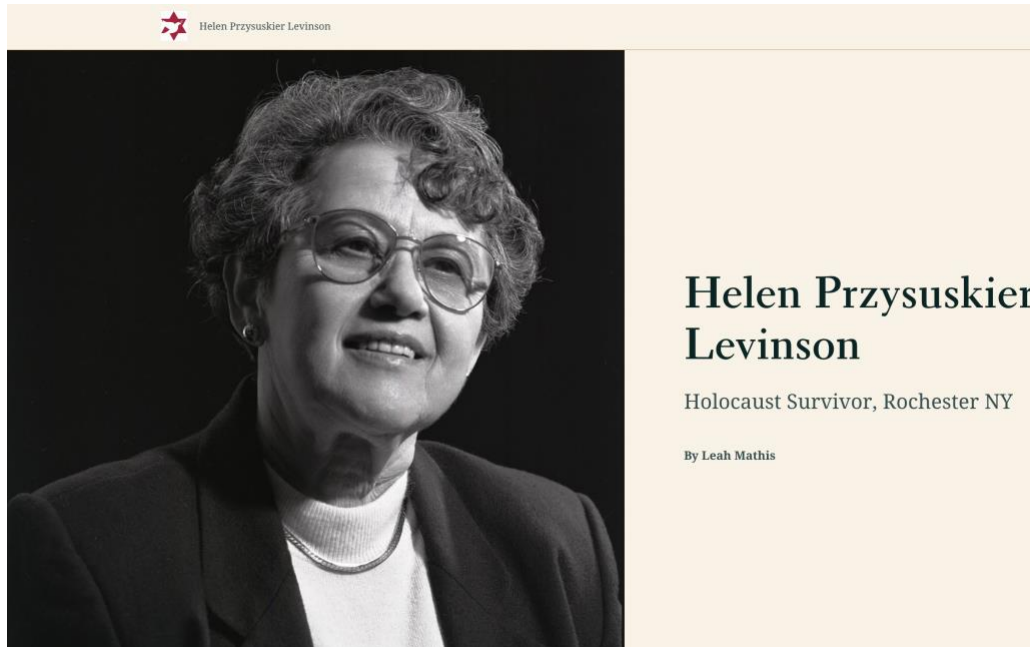
Client Quote
"They brought technical knowledge to our project that we wouldn't have been able to have otherwise. They also had communication and project management skills that made working with them easy. They were tenacious in their pursuit of solutions to a very challenging problem."
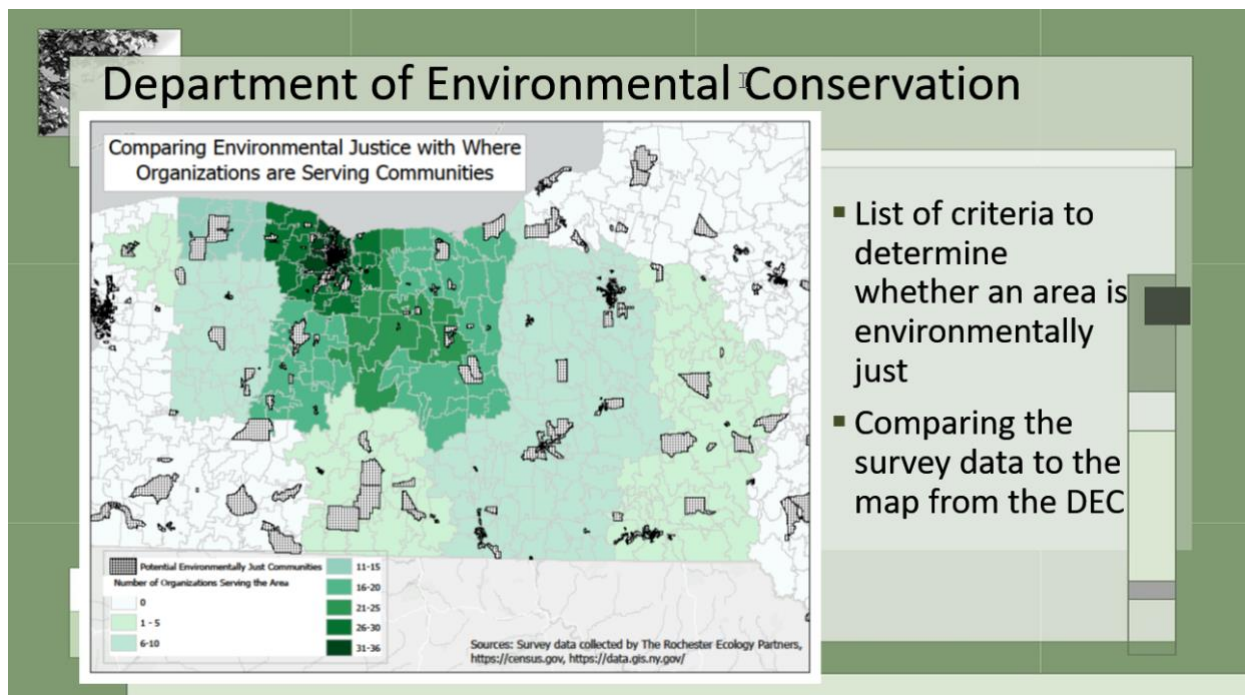
Client Quote

"Leah's Survivor StoryMap of Helen Levinson was the first in an ongoing series and will set the standard going forward. Leah has an outstanding Geography and GIS skillset that will serve her well at SUNY Geneseo and beyond."


Storymap link: https://storymaps.arcgis.com/stories/87edf85e27044a27905adf16d1c49f56

Client Quote

"It was energizing for our organization to collaborate with our student intern from the GIST program at MCC! Our intern created a wonderful interactive map and custom analysis that will enable us to better visualize and communicate about our projects. We all learned a lot from each other!"
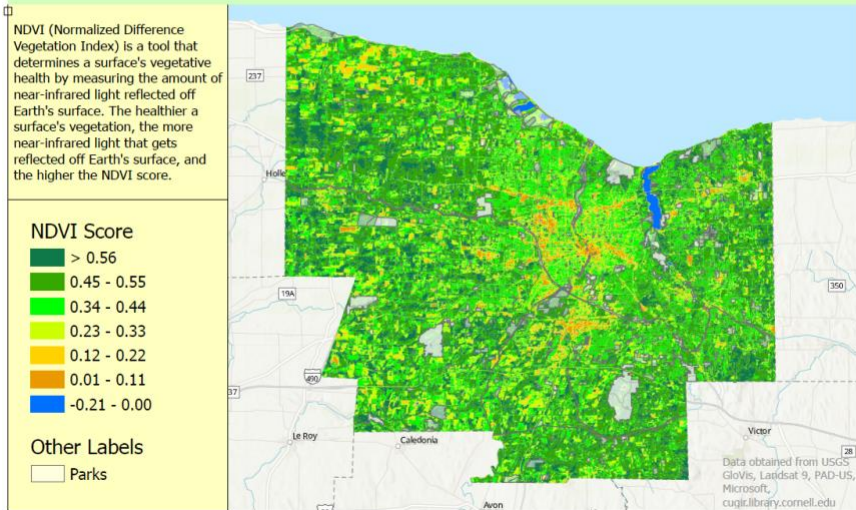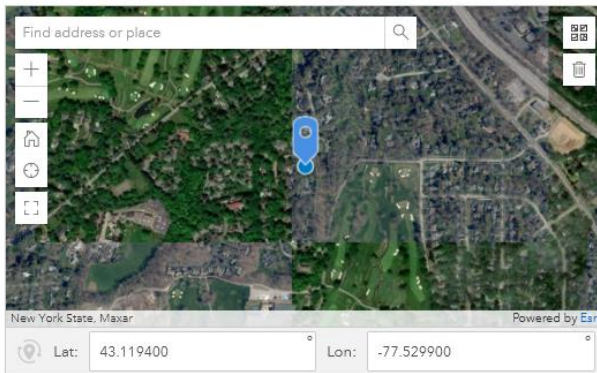
Client Quote

"Angela was responsive and timely to project needs. She put in the effort to understand the grant program before starting the work. She was able to create site plans that were usable for the grant."
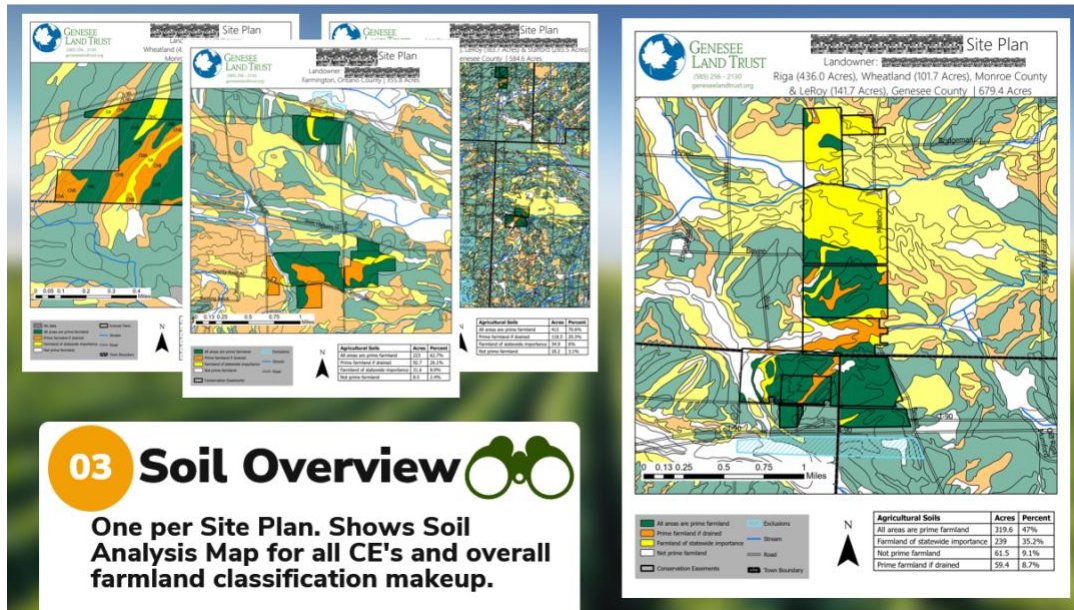
Client Quote

"I'm delighted to see Will's creativity and tenacity, expanding well beyond what he learned in my Introduction to Geospatial Programming in Python class to the QGIS platform. He helped his host create a unique plugin that will help make this algorithm accessible to many!"

AAD 205 – Graphic Design II Highlights

In the AAD 205 Graphic Design II class, clients are brought into the classroom for GD II students to work in a real-world design experience. Clients work with the professor to decide on the types of print and/or digital media that are needed for the client's business. Students listen to the client describe their business needs, what they've tried before and the student design new collaterals for their use. This class includes several design reviews by the client and makes changes based on the client feedback. Here you see examples from the NY Guard and Essential Women clients.

Client Quote

"This entire process has been incredible and has gone a long way to help me solidify my plans for an organization that will be focused on helping women achieve financial solvency. As an MCC alum, I am so grateful for the opportunity to come back and work with these talented students."
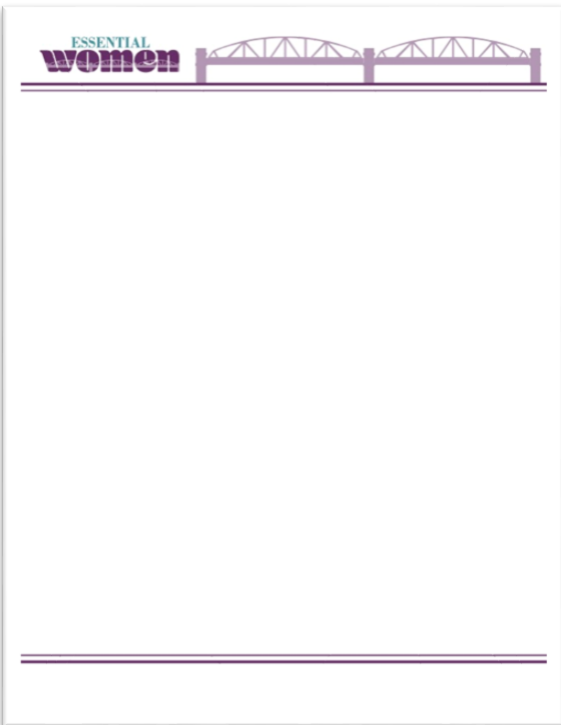
Client Quote

"The students have really helped put images to the mission of the New York Guard. I believe this will go a long way to helping us gain new recruits."

nyguard

Thank you for your service

10 likes

nyguard We'd like to thank our active and in-active members for their service to this country #veteransday

BUS 104 – Introduction to Business Highlights

In the BUS 104 Introduction to Business class, clients are brought into the classroom to present the objective(s) of a problem they are trying to solve. Students have an opportunity to listen, ask questions, and then have access to the client throughout the duration of the project as they work on their solutions in teams. To determine their recommendations, teams apply the Lean 6-Sigma methodology using the 5 phases of the world-class DMAIC approach: (I) Define, (II) Measure, (III) Analyze, (IV) Improve, (V) Control. These projects allow students to apply course content using real-world business processes for a real client issue and gain workforce skills such as teamwork, problem solving, and written and oral communication.

Client Quote
"I have worked with students on these types of projects for some time now. The student feedback is so valuable. These are the best projects I have seen."

Some of the Student Project Results for the Tutoring and Academic Assistance Center (TAAC):

Do you know what the TAAC is?
52 responses
- Yes
- No
- Only because of the title

48.1% / 15.4% / 36.5%

Do you know when the TAAC is open?
52 responses
- Yes
- No
- Maybe

69.2% / 11.5% / 19.2%

Have you visited the TAAC?
52 responses
- Yes
- No

80.8% / 19.2%

Do you know how to get to the TAAC?
52 responses
- Yes
- No
- I went during my orientation but forgot how to get there

63.5% / 7.7% / 28.8%
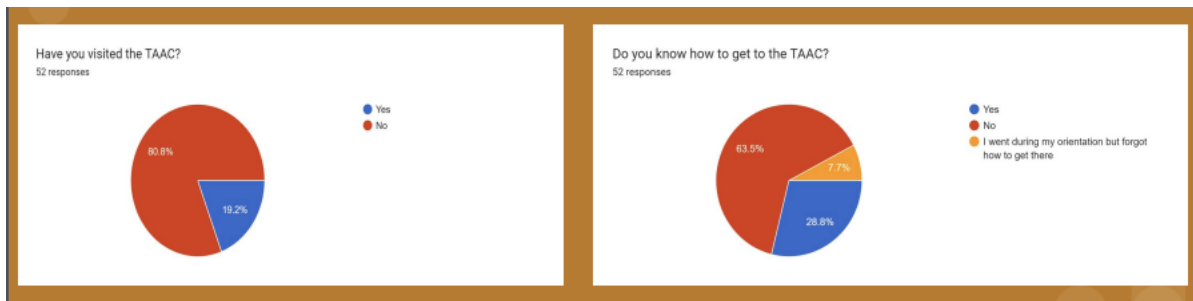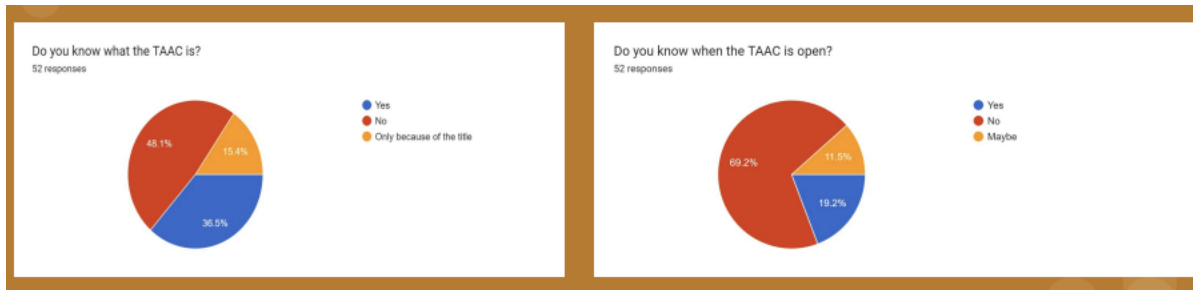
Do you need tutoring or academic assistance?
52 responses

46.2% / 21.2% / 13.5% / 19.2%

- Yes, and I know what resources are available
- Yes, but I don't know where to go
- No, but I know where to go if I do
- No, and I don't know what to do if I did need assistance
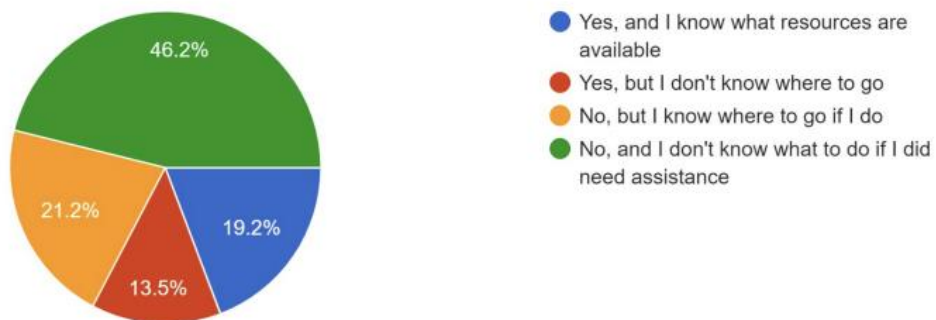
Improve
What do we recommend?

- Add a square to the MCC network on the student homepage
- Require teachers to visit TAAC with students, especially early in the semester
- Point out location on maps around campus
- Move the location

- Update the social media pages and increase advertisement
- Add more visual representations of the hours inside and outside the TAAC
- Add a section to the "Stall Talk"

Some of the Student Project Results for the Student Intake Survey with Enrollment Management and Student Services:

Six Sigma Process

Define
Improve MCC's Intake Survey and Resource Administration
01

Measure
Well conducted survey using student psychographics
02

Analyze
Analyze data collected from Survey and student preference patterns
03

Improve
Strategies to improve communication and mode of administrating resources effectively to students
04

Control
How to maintain effectiveness of Intake survey and resource administration
05

Gantt Chart

ACTIVITY	PLAN START	PLAN DURATION	ACTUAL START	ACTUAL DURATION	PERCENT COMPLETE
Strategies and ideation Survey	11th April	1 Hour	11th April	2 Hours	100%
Questions	11th April	2 Hours	1	1 Hour	100%
Gantt Chart	19th April	30 Mins	19th April	1 Hour	100%
Making Survey Collecting	26th April	1 Hour	26th April	1 Hour	100%
Responses Finsihing up	26th Apr	5 Hours	28th April	5 Hour	100%
Report Finishing up	May 9th	3 Hours	May 9th	3 Hours	100%
Presentation Last Minute	May 13th	4 Hours	May 13th	4 Hours	100%
touch ups Basic	May 17th	1 Hour	May 17th	1 Hour	90%
Formatting	5	2	5	6	75%

Measure

MCC Student Resource Administration Survey

1. We **Created an effective survey** to understand the issue at hand

2. We printed several copies of the survey and **collected responses** from students all around the campus

3. We analyzed the responses and **made graphs and charts** to show data

MCC Student Resource Administration Survey

From the Students, To the Students, FOR THE STUDENTS

Measure

We took some questions directly from the initial In-Take Survey and asked students how they found out about the specific resource

1. Do you have questions about transportation to campus? Like where to park or taking the bus, for example?
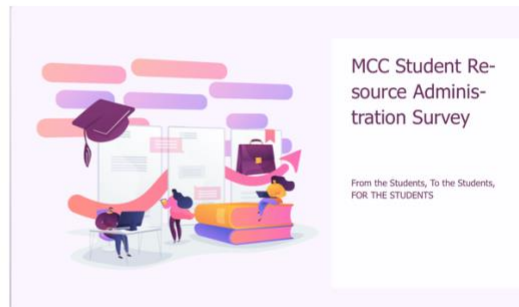
   Yes/No

   3. Do you know about transportation to campus? Like where to park or taking the bus? If so, how did you find out about it?

   Enter your answer

2. What concerns do you have about getting the books needed for your classes?

   ☐ I am not sure where to get my books
   ☐ I am not sure what books I need
   ☐ I am not sure that I can afford the books I need
   ☐ No concerns, I'm all set

   2. Do you know where to get your books from? How did you learn about it?

   ○ No
   ○ In-Take Survey
   ○ Students
   ○ MCC Staff
   ○ Professors
   ○ Other. Please specify:

Step 04 — Improve

Improvement for Student In-Take Survey

- Integrating a more responsive and engaging survey
- The In-take survey should be a mandatory part of orientation
- Should be conducted in person or over a phone call
- Survey should mention our alternate improvement - "Tribby"
- Conduct the improved In-take survey every semester to cater to veteran students as well

Step 04 — Improve

Improvement for how resources could be better administered:

- Improve Tib411 Chatbot with AI integration and student recognition
- Set students up with peer navigators and give them the option to opt out
- Make a tile for an interactive and live map on student Brightspace where students can search for exact departments (such as brock university)
- Improve MCC's social media engagement by consistently posting short, to the point, new, and engaging content everyday regarding campus resources and activities.
- Communicate resources in the form of phone calls and video shorts rather than lengthy emails

These are just some of the many wonderful Service-Learning projects that are going on within MCC.

Make real-world issues part of your course:

Service-learning presents students with issues and problems that cannot be neatly defined or solved. Encouraging students to "think outside the box" fosters development of problem-solving skills.

Provide students with opportunities to develop civic engagement skills:

By working with college or community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their class and communities.

Provide students with leadership and communication skills:

The connectiveness afforded in Service-Learning projects helps reduce stereotypes and facilitates cultural & racial understanding while developing a sense of social responsibility and commitment to service.

Consider Service-Learning or ePortfolios for Your Courses:

Service-Learning projects are completely within the control of the professor, can be as short as five hours, and have many benefits.

For information and assistance with embedding Service-Learning or ePortfolios in your courses email Professor Kathleen Borbee (kborbee@monroecc.edu)

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