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Memorandum of Understanding

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**Monroe Community College**

*and the*

**State University of New York**

*September 2006*

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## 1.0 Campus Role and Distinctiveness

Monroe Community College (MCC) was founded in 1961 and admitted its first students the following year. The College moved to its current campus on Henrietta Road in 1968, and its Damon City Campus opened in 1992. Serving over 17,000 students, MCC is the third largest community college in the SUNY system. It offers a wide variety of transfer and career-oriented programs, and is rapidly expanding the numbers of courses and programs available via distance learning.

MCC shares mission elements with all SUNY community colleges, including the following objectives:

- **Access** – providing universal access to higher education – perhaps the definitive mission element for community colleges – by removing economic, social, geographic, and more recently, temporal barriers;
- **Transfer** – preparing students for transfer to four-year institutions;
- **Career preparation** – preparing students for a first career, a career change, or career advancement;
- **Basic skills and developmental education** – assisting under-prepared students in acquiring the basic skills and knowledge that will allow them to advance to college-level work; and
- **Workforce/economic development and community service** – meeting the educational aspirations of educated adults, employees of local business and industry, and professionals seeking continuing certification, as well as local workforce development needs, including the provision of programs, events, and services for community organizations and the general public.

While MCC embraces these mission elements, it also achieves significant distinctiveness by the College's unique implementation of its mission as well as its particular contextual conditions. MCC's individuality is defined in part by the following factors:

- it is one of the three largest providers of SUNY Learning Network (SLN) courses in terms of annual student enrollment, and it provides leadership on the state level in this area;
- its longstanding membership in the League for Innovation in the Community College;
- its foundation, which ranks among the most successful for community colleges nationally;
- a nationally-recognized partnership model in the delivery of academic and student support services;

- the comprehensive nature of the College’s programs, with more than 80 degree and certificate programs;
- its prominence in workforce training offerings; and
- its leadership role among community colleges on the state and national level in homeland security.

### **2.0 National Context: Peer Institutions**

Comparisons to other, similar institutions provide useful benchmarks for campuses, reinforce an institution’s confidence in existing practices, and can lead to new ideas for improvement. The specific institutions that MCC benchmarks itself against vary depending upon the issue under consideration. As a member of the League for Innovation in the Community Colleges, MCC frequently draws institutional comparisons with the other board member institutions. Within SUNY, the College makes comparisons based on size with Erie, Hudson Valley, Nassau, and Westchester community colleges. Current and aspirational peers outside SUNY include institutions such as Brevard, Cuyahoga, Kirkwood, Moraine Valley, St. Petersburg, Santa Fe, and Sinclair community colleges. Additionally, the College periodically benchmarks its programs or services against selected four-year institutions that excel in a specific function or service.

Through representation on the project steering committee, MCC helped in developing the benchmarks for the National Community College Benchmark Project (NCCBP), and completed the pilot test of the instrument in 2003.

Table 1 below summarizes comparative data for MCC and its SUNY and non-SUNY peers.

Table 1

Monroe Community College Peer Analysis Table

	Monroe Community College	SUNY Peer Institutions				Non-SUNY Peer Institutions						
		Erie Community College	Hudson Valley Community College	Nassau Community College	Westchester Community College	Brevard Community College (FL)	Saint Petersburg College (FL)	Santa Fe Community College (FL)	Moraine Valley Community College (IL)	Kirkwood Community College (IA)	Cuyahoga Community College (OH)	Sinclair Community College (OH)
Total Headcount Enrollment (IPEDS)	16,596	12,284	11,358	20,984	11,981	14,806	23,859	13,865	15,780	15,030	23,231	19,860
Full-Time Headcount Enrollment (IPEDS)	9,398	8,085	6,510	13,055	5,299	5,242	8,100	6,186	6,230	8,317	8,559	7,452
Percent of Enrollment which is Full-Time (IPEDS)	56.6%	65.8%	57.3%	62.2%	44.2%	35.4%	33.9%	44.6%	39.5%	55.3%	36.8%	37.5%
Total Degrees Awarded (IPEDS)	2,201	1,651	1,274	2,821	961	1,791	2,370	2,300	1,059	1,554	1,390	1,199
Total Certificates Awarded (IPEDS)	231	58	57	80	107	767	840	474	273	490	120	293
Total Faculty Headcount (IPEDS) <sup>1</sup>	1,375	1,107	606	2,271	709	1,121	1,708	625	891	809	1,332	1,116
% Full-Time Faculty (IPEDS) <sup>1</sup>	35.3%	35.1%	41.6%	38.4%	28.5%	17.7%	18.7%	44.6%	18.5%	30.2%	28.5%	39.8%
% Full-Time Faculty with PhD/Terminal Degrees (College Board 2003-04) <sup>2</sup>	16.2%	NA	NA	39.4%	NA	22.3%	22.3%	NA	12.4%	15.1%	13.1%	13.2%
% Instruction Taught by Full-Time Faculty (SUNY Data-Fall 2003)	60.4%	75.7%	58.0%	53.9%	50.9%							
% FT Faculty with Tenure (IPEDS)	44.2%	86.6%	75.8%	60.6%	65.3%	76.8%	68.1%	69.5%	72.1%	NA	63.9%	50.5%
Faculty Rank Distribution												
% Full Professor	25.1%	50.3%	22.2%	32.2%	26.7%	20.0%	0.0%	0.0%	23.6%	33.5%	13.2%	38.7%
% Associate Professor	23.1%	14.7%	18.3%	16.3%	26.7%	16.8%	0.0%	0.0%	18.2%	7.0%	19.8%	14.2%
% Assistant Professor	19.8%	15.8%	35.3%	22.3%	44.6%	45.3%	0.0%	0.0%	14.5%	26.1%	45.7%	20.7%
% Instructor	31.0%	19.3%	24.2%	26.9%	2.0%	17.9%	0.0%	0.0%	43.6%	28.4%	15.2%	3.2%
% Lecturer/Other	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.1%	0.0%
% No Rank (IPEDS)	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	100.0%	100.0%	0.0%	5.1%	1.9%	23.2%
First-Year Retention (2003 Cohort, IPEDS)	67%	62%	51%	70%	60%	68%	NA	74%	65%	62%	50%	52%
% First-Time, Full-Time Students Graduating Within Three Years (IPEDS)	29.8%	22.5%	27.5%	25.1%	14.9%	42.0%	27.4%	49.4%	22.2%	28.9%	7.2%	7.7%
% Successful Educational Outcomes in Three Years (Grad Rate+Transfers Without Degrees) (IPEDS)	42.9%	33.5%	47.3%	45.1%	33.5%	49.4%	39.8%	65.1%	43.5%	42.1%	20.9%	24.6%
% Students Transferring to a Senior Institution (College Board) <sup>3,4</sup>	58%	NA	NA	43%	57%	62%	80%	NA	84%	56%	56%	48%
Locale (IPEDS) <sup>5</sup>	2	1	2	3	3	4	3	2	3	2	1	2

Note: This table reflects the most recent data available from the Integrated Postsecondary Education Data System (IPEDS-2003), the College Board Annual Survey of Colleges (2004-05) except where indicated, and data files maintained by the State University of New York Office of Institutional Research and Analysis.

<sup>1</sup> Total Faculty Headcount and Percent of Faculty who are Full-Time at Kirkwood Community College and Cuyahoga Community College District is the count of employees who are primarily instruction (IPEDS EAP, 2003).

<sup>2</sup> Percent of Full-Time Faculty with PhD/Terminal Degree for St. Petersburg College, Kirkwood Community College and Sinclair Community College taken from the 2002-03 College Board Annual Survey of Colleges.

<sup>3</sup> Students Transferring to a Senior Institution for Brevard Community College-Cocoa Campus and Monroe Community College taken from the 2003-04 College Board Annual Survey of Colleges.

<sup>4</sup> Students Transferring to a Senior Institution for Kirkwood Community College taken from the 2002-03 College Board Annual Survey of Colleges.

<sup>5</sup> Locale Codes, as reported in IPEDS Institutional Characteristics Survey: 1 = Large city; 2 = Mid-size city; 3 = Urban fringe of large city; 4 = Urban fringe of mid-size city; 5 = Large town; 6 = Small town; 7 = Rural; 9 = Not assigned.

### **3.0 Economic Impact**

One of the goals of Mission Review II is to compile an accurate account of SUNY's impact on the New York State economy. To this end, System Administration has standardized employment and fiscal data across the 64-campus system and will use U.S. Bureau of Economic Analysis multipliers to calculate the total regional and state-wide impacts.

MCC, sponsored by Monroe County, has a substantial impact on the local workforce. More than 94% of career program graduates who work full-time choose to remain in the area and contribute to the local economy. In addition, MCC's workforce development program partners with area businesses and industries to meet their specific training and education needs and thereby provides skilled workers to maintain growth in the region.

The most recent economic impact study shows that the College employs 2,034 people and that its activities lead to another 1,466 people being employed. Direct expenditures amount to \$120.5 million, with additional indirect expenditures amounting to \$250.7 million, accounting for a total economic impact of \$371.2 million (based on U.S. Bureau of Economic Analysis methodology).

### **4.0 Enrollment and Admissions**

#### *4.1 Enrollment growth*

The enrollment growth rate of 5-6% percent experienced the past few years at MCC is not expected to continue for the future. Population demographics in the region suggest a reduction in the annual growth rate for the county by the end of the decade. Consequently, credit enrollment growth through Fall 2010 at MCC is anticipated at a rate close to 1% per year, as shown in Table 2 below. It is anticipated that enrollment growth in SLN will continue, but at rates below the growth experienced in the last ten years. Enrollment growth is anticipated primarily in transfer programs, specifically Liberal Arts, Communications, and Business Administration.

MCC's overall enrollment projections through 2010 are shown below in Table 2.

Table 2

## MCC Planned Enrollment – Fall Headcounts and Annual Average FTE

Student Group	Fall 2005 (Actual) <sup>1</sup>	Fall 2006 (Approved)	Fall 2007 (Planned)	Fall 2008 (Planned)	Fall 2009 (Planned)	Fall 2010 (Planned)
<b>Undergraduate</b>						
First-time FT	3,323	3,433	3,500	3,456	3,503	3,524
Transfer FT	648	676	675	674	683	685
Continuing/Returning	6,242	6,156	6,268	6,292	6,310	6,358
Total FT Undergraduate	10,213	10,265	10,443	10,422	10,496	10,567
Total PT Undergraduate	7,081	7,262	7,268	7,288	7,357	7,364
Total Undergraduate	17,294	17,527	17,711	17,710	17,853	17,931
<b>Total Headcount</b>	17,294	17,527	17,711	17,710	17,853	17,931
<b>AAFTE</b>	13,888	14,215	14,327	14,348	14,443	14,514

Data maintained by the State University of New York Office of Institutional Research and Analysis.

<sup>1</sup>2005-06 AAFTE is estimated

Enrollment goals are affected by external factors such as changing economic conditions, demographic shifts, and fiscal constraints. Official enrollment targets that are the basis for the University's budget model are set annually through dialogue between campuses and System Administration, and may differ somewhat from the projections shown in Table 2.

#### 4.2 Enrollment mix

SUNY's 2004-08 Master Plan reaffirms the State University's commitment as a public university to ensuring access to the full range of populations served, and therefore emphasizes student diversity as a priority goal for Mission Review II. Currently MCC's ethnic minority students compose 25% of the student population, which is equivalent to the 2002 United States census estimate for the service area population. MCC expects its student population to continue to reflect the growing ethnic minority population in the service area, reaching 30% by 2010. In addition, over the last ten years MCC's proportion of full-time students has ranged from 46% to the current high of 57%, reflecting primarily age trends in the service area population as well as the economy. The under-25 age population from which the College draws 80% of its full-time students will increase until 2008, when the size of high school graduation classes will begin to decline. As such, MCC expects that by 2010, 50% of full-time students will be under 20 and 35% will be 20-25 years of age. For part-time students the increase will be primarily among students in their 20's, as the over-30 population is also declining.

As a specific commitment related to enrollment mix over the next five years, MCC will:

- enhance its efforts to recruit and retain students from under-served populations.

#### *4.3 Enrollment management plans*

From 1990 to 1994 the birth rate in Monroe County declined by 17%, which will translate into smaller high school graduating classes from 2006 through 2010. Based on a comprehensive understanding of regional demographics, MCC plans to modestly grow enrollment over the next five years by targeting its marketing recruitment efforts toward three distinct student cohorts: “Access” students, “Career” Students, and “Students with Choice.” Students with Choice are defined as high school students who intend to earn a bachelor’s degree and have the academic preparation to attend MCC or another college. This marketing strategy also targets “influencers” of these students, such as parents and high school counselors, and is intended to broaden the College’s appeal and increase potential enrollment beyond the traditional student market.

As specific commitments related to enrollment management planning over the next five years, MCC will:

- continue its efforts to improve market penetration among target student groups,
- reach out to “Access” students and “Students with Choice,” and
- promote workforce development opportunities aggressively through the MCC Office of Workforce Development.

#### *4.4 Collaboration with K-12*

MCC is an originating partner in the Monroe County Tech Prep Consortium, and maintains a number of Tech Prep degrees that were negotiated between local high schools and the College. Separately, MCC participates with the Rochester City School District in a Tech Prep planning grant initiative.

In the area of K-12 collaboration, MCC commits to:

- continuing to encourage and maintain positive relationships with public, private, and parochial schools in Monroe County.

### **5.0 Faculty**

#### *5.1 Faculty profile*

At present, 4% of MCC faculty members have bachelor’s degrees, 76% hold master’s degrees, and 19% have doctorates. Approximately 40% of the teaching faculty are in their first three years of service, and MCC anticipates ongoing high faculty turnover rates for the next few years as senior faculty continue to retire.

Each college has to decide on the appropriate balance between full- time and adjunct faculty. Because a community college has various programs that focus on the needs of the community, it benefits the College to retain persons working in the various fields who bring their expertise to

the classroom as adjunct teachers. At the present time, MCC has 63.1% of course sections taught by full-time faculty and 36.9% taught by adjuncts. Based on faculty credit hours, 35.7% were taught by adjunct faculty.

In the area of faculty, MCC makes the following commitments over the next five years:

- to increase diversity in faculty pools in order to increase diversity as new faculty are hired,
- to actively recruit faculty with Ph.D.'s in the Arts and Humanities with demonstrated ability to teach effectively,
- to maintain a full-time to part-time ratio of 65% to 35% for course sections taught; and
- to monitor faculty positions to maintain its student to faculty ratio of 19.5 to 1.

### *5.2 Faculty development and scholarship*

MCC encourages faculty to participate in research, particularly projects aimed at examining and improving teaching effectiveness and student success. These activities are supported in a number of ways, including through released time, leaves for professional advancement, grants from the Monroe Community College Foundation, and college-funded activities that support strategic initiatives. MCC recognizes outstanding faculty annually through a number of awards. In addition, the daily e-newsletter, the MCC Daily Tribune, publicizes faculty accomplishments. These achievements are also noted in the Board of Trustees' agenda as well as state and national publications.

As a commitment related to faculty development and scholarship, MCC will:

- continue efforts to obtain extramural funding and examine internal allocations to incrementally enhance faculty development efforts.

### *5.3 Grants*

The MCC Grants Office pursues external funding – primarily public dollars – for current or proposed college activities. The staff proactively seeks support for programs, equipment, supplies, staff development, capital improvements, and other activities that are not eligible to be funded through the operating budget. Currently 60 proposals are funded annually by local, state, and federal sources. During the 2002-03 academic year the College received over \$4 million in grants exclusive of financial aid, and during the past year MCC was successful in obtaining \$500,000 for Homeland Security.

With respect to grants, MCC commits to the following over the next five years:

- to achieve a steady increase in the number of grant proposals submitted and funded, and to garner more support from large private foundations.

#### *5.4 Faculty review: tenure and promotion*

Faculty review, tenure, and promotion procedures (including the role of or weight given to teaching effectiveness, scholarly productivity, and service) have not changed at MCC since Mission Review I. The College anticipates that changes over the next five years will emanate from a MCC Labor/Management Committee Study effort to clarify aspects of Article 54 in the collective bargaining agreement, which contains contractual language on evaluation, tenure, promotion, and post-tenure review. As a commitment in this area:

- the College will, in preparation for negotiating the faculty contract, consider the inclusion of student evaluations of faculty as a factor in the tenure and promotion process.

#### *5.5 Faculty opinion and satisfaction/Faculty governance*

Three key performance areas identified in MCC's strategic plan include: Employee satisfaction with college work environment, professional development participation levels, and faculty/staff participation in college, local, state, and national leadership activities. Further, faculty/staff surveys play an important part in measuring performance in these areas at MCC.

As a commitment related to faculty opinion and satisfaction, MCC will:

- continue to administer and analyze surveys that measure faculty satisfaction with the College.

### **6.0 Academic Program Directions**

MCC's program development plans through 2010 will focus on responding to the local community and economy as well as to state and national initiatives affecting the greater Rochester area. In particular, the College intends to seek new partnerships with business and industry so as to develop technical certificates and degree programs that meet the ongoing need for skilled technicians.

#### *6.1 Plans and priorities*

MCC's priority for program expansion includes the restructuring of existing programs to feature career ladders that will provide students with multiple entry and exit points. MCC also plans to add new career laddering to expand social service occupations, to include early and infant toddler childcare, and to explore the development of a Disabilities certificate. In addition, the College is a prominent participant in new economic development initiatives, and is preparing to respond to training needs including potentially the emerging technology of photonics.

Further, continued growth in online courses and programs combined with the successful implementation of hybrid courses will lead to expanded distance learning programs, particularly in Liberal Arts and General Studies. Finally, MCC is leading state and national efforts in the area of Homeland Security, and has implemented a model program. For the near future, the

College expects significant growth in its Homeland Security instructional programming, both regionally and nationally.

Specific commitments related to academic programming priorities over the next five years are:

- to develop new credit and non-credit programs, where there is community demand for MCC's PSTF and Homeland Security Management programs;
- to review all new programs for consistency with mission, demonstrated market need, and evidence of academic quality;
- to continue to review existing programs, on a five-year cycle, for relevancy and sufficient enrollment strength and, when appropriate, consider deactivation and/or discontinuance; and
- to expand distance learning programs, particularly in Liberal Arts and General Studies where the modality enhances retention and serves a student need.

### *6.2 Teacher education*

MCC is in compliance with SUNY's Teacher Education Transfer Template initiative, and has prepared three Teacher Education proposals for the Brighton Campus and three for the Damon City Campus. All six submissions have been approved by SUNY and registered by SED. MCC plans to expand the campus teacher education offerings to include new certificates, such as Teaching Assistant with possible specialty options.

Other commitments in the area of teacher education are:

- to work with System Administration to track the success of students in transferring into the 4-year Teacher Education programs of their choice;
- to work with System Administration in assuring placements in 4-year programs for 2-year teacher education graduates in high need areas; and
- to explore alternative teacher certification venues.

### *6.3 International programs*

For the past three fall semesters MCC has enrolled just under 100 international students, representing 66 countries. The College's goal is to set international student enrollment at a level that can be sufficiently managed by current staffing patterns and funding. As such, MCC makes the following commitment in the area of international programs:

- to maximize its international student population at 140-150 students over the next five years.

#### *6.4 Collaborative academic programming*

By pooling financial and human resources, regional collaborations offer opportunities to increase academic offerings without the expense of duplication. MCC has established alliances with colleges locally and outside the State, allowing students to obtain a bachelor's degree through non-traditional delivery systems including programs available completely online. Currently MCC offers coursework toward a Professional Piloting A.A.S. degree through an agreement with Jamestown Community College (JCC). In addition to the 29 credit hours that students complete at MCC and the 19 credits Monroe-area students take at the Rochester Aviation Center, JCC proposes to teach at least one of the remaining four courses on the MCC campus beginning in Spring 2006.

As specific objectives related to collaborative academic programming, MCC will:

- work with other SUNY units on programs of mutual interest including the University at Buffalo with the MCC Homeland Security Management Institute;
- continue working with Jamestown and Jefferson community colleges on a collaborative program in Dental Hygiene;
- work with System Administration to ensure financial support for allied health programs to produce required numbers of graduates;
- continue discussions with area community colleges about sharing programs, where there is a demonstrated need, including Radiologic Technology, Engineering Technology, and Health Information Systems;
- explore the possibility of online collaborative programs where there is demonstrated need; and
- participate in regional SUNY meetings to encourage collaborative programming.

#### *6.5 Technology-enhanced learning environments*

MCC supports online learning and technology-enhanced learning as part of its mission critical emphasis on access. The College therefore plans continued growth and development in the SLN, SUNY CourseSpace, and the SUNY contract for SkillSoft, with these three efforts broadly defining the College's delivery system for advanced learning environments. To illustrate, MCC is a founding member of CourseSpace, currently chairing its executive team, and it also developed and delivered training to all of the campuses that joined this consortium. Further, in an effort to encourage and support faculty use of electronic media, the College has expanded use of CourseSpace by providing training opportunities and increased flexibility in the creation and deployment of CourseSpace databases. For Spring 2004, there were 208 Web-enhanced course sections offered through this medium.

MCC has also shown commendable initiative and leadership in the development of courses for the SLN, offering 221 courses and 313 course sections and generating 4,219 enrollments during the 2004-05 academic year. In 2002-03, approximately 90 faculty taught a SLN course, and the College intends to increase this number over the next five years as it expands the training for CourseSpace. Similarly, enrollment in SLN courses is projected to increase about 9% per year over the next five years, reflecting the addition of 10 new courses and 20 new course sections per year during that time.

Programmatically, MCC plans to emphasize SLN course development to support existing online degrees, especially in Business and Criminal Justice, and Liberal Arts courses will be given priority in support of the SUNY General Education Program. Non-credit programming through CourseSpace is also expected to be a significant growth area, particularly in college workforce development initiatives.

For the future, MCC commits to the following in the area of technology-enhanced learning environments:

- to continue its leadership role in the development and application of advanced learning environments;
- to increase its continuing education and non-credit distance education programming, particularly in professional and public employment areas;
- to increase its number of Web-enhanced course sections by 30% per year over the next five years; and
- to continue current efforts to train non-SLN faculty on CourseSpace.

#### *6.6 Library services and support*

MCC's library system of services, resources, and personnel provide comprehensive support for the College's mission. The Aleph LMS provides continuous access to students, and offers expanded user-generated and multi-media search services. In addition, the College's allocation of an additional \$50,000 for the book budget will maintain the collection's academic coverage, already enhanced by *SUNYConnect*. Further, electronic services in the library are being used to support online instruction, course reserved access to class-specific materials, and wireless connectivity to the Internet.

#### *6.7 Assessment of academic programs*

MCC is in complete compliance with respect to the SUNY Assessment Initiative, in terms of both assessment of General Education and of academic majors, and has used assessment results to modify courses and programs.

As specific commitments in the area of assessment, MCC will:

- work toward the implementation of Strengthened Campus-Based Assessment following the timeline established by System Administration as well as the GEAR Group's assessment guidelines, and
- use assessment results to make changes in curricular programs and course delivery as appropriate.

### *6.8 Responsiveness to state needs*

MCC is responsive to local, regional, and state needs in multiple ways. Key to this responsiveness is the direct and indirect involvement of business and industry, healthcare institutions, and other key community constituents in the development and delivery of education and training at the College. For example, after discussions with community health care leaders, MCC agreed to expand its Nursing program to graduate approximately 30% more nurses over the next five years. The local healthcare industry agreed to partially fund this expansion through a \$1 million grant to cover the costs of increased infrastructure in the MCC Nursing Department. A similarly funded expansion of the Radiologic Technology Program is imminent.

MCC also responds to workforce needs through its Office for Workforce Development. Through this office, non-credit training programs are offered to incumbent workers to increase their skill levels and to the unemployed to gain new skills and re-enter the workforce. The office also participates in community and economic development activities of the region through a presence on the Workforce Investment Board, Team Rochester, High Technology of Rochester, High Technology Business Council, and many other committees and task forces.

## **7.0 Student Outcomes**

### *7.1 Retention and graduation rates*

Overall, MCC's retention and graduation rates have increased in the last several years. These increases are due, in large part, to the support students receive from academic and student services and from faculty.

### *7.2 Retention*

Retention to the third semester for the Fall 2003 cohort at MCC was 66.4%, compared to about 60% for cohorts from the early 1990's. Since 1997, MCC's third- and fourth-semester retention rates have been above the SUNY-wide average for community colleges, reflecting improvement when compared to previous years. In addition, when considering only students whose goal at entry was to earn an associate's degree, the first-year retention rate goes up two percentage points to 69.9%.

MCC's retention rates for first-time students in associate degree programs beginning in Fall 1997 are shown below in Table 3.

Table 3

Retention Rates of First-time Students in Associate Degree Programs

Initial Term	Semester of Enrollment								
	First	Second		Third				Fourth	
	MCC	MCC	SUNY Comm. Colleges	MCC	SUNY Comm. Colleges	SUNY Peers <sup>1</sup>	National Peers <sup>2</sup>	MCC	SUNY Comm. Colleges
Fall 1997	100%	82.5%	80.6%	63.9%	62.2%	64.7%	NA	57.3%	55.1%
	1,996	1,647		1,275				1,143	
Fall 1998	100%	82.2%	81.1%	63.4%	62.7%	65.0%	60.5%	56.3%	55.3%
	2,009	1,651		1,273				1,132	
Fall 1999	100%	82.4%	81.0%	67.2%	62.6%	65.0%	60.7%	57.5%	55.9%
	2,081	1,715		1,398				1,197	
Fall 2000	100%	82.1%	81.3%	66.2%	63.7%	66.4%	66.0%	59.4%	57.3%
	2,329	1,912		1,542				1,383	
Fall 2001	100%	84.9%	81.9%	66.8%	64.4%	67.4%	65.5%	60.9%	57.5%
	2,499	2,122		1,670				1,522	
Fall 2002	100%	84.6%	81.3%	67.9%	63.1%	65.8%	59.2%	60.3%	55.3%
	2,733	2,311		1,855				1,647	
Fall 2003	100%	83.2%	80.8%	66.4%	62.7%	65.1%	62.2%	59.5%	55.4%
	3,066	2,551		2,037				1,823	

Note: Data maintained by the State University of New York Office of Institutional Research and Analysis.

<sup>1</sup> Includes students enrolled in associate degree programs at SUNY's large community colleges at Erie, FIT, Hudson Valley, Monroe, Nassau, Suffolk and Westchester.

<sup>2</sup> National average for community colleges of similar size for the Fall 1998 through Fall 2002 Cohorts taken from the College Board Annual Survey of Colleges and Universities; Fall 2003 Cohort taken from the Integrated Postsecondary Education Data System (IPEDS) Fall 2004 Enrollment Survey.

The College's projections for improving retention rates over the next five years are shown below in Table 4.

Table 4

Projected Changes in Retention Rates

	2004	2008	2010
First-Year Retention Rate	66.4%	68.4%	69.1%

Data for 2004 are from 2003 cohort of first-time, full-time students

As an additional commitment in the area of improving student retention, MCC will:

- utilize opportunities, as presented by the College’s transition to Banner, to collect and analyze data by students’ goal at entry and maximize the percentage of students reporting a goal.

7.3 Graduation

Graduation rates for MCC students earning an associate degree within three years has risen from under 25% for students entering in the early 1990’s to almost 28% for the Fall 2001 cohort, and these rates are higher than the SUNY community college average, MCC’s SUNY peers, and its national peers. By comparison, MCC’s four-year graduation rate has been 1-2 percentage points above the SUNY community college average, while the two-year rates have been comparable to or slightly lower than the SUNY community college average.

MCC’s graduation rates for first-time students in associate degree programs beginning in Fall 1996 are shown below in Table 5.

Table 5

Graduation Rates of First-time Full-time Students in Associate Degree Programs

Initial Term (Cohort Size)	Cumulative Percent of Initial Cohort Receiving an Associate Degree							
	Two Years or Less		Three Years				Four Years	
	MCC	SUNY Comm. Colleges	MCC	SUNY Comm. Colleges	SUNY Peers <sup>1</sup>	National Peers <sup>2</sup>	MCC	SUNY Comm. Colleges
Fall 1996	12.7%	13.1%	27.6%	27.0%	25.0%	N/A	32.5%	31.6%
(n=1,945)	247		536				633	
Fall 1997	12.6%	12.9%	27.8%	26.2%	24.6%	N/A	32.6%	30.9%
(n=1,996)	251		554				650	
Fall 1998	12.7%	12.6%	27.1%	26.4%	25.1%	19.1%	32.7%	31.3%
(n=2,009)	255		544				656	
Fall 1999	11.1%	12.7%	28.1%	27.0%	25.4%	19.7%	33.3%	31.8%
(n=2,081)	232		584				692	
Fall 2000	12.5%	12.6%	28.0%	26.8%	25.9%	21.7%	34.8%	32.1%
(n=2,329)	292		653				810	
Fall 2001	12.2%	12.2%	27.7%	26.0%	25.2%	20.1%	34.1%	30.9%
(n=2,499)	305		692				852	

Note: Data maintained by the State University of New York Office of Institutional Research and Analysis.

<sup>1</sup> Includes students enrolled in associate degree programs at SUNY’s large community colleges at Erie, FIT, Hudson Valley, Monroe, Nassau, Suffolk and Westchester

<sup>2</sup> National average for community colleges of similar size; Source: Integrated Postsecondary Education Data System (IPEDS).

MCC’s three- and five-year goals for improving two-, three-, and four-year graduation rates are shown below in Table 6.

Table 6

## Projected Changes in Graduation Rates

Years to Graduation	2005	2008	2010
Two	12.2%	12.7%	13.0%
Three	27.7%	28.1%	28.8%
Four	34.1%	34.3%	35.0%

Data for 2005 are from 2001 cohort of first-time, full-time students

#### 7.4 Efforts to enhance retention rates and encourage timely graduation

MCC's initiatives aimed at enhancing retention rates and timely graduation include placement testing and identifying students who are at risk academically. The College also provides excellent developmental education in foundational areas, study skills, and other related areas to help academically vulnerable students strengthen their skills and increase their chances for success.

Through the joint effort of academic and student services over the past several years, a culture of promoting student success through advisement has evolved. To illustrate, the College has developed a state-of-the-art developmental academic advisement program designed to provide accurate information and guidance to students regarding their academic planning and progress and timely degree completion. MCC has also made substantial investments in student support services (e.g., counseling, health services) in order to help students cope with personal problems that are potential obstacles to success.

To further enhance retention and timely graduation, MCC commits to the following:

- to continue to implement the "Sweep Notification" process to notify students to file their Intent to Graduate forms, and
- to ensure the OnCourse Degree Audits are up to date and accurate.

#### 7.5 Post-graduate success: transfer and placement

MCC maintains numerous articulation agreements with senior institutions as well as provides students with information and support to follow the SUNY transfer policies that ensure transfer within the SUNY system. Historically, approximately 50% of MCC's students transferring upon graduation attend SUNY institutions, and 50% transfer to private and out-of-state colleges and universities.

An important measure of educational quality at a community college is the success of former students at upper division colleges. MCC collects data regarding student transfer through an alumni survey and a non-returning student survey, in addition to information that is provided by System Administration, which makes available to community colleges information concerning the numbers and destinations of students who transfer to another college or university. These reports detail the persistence success of the campus' former students and their successful

education outcomes two, three, and four years following transfer; these outcomes include graduation from the initial receiving school or other SUNY school as well as transfer to another college or university, either within or outside SUNY. This information, along with data from the National Student Clearinghouse and institutional data on students' self-reported transfer plans, provides the institution with important indicators regarding the success of its transfer program.

Successful educational outcomes of students transferring out of MCC to a SUNY senior institution are provided below in Table 7.

Table 7

Educational Outcomes for Students Transferring Out of the Institution

First-Year Retention Rates of Students Transferring into a SUNY Baccalaureate Program								
Initial Term (Total Cohort)	With Associate Degree				Without Associate Degree			
	Cohort	Monroe	SUNY Community Colleges	SUNY Peers <sup>1</sup>	Cohort	Monroe	SUNY Community Colleges	SUNY Peers <sup>1</sup>
Fall 1997 (n=453)	302	75.2% 227	75.2%	73.8%	151	70.9% 107	71.7%	72.1%
Fall 1998 (n=493)	317	84.5% 268	79.9%	80.4%	176	65.9% 116	69.3%	68.0%
Fall 1999 (n=508)	301	82.7% 249	79.7%	79.0%	207	71.0% 147	69.3%	70.3%
Fall 2000 (n=543)	328	82.0% 269	81.0%	81.6%	215	74.4% 160	72.3%	73.9%
Fall 2001 (n=543)	307	79.5% 244	80.3%	79.4%	236	72.5% 171	73.2%	73.1%
Fall 2002 (n=564)	367	77.7% 285	79.7%	77.3%	197	76.6% 151	73.4%	73.4%
Fall 2003 (n=603)	349	83.4% 291	80.9%	81.4%	254	72.4% 184	71.5%	73.3%
Fall 2004 (n=656)	406	81.0% 329	79.5%	78.3%	250	75.2% 188	75.0%	76.2%
Four-Year Graduation Rates of Students Transferring into a SUNY Baccalaureate Program								
Initial Term (Total Cohort)	With Associate Degree				Without Associate Degree			
	Cohort	Monroe	SUNY Community Colleges	SUNY Peers <sup>1</sup>	Cohort	Monroe	SUNY Community Colleges	SUNY Peers <sup>1</sup>
Fall 1997 (n=453)	302	67.9% 205	65.8%	63.8%	151	55.6% 84	54.0%	53.7%
Fall 1998 (n=493)	317	73.5% 233	69.2%	67.4%	176	48.9% 86	52.5%	49.8%
Fall 1999 (n=508)	301	71.8% 216	69.5%	66.4%	207	58.9% 122	52.6%	53.1%
Fall 2000 (n=543)	328	71.6% 235	70.2%	69.0%	215	60.9% 131	56.5%	56.1%
Fall 2001 <sup>2</sup> (n=543)	307	70.7% 217	69.7%	66.7%	236	55.5% 131	55.1%	51.9%

Note: Data maintained by the State University Office of Institutional Research and Analysis. Retention and graduation rates are calculated at the receiving SUNY senior institution one and four years post-transfer, respectively.

<sup>1</sup> Includes transfer students from SUNY's small community colleges at Erie, Fashion Institute of Technology, Hudson Valley, Monroe, Nassau, Suffolk County and Westchester.

<sup>2</sup> Four-year graduation rates for the 2001 cohort are preliminary as not all late-degree clearances are included; posted figures may be slightly below actual graduation rates.

As specific commitments related to the post-graduate success of students:

- System Administration will continue to collect and make available data detailing persistence and other successful education outcomes for MCC transfer students, and

- MCC will incorporate information derived from these data sources as well as other sources into its assessment of institutional effectiveness.

### **8.0 Student Support and Student Life**

The Counseling and Advising Center at Brighton provides a variety of services to assist students with their educational, personal, and career development. Working in collaboration with various departments, this center offers academic advisement services for activities such as course selection, registration, program audits, and program changes. Placement testing is also provided to assess students' levels of reading, language use, and mathematical skills. Similar services are provided at the Damon City Campus.

MCC serves a diverse student body. Within the Counseling and Advising Center specialized services are provided for international students, military veterans, students who are hearing impaired, and students with disabilities. Co-curricular organizations also address the needs of special interest groups; these organizations include the Black Student Union, the Pan African Club, Latin Pride, the Global Union, the Muslim Club, and the Voices of Silence Sign Language Club.

MCC's Housing and Residential Life department provides professional staff, programming, recreation, security, and many living and learning opportunities that complement the educational experience for students residing in the Alice Holloway Young Commons. This facility – owned and operated by MCC Association Inc. – is the first residence hall on the Brighton Campus, and MCC is already finding that student demand exceeds capacity.

As a specific commitment in the area of student support and student life, MCC will:

- continue to administer surveys of student perceptions of the campus, including the CCSSE, which will be a part of the SUNY-wide Strengthened Campus-Based Assessment beginning in Spring 2009.

### **9.0 Technology**

MCC's strategic plan includes a specific objective to address technology support for the institution based on recommendations from the College's 5-year, annually updated technology plan. To address technology planning and coordination, MCC created a unified technology division which includes libraries, instructional design and development, computers and networks, distance learning, and the communications network. MCC's technology staff is actively involved in numerous cooperative efforts to advance technology and share technology resources. MCC staff also serve on system-wide advisory committees for SLN, CourseSpace, and the Training Center.

During the next five years, all of System Administration's Institutional Research Systems will be retired and replaced with new systems that will be more effective in supporting the transfer articulation function in the two-year sector, and will provide campus presidents access to better information for benchmarking. The new systems require that campuses prepare new file extracts

for submission to System Administration, and in a few cases, provide information that was not requested in the past, but has a high value for both campuses and System Administration. In order to implement the new Institutional Research Systems,

- System Administration will provide information and guidance to plan for the transition and assist with training,
- MCC will put in place an implementation plan and allocate resources to meet the implementation schedule,
- MCC will ensure an uninterrupted flow of information to meet state and federal reporting requirements, and
- MCC will establish a robust process to review the accuracy and completeness of information submitted to System Administration.

## **10.0 Facilities**

MCC owns and maintains three primary sites: the Brighton Campus, the Public Safety Training Center, and the Applied Technologies Center. Additionally, it leases 200,000 square feet of space for the Damon City Campus. The Brighton Campus in particular requires significant site and infrastructure improvements at the present time since the facilities were constructed in 1968 and because enrollment growth has far exceeded capacity for expansion and renovation. Consequently, the Brighton Campus is significantly deficient in this area.

### *10.1 Campus facilities plan*

The College's 2003-2008 Facilities Master Plan was adopted by the MCC Board of Trustees, and is on file with the SUNY Construction Fund. The plan incorporates an overall conceptual plan for the College as well as a detailed list of capital project priorities and associated costs, with the total estimated cost projected at \$120.5 million. MCC's overall facilities planning process is carefully integrated – from an operating and capital perspective – with the College's strategic plan.

### *10.2 Educational facilities*

MCC has been using stopgap measures to accommodate recent enrollment and program growth, including space consolidations, changes in instructional modalities (e.g., offering hybrid and SLN courses, expanding the College's instructional schedule during the day and week), the addition of 18 temporary classrooms, relocation of courses and programs to other sites, expanded parking, and increased class size. Still, without new instructional space the Brighton Campus will be unable to address planned academic and enrollment growth over the next five years.

At the present time, MCC's highest priorities for facilities are as follows:

1. Renaissance Square (i.e., the new location for the Damon City Campus), consisting of 212,000 gsf and at an estimated cost of \$54 million plus inflationary costs, scheduled for opening in September 2010.
2. Renovation and expansion of Building 9 on the Brighton Campus, with construction to begin in Spring 2007 and occupancy planned for Fall 2008, at an estimated cost of \$7 million.
3. New residence hall on the Brighton Campus, consisting of approximately 115,000 gsf, with construction to start in June 2006 and occupancy expected in Fall 2007 (cost estimates are not available at this time).
4. Field House on the Brighton Campus, consisting of 43,000 gsf.

These priorities may be adjusted based upon the College's submission of its 2008-2013 Master Plan to the State.

### *10.3 Residence halls*

A critical part of the campus budget and planning process focuses on the College's residence halls. Since these facilities are funded through a self-supporting program that must cover staff fringe benefits as well as debt service, it is especially important that the program be fiscally sound and include long-range plans for rehabilitation and repair and new construction.

In Fall 2003, MCC opened its first residence halls on the Brighton Campus. These \$12.4 million facilities provide the opportunity for approximately 400 students to live in the Alice Holloway Young Commons. As stated earlier, MCC finds that student demand for campus housing exceeds capacity, leading to its plans to add another residence hall, a 366-bed facility, by Fall 2007.

### *10.4 Energy planning and management*

Because energy costs are rapidly increasing and becoming a larger portion of an institution's budget, energy planning and management is also a critical component of campus planning and is of interest to SUNY System Administration. MCC has been successful in implementing a number of energy and cost saving programs, and has developed creative approaches to ensure that facilities are maintained appropriately. One recent example is the construction of a co-generation power plant with Siemens Corporation at the Brighton Campus. The project entails electrical generation with use of the generator heat byproduct to provide domestic hot water, heating hot water, and cooling through a hot water absorption unit.

## **11.0 Administrative Structure and Resource Management**

### *11.1 Administrative structure and effectiveness*

MCC's mission and strategic plan are the cornerstones for institution-wide planning and governance, with the strategic plan serving as the basis for divisional goals and objectives as well as budget requests and any major institutional funding initiatives. Each division prepares annual reports for the President, summarizing progress on strategic planning goals, which is shared with the Board of Trustees and the college community.

In addition to senior level administration, the Faculty Senate plays a significant role in academic governance matters. As the representative body of the faculty, the senate develops and recommends policies and guidelines to the President on matters related to curriculum development and revisions, academic standards and educational policies, planning, and professional development. The Faculty Association serves as the representative body for the faculty on labor/management matters.

The efficiency and effectiveness of MCC's administrative structure are gauged by several measures including: faculty/student opinion surveys; alumni surveys; comparative research data with SUNY peer institutions; cost per FTE among community colleges; preparation and quality of faculty; persistence rate studies of transfer students; employer satisfaction studies; implementation of strategic planning initiatives; and cost-efficient technology implementation.

MCC has developed and nurtured an excellent working relationship with the county executive and the Monroe County Legislature, demonstrated by the presence of a representative of the county legislature on the College's Board of Trustees. This relationship is characterized by mutual respect of each other's roles and a clear understanding and commitment to the importance of the community college in the economic success of Monroe County.

### *11.2 Institutional research capability*

The MCC Research Office, with four professionals, provides a variety of services to the College, including responses to SUNY System Administration and other external requests for data; assistance to academic programs and disciplines with assessment and program review; survey design, administration, and reporting for both students and alumni; collecting feedback from employers on MCC graduates; provision of performance measures to track efficiency, effectiveness, and progress on the College's strategic plan; and responses to departments' requests for data and analysis.

MCC's conversion to the Banner information system will require a significant institutional time commitment until all modules are live in 2006, and until all reporting capacity is restored. The Research Office is taking a leadership role to assure data integrity and continued reporting capability during and after this transition.

As specific commitments related to institutional research, MCC will continue to:

- comply with all routine System data requests, with particular attention to distance learning, student goals, remedial instruction, and concurrently enrolled high school students; and
- increase reliance on data for improving planning and making decisions.

### *11.3 Alignment of resource planning and academic plans*

MCC's budgeting process starts with the College's mission and strategic plan, and helps ensure the alignment of the institution's resources in support of its academic mission and produces an annual budget and a budget projection extending out three years. Each year the prior year's actual and current year's budget are assessed for revenues, expenses, and enrollment.

As state aid is adjusted, MCC commits to:

- strive to move the student share of the College's net operating costs toward the statutory one-third,
- strive to move the local share as a percentage of net operating costs toward the statutory 26.7%, and
- continue to maintain the College's fund balance reserves between 10 – 15%.

### *11.4 Institutional development and fundraising*

The Monroe Community College Foundation is confident that it will exceed the \$11.5 million goal established by SUNY for MCC in the recently reported \$3 Billion Challenge.

MCC's specific commitment for fundraising is to:

- raise \$11.5 million by 2012 toward the Chancellor's \$3 Billion Challenge Campaign.

### *11.5 Collaborative administrative and financial arrangements*

Whenever practical and economical, the College makes purchases through New York State and Monroe County contracts that suppliers have awarded through competitive bidding processes. MCC also utilizes Monroe County and City of Rochester Environmental Departments as suppliers to assist in the administration of its refuse and recycling program. Resources such as transportation, transfer station, recycling facility, and landfill are shared and maximized through this economically advantageous effort.

In addition, MCC has a cooperative partnership with Monroe County to utilize its fiber optic municipal area network for both network and telephone linkage among the college campuses and sites. At the state level, the College is an active participant in several technology-based contracts for hardware and software under the auspices of SUNY ITEC.

## 12.0 Community Relations and Service

MCC sponsors numerous activities and events that enhance the cultural and educational opportunities for the local community. Lectures, concerts, exhibitions, and film festivals bring more than 40,000 visitors to the College each year. One notable college event was MCC's hosting of the internationally exhibited Mandela Sand Painting, with over 5,000 community members viewing this exhibit. Portions of the AIDS Quilt also came to the Brighton Campus, attracting more than 750 visitors. In conjunction with the AIDS Quilt display, lectures by prominent individuals representing the medical community were held throughout the week-long exhibition.

As other examples, MCC's student peer mentors and peer leaders provide service to the community through citywide clean-up days, wellness workshops, and community programs. Anti-drug programs, involving both MCC students and high school students, have also been implemented in conjunction with the College's Public Safety Department, the Brighton Police Department, Victims Assistance Program, and the Rochester Police Department.

\* \* \* \*

This Memorandum of Understanding was developed jointly by Monroe Community College and the State University of New York System Administration to provide guidance for planning the campus's future and a framework for gauging the achievement of its goals. Recognizing that individual institutions and the State University as a whole must be able to respond to changing circumstances, both Monroe Community College and System Administration will work together to realize the goals and objectives articulated in this document.

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Thomas R. Flynn, President  
Monroe Community College

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John R. Ryan, Chancellor  
State University of New York