

Athletic Department

Goal: To obtain a retention rate of 90% of all student athletes through their sophomore year.

Status:

Coaches met with student-athletes regarding current academics at MCC and other four-year institutions. Coaches set priority to maintain a close level of academic tracking and follow-up of athletes. Over 90% of the student-athlete population was retained this year.

Goal: To enhance the student-athlete orientation offered each year.

Status:

The student-athlete orientation is held in August. With a newly-appointed academic advisor for student-athletes, the orientation program will be assessed and improved in the upcoming year.

Goal: Enhancement of the student-athlete Code of Conduct.

Status:

Athletes who live in the residence halls are expected to follow the Code of Conduct developed by the Residence Life Office and the college.

Each semester athletes meet with the Director of Public Safety, coaches, and the Housing and Residence Life staff to review safety policies and procedures of the Residence Life Code of Conduct. If an athlete is in violation of the Code of Conduct, living in the residence halls or at the college, the coach is notified so that appropriate disciplinary action can be taken in conjunction with Housing and Residence Life and/or the Office of Student Services.

Goal: Athletic Department fundraising.

Status:

A golf tournament fundraiser is being planned for summer 2009. This tournament will be targeted to MCC alumni and former athletes.

Funds were raised by both the Pete Pavia Basketball Tournament and the Teddi-T Tournament held at Monroe Community College.

The PAC facility will generate funds through a number of different ways. Plans that are currently being discussed include advertising of local companies from the community in the facility and the rental of the PAC for sporting events.

Athletic Department

Goal: Continue to develop Athletic Department newsletter.

Status:

A database was created which compiled a list of former athletes of MCC. In conjunction with the Alumni office, a mailing list is currently being created to send newsletters and correspondence to former athletes.

Goal: Provide concession stands at all home athletic contests.

Status:

In conjunction with Aramark and the Bookstore, a plan was developed to offer concession services during athletic events. With the PAC facility opening in fall 2008, there will be more opportunities to run concession services.

Campus Center

Goal: Name and implement the Student Leadership Workshop Series and Faculty Connection, designed to provide leadership education and personal growth opportunities for students not involved in the co-curricular program.

Status:

The Student Leadership Workshop Series was named with the theme of the year, "Envision Success." Nineteen (19) leadership and personal development workshops were designed and offered to students on both the Brighton and Damon campuses. One hundred and forty-three (143) students participated in at least two workshops throughout the year. Program evaluations reflected that meaningful learning occurred and was applied to students' roles both on campus and in employment positions. The requirements for a non-credit bearing Leadership Certificate Program were developed and methods to promote the program were implemented. The Leadership Certificate Program was implemented in the summer.

Goal: Integrate leadership education into the curriculum by working with faculty in the Engineering and Applied Technologies disciplines.

Status:

A spring 2008 partnership between the Engineering Design Class/Lab and a Technical Writing course was created to assist students in the Engineering Design class to better develop the required robot project in terms of writing the final project. This pilot program provided students in the Engineering Design Class/Lab the opportunity to sign up for a specific section of the Technical Writing class. The Campus Center was asked to provide training to assist students in developing teamwork skills, which is another key aspect of creating an effective robot. Students in a selected Technical Writing course took the StrengthsQuest strengths inventory; three class sessions were dedicated to learning about and working with individual strengths.

Goal: Increase awareness and value of leadership education provided by the Campus Center staff to the college community.

Status:

A template for a monthly newsletter was designed. The first newsletter on leadership education was created during summer. The newsletter focused on leadership education and the certificate program, co-curricular clubs and organizations, upcoming programs and events, and information specific to advisors. The newsletter will be placed in the Tribune and on the Campus Center website.

Eighteen faculty and staff members attended the advising sessions on Leadership Education which were held throughout the academic year.

Campus Center

Goal: Provide ongoing and natural opportunities to educate students about, and increase understanding of, diversity.

Status:

The Dialogues on Diversity Series was created and implemented. The series serves as an open opportunity for students, faculty, and staff from Rochester Area Colleges and local community members to share ideas about developing sustainable strategies to integrate diversity into all aspects of the student life experience. The first program was facilitated in May with a showing of the film, "Anyone and Everyone," followed by a panel discussion with campus and Rochester-area guests. The two-hour program offered a unique opportunity for campus and community members to learn and grow together while sharing thoughts on gay, lesbian, bisexual, and transgender issues. The program format was a success and will be continued.

The Pulse Program was developed and implemented in spring and proved to be a valuable asset to the Campus Center diversity efforts. The Pulse Program highlights a different diversity topic each month. Monthly features included "Java at Java's" to open the selected topic, a traveling informational wall, lectures/programs throughout the month, and ended with a film selected by the college community through balloting. The Pulse Program will continue next year.

Goal: In conjunction with the Office of Public Safety, create an environment in the Campus Center that encourages and supports community values and rewards proactive behaviors.

Status:

In an effort to further promote an awareness of lounge spaces and behavioral expectations in each space, kiosk displays were placed in major lounge spaces along with a large poster that helps to define the space and expectations for usage. To assist further in changing some of the negative behavior in the Terrace Lounge, new furniture was selected which will change the environment to an atmosphere more conducive to smaller group or individual gatherings. The furniture will be in place early fall.

A brochure was developed identifying all lounge spaces on the Brighton Campus, as well as defining the purpose of each space. These brochures will be distributed in the lounge spaces at the start of the fall semester, and were handed out during summer orientations.

Campus Center

Goal: Implement the Campus Connections Program in conjunction with the United Way of Greater Rochester/Time Warner and the other Rochester Area Colleges' student leadership programs to promote civic engagement.

Status:

The Campus Connections Program was implemented in the fall. MCC student leaders applied for and were awarded a grant to repaint the interior of the Baden Street Settlement House. Forty-seven (47) volunteers consisting of faculty, staff, and students participated in this community service event.

Campus Events

Goal: Move to one centralized scheduling system: AD ASTRA.

Status:

An ongoing goal for the Office of Campus Events is to continue efforts toward one centralized scheduling system: AD ASTRA. The goal of forward movement was achieved with the completion of identifying and assigning ASTRA user pass codes to department secretaries and primary users. Individual training sessions occurred. Two Campus Events representatives attended the 2007 AD ASTRA Conference to build a network with colleges across the country who are currently utilizing the scheduling system. Additionally, an AD ASTRA committee was formed with representatives from Campus Events and Records and Registration to meet and connect on issues and concerns to ensure all problems are addressed and resolved in a timely manner.

Goal: Expand event planning services to students.

Status:

An event-planning workshop was developed and implemented along with the offering of student walk-in hours and facility tours. The staff worked closely with the Campus Center in a series of focus groups to evaluate current usage of the conference center by student groups, determining overall how the facility could be most effectively utilized by all organizations. In conjunction with the Campus Center, a student webpage for event planning was developed. The goal for this web-page was to create a one-stop shop where students could have access to all required forms, descriptions, and recommendations for event locations, as well as a Chat Live option to receive direct feedback from an event planner. Overall, service satisfaction was measured through a student survey administered monthly to all clubs and organizations that executed an event in that month.

Campus Events

Goal: Assessment.

Status:

A focus group was created with the Campus Center to evaluate the current usage of the conference center for student programming. New ideas were explored on procedures to further maximize the usage of the conference center by properly placing programs into appropriate-sized facilities that meet the program and set-up requirements. A student survey was created and implemented to measure overall satisfaction with the planning service provided by the Campus Events Department. In addition, the staff worked closely with the Campus Center to identify key students to participate in a focus group to meet and evaluate event execution.

Benchmarking was completed with Rochester Area Colleges for summer housing and athletic facilities. Data was utilized to set competitive housing rates for summer 2008. Additional benchmarking was completed with local indoor turf facilities; data was utilized to recommend rental pricing for the PAC.

Goal: Improve customer service.
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Status:

Based on customer feedback, an online Campus Events application was created and linked to the Campus Events webpage. The new electronic form allows clients to complete the application online and respond directly to Campus Events. This process provides a way to easily submit the form. The electronic form provides a method of tracking and receipt for both the client and Campus Events.

Training sessions were held for clients using ASTRA WEB, an online tool for requesting classrooms and meeting rooms. Chat Live was created and implemented to provide another option for clients to directly connect with a Campus Events representative via the web for instant responses to questions. Total customer satisfaction was tracked and measured through a weekly survey. The survey was sent directly to internal clients who had executed an event in that week.

Campus Events

Goal: Team building.

Status:

Campus Events staff participated in two StrengthsQuest professional development opportunities, continuing an emphasis on building a strengths-based work group. Campus Events collaborated with Building Services and Campus Center Operations to create and execute a half-day training program on proper room set-ups for special events. The program provided Building Services and Operations employees the tools and resources to successfully complete special event set-ups without direct supervision. This training led to a cohesive working relationship between departments, as well as Campus Events employee empowerment and satisfaction measured through an initial and follow-up survey and focus group with supervisors. Campus Events, Building Services, and Campus Center Operations collaborated with Human Resources to utilize Operations employees to assist with overtime special event set-ups in the conference center. Success was measured through a focus group and data analysis of surveys administered.

Career Center

Goal: Continue developing and strengthening programming efforts for our Jack Kent Cooke Partnerships with Cornell University and Amherst College.

Status:

During the second year of this four-year program, staff concentrated on recruiting new qualified students and customizing student events and programs for those interested in Amherst College and Cornell University. This recruitment effort generated considerable interest and a new tracking system was developed to clarify the status of students inquiring about the program. Lists generated by implementing the tracking system improved communication between MCC staff and students, as well as between MCC and the partnership colleges. A variety of events were scheduled throughout the year including Information Nights, Advisor-In-Residence visits, a bus trip to Transfer Day at Cornell, and application and resume writing workshops. Overall, 19 students were accepted to Cornell University (86% acceptance rate) and 2 were admitted to Amherst College (100% acceptance rate).

Goal: Enhance the promotion of Career Center services available to faculty, staff, and students.

Status:

The Career Center staff developed marketing strategies to promote career, transfer, and job search services available to faculty and students. To enhance relationships with academic departments, a faculty liaison program was created. Career Center staff was responsible for meeting with their assigned departments and offering assistance with classroom activities and advisement programs, as well as disseminating career information. Classroom presentations were conducted in over 50 classes and a new Advising (ADV) workshop: "Introduction to the Career Center Services" was created and offered. Other collaborative efforts included offering eight career forums, a Biology/Visual And Performing Arts (VAPA) Career Night, and two "Careers in Business" presentations for students. Faculty supported the promotion of these programs and in some cases provided extra credit to students who attended.

Goal: Re-implement outcomes and needs assessment surveys of Career Center student services.

Status:

Surveys were distributed for a four-week period during both fall and spring semesters to students utilizing services of the Career Center. Responses were received from a total of 172 students. Analysis of information revealed an over-whelming favorable response by students both in terms of acquired knowledge and personal satisfaction.

Career Center

Goal: Enhance the efficiency of the Career Center by meeting new technological needs.

Status:

The new Student Contact database was implemented last November and will be a critical element to assess use and progress of students utilizing Career Center services. The registration and survey processes for employers participating in sponsored Career Fairs are now accomplished completely online. Additionally, Talk Live, an online chat program designed to assist students with career, transfer, and job search questions, was implemented during the spring semester.

Goal: Review and enhance career and job search services in the Career Center.

Status:

A review of career and job search services was conducted to evaluate student use and research enhancements to current offerings. A new online assessment (StrengthsQuest) was piloted and responses consistently indicated an increase in student awareness of their strengths. Staff decided to add StrengthsQuest as a new assessment tool and discontinue the use of FOCUS. After investigating technological advancements in job search software products, a demo of Optimal Resume was conducted and positive feedback led to the purchase of this software. In addition, staff is considering a certification program to become Professional Resume Writers.

Goal: Identify career counseling needs for online students.

Status:

A career counseling needs survey was distributed to students taking online classes; 458 responses were received. Analysis of collected data showed considerable interest in online assessment tools, as well as career exploration, job search, and transfer planning services offered in a distance format. Programs and methods are being developed to meet student interest.

Goal: Continue outreach program to provide transfer and career-related services to historically underrepresented students.

Status:

Collaborations continued with other offices to offer college tours and workshops to historically underrepresented students and encourage them to utilize resources to assist in transfer planning and career exploration. Programs included four college tours and two SUNY application workshops. A total of 468 students accessed Career Center services, many of whom met individually with a counselor/advisor for transfer advisement and career counseling.

Counseling and Advising Center

Goal: Implement the African American Male Retention grant project.

Status:

The African American Male Retention grant project was implemented and is continuously being assessed.

The following process objectives were completed: a program coordinator was hired in September 2007; a part-time advisor was hired in November 2007; and student peer advisors were hired in fall 2007 and spring 2008. Two College Orientation Seminar (COS) 101 classes were offered on both campuses in fall 2007, and two COS 133 and Career Development (CDL) classes were offered on both campuses in spring 2008. Three COS classes (Brighton campus) and two CDL classes (both campuses) will be offered in fall 2008, and a component for Hispanic males will be offered in fall 2008. The program name was changed to the "Doorway to Success" for African American and Hispanic males.

Further objectives for the project were developed and will be examined this year: (1) how many students did the initiative involve; and (2) what was the impact on those students?

Goal: Identify the Counseling and Advising Center's role in the development and implementation of a Veterans Institute at Monroe Community College.

Status:

A proposal to establish a Veterans Institute at MCC was supported by the college administration. A proposal for \$800,000 covering a three-year period was prepared and submitted to Congressman Reynolds to establish an Institute for Veterans Studies at MCC. The concept of a Veterans Institute was received by others in the MCC community with overwhelming support to pursue this project. Support from the Veterans Outreach Center is uncertain at this time. Communication from the Veterans Outreach Center regarding interest in continuing the partnership with MCC on this project is expected.

Veteran Services will act as the focal point for implementing additional services for veterans until a final determination is made regarding the official status of the Institute for Veterans Studies. Permission was given to form an advisory board, identify members, and begin developing activities supporting veterans and their families. Such activities include screening of returning combat veterans for Post Traumatic Stress Disorder (PTSD), outreach and support to families, and workshops on veteran issues that target health care professionals, service agencies, business owners and operators, and educators.

Counseling and Advising Center

Goal: Implement Project SOBER (Stop Over-Drinking, Building Effective Resistance) strategic planning grant.

Status:

The SOBER Strategic Plan Committee conducted Brief Intervention Stakeholders BASICS training for all resident directors and assistants. Five different posters using social norms from the 2004 MCC National College Health Assessment were designed and installed in 25 display cases throughout the residence halls. Ten gender-based wellness workshops were held in the residence halls. Sport bags imprinted with "MCC Students – Make Smart Choices" were given to each participant.

The Core Alcohol and Drug Survey (Short Form) was completed by residence hall students and other nonresidential students (90% freshman). An Infosoft Research computer software program (BASICS) to assess alcohol and drug use is available to use with students identified as possibly having a substance abuse problem. This evaluation is meant to be part of a two-session education/counseling assessment.

Evaluations of each wellness workshop occurred directly after each workshop. The results of the evaluations were compared between residential students who received programming and marketing of wellness messages (posters and bags with message/literature) and nonresidential students through the Core Alcohol and Drug Survey Executive Reports. Based on the reports, students who live on campus report a higher awareness of the fact that there are alcohol and drug policies, alcohol and drug prevention programming, and that MCC is concerned about prevention of drug and alcohol use.

Goal: Implement a StrengthsQuest-based support program for students with disabilities.

Status:

A pilot group of ten students learned about individual top five strengths and shared what they learned with staff and other students in a small group setting. The StrengthsQuest assessment was employed. Students self reported - advantages were knowing strengths, enthusiasm, and increased awareness of the employment of strengths. Nine of the ten pilot group shared reactions and increased self-knowledge with staff and other students; the tenth student was out for surgery. For the fall 2008 semester: (1) will continue with the original ten students with group meetings planned; (2) will start a second group of ten - assign a member of the original group to be a buddy-mentor to each in the new group; and (3) will help students begin to incorporate personal StrengthsQuest information.

Counseling and Advising Center

Goal: Implement an auxiliary advisement center to increase access and decrease wait time for students during peak registration periods.

Status:

To reduce the wait time of students seeking advising services, a second Advising Center was opened during peak hours. Student wait time was reduced from approximately 1 1/2 hours to less than 30 minutes. There will be continued implementation of a second Advising Center during peak hours.

To ready resident directors for advisement and Campus Center/EOP staff to assist with web registration, resident directors were trained via ADV workshops. ADV workshops were offered to the Career Center/EOP staff, but felt by staff the offices were adequately trained. In addition, web registration training was offered to the Campus Center staff. Resident directors shadowed during the implementation of the second Advising Center and additional staffing was available to assist the second Advising Center. Campus Center staff was offered web training in July and August in anticipation of assisting this summer.

Goal: Improve training and available resources for faculty regarding students with disabilities.

Status:

Penn State, Utah State, and University of Washington sites were made available to faculty to improve training and make available resources regarding students with disabilities. One memo was sent to faculty about the Penn State site (by Damon City Campus staff). A special internal MCC website and information sheet for faculty was developed to use as a resource for students with disabilities. The faculty handbook was revised and distributed in August to new and returning faculty. Sections were added to the handbook on Autism, Spectrum Disorder, and Attention-Deficit/Hyperactivity Disorder (ADHD).

Counseling and Advising Center

Goal: Assess counseling services outcomes.

Status:

An assessment committee of counselors was established. The committee engaged in extensive research concerning methods of measuring counseling impacts and outcomes. The committee discussed the pre- and post-test methodology and researched the most valid and reliable instruments. In addition, the committee discussed that student outcomes should be identified in at least three ways: in-house (those measurable outcomes achieved by students due to the counseling process); out-of-house referrals (linking students to community resources as an outcome); and customer satisfaction.

There were several important factors considered when selecting an instrument. They included: cost; ease of administration (length); ease of interpretation; validity (i.e., does it measure what it is designed to measure?); and reliability (i.e., does it measure what it is intended to measure consistently?).

Several instruments were researched and discussed. They were: Quick Psycho-Affective Symptoms Scan (QPASS); Outcome Questionnaire (OQ45); Outcome Rating Scale (ORS); Psychological General Well-Being Inventory (PGWB); and Inventory of Common Problems (ICP).

Committee preliminary conclusions and recommendations were: QPASS was ruled out by the committee because of its length, wording of the questions, and validity/reliability concerns. ORS was seen as a bit too truncated to be of practical use, particularly as a pre-test. PGWB was also seen as too lengthy. ICP was rated as a possibility by the committee. OQ45 was identified as the preferred instrument. However, there is the possible issue of cost. The committee discussed the possible use of the Session Rating Scale (SRS) in conjunction with the OQ45 or the ICP. In addition, the committee sees great value in including customer satisfaction indicators in any instrument chosen.

Goal: Improve staff knowledge of office guidelines and processes.

Status:

A committee will be identified to be charged with developing a departmental policies and procedures manual. This goal will be ongoing next year.

Counseling and Advising Center

Goal: Enhance placement testing services and access.

Status:

The Placement Testing Center underwent improvements in fall to include a new Accuplacer platform. The benefit of the new platform includes multiple sites under one administrator, thus enabling outreach to area high schools and ease of tracking off-site testing. This system provides an ease of programming and more control, thus limiting student tampering. In addition, there is an ability to create user names and passwords, as well as being able to close out testing sessions. These vast improvements allowed the college administrator of Accuplacer to have greater control and flexibility. Time was also saved with automatic upload of student testing information.

Privacy partitions were installed between testing stations, and posters that were formerly tacked up on the walls were framed and hung. These improvements provided a quieter, more relaxed, comfortable, and professional environment for students and staff.

A pilot program was offered in collaboration with Admissions to 13 selected high schools. These schools were given the opportunity to have Accuplacer testing completed in their home schools prior to Admissions Instant Admit Days. Accuplacer testing for juniors was also offered for the first time, and a form for ordering Accuplacer units was placed on line. This program began in spring 2008 and, while only a couple of schools initially partook of the offer, Admissions reported that when sessions were hosted for high school counselors, counselors were abuzz with interest as they began to hear more about the program from their high school colleagues. Subsequently, interest and participation took off in a positive way. This spring, the following high schools tested their seniors on site: Rush Henrietta; Greece Olympia; Edison Tech; Eastridge; Victor; Brockport; Freddie Thomas; Churchville Chili; and East Rochester.

To date, with regard to Accuplacer testing for juniors, 1,620 units have been sold for a total of \$2835.00. This service was requested by area high schools and is being provided. The following junior sites have been set up: Victor; Greece Olympia; Rush Henrietta; Gates Chili; and Edison Tech.

Since mid- February 2008, 42 high school proctors were trained during 4 sessions at MCC. Proctors from the following high schools were trained: Victor; Gates Chili; East Irondequoit; Churchville Chili; John Marshall; Thomas Jefferson; Nathaniel Rochester; Charlotte; East; Edison Tech; Joseph C. Wilson Magnet; Youth and Justice Program; School of the Arts; Edison-Business; Corporate Placement; James Monroe; School without Walls; Wilson Foundation Academy; and Northeast/Northwest High. Proctors were trained on-site at a number of schools. Those sites included: East Rochester; Edison Tech; Freddie Thomas; Victor; and Rush Henrietta.

Counseling and Advising Center

An Accuplacer High School brochure was developed, describing both senior and junior testing in the high schools, training for proctors, and how to order Accuplacer units.

This goal was a partnership between the Counseling and Advising Center and Admissions as Admissions supported this effort through promotion and follow-up "MCC Days," which were instant application days and a review of placement test results.

Admissions has indicated that the Accuplacer brochure needs some updating and input from them before it can be distributed to high schools and placed online. This brochure will be put online when the Counseling and Advising Center and Admissions decide to provide the opportunity county-wide.

Damon City Campus Student Services Center

Goal: Develop a series of discussion groups for Damon City Campus students to increase retention rates and supportive services.

Status:

Four working groups facilitated by counselors were offered to promote peer-to-peer discussions. Topics of the group discussions were: healthy relationships, coping with grief and loss, anger management, and issues for gay, lesbian, bisexual, transgender students. Each group held three sessions with the exception of the grief and loss group, which added sessions based on needs. The groups were advertised on the faculty and the employee and student Tribune website. The number of participants was relatively small; however, the group provided valuable opportunities for establishing connections and making referrals for students in need.

Goal: In collaboration with Academic Services, continue to develop educational partnerships that will advance student learning within the Student Center and Co-Curricular Programs.

Status:

The Wellness Center, Campus Center, Health and Physical Education and various community agencies sponsored the National Latino AIDS Awareness Day and the National Black AIDS Awareness Day Fair. The Fair provided 180 participants valuable information on AIDS awareness.

The Campus Center collaborated with Registration & Financial Services and the Business Department to offer two financial awareness workshops in BUS 104 & ECO 103 classes titled "Understanding Credit" and "What You Should Know about Credit History." Seventy-five students were in attendance.

In collaboration with Sociology, the Jackson Katz Workshop and Lecture Series was a resounding success with 465 participants. In collaboration with a Spanish class, 25 students attended the Day of the Dead Program, showcasing various ways the Mexican culture celebrates life.

Damon City Campus Student Services Center

Goal: Formulate an operational plan to collaborate with the Brighton Health Services Office, community and private health services delivery groups, and Academic Services to plan relevant programming and services within the Wellness Center at DCC.

Status:

The following programs were offered during fall semester: Fitness for Fun (with Campus Center, Student Events and Governance Association (SEGA), and Health Services); National Latino AIDS Awareness Day (with Campus Center, Health and Physical Education and various community agencies); Healthy Relationships program; Sustainability Fair (with Campus Center and various community organizations); Flu Immunization Clinic (with Health Services); Women's Health Fair (with Health and Physical Education, Service Learning, Campus Center, SEGA, and Health Services); World AIDS Day luncheon (with Men of Color Health Awareness); and Oral Health Screenings.

The following programs were offered during spring semester: National Black AIDS Awareness Panel and Health Fair (with Wellness Center, Campus Center, Health and Physical Education, and various community agencies); Earth Day (with Campus Center); Jackson Katz Workshop and Lecture (with Sociology, Campus Center, and various community agencies); National "Kick Butts" Day (with SEGA and Campus Center); Oral Health Screenings; HIV Prevention/Outreach (with Action for a Better Community); and Men's Health Panel (with SEGA and Campus Center).

Goal: Provide support and opportunities to enhance the professional development of Counseling/Advising and Registration & Financial Services staff.

Status:

A professional development committee was established to plan activities at the campus, videostream activities from Brighton, and assist staff with individualized technical training opportunities through ETS. Staff participated in a StrengthsQuest session, a team-challenge session, a database management system information workshop through ETS, and two videostreamed programs hosted through the divisional professional development group at Brighton.

Service delivery was examined by Registration & Financial Services and the staff worked toward a better understanding of individual roles. The management staff attended NYSFAAA's week-long novice training and the National Accuplacer Conference. Weekly meetings were implemented with the sole purpose of improving cross training and communication. Counseling and Advising staff attended a variety of internal professional development sessions, including in-service sessions on FERPA and disability services.

Damon City Campus Student Services Center

Goal: Assess student learning objectives related to specified programs and services offered through Damon City Campus Student Services.

Status:

An assessment form was created to measure student learning outcomes for the FAFSA filing workshop sessions. One of the questions measured students' ability to complete the process independently before and after the FAFSA filing session. Although the survey return rate was low, responses indicated a 96% increase in students' ability to complete the process without assistance in the future.

Goal: Expand the DCC Campus Center Leadership Workshop Series to include greater student participation, stronger linkages with the Brighton Campus Center, DCC Academic Services, and enhanced learning opportunities for students.

Status:

The Campus Center staff at Brighton and Damon worked collaboratively to develop the Envision Success Leadership Workshop Series to provide student leadership opportunities. Faculty offered extra credit for workshop attendance; Criminal Justice and Education faculty were particularly supportive of this initiative.

Relevant sessions included Time Management, Stress Management, Empowering and Motivating Others, Presentation Skills, Club Budgets, Goal Setting, and Conflict Resolution.

Seventy-six participants attended fall and spring semester. This unique program was well received and is anticipated to grow in the future.

Damon City Campus Student Services Center

Goal: Continue to develop and implement plans for community engagement activities at the Damon City Campus.

Status:

A Community Unity Series developed for fall semester included Welcome to DCC, MCC Spirit Day, and Bingo. A total of 290 participants attended.

International Day programs were held each semester providing students with the opportunity to learn about highlighted cultures. A total of 150 participants attended during both semesters.

Other important programs offered included a Dr. Martin Luther King Jr. celebration; an Equal Education panel discussion (with Education & Phi Theta Kappa); Celebrate Women's History; a Jackson Katz Workshop and Lecture (with Sociology); AIDS Awareness Day (with Wellness Center, Campus Center, Health and Physical Education, and various community agencies); Leaders of Tomorrow luncheon; a Phi Theta Kappa (PTK) Presidential Election panel discussion; and Community Unity theme activities.

Goal: Extend outreach efforts to students, faculty, administration, and staff at Damon City Campus to promote programs and activities.

Status:

Extended outreach methods to the Damon community included a new Leadership Education Series. Fifty-seven community members attended a Campus Center Open House. The Leaders of Tomorrow Program increased participation during its second year by welcoming nominations of potential student leaders. A reception for nominated students and nominees provided program information for 45 attendees. Campus Center staff visited CRJ, HUM, EDU, MTH, and COS classes to inform students about Campus Center programs. Five one-on-one "get to know you" meetings were held with faculty/staff to advise them of Campus Center programs and services.

Damon City Campus Student Services Center

Goal: Increase outreach efforts in career, transfer, disability services, and financial aid within the DCC college community.

Status:

Outreach to students with disabilities increased the number of visits to the assistive technology lab. The assistance students received in the FAFSA lab has increased the number of students filing online. Technology has been integrated into classroom presentations for career development and transfer services, through utilization of a smart cart to access the internet. Seven classroom presentations were made to a total of 150 students on using technology for career, employment, and transfer exploration. Students learned how to access our Career Center online as well as several career and employment-related websites.

A Registration & Financial Services form called Fast Facts for Students was created and distributed during check-in at orientation sessions. Handouts included Financial Aid and Bursar information that was both general, as well as specific to MCC. Students were given the opportunity to speak with our Financial Aid Specialist for questions; contact was made with approximately 45 students.

Goal: Establish a program that includes Damon City Campus peer leaders in developing and implementing retention-oriented campus initiatives for special populations such as African-American males.

Status:

Six retention initiatives were developed in collaboration with peer leaders during the fall and spring semesters. The Women on the Move program included individual presentations to new program participants. Disability Services staff employed peer leaders to assist with calling students registered with Disability Services to discuss support services. The FASFA Student Promotion program included the distribution of flyers during both semesters by peer leaders. Peer leaders assisted by working increased hours in the lab.

A peer leader was employed in the Wellness Center and promoted a Nutrition and Parenting Skills Series hosted by Cornell University. Fifteen participants attended the series.

A new African-American Male Retention Program began in fall 2007 and two peer leaders assisted the 100 males in the program with focus groups and support services at DCC and Brighton campus. A group of five peer leaders called 700 students who applied to DCC but did not register for classes.

Damon City Campus Student Services Center

Goal: Formulate an operational plan to collaborate with the Financial Aid, Bursar, and Registration offices at Brighton to assist with Damon City Campus Registration & Financial Services staff development and program practices and procedures.

Status:

Staff worked collaboratively with the Bursar, Admissions, Registration & Records, and Financial Aid (BARF) group. The group met to increase understanding/awareness of how these offices currently work together and decide how to improve processes and increase efficiency, ultimately better serving students. Through the assistance of the Brighton Financial Aid office, additional technology was purchased for three of the counter staff which resulted in quicker service delivery. Staff worked with ETS to create a database which allows better tracking of students served including specific services provided. Staff continually works with Brighton colleagues to ensure the Registration & Financial Services staff stays current with changes and appropriate training updates.

Educational Opportunity Program (EOP)

Goal: To increase the student usage of EOP academic and counseling services to improve retention.

Status:

To improve the academic standing of probational students, program services were expanded by hiring additional tutors to focus on building core academic skills with students. The number of counseling appointments were increased from four to five to allow better tracking of academic progress of probationary students. Student attendance at appointments was 80%; but student usage of designated tutorial sessions was 28%.

Surveys were administered to 56 students during the academic year to determine whether participation in the EOP College Study Skills course or Pre-Freshman Summer Program contributed to the student's academic success. Of the 56 respondents, 32 participated in one of two programs with positive comments regarding specifics on how the program contributed to their success. In addition, 52 of the 56 reported that the support services (tutoring and counseling) contributed to their overall success at college.

Goal: To enhance the ways students take responsibility for their learning to become academically successful.

Status:

Program services were enhanced by offering various academic strategies to probationary students through counseling appointments, the College Study Skills course, and academic contracts. Within these strategies, additional interventions for students included enrollment of no more than 12 credits, additional appointments with counselors, attendance in the "Taking Stock of You" course, attendance in Learning and Resource Centers, and repeating of courses for grades of D, F, or W.

Goal: To increase the persistence and retention rate for the African-American male students enrolled in the Opportunity Program.

Status:

The targeted population enrolled within the Opportunity Program remained consistent the last two years with a small increase in retention from fall to spring semester. The continuing population within this group went from 23/31 in 2006-2007 to 29/48 in 2007-2008. Collaborative efforts were attributed for this growth with services provided by the grant-funded projects Doorway to Success and Educational Opportunity Program (EOP). Participants of this program were enrolled in COS 133-Introduction to College Studies and CDL100-Career and Life Planning. Culturally relevant support services were offered and will continue through the project with additional strategies for the upcoming year. Additional data will be collected and analyzed over the next year to determine the impact of the retention efforts.

Financial Aid Office

Goal: Enhance office operations and services by utilizing Banner and related software to a greater extent. Collaborate with ETS and other service offices in this pursuit.

Status:

The office advanced processing in the second year of Banner. This was accomplished through cooperative efforts with colleagues. Communications went to students through e-mails and letters on financial aid awards and/or missing information; announcements went in the Daily Tribune; the website was updated; there is a paper and electronic newsletter; and information was shared through other offices such as Admissions, Bursars, and Registration and Records. Many changes were implemented including vital training on Banner to students, staff, and other members of the college. Staff worked closely with Computing and other service areas to fully use the reporting and identification that Banner allows.

Goal: Create opportunities for expanded services for students seeking assistance at the newly redesigned Financial Aid Office counter area by providing greater communications, application entry, decreased wait times, and concentrated emphasis on service.

Status:

Student services were enhanced over the last year due to a redesign and changed workflow for staff members. A great addition was the installation of a plasma screen that is connected to the MCC Digital Signage Network. Students who waited in line were able to read important financial aid messages along with MCC updates. Due to additional training in Banner and financial aid regulations, staff provided additional coverage at the counter. Student employees were trained to assist students with basic processes, thereby reducing wait time for all and providing increased service.

Goal: Assist college-wide effort in student retention initiatives.

Status:

Continued outreach efforts to communicate to students to support student success. Outreach efforts were continued in COS classes, financial aid workshops on and off campus, and financial aid labs at multiple locations including community agencies, selected high schools, and the Applied Technology Center. Students were sent e-mails, and postings were made on the student Daily Tribune on topics such as scholarship availability, dates and deadlines of important processes such as bookstore credit and refunds, impact of withdrawals and failing grades on financial aid eligibility, implementation of new financial aid programs and changes in programs, and the availability of self service for students on Banner.

Financial Aid Office

Goal: In an effort to fully support recent legislative initiatives regarding student loans, create communications and atmosphere of providing information to students in the spirit of free choice for lenders.

Status:

Legislation and the "credit crunch" greatly impacted the student loan industry this year. Student lending was overhauled with the development of Student Lending Accountability, Transparency and Enforcement (SLATE) legislation which primarily was developed to protect students from any deals made between lending agencies and schools. Additionally, the Federal College Cost Reduction Act was implemented and includes provisions which positively impact interest rates for student benefits. The office provided communication to students via e-mail and announcements for awareness of student rights and responsibilities as a borrower. Additional communication was provided to students as lenders began dropping from both private and federal student loan programs. MCC strengthened relationships with the Federal Direct Loan Program to ensure student lending availability.

Goal: Provide financial aid updates to departments regarding services offered by the Financial Aid Office.

Status:

The Financial Aid Newsletter was updated and an electronic version was sent to departments across campus. There were multiple updates published in the MCC Daily Tribune regarding programs and financial aid availability at MCC. Workshops were provided to advisors about the impact of unsatisfactory academic progress on financial aid eligibility for students.

Goal: Revitalize the BARF group in order to more fully provide service at MCC in response to changes: technology, student expectations, parent involvement, and staff.

Status:

The BARF group was composed of Bursar, Admissions, Registration and Records, and Financial Aid as well as a representative from Damon Student Services. The purpose of this group was to communicate with each other on issues and processes in our offices so that all of our staff could better assist students. The group was recently expanded to include Career Center and Counseling and Advising. Group consensus was reached on the following: what communication should be given to students and parents, shared common functions and dates that impact each office, and staff training.

Financial Aid Office

Goal: Provide for staff development and team building within the office by utilizing and emphasizing the StrengthsQuest initiatives.

Status:

All staff have taken StrengthsQuest (SQ) and attended at least one workshop on how individual strengths can be utilized. By learning SQ, staff has become aware of individual strengths, in relation to other colleagues. By identifying strengths, the staff has begun to utilize individual strengths to complement job performance and productivity.

Graduation Certification

Goal: Assist in student retention by developing measures to make students aware of Curriculum Advising and Program Planning (CAPP) (Banner's Degree Audit system) and to become comfortable, confident, and self-reliant in tracking their progress toward degree requirements for graduation.

Status:

Instructions for running a Curriculum Advising and Program Planning (CAPP) compliance were printed on bookmarks and distributed to several offices and the Residence Halls. Two additional CAPP Instruction links were added to the A-Z index on the MCC Home Page. The office set up a table in the Atrium and instructors were on hand to teach students how to run their own CAPP compliance. As a result of this increased awareness, more students have become self-reliant on tracking academic progress for graduation and are better equipped to finish classes at MCC.

Goal: Create a greater sense of connectedness between the Graduation staff and student aides and the community-at-large.

Status:

The office sponsored a "Pet Assisted Therapy" program in conjunction with Lollypop Farm for American Association for Women in Community Colleges (AAWCC) Take Your Child to Work Day program. Student aides were enthusiastic about the program and learned how the Lollypop program helps people in the community. With the combined efforts of the AAWCC, the Graduation staff/student aides, and volunteers from Lollypop Farm, the office gained a better sense of community and service outside of the college.

Goal: Prepare new students for graduation and educate them about the other functions and services of the Graduation Office by becoming involved with peer advisors/mentor training.

Status:

Two fun and educational workshops with peer advisors/mentors and students in the Residence Halls were conducted by the Graduation advisor. The workshops were geared to help peer advisors/mentors assist students with becoming proactive in personal academic responsibilities. Students learned about the functions of the Graduation Office, including important information regarding filing an Intent to Graduate application, suspension/probation procedures, Dean's list qualifications, and Commencement.

Graduation Certification

Goal: Develop a less stressful and more efficient process for completing multiple end-of-semester tasks.

Status:

Processing strategies were developed including an earlier schedule in which final graduation audits are completed. Various deadlines have been set to run and review final audits; more than 200 ineligible audits in the fall and 250 in the spring were completed prior to the rush times in January and June. This revised method reduced overall stress on the staff due to the elimination of some of the time-consuming tasks that accumulate at the end of the semester. This process reduced stress for students, who were notified of incomplete requirements in time to register for the upcoming semester.

Goal: Create more user-friendly CAPP compliances by changing the formatting of the current compliances.

Status:

The staff and Curriculum Advising and Program Planning (CAPP) Team discussed the possibility of using a new user-friendly format for CAPP compliances. The original design of the CAPP compliance was lengthy and cumbersome to read. It was programmed to include the list of courses in each area description, as well as in the coding below the description. In the new format, all of the courses and special requirement text was removed from the area description and it only appears in the area below. This reduced the length of the compliance and enhanced the readability for students and advisors. This task was a large undertaking, as every degree program was updated to the new format.

Goal: Advance interpersonal relations between staff members and improve overall function of the Graduation Office by applying principles learned through StrengthsQuest.

Status:

StrengthsQuest has proven to be instrumental in achieving a greater appreciation of the personalities and contributions of co-workers within the office and other college offices. Focusing on the strengths of colleagues has helped in accomplishing routine tasks in a more efficient manner and has helped with the appropriate assignment of new duties within the Graduation Office.

Health Services

Goal: Health Services will collaborate with key internal partners to initiate health and wellness programs within the college community.

Status:

Health Services partnered with Human Resources and Health and Physical Education faculty to offer a college-wide wellness program, the "Eat Well, Live Well" Challenge. Over 500 employees participated in the program developed to promote good nutrition and increase exercise.

Human Resources, Health and Physical Education and Health Services collaborated on securing a Strategic Planning Grant to promote health and wellness in the college community.

Staff worked together with the Counseling and Advising Center to implement the Stop Over-Drinking, Building Effective Resistance (SOBER) grant focused on education to prevent underage drinking. A New York State Department of Education grant was secured and surveyed student health behaviors.

Health Services leadership participated in a panel discussion for Academic Services Professional Development Committee. Leadership staff completed the International Association of Campus Law Enforcement Administrators (IACLEA) training to prepare for critical incident management.

In partnership with Student Services administration, Health Services coordinated the development of the institutional pandemic planning document.

Health Services

Goal: Health Services will promote student engagement and learning through health education and programs.

Status:

Staff worked collaboratively with students in the Visual and Performing Arts program to develop a student-centered departmental brochure.

The new student Wellness and Fitness Club was successfully chartered in December 2007 through the work of staff in Health Services and Housing and Residence Life. A New York State Department of Education grant was implemented to complete the Core Alcohol & Drug survey with over 700 students regarding health behaviors.

The Health Services website was revised to increase student access to online health resources and tools. A student health educator was hired and trained to offer peer-education programs and develop a monthly health newsletter to increase student awareness of health issues.

Health Services joined with faculty in Health and Physical Education to offer a series of health promotion programs for students in the Housing and Residence Life program.

Classroom lectures were offered by Health Services nurses to students in the Dental Hygiene and Equal Opportunity Programs regarding relevant health issues.

Goal: Health Services leadership will institute strategies in consultation with the nursing faculty to offer experiential learning opportunities for students.

Status:

Health Services nurses collaborated with nursing faculty to develop methods to increase nursing students' engagement in the clinical portion of the coursework. Assignments were developed consistent with the course objectives, and an evaluation tool was added to evaluate the learning outcomes. Nursing students consistently reported a high level of satisfaction with the learning opportunities experienced in the department.

Goal: Health Services will implement non-cognitive assessments to engage students in the process of health promotion and education.

Status:

Staff received professional development training on use of the Sedlacek Non-Cognitive Assessment Model. Non-cognitive assessments were initiated as part of the service delivery to identify student strengths and motivations, and facilitated learning and personal development. Students showed an increase of self-efficacy and awareness toward personal health.

Health Services

Goal: Health Services will improve student access to departmental services and local community health resources.

Status:

Health Services expanded student access to health care and local community resources and networks. A working relationship was established with local health insurance providers and state programs in order to facilitate enrollment of eligible student populations. Health Services identified underserved groups of students and developed case management strategies to assist students with health concerns and health requirements. Free flu kits were provided, as well as other health product giveaways, in an effort to improve the department's visibility to students. A significant change in service utilization was experienced with a total of 4,333 visits, a 25% increase in demand for services in the past year.

Housing and Residence Life

Goal: Proactively participate in retention efforts for the college and residence halls.

Status:

Increased the role Housing and Residence Life played in retaining students by revising and clarifying the housing release policy. Housing release forms were available online and students were encouraged to meet with central office staff. Available resources were communicated and alternate options were presented to encourage students to remain enrolled at the college. Staff proactively followed up with students at risk who left the residence halls and institution through the utilization of student and professional staff referrals.

Goal: Enhance the efficiency of the Housing and Residence Life Office by exploring new technological needs.

Status:

Utilized the Talk Live technology, an online program which allows students and community members an opportunity to talk online with a Housing representative in real time, to communicate with MCC students and the community. Anyone with internet access has the ability to Talk Live during the designated days and times.

New individualized hall web pages were developed in order to distribute information particular to the residents of an identified building.

Goal: Continue in the development of collaborative educational programming with faculty and staff.

Status:

In collaboration with Health Services and Counseling and Advising, the Stop Over-Drinking, Building Effective Resistance (SOBER) Grant workshop and poster series was developed and implemented.

In conjunction with Public Safety, Alcohol Awareness Week activities were implemented in the halls which included the Monroe County Star Van visit.

Housing and Residence Life

Goal: Continue to assess policy and program efficacy.

Status:

Administered the mid-year and closing assessments to residence hall students, which included questions related to student satisfaction. Assessment results indicated students were highly satisfied with the living arrangements in the residence halls and Housing and Residence Life programs offered.

Housing department experienced a decrease in Digital Millennium Copyright Act (DMA) violations as a result of policy communication and reinforcement in conjunction with the Office for Student Services.

Goal: Enhance sustainability efforts within the residence halls.

Status:

Residence hall students donated items to the United Way Foundation. Programming in the halls throughout the year was focused on recycling and donations to outside agencies were encouraged. Residence hall students participated in campus sustainability efforts with Campus Association for Student Activities (CASA) and Outdoor Activities Unlimited (OAU) which included planting trees and refuse reduction.

MCC Association, Inc.

Goal: Increase the awareness of the Monroe Community College Association's purpose and activities.

Status:

Efforts were continued to increase the awareness of the Association's purpose and activities by participation in the New Employee Orientation. Brochures of the various areas or functions within the Association were provided to new employees.

The Association was recognized formally for its financial support of the PAC and the "Big Sky" reception which assisted in furthering awareness. More will be accomplished when the Association is able to approve a new logo and create brochures and events to unveil the logo.

Goal: Increase the vitality of dining services on the Brighton and Damon campuses while emphasizing food safety.

Status:

Strides were made in furthering the knowledge of food safety at the college by working with individuals and small groups on campus. The awareness of the necessity to complete food waivers and follow the Department of Health safety guidelines was increased over the past year. The vitality of dining services was improved with the aesthetic and menu changes within the Brighton Room. In addition, organic products are now offered as a result of the collaboration of dining services staff and a student group. Dining Services reached out to student groups by developing a student catering guide to improve the event planning process.

Public Safety and Security

Goal: Provide a safe, secure, and respectful environment for optimum living, working, and learning at our campuses.

Status:

In partnership with the Campus Center, Housing and Residence Life, and other college departments, quality of campus life issues continued to be a priority. Civility, Smoke Free Inside and Out, improved transportation services, and SUNY NY-Alert campaigns were initiated and/or continued this academic year.

The department hosted the International Association of Campus Law Enforcement Administrators (IACLEA) Command Post Training for college and area law enforcement supervisors and college administrators. Subsequent to this workshop, a four-hour joint training simulation exercise was conducted with local law enforcement personnel, MCC's Public Safety, and other college staff.

Goal: Promote efficiency and effectiveness of Public Safety services for the college community.

Status:

Computer-Aided Dispatch and Reporting Management software was fully implemented this year. This provides statistical information for crime trends and deployment of personnel. Processing of reports, accuracy, and recordkeeping was improved.