

Athletic Department

Goal: Manage and market the new soccer and lacrosse facility for college and community use.

Status:

The Athletic Department's new turf field has been utilized by the athletic community. The 2007 Boys Section V All-Star Games were held at the new facility and five players were recruited there to play for the MCC Men's Soccer Team. A large part of marketing for the new field is attributed to the work and collaborative relationships the Section V coaches have within the community.

Goal: Continue Athletic Department fundraising initiatives.

Status:

Fundraising is in progress for the new field house, the Pamela A. Chesonis (PAC) Center. Donations of \$10,000 were received and matched for the PAC Center. Fundraising tournaments were held for the Pete Pavia and Teddy-T Scholarships. Women's Basketball fundraising clinics were also held to raise funds for athletic programs. In addition, a legislative grant for \$25,000 from Assemblyman David F. Gantt was awarded to the Athletic Department for the MCC National Youth Sports Program (NYSP) Summer Sports Camp.

Goal: Complete the database of former and current student athletes.

Status:

A database was created and will continue to be updated and maintained on a yearly basis. The database includes names, home addresses, and e-mail addresses of former and current athletes and will be used to contact athletes regarding athletic events such as homecoming weekend, Hall of Fame ceremonies, and other MCC Athletic Department events. An online alumni form was created to help keep the database up to date.

Goal: Continue to develop a holistic student athlete, athletic-wide, support system.

Status:

An athlete academic support system was developed and will be implemented in the fall semester. Athletes will have two academic advisors assigned to work with them. The advisors will have responsibility for maintaining a system to advise, follow-up, and support student athletes throughout the year.

Athletic Department

Goal: Thoroughly develop the Athletic Department website to disseminate sports information to the College community and to the general public.

Status:

The athletic department website is maintained and updated on a consistent basis. The website consists of a main department page, pages for each team, and pages for intramurals. Photos are being added to make the site more colorful and user-friendly, and a headlines box on the main page offers up-to-date stories and department information. There is also an "Athlete of the Week" box on the home page that is updated every Monday during the fall, winter, and spring seasons.

Goal: Create a quarterly Athletic Department newsletter.

Status:

The creation of the newsletter is in progress and will be finished in the 2007-2008 year. The newsletter will be in an electronic format and include game stories, photos, schedules, player profiles, etc. The alumni forms from the website help to identify former athletes who are interested in receiving the e-newsletter.

Goal: Acclimate incoming freshman athletes.

Status:

A student athlete orientation was held in September; over 100 athletes and parents attended. The students received information from the Athletic Department and other College offices on a wide variety of subjects, including program overviews and financial aid information.

Goal: Provide concession stands at all home athletic contests.

Status:

Athletic department coaches worked with Aramark Food Services to provide food concessions at the games. Funds raised will be used by various sport programs for additional equipment and/or travel.

Campus Center

Goal: Increase the awareness of the Campus Center mission, learning opportunities, programs, resources, and services.

Status:

Campus Center staff focused a great deal of time and resources on the promotion of the various components of the department. Three new websites – the Model United Nations, Co-Curricular Advisor, and Phi Theta Kappa – were developed and implemented in the fall semester. A design template for club websites was completed and information was gathered about each club. The websites for each individual club will be live by the beginning of the fall 2007 semester. Both the Model UN and Phi Theta Kappa sites have each had close to 4,000 hits since their implementation.

The visual identity of the Campus Center was greatly improved this year. Publications Center staff members made a significant contribution to a historical wall of Campus Center events from the past few semesters to attract attention to the types of programs offered. Additionally, a permanent wallboard area has been placed directly outside the Campus Center Office to display current and ongoing programs and services. This display has been updated bi-weekly to feature different programs or aspects of the Campus Center. The mission of the Campus Center is prominently displayed at the top of the board, assisting visitors and the College community in understanding the purpose and functions of the Campus Center Office. In addition to this board, the staff has implemented a plan for all of the display boards and cases around campus.

Assisting in the visual identity of the Campus Center, the first annual Campus Center Day was held in December 2006. Musical presentations from students, trivia competitions, displays, information tables and employees informed visitors of programs and services offered. A Power Point presentation of photos helped attendees understand more about the mission of the Campus Center. This event was sponsored in conjunction with the MCC Association Inc., including the Business Office, Service Desk, Bookstore, Housing and Residence Life, and the Child Care Center.

Campus Center

Goal: Enhance the credit and non-credit bearing leadership programs by focusing on the use of technology and by expanding the scope of the Leadership Resource Center.

Status:

Staff members in the Campus Center established a job description, application, training process, and promotional campaign for the Campus Center Collegian Corps (the CCCC). The CCCC will be a group of highly-motivated and highly-trained students working for the Campus Center to assist in student recruitment efforts, assist in facilitating leadership workshops, and generally serving as "ambassadors" for the Campus Center. The intention was to implement this program in the spring 2007 semester; however, recruitment efforts were unsuccessful. Feedback from the students indicates that timing was poor as most had made commitments for the spring. This effort is now ready to go and will be implemented beginning with summer Orientation and into the early fall semester.

The Student Leadership Workshop Series began in the summer. The workshop topics were selected, staff members were assigned topics to develop, and a schedule was established. The Leadership Workshop Series will be a cornerstone of the leadership development efforts in the Campus Center. Students will have the opportunity to attend workshops throughout the year, matching interests as well as needs when they arise. Staff members, along with members of the CCCC, will take workshops to club meetings if requested. Additionally, the leadership website had updates completed over the summer and will go live in the early fall semester. The Leadership Certificate Program is the next step and will continue to be developed next year.

Campus Center staff members explored the use of technology to assist in reaching students and in providing necessary and helpful information. Training on Facebook.com was provided, websites were enhanced, and further training scheduled. Technology training will be an on-going priority for the Campus Center staff.

Campus Center

Goal: Develop and implement sustainable strategies to integrate diversity into all aspects of the student life experience.

Status:

Extensive research and discussion took place regarding models used to integrate diversity into student life experiences. Staff members and student leaders discussed how best to go about developing a committee to respond to student concerns on campus. Student interest in becoming involved with this committee was low during the 2006-07 year. The Campus Center staff and student leaders will continue to search for ways to make diversity a more "natural" process, and to find ways to create the most comfortable process for students who may have concerns. To assist in developing this committee and model for MCC, two Campus Center staff members attended a diversity conference this summer.

Campus Center staff members and individuals from various college departments have been meeting to organize a diversity symposium to be held at MCC. The purpose of this symposium is to create an open forum for representatives from area institutions of higher education to present and attend workshops on diversity topics, thereby enhancing awareness of the issues on each respective campus. The group has identified key participants from area colleges that could significantly contribute to the success of this project. This conference will allow participants to share successful strategies on each campus. Grant funding has also been researched.

Planning for the conference continued over the summer and an anticipated date in spring 2008 has been identified.

Career Center

Goal: Implement the "Pathways to Success" Program with Cornell University, designed to increase opportunities and successful transfer by MCC graduates from low to moderate income levels.

Status:

During the first year of this four-year program, qualifying parameters were established and used to identify cohorts of students. Once students were identified, individual appointments were set with counselors to determine their eligibility for the Pathway program. A total of 87 students were identified as qualified candidates. Throughout the fall and spring semesters, various programs were developed and implemented. Student attendance at these programs was tracked and transfer results were assessed. Overall, 17 students applied to Cornell and 14 students were admitted.

Goal: Enhance the program services provided to transfer and 2+2 Dual Admission students.

Status:

The program services for transfer and 2+2 dual admission students were enhanced by expanding the Advisor-In-Residence program to include partnership college visits once per month. Additionally, the 2+2 PAR programs increased from 4 to 5 participating colleges and overall 83 students met with dual admission representatives. The Jack Kent Cooke programs with Cornell University and Amherst College provided new transfer programs and opportunities for students. A new "Instant Admit Day" program was piloted by St. John Fisher College during the spring semester and was very successful.

The possible establishment of a Transfer Advisory Committee is being discussed between members of the Career Center staff and faculty departments.

Career Center

Goal: Develop transfer agreements involving both new emerging programs at MCC and programs at four-year campuses of specific interest to our graduates.

Status:

Program additions to existing 2+2 dual admission agreements include: Sport Management - Niagara University and Bioprocess Engineering - SUNY College of Environmental Science & Forestry. Articulation agreements were signed with SUNY Alfred State for Construction Management Engineering Technology and Financial Services and SUNY Cobleskill for Financial Services.

Additionally, a new 2+2 dual admission agreement was created and signed with Morgan State University, an historically black university located in Baltimore, MD.

Other articulation agreements were signed with SUNY Maritime College - International Transportation; SUNY Delhi - Hospitality Management; and California University of Pennsylvania - Legal Studies.

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

Status:

The Student Contact Database is in the final stages of redesign to include information regarding classroom presentations.

A new time-off/vacation request database was created and implemented. All staff have been trained.

Goal: Determine and evaluate the career counseling needs of online students at Monroe Community College.

Status:

A Needs Analysis survey was designed and distributed to all online students in the fall 2006 and spring 2007 semesters. Survey results were tallied and results evaluated to determine how career services can be enhanced for online students. To explore funding sources, staff attended a series of grant writing workshops in fall 2006 and spring 2007.

Career Center

Goal: Implement outcomes and needs assessment surveys of Career Center student services.

Status:

A total of 200 surveys were distributed to walk-ins, appointments, and students participating in our class presentations during the 2006-2007 academic year. Results yielded a high percentage of student satisfaction, in addition to student learning and engaging in Career Center services and programs. Data to be further analyzed and discussed in regards to service delivery.

Goal: Broaden outreach efforts to students, alumni, and faculty regarding career, transfer, and employment opportunities.

Status:

Information cards for FOCUS (on-line career assessment tool) were created and distributed at orientation sessions as well as to current students.

Discussions were held with ETS about adding links on all the Career Center web pages that allow students to "e-mail this page to a friend" and "convert to a printable format." ETS has decided not to move forward with this feature.

Liaison relationships were developed between the Career Center staff and academic departments.

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

Status:

Collaborations continued with other offices and student clubs to reach out to historically underrepresented students and encourage them to utilize resources to assist in transfer planning and career exploration. Programs and events included ten workshops on scholarship search; five workshops on filling out the SUNY Application including explanation of SUNY General Education requirements; tours to five colleges/universities; and 647 one-on-one appointments for transfer advisement and career counseling.

Counseling and Advising Center

Goal: Implement faculty and staff training in use of CAPP degree audit program.

Status:

Banner 105 - Self Service for Student: CAPP-The New On-Course was converted to ADV 103 - Curriculum, Advising, and Program Planning (CAPP) starting in the spring 2007 semester. Twelve workshops were held from February through May. Two additional workshops were held at the Half Day Workshop on Academic Advisement on June 1. The CAPP Team also held two departmental trainings. Additionally, the CAPP Team trained Damon City Campus staff during the spring semester to conduct CAPP workshops for Damon City Campus. Approximately 170 faculty and staff participated in CAPP training this academic year.

Goal: Implement advising syllabus with liberal arts majors.

Status:

The Academic Advising Syllabus was revised for the Liberal Arts General Studies population. Information was included for both the Brighton and Damon City Campus Advisement Centers. The syllabus was mailed to all LA01 and LA04 students accepted by the College for spring 2007 and fall 2007 (to date). Students were instructed to complete the Pre-Advisement Assignment prior to arriving on campus for an advising session.

In spring 2007 semester, 70 Advisement Assessment Forms were completed by faculty, counselors, and advisors in the Advisement Center. Although the sample size was relatively small, the preliminary outcomes were very positive. Of those students assessed, 94% were active participants in the advising session, had determined ahead of time outside commitments affecting scheduling, and came prepared with questions. Eighty percent (80%) of the students demonstrated knowledgeable use of the College Catalog and understood both advisor and advisee responsibilities in the advisement process. Students were less familiar with the use of advising tools, including the Academic Advising Atlas website and the master schedule of classes. The Advising Syllabus continued to be mailed throughout the summer. Data will be collected and analyzed in early fall.

Counseling and Advising Center

Goal: Implement use of a parent guide in the Advisement Center.

Status:

A welcome letter and parent guide were developed and are being distributed through the Advisement Center. The welcome letter is intended to clarify for parents their role, the advisor's role, and the student's role in the advising process. In addition, it strives to ensure parents that their student will be well serviced by competent and caring professionals.

The parent guide attempts to answer a variety of questions parents may have about Monroe Community College and student life. The development of the parent guide began with an informal survey which was distributed and completed by both faculty and staff advisors - most of who spend time working in the Advisement Center. The survey's purpose was to collect topics, general information, and concerns the advisors had in dealing with parents accompanying their student. After collecting the data from the advisors, some of the major topics addressed in the parent guide include advising, financial aid, parking, residence halls, tuition, and campus life.

The Advising Assessment Committee has not yet created an assessment tool to measure the impact of the parent guide and welcome letter. Possible tools for measuring the impact of the letter and guide: frequency of document distribution to parents; survey counselors and advisors on parental response; and collect feedback from parents.

Goal: Assess counseling outcomes.

Status:

The Counseling Assessment Committee was convened in April and charged to make recommendations concerning assessing counseling outcomes. The committee addressed three key questions: 1) how to determine counseling success; 2) how to determine student improvement; and 3) what methodology, tools, instruments, etc., are best used to measure counseling success. The committee chair has had communications with Dr. Sedlacek and others to determine best practices and has researched several pre and post instruments. There have also been discussions concerning research on the importance of customer satisfaction in the counseling process. To date, the committee sees customer satisfaction and pre-and-post tests, coupled with positive student movement (e.g., change in grades, graduation, employment, etc.), as vital signs of counseling success. The committee intends to submit a final report by September.

Counseling and Advising Center

Goal: Reassess effectiveness of SUNY General Education advising.

Status:

Data from the 2006 graduating class became available in late spring. The Advising Assessment Committee has not yet been able to complete the study on completion of SUNY General Education requirements.

Goal: Assess effectiveness of Liberal Arts Mentor program.

Status:

The coordinators of the Liberal Arts Mentor Program (LAMP) facilitated faculty mentor focus groups early in the fall 2006 and spring 2007 semesters. Mentors shared ideas related to programming for faculty/student events and faculty/student recruitment. Many mentors expressed that only a handful of students recruited in their classes actually meet with them for advisement. As a follow-up to these comments, the coordinators mailed welcome letters, the LAMP brochure, and advising syllabus to each of these students to stress the importance of academic advising and discuss the unique program the student has joined.

Recruitment efforts also included two LAMP information sessions in spring 2007, open to all Liberal Arts majors. In addition, letters were sent to approximately 100 incoming Liberal Arts Residence Hall students offering them the opportunity to attend a "LAMP advising and registration session" with mentors. In both cases, students were matched up with a faculty member based on the students major/career interest. The coordinators are hopeful that these events will assist with retention in the program.

A student survey was conducted at the end of the fall 2006 semester. Students were asked to answer approximately ten questions regarding LAMP and academic advisement with their mentor. Only nine students responded to the survey. During the spring 2007 semester, paper copies of the same survey were distributed to mentors to hand to their mentees during advising sessions; an additional 24 surveys were collected. Of those who responded to the survey over both semesters, 94% considered their mentor to be their primary resource for academic advisement and 91% found having an individual mentor very valuable. The respondents also believed that their mentor assisted with their academic growth and development (91%), and they feel they have a better understanding of how course selections align with career and educational goals (84%).

Counseling and Advising Center

Goal: Develop and revise faculty resources in regard to dealing with students with disabilities.

Status:

Changes being made by Utah State have postponed installation of the online faculty training module. Implementation is expected to occur in August. In the meantime, MCC faculty have been provided with other sources of information.

Staff reformatted the faculty handbook to make it more user friendly and visually appealing. New sections and information were added. The handbook is expected to go to print by the end of July and be distributed by the end of August.

Damon City Campus Student Services Center

Goal: Encourage an atmosphere of staff appreciation and team building by providing select activities throughout the year.

Status:

Five weekly staff celebration breakfasts were held in August/September 2006; activities included stress and wellness exercises, as well as instruction on healthy food alternatives. A Student Services team was formed to organize four activities throughout the year; 60% of the staff attended all four sessions. Eighty percent of all staff attended the final session which included: developing of a vision for DCC Student Services Center that includes community and civic engagement of staff and students, acknowledging the critical role of sustainability efforts on campus and in the community, and creating strategies for staff and students that support a total learning community campus. Ninety percent of the DCC Student Services staff indicated that they were satisfied with the team activities and requested that the Student Services team continue in 2007-2008.

Goal: Create opportunities for staff development in the area of technology to infuse new technological strategies in the delivery of student services at DCC.

Status:

Individual and group instructional sessions were provided in conjunction with MCC's Educational Technology Services, Academic Services, Student Services and Administrative Services departments. All staff participated in BANNER (collegiate administrative system) training for approximately twenty hours of formalized group and individualized training. Staff received follow-up training as necessary. Educational Technology Services provided four training sessions for DCC Student Services staff on Microsoft Word, Excel, and PowerPoint programs and they received instruction on a new data retrieval and information system created by the Educational Technology Department for Damon City Campus Student Services. In addition, Outlook training was provided.

Damon City Campus Student Services Center

Goal: Continue to enhance assessment efforts in the areas of Registration & Financial Services, Communication Center, and Career & Transfer Center.

Status:

Student focus groups made up of 70 students were randomly selected to participate in a survey consisting of four questions in the first few weeks of the spring semester. The responses provided qualitative data on the reasons why students choose to attend DCC, suggestions for improvement, descriptive information, and general comments. Several programmatic changes were made as a result of the responses. More community engagement activities such as a "Dean's Pancake Breakfast" were planned; staff participated in increased BANNER training to improve service in the Registration and Financial Services area; pre-Job Fair information sessions were offered by the Career and Transfer Center; and student Peer Leaders were integrated into service in the Communications Center - particularly as it relates to peer support for online registration and financial aid filing.

Goal: In conjunction with ETS, develop and pilot a new system that integrates technology in order to better serve students.

Status:

A new database system was completed this summer. The system was designed to provide speedy, computerized information on students such as: details on services requested, the name of the staff member who met with the student, and instant access to statistical data by designated administrators. The database system was piloted in summer and statistics became available in September 2006. A sample of the statistics gathered from September 1, 2006 - August 1, 2007 include the following information: the total number of student contacts in the DCC Student Services Center were 4, 536; the average wait time for services in the Center was 10 minutes; and additional information regarding MCC locations where students attended were the Applied Technology Center (3) students, the Brighton Campus only (140) students, the Damon Campus only (1,828) students, the Brighton and Damon campuses combined (235) students, the Greece extension site (28) students, and the total number of students who were not registered was 2,281.

Damon City Campus Student Services Center

Goal: Create a comprehensive training schedule and corresponding electronic manual for new student and employee hires in the Communication Center.

Status:

The Damon City Campus Communications Center (front desk) staff met to refine and update a training schedule for staff working in this location. The schedule included information sessions on BANNER, Microsoft Outlook, Excel, PowerPoint, Accuplacer, Admissions, Financial Aid, and advising practices and procedures. In addition, Communications staff attended monthly DCC full staff meetings for programmatic updates. The training manual was updated and converted to an electronic file. This file was placed in the shared DCC College drive for ease of updating and use for all DCC staff.

Goal: Develop collaborative, educationally purposeful activities with Academic Services that integrate the concepts and philosophy of Learning Reconsidered.

Status:

The Campus Center Office collaborated with the Physical Education Department to sponsor a Domestic Violence Awareness Program. The program was designed to discuss domestic violence to create a stronger awareness of the issue. A silhouette display of victims of domestic violence was a part of the program in which 30 people participated.

A collaboration with Political Science included participating in classes in a community development program. Forty students participated in the student development program. Staff collaborated with the Campus Center and Sociology Department to offer a movie discussion forum and worked with the Education Department to provide a program, " Building Relationships," for the faculty, staff, and students.

Damon City Campus Student Services Center

Goal: Create an environment at DCC that heightens the awareness of the relationship between personal conduct and the quality of campus life.

Status:

Coordinated "Straight Talk about Success, Civility, and Opportunity," facilitated by the Office of Multicultural Affairs and Diversity Programs at St. John Fisher College and through the Campus Center, "Maximizing Your Potential," facilitated by the Rochester City School District.

The Real Deal was created to encourage the use of the three Rs: Respect, Responsibility and Reality. Faculty and staff submitted names of students to be recognized who exemplify the 3 Rs. A local comedian facilitated an interactive event that focused on the three Rs. Sixty people attended this interactive program.

Goal: Conduct an environmental scan of the Registration and Financial Services office to examine systems, the utilization of technology, and functions and needs of employees. This will increase employee retention and improve services for students.

Status:

Online applications were developed for Registration and Financial Services. Staffing patterns for part-time employees were modified during peak times, and assistance from Public Safety and the College insurance carrier were obtained to evaluate the office's ergo environmental status. Strategies to help with staff fatigue and stress due to increased reliance on computers and student information technology were implemented.

Ten student focus group sessions were held regarding service delivery through Registration and Financial Services. As a result of the responses, the student financial aid hours were increased and peer leaders were used to assist students with online registration. All staff participated in intensive BANNER training during the spring 2007 semester.

Damon City Campus Student Services Center

Goal: Improve marketing strategies for Placement Testing and Advisement Services.

Status:

Peer leaders promoted spring 2007 registration and placement testing for three weeks in fall 2006 semester. The Advisement Center sponsored a peer leader contest to give away movie tickets to the peer leader who secured the most students to come register.

DCC Advising and Placement Testing functions collaborated with Counseling and Advising at the Brighton Campus to update the CELSA and Accuplacer student information packets. Accuplacer information sessions on the new platform were held at the Damon City Campus. Increased hours for Accuplacer Testing were added for the spring and summer 2007 semesters. Accuplacer policies and practices were discussed in two advisement sessions (ADV 101 and ADV 102) sponsored by the DCC Advisement Center and in the two DCC faculty meetings.

Goal: Reconfigure the Advisement Center to provide activities and programs that will engage students in the advisement process.

Status:

Two additional computers were obtained for student use. On-the-spot peer leader assistance was offered to students for online services that included registration and schedule building. In addition, peer leaders gave students general instructions on how to use the MCC website.

The "You Need to Know" special series on registration in the Advisement Center had an overall attendance of 100 students. This series provided information sessions to students at a time when information is critical to student schedules.

The Jump Start program began to assist students in the Advisement Center in April 2007. Jump Start is a program encouraging students to receive advisement early and before registration begins. Four peer leaders participated in early advisement promotion programs. All SEGA (Student Events and Governance Association) members at the Damon City Campus received early advisement and participated in two advisement promotional programs in April and May 2007.

Damon City Campus Student Services Center

Goal: Increase awareness in the DCC community of disability services and assistive technology.

Status:

In September 2006, a part-time, grant-funded position was secured in order to increase awareness of disability services at the Damon City Campus. Components of the grant-funded activities included purchasing assistive technology for student use; a disabilities awareness, online instructional program for faculty and staff; and educational support materials for use in the DCC Wellness Center.

In fall 2006 semester, information was sent to all Damon City Campus faculty about updated and refined disability services practices. In addition, information sessions were held in the DCC Teaching and Creativity Center and all new Damon City Campus adjunct faculty members attended a session that included information on services for students with disabilities. The number of students who received services through disability services efforts at Damon City Campus increased by 30 percent from fall 2006 to spring 2007. As a result of the outstanding efforts in the 2006-2007 year, a full-time, grant-supported position was approved for the 2007-2008 year.

Goal: Provide opportunities for stronger collaboration with faculty in providing career development and transfer services.

Status:

Staff met with Education department faculty to develop a schedule for transfer advising through advisement and registration activities and individual appointments. Student Services counselors met with the Human Services and Criminal Justice departments to brainstorm ways to better serve transfer students in those departments.

Staff collaborated with Brighton Campus staff to offer tours to DCC students through the Student Support Services Grant. Three presentations about career and transfer services were given to College Orientation Seminar (COS-101) classes. Five Human Services 201 classes received presentations about career and transfer information. Three job fair pre-planning sessions were held before the DCC collaborative job fair in March 2007. Over 300 community members and students attended the job fair.

Damon City Campus Student Services Center

Goal: Continue to foster learning community constructs to assist with at-risk students.

Status:

Worked collaboratively with faculty and staff to examine practices and provide a template for strengthening the process for developing learning communities. The template integrates curricular efforts with student services. A Teaching and Creativity Session at DCC was presented on the process of developing a learning community. Two presentations were made to Student and Academic Services on the role of learning communities and registration procedures.

Educational Opportunity Program (EOP)

Goal: Design and implement comprehensive programs to increase the persistence and retention rate for male students of color.

Status:

Designed and implemented several initiatives to improve the retention rate of the male student of color, which included attending conferences in the SUNY System and obtaining valuable information on how other campuses are addressing this issue. It was determined that most colleges were encountering similar issues with the retention rate of this population.

The EOP African American male population was surveyed at end of the fall semester. Focus on this student population was identified because the retention rate with this particular student population is the lowest in the EOP program. Many of these students indicated a lack of academic preparation, fear of failure, intimidated by the perception of college, and deemed that college was too great a financial investment to meet their need for immediate gratification.

Special emphasis was given to the spring 2007 male population by increasing the amount of time devoted to the application process for EOP, intrusive counseling by the EOP Staff, and additional outreach efforts for prospective students in conjunction with the Admissions Office. The retention rate for one year of academic study increased for this population from 56% (13/23) in 2005 - 2006 to 80% (21/26) in 2006 - 2007.

An internal grant proposal was written in collaboration with other Student Services Offices in December 2006 to formalize activities during the 2007-2008 academic year college wide giving special emphasis on early identification of the targeted group to support the overall goal of increasing self-identity, successful college engagement, and retention.

Educational Opportunity Program (EOP)

Goal: Encourage the use of technology through the delivery of services.

Status:

Consistently encouraged the use of technology through its delivery of services to EOP students. Three initiatives were proposed to further encourage the use of technology: "Ask a Counselor," utilization of the program website, and design of an online tutor request form.

The "Ask a Counselor" and the online tutor request form were not implemented because a review of the EOP appointment database and services rendered indicated a large portion of our population requested information in person with the EOP counselor. Each student has access to an assigned EOP Counselor for a minimum of five (5) appointments each semester. In keeping with the moving pace of technology, the online request form will be offered beginning fall 2007.

To determine the usage of our website by a prospective student, an additional question was added to the EOP Admission application: "How did you learn about EOP?" A large majority of the responses indicated students became aware of the opportunity program through a friend, a guidance counselor, a teacher, an admission's counselor, or from the College's literature and/or brochures rather than the College's or the EOP website.

Financial Aid Office

Goal: Develop the utilization of the Banner system to increase service, provide for enhanced processes, and continued growth toward full compliance.

Status:

Banner has evolved the way business is conducted by MCC and the Financial Aid Office. There is added value for communication to students by using the Banner Self Service and e-mails. The first year of such a major change involves a great learning curve for staff and students. During this transition, there has been some service-related concerns that have been addressed through additional training for staff, students, and other departments. Communication has also been enhanced so that students are more fully aware of the Banner system. Changes to some of the procedures utilized by the Financial Aid Office as well as other offices on campus that directly impact the financial aid process have been implemented. With the completion of the first year of Banner and the beginning of the second year, we firmly believe that enhancements that have been generated and those that have been requested, but in the process of being programmed, will improve the delivery system of student financial aid.

Financial Aid Office

Goal: Create marketing strategies designed for effective communications and create collaborative arrangements with departments across campus.

Status:

The Financial Aid Office created communications that were posted on the MCC Daily Tribune and on the quarterly Financial Aid Newsletter. These communications were made available to faculty, staff, and students.

Additionally, Financial Aid staff members provided workshops for departments; made arrangements to present at departmental meetings; created ADV workshops on financial aid; and performed student workshops on the financial aid process and personal student finance.

The Financial Aid Office has also worked with other departments for the addition of financial aid labs at such places as the Applied Tech Center. There also was a collaboration with the Counseling and Advising and Graduation Office to work with a number of probation students to enhance the opportunity of success for these students. These outreach efforts were designed to more fully prepare students in the financial aid process.

A brochure was developed to assist advisors who meet with students who have been at MCC in the past. This brochure highlights key points for the advisor and students to consider when selecting classes and picking majors. The Financial Aid Office is committed to continuing the process of marketing our services that we have available for students and staff at MCC.

Financial Aid Office

Goal: Increase outreach to students and parents through workshops, labs, and trainings.

Status:

Together with Admissions, the Financial Aid Office offered financial aid labs at high schools within the Rochester City School District. These outreach efforts are designed to prepare students who are interested in MCC but may not have the resources or assistance to get through the financial aid and admissions process. The response to these workshops was very positive. Additional workshops took place in the evenings and at the Applied Tech Center. The Financial Aid Office did a Parents 101 presentation in February and did a portion of all Admissions workshops during the year. Financial Aid office staff provided evening financial aid workshops during the fall and winter months at Monroe County area high schools, as well as special programs for groups such as the YWCA, Liberty Partnership, and BOCES. Communication to students and parents for the awarding of financial aid was enhanced by combining email and website access as well as standard mailings.

Goal: Fully implement all phases of the Higher Education Reconciliation Act of 2006. This includes service, communication, and compliance factors.

Status:

Legislative changes were a part of keeping the Financial Aid Office updated and fully compliant. This was a challenging year in that the conversion to Banner was coupled with new federal and state programs. The Financial Aid Office worked with Admissions and Computing to identify and award students who were eligible for the Federal Academic Competitiveness Grant. There were eligibility status changes for TAP that were updated within our processes. Additionally, there were several policy and procedure updates due to new interpretations within federal and state programs enacted this past year. Some of the newer federal and state guidelines become effective with the 2007-08 school year and will be a part of our goals and objectives for the 2007-08 year.

Graduation Certification

Goal: Work in collaboration with the Residence Life Office to develop programs for residence hall students to educate and assist them with the operations and services of the Graduation Office.

Status:

A workshop was held by the Graduation advisor for Residence Hall students. It was learned that students had very little knowledge of the responsibilities and services of the Graduation Office, or that they needed to submit an Intent to Graduate application their final semester. Students were very interested and asked several questions about the suspension and graduation process. As a result of the workshop, the Graduation advisor set up a table during priority registration to inform students about filing an Intent to Graduate application.

Goal: Connect with academic departments to inform faculty and staff about the services and operations of the Graduation Office to enhance faculty-to-student services.

Status:

A letter was sent to all department chairs inviting them to request a personal or staff appointment to learn the services and functions of the Graduation Office. It was designed to be a convenient way for faculty and staff to become more familiar with the policies and procedures that may affect their own service to students. Unfortunately, the Graduation Office did not receive any responses for this invitation.

Graduation Certification

Goal: Retain students at risk due to suspension.

Status:

Twenty-one suspended students were invited to a workshop offered by the Graduation Office, Counseling Center, and Financial Aid Office. They were promised a Financial Aid waiver if they attended. Students were asked to complete a College Success Assessment prior to the workshop. The seminar addressed topics such as stress management, time management, study skills, and financial aid. Attendees were mailed a survey regarding the effectiveness of the presentations, and were notified of contact numbers for assistance. The Counseling Center made a total of three additional contacts to these students and the Financial Aid Office sent an invitation to a workshop on budgeting.

The results between the sample group and the group that did not attend the workshop did not vary greatly. Further meetings will be planned between the Graduation Office and Counseling/Advising and Financial Aid offices to discuss other possible ways of working with a sample group of at-risk students to assist them in being more successful at MCC.

Goal: Maintain a high level of efficiency of graduation and suspension processes during implementation of Banner in the coming year.

Status:

The Graduation Office successfully performed operations for each of the Graduation, Commencement, and Suspension processes while implementation of Banner took place. New procedures were adopted for some of the processes, while others will be modified to most effectively execute each task. The Graduation Office has worked closely with the Computing Department to develop focus reports and letter generation within the Banner system to re-implement or better the processes it had with SIS.

Graduation Certification

Goal: Successfully implement the Banner degree audit - CAPP.

Status:

The CAPP team has worked diligently throughout the year and is happy to report that all degree and certificate programs have been programmed for CAPP. There remains approximately 30 2+2 audits that have been completed, but still need to be verified for accuracy. This process is expected to be finished by end of summer. In July, the CAPP team began updating all programs for the 2007-2008 academic year. During the upcoming year, the CAPP team will also be converting all programs to a new format, a decision based on information learned during CAPP consulting.

Goal: Develop an information guide/instruction manual for ongoing development of CAPP compliances (degree audits).

Status:

An initial CAPP manual has been designed showing the new format for programmers. Due to numerous changes and decisions while learning the best layout to use, the manual is in its early stages of development. It will be an ongoing process to write thorough documentation for the College's use in programming and understanding the CAPP degree audit system.

Goal: Educate the College community on how to run CAPP (Banner degree audits) and interpret CAPP compliances.

Status:

Several CAPP workshops and instructional training sessions were offered to faculty and staff. A CAPP "how to" manual was developed and distributed at the training sessions, as well as distributed to department chairs and put online for individual use. A "how to" guide for students was also put on the web.

Goal: Develop a suspension process that will be satisfactory to the entire college.

Status:

A suspension process was agreed upon by the Faculty Senate. An Ad Hoc committee has been formed to look at the entire process to determine if it can be streamlined and if more changes can be done to the process to ensure student success.

Health Services

Goal: Health Services will develop a plan for emergency preparedness consistent with Monroe County and SUNY directives in collaboration with the Student Services and Academic Services divisions to ensure a coordinated response to potential public health and safety risks.

Status:

Health Services staff participated in county-wide planning and training programs in response to community health concerns. Professional staff presented on community college strategies at the state-wide SUNY pandemic conference in fall 2006. Health Services and Student Services administration established the College-wide committee for pandemic planning. A working relationship between the College and the Monroe County Emergency Preparedness Committee has been established. The departments' emergency treatment plans were reviewed and updated to meet revised standards for CPR.

Goal: Establish health and wellness education programs within the College community in collaboration with faculty, staff, and students.

Status:

Health Services staff members worked collaboratively with Health and Physical Education faculty and Counseling & Advising Center staff to develop health education programming for students and staff on campus and in the Residence Halls. Together with the Student Services Behavioral Consultation Team, Health Services leadership continued work on the development of policy and procedures to facilitate student learning and outcomes through referral. Health Services staff also joined with the English/Philosophy Department faculty and Campus Center staff to promote a series of educational workshops on violence prevention. Classroom presentations were offered to increase student awareness of the relationship between personal health behaviors and academic outcomes. A number of Brown Bag workshops were hosted by Counseling and Health Services to promote dialogue and collaboration with faculty on classroom management.

Health Services

Goal: Further enhance departmental technology to support student development and student learning.

Status:

Health Services joined with Educational Technology staff to develop student-centered processes to expedite service delivery and manage health information efficiently. A self-registration process is being developed to facilitate student assessment and referral. In addition, a student satisfaction survey tool is being developed to assess student learning and clinical outcomes. Banner technology has been implemented to improve the accuracy of data entry and reduce unnecessary student withdrawal.

Goal: Establish and develop student learning opportunities within the department of Health Services.

Status:

Health Services expanded training opportunities for student learning in multiple venues. The Nurse on Wheels Program has successfully collaborated with faculty in the Health and Physical Education Department to offer students health education programming. Health Services has established a clinical site experience for the Nursing Program students participating in the Community Health course. The rotation includes an opportunity for experiential learning and skill development relevant to the professional work environment and is under the supervision of the licensed professional Health Services nursing staff. Health Services student employees have opportunities to expand their skills through role development including participation in peer health education program initiatives.

Housing and Residence Life

Goal: In cooperation with college administration, staff, and students, continue to develop an experiential learning environment which encompasses life skills and promotes diversity.

Status:

Housing and Residence Life worked collaboratively with several departments in providing excellent programming (social and educational) for the diverse residential population. Students participated in the first drive-in movie held in the quad sponsored by Housing and Residence Life, Student Government, and Campus Activities Board. In addition, students participated in many programming initiatives such as the Alcohol Awareness Week held with Counseling and Advising.

Goal: Increase awareness of Housing and Residence Life in the College and Rochester community.

Status:

Housing and Residence Life staff participated in the Admissions high school counselor workshops, in addition to several television highlights. The Residence Halls were highlighted in a New York Times article which identified innovative community colleges in the United States.

Goal: Continue assessment of the current Residence Hall facility and students. Creation of assessment tools to investigate student preference related to the future residence halls.

Status:

Housing and Residence Life Office continued to participate in the ACUHO-I National Student Satisfaction Survey in order to assess student preferences and needs. The survey results have not yet been provided so a report is unavailable at this time.

Housing and Residence Life

Goal: Develop a collaborative relationship with Counseling and Advising, Health Services, Public Safety and Health and Physical Education to develop educational programming.

Status:

Housing and Residence Life has created successful and mutually beneficial relationships with Counseling and Advising, Health Services, Public Safety and Physical Education. Collaborative programs were presented in the Residence Halls with the aforementioned areas. The first Alcohol Awareness week was successful and a benefit to the residential population. In addition, a health and safety series was started in order to address additional residential concerns.

Goal: In cooperation with Academic Services, develop a Resident Assistant Course to be implemented for fall 2007.

Status:

Due to the demands of opening an additional residence hall with increased staff, this goal will be included in the 2007-2008 academic year.

Goal: Publish Housing and Residence Life processes manual for the daily operation of the Residence Halls.

Status:

The Housing and Residence Life Processes Manual has been published and has been helpful in training the new administrative assistant. The manual provides information regarding the tasks that occur in the central office.

Goal: Utilize technology in everyday activities and procedures.

Status:

Housing and Residence Life worked to keep all web pages up-to-date, utilize different technology sources, and worked with Admissions to create two PodCasts to be utilized in disseminating information.

Housing and Residence Life

Goal: Develop protocol and procedure to support the College Facilities Department in the operation of Residence Hall maintenance responsibilities.

Status:

The relationship between Facilities and the Housing and Residence Life Office continued to develop. Protocol has been developed regarding entering student suites and key distribution. Continued development of procedures and roles occurred regarding supplies and summer conference responsibilities.

Goal: Assist with the planning and opening of the new Residence Halls.

Status:

Housing staff worked with the Planning Office to assist with the opening of Canal Hall. Planning, recruitment, and preparation occurred in order to open Canal Hall. Canal Hall has been created in Banner and all available beds will be filled for the fall 2007 semester. The furniture, fixtures, and technology have been ordered and scheduled for delivery.

MCC Association, Inc.

Goal: Implement exempt and non-exempt payroll salary schedules that reflect current market valuation for staff positions at Monroe Community College Association, Inc.

Status:

Salary schedules were evaluated by an outside consulting firm. After review and necessary approvals, salaries were adjusted where appropriate according to current market trends and recommendations. Employees were notified and budgets were adjusted for the implementation time frame, which takes place at the start of the 2007-2008 budget year on July 1, 2007.

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

Status:

Through a four-fold approach, progress has been made to increase the visibility of the MCC Association, Inc. on the MCC Campus. An Association web page was developed which shows a clear connection to the organizations it oversees, as well as to the Campus Center, the College department under which the Association is housed. A mission statement was developed and approved; a new logo is in progress with completion expected shortly; and the Association hosted an information table at the New Employee Orientation this year. The efforts to increase awareness will be ongoing.

Goal: Improve the student life fee budget process to provide a student learning opportunity for student leaders and provide involvement in how student life fees will be utilized.

Status:

The Finance Manager completed the overall 2007/2008 budget following the procedures for the allocation of programming funds developed by the Director of the Campus Center. During the summer months, the Finance Manager worked with the Director to document in writing the procedures utilized. Although the original plan was developed to provide greater student oversight and input into the budget process, it was not utilized this year. The intention of it will continue through alternative processes. Advisors continued to work with student groups to develop the various group budgets while both campuses' student governments remain very involved within the overall process. Discussions continued to provide the best avenue of student input into the budget process.

Public Safety and Security

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

Status:

Upgraded the Bowmac web-based campus Emergency Response Plan. As a response to campus concerns post Virginia Tech, presented a new "Active Shooter-Preparedness and Response" workshop as a professional development program for the Faculty Senate.

Goal: Address departmental image and perception issues within and throughout the campus community.

Status:

The Director presented workshops to the Public Safety staff on quality customer service and effective communications at Public Safety In-service Training. Public Safety adjusted the method of enforcing the spine area to reduce complaints from the campus community and improve image. As a result, some of the Public Safety staff received awards.