

Athletic Department Highlights

- The Athletic Department's new turf field has been utilized by the athletic community. The Office of Conferences and Events and the Soccer and Lacrosse coaches oversee the scheduling of events. The 2007 Boys Section V All-Star Games were held at the new facility and at least five players were recruited there for the MCC Men's Soccer Team. A large part of the marketing of the new field happens through the Section V coaches, who spread the word through various contacts in the Section V athletic community. Additional usage (additional income) in the future will be even more successful if and when outdoor lights are installed.
- Fundraising began for the new field house. Donations of \$10,000 were received and matched for the PAC Center.
- 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.
- The support system was developed and will begin in the fall semester. The athletes will have two academic advisors, as opposed to one, who will allow for more individualized attention for all athletes.

Athletic Department Highlights

- 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.
- A student athlete orientation was held in September and was successful. The students received information on a wide variety of subjects, including program overviews and financial aid information.

Campus Center Highlights

- 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.

Counseling and Advising Center Highlights

- 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 Highlights

- 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.

Counseling and Advising Center Highlights

- 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%).

Damon City Campus Student Services Center Highlights

- A new database system was finalized in July 2006. The system was piloted in summer 2006 and statistics became available in September 2006. The system was designed to provide speedy, computerized student check, 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 system was highlighted in a Student Services Leadership Team meeting in fall 2006. A sample of the statistics gathered from September 1, 2006 - August 1, 2007 include the following: the total number of contacts was 4,536; the average wait time was 10 minutes; MCC locations attended were the Applied Technology Center by 3 students, the Brighton Campus alone by 140 students, the Damon City Campus alone by 1,828 students, the Brighton and Damon campuses combined by 235 students, the Greece extension site by 28 students, and the number of students not registered was 2,281.
- 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.

Damon City Campus Student Services Center Highlights

- Student Services staff served on a collaborative faculty and staff team to develop 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) Highlights

- The Educational Opportunity office developed and implemented several initiatives to improve the retention rate of male students of color. The EOP staff attended conferences throughout the SUNY System obtaining valuable information on how other campuses were addressing this issue. From the conferences, it was determined that most colleges were encountering similar issues with the retention rates of this student population.

A survey was conducted of the African American male population at the end of fall 2006. Focus was given to this population because the retention rate was the lowest in the male students of color, within the opportunity program. Most students indicated a lack of academic preparation, fear of failure, intimidation 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 2006-2007 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.

Financial Aid Office Highlights

- 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.
- 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.

Graduation Certification Highlights

- 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.
- 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.
- 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.

Health Services Highlights

- 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.
- 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 Highlights

- Housing and Residence Life staff participated in the Admissions high school counselor workshops, in addition to several television programs. The Residence Halls were highlighted in a New York Times article which identified innovative community colleges in the United States.
- 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 staff worked with the Planning Office to assist with the planning, recruitment, and preparation necessary for the opening of 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. Highlights

- 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.

Public Safety and Security Highlights

- 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.
- 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.