

## Current Practices Inventory - McHenry County College



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### How to fill out the Current Practices Inventory (CPI)

To provide CPI data, click on the headings below to expand a CPI section. You can expand and collapse different parts of the form so that only the portions of the CPI that you're working with are visible.

### Introduction

#### Foundations of Excellence Current Practices Inventory

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*Policy Center on the First Year of College*

Good practice in assessment and measurement begins with a review that identifies what a campus already knows about new students, and the practices, and outcomes that define the new student collegiate experience. This type of review assures that time and resources are used wisely and ultimately speeds the assessment process. Thus, the Policy Center has developed the Current Practices Inventory (CPI) as the first step in the Foundations of Excellence® self-study of the first college year.

The intent of the CPI is to create an information base that will be useful to:

- Assure that each member of the task force has a campuswide perspective of the new student experience
- Serve as an index of initiatives and data sources that will underpin later efforts to measure each of the Foundational Dimensions®.

The task force may elect to limit its work on the CPI by restricting the inventory to the campus's "key" initiatives or noting areas that are too complex to be undertaken in the scope of the current work. It is anticipated that the CPI will be a "work in progress" throughout the self-study process.

The CPI consists of both information that is regularly collected by institutions and "new" information specifically designed for this process. Some items will require estimating data (note that estimating is not guessing!) Estimates should be based on the best information available so that reasonable extrapolations can be rendered. Whenever possible, estimates should be created by the persons most familiar with the requested information. While it is important to complete the CPI accurately, the task force should not spend a great deal of time on any one CPI component. As the Foundations of Excellence process unfolds, it is likely that estimates will be refined and updated.

## Defining the CPI New Student Cohort

The CPI New Student Cohort (NS Cohort) includes **all degree/certificate seeking undergraduates who are – according to your institution's criteria – classified as "freshmen."** Typically, new student status is defined as being less than some established number of semester/quarter hours of earned credit (e.g., 25, 30, etc.).

Not included are students who have earned an Associate or higher degree, are "sophomore" status or higher, are still enrolled in high school and/or are only enrolled in non-credit courses.

This definition means that new students may be of "traditional" age or "nontraditional age" enrolled full-time or part-time, be first time in any college or transferring from another institution, in the first calendar year of enrollment or continuing beyond the first calendar year, and be enrolled in day, evening, weekend, or distance education courses. As such, the definition of new student used by the Foundations of Excellence Institutions is broader than the definition used in federal reporting.

## Current Practices Inventory Structure

The Current Practices Inventory (CPI) is divided into six parts. Each part is briefly described below.

- **Part A. Defining the CPI New Student Cohort:** The task force will identify new students meeting the criteria

for inclusion in the CPI New Student Cohort (NS Cohort).

- **Part B. Inventory of Programs/Interventions for New Students:** The task force will inventory programs/interventions that shape the experiences of new students.
- **Part C. Inventory of Committees and Councils:** The task force will identify committees and councils that set policy, advise, and/or monitor aspects of the new student experience.
- **Part D. Inventory of Policies:** The task force will inventory policies that define the experiences of new students.
- **Part E. Inventory of Courses:** The task force will identify five courses that enroll the largest proportion of new students annually. Because these courses shape the curricular experience of a large proportion of new students, they will be given special attention during the self-study process.
- **Part F. Inventory of Student Demographic Information:** The task force will collect information about enrollment patterns and institutional-specific methods of defining when a student is a “freshman.”
- **Part G. Inventory of Campus Data and Assessments:** The task force will inventory currently available assessment data on the first year of college and new students.

Few campuses will have prior experience with inventories such as those defined by Parts B, C, D and G. To complete these sections, the task force might use a variety of techniques as starting points such as:

- brainstorming
- identifying student contact points by following “student footprints” from first contact with the institution through entry into the second year
- conducting a review of the college catalog, student handbook, and other pertinent documents
- interviewing students about their experiences

Parts A, E and F use data commonly collected by offices of institutional research, but seldom synthesized into a single document. The task force will likely use the support of the institutional research office and/or campus registrar to develop these parts of the Current Practices Inventory.

**Part A. Defining the CPI New Student Cohort:**

The CPI will be based on data from new students one academic year prior to the self study. In Part A, the institution will establish the size of the CPI New Student Cohort (NS Cohort). Using the CPI New Student Cohort definition, the task force will establish the cohort size for two groups of new students:

- First-Time New Students (FTNS). These students entered the institution for the first time during the previous academic year and meet the CPI definition. They may be enrolled full-time or part-time.
- Continuing New Students (CNS). These students have not yet reached “sophomore” status, but enrolled for the first time at the institution prior to the previous academic year. They may be enrolled full-time or part-time.

The combination of First-Time New Students and Continuing New Students constitutes the entire New Student Cohort (NS Cohort) for an academic year. Unless noted otherwise, the NS Cohort count should be used in completing each of the CPI tables.

<b>FTNS + CNS = NS Cohort</b> (Unduplicated Headcount)
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**Table A1 New Students by Term and Full-Time/Part-Time Status.** Enter the number of first-time and continuing students meeting the CPI New Student Cohort (NS Cohort) definition in the prior academic year by term and full-time/part-time status. First-time refers to first time at your institution. Continuing refers to enrolled students who are not first-time, but who have not yet achieved sophomore status. Use the institution’s definition of full-/part-time status and census files for each term. *There will be duplication of students across terms.* This chart shows the size of the NS Cohort in each term.

Table A1 - New Students by Term and Full-Time/Part-Time Status				
New Students	Summer <i>All Sessions</i>	Fall	Winter <i>(Qtr System Only)</i>	Spring
First-Time Full-Time	6	522	<input type="text"/>	132
First-Time Part-Time	96	304	<input type="text"/>	198
Continuing				

Full-Time	<input type="text" value="11"/>	<input type="text" value="575"/>	<input type="text"/>	<input type="text" value="764"/>
Continuing Part-Time	<input type="text" value="428"/>	<input type="text" value="727"/>	<input type="text"/>	<input type="text" value="830"/>
Comments	The MCC definition for the NS Cohort is maintained by OIRP and will be provided to the dimension committees. Note: included in the Continuing Full-Time numbers are some students who were First-Time Full-Time the previous fall who took 12 hours fall and spring semesters (no summer semester hours) and so technically are still freshman (they have less			

[Save Table](#)

**Table A2 New Student Unduplicated Headcount.** Use data from Table A1 to create an *unduplicated headcount* of new students served in any term of the previous academic year based on the CPI NS Cohort definition. This table shows the number of new students served across an academic year.

**Table A2 - New Student Unduplicated Headcount**

	<b>Academic Year Total</b>
<b>TOTAL New Student Cohort (NS Cohort)</b>	<input type="text" value="3082"/>
Comments	Of the 3082 students, 1496 (49%) were full-time students in at least one semester during Academic Year 2006.

[Save Table](#)

**Part B. Inventory of Programs/Interventions for New Students:**

Campuses have a variety of programs/interventions (e.g., advising, learning communities, freshman seminars, placement testing) that have a significant impact on how new students experience higher education. The task force will identify the major programs/interventions that, by design or circumstance, have a unique impact on new students.

**Note to Liaisons:** So that committees can complete certain performance indicators, the top high impact programs/interventions must also be identified on the FoEtec Administration Page > FoEtec Setup.

**Table B – Inventory of Programs/Interventions for New Students:** For each program/intervention, identify the following:

- **Name:** Provide the campus-specific name for the program/intervention.
- **Description:** Provide a summary description.
- **% of NS Cohort:** Provide a “best estimate” of the percentage of students (Table A2, NS Cohort) that are served prior to attainment of sophomore status.
- **Administrative Home:** Name the unit that has responsibility for administering this program/intervention.
- **Summarize Goals:** Summarize the program/intervention’s key explicit or implicit goals.
- **Comments:** Provide any comments that will be helpful to the task force members (e.g., new, to be phased out starting next year, under review).

**Table B – Inventory of Programs/Interventions for New Students**

Name	Description	% of NS Cohort	Administrative Home	Summarize Goals	Comments
Outreach	Veterans’ Shelter	10%	Recruitment and Illinois Veterans’ Affairs	Individual assistance for veterans on easy access to MCC degree and certificate information and offe ...	
Advising and	Advanced planning			Assist athletes with	

planning of courses	and registration of courses for succeeding team players	100%	Advising and Athletics	their educational plan and early registration as continuing students
Constitution Week	Educating new students on their voting rights	10%	Student Life	Students who will have just turned 18 will have an opportunity to register to vote for the upcoming ...
Freshmen basketball league	Area high schools	10%	Athletics	Recruit new athletes for MCC
Individualized Information Session for new applicants	Review student FAFSA Individualized Information Session for new applicants	17%	Financial Aid, Scholarships & Veteran Services	Review student FAFSA, explain eligibility and options. Answer questions. Have students gain an unders ...
MCC 101	College Experience course for all full-time, first time students	80%	Department Chair - Marilyn Zopp	
Multicultural Information Session	All new students who declared that they belong to an ethnic/race other than white.	5%	Multicultural Programs & Student Leadership	To familiarize new students with the college campus, inform students of leadership opportunities, an ...
New Student Orientation	Full time students and/or degree seeking students are "required" to attend orientation. However, all students are welcome and part-time non-traditional students are strongly invited	72%	Advising	59% in person; 13% online Total=72% 60% of all new full time and/or degree seeking students wi ...
Orientation	All new special need students (and their parents) who have registered for services.	0%	Special Needs	To explain, discuss, and answer questions about Special Needs services and college "life."
Outreach	McHenry County Workforce Network	10%	Recruitment	30 informational visits to provide training information to recently unemployed individuals.
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Outreach	Libraries visits	10%	Recruitment	Bring MCC degree and certificate information close to home. Attract prospect students. Offer i ...
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				30 informational visits

Outreach	McHenry County Workforce Network	10%	Recruitment	to provide training information to recently unemployed individuals.
Outreach	Middle schools visits	10%	Recruitment	Participate in higher education and career informational events to provide early access to college d ...
Outreach	Summer camp-3rd - 9th grader from area schools	10%	Athletics	To expose youth to MCC's campus, and athletics, facilities, and department.
Outreach	McHenry County Classic Tennis Tournament	10%	Athletics	To expose the community to MCC's campus, facilities, and athletics department in collaboration with ...
Outreach	Area Businesses visits	10%	Recruitment	Offer easy access to MCC degree and certificate information at workplace. Attract prospect studen ...
Outreach	Area high schools visits	30%	Recruitment	To provide two annual visits to each of the 14 area high schools in an effort to connect with studen ...
Outreach & Recruitment	Web page for Future Students	100%	Office of marketing and Public Relations	Inform prospect students on the college admission process, services, and programs. Networking opportunity for returning adult students.
Outreach & Retention	Returning adult student social	10%	Recruitment	Encouragement from adult students who have comp ...
Outreach Nights at High Schools	Presentation about completing the FAFSA, financial aid process, how to apply for scholarships, tax credits and credit card abuse.	10%	Financial Aid	Have future students and parents understand the financial aid application and awarding process; and ...
Parent Orientation	Parents of students who are invited to attend orientation are also invited to a Parent Orientation to learn about MCC programs and support services. Panel consisting of SN, MCC 101, FA and Counseling provide Q&A	26%	Advising	15% of parents will attend Parent Orientation. 80% of Parents who attend session will report inform ...
Placement Testing	New students are required to take the English and Math placement tests if they do not have the ACT score required for the English and Math	80%	Testing Center	To accurately place students in English, math, and foreign language classes. (20% qualify through t ...

	courses.			
Processing New Students	Complete application and admissions process.	0%	Advising & Recruitment	Assist with course work selection One-on-One opportunities to meet with students about ... Offer a good understanding of MCC degree and certificate information in student's own classroom. ... To provide an informational open-house style event for prospective students that allows them to conn ... To provide a venue for area high school students to "visit" multiple post-secondary school options i ...
Recruitment	ESL/GED classes on and off campus – GED Student Night/ GED Graduate Night Recruitment	5%	Recruitment	
Recruitment	MCC Night (Open House)	25%	Recruitment	
Recruitment	College Fair	40%	Recruitment	
Recruitment-athlete	On campus visits for prospect basketball, baseball and volleyball athletes in area high schools	10%	Athletics	Recruit new athletes for MCC
Softball recruiting night	Area high schools	10%	Athletics	Recruit new athletes for MCC
Special Needs in-take appointments	All new special need students (and their parents) who self-identify and who will be requesting services.	100%	Special Needs	Review new students' individual documentation for eligible services and to discuss providing one-on- ... All new students will have the opportunity to participate in workshops to help them with the develop ...
Student Life and Multicultural Workshops	4 workshops per year for new student leaders	1%	Student Life	Promote new students involvement in co-curricular activities Review new athletes' individual documentation for eligibility, provide information on college proced ...
Student Organization Fair	All full-time new students are invited to this event.	10%	Student Life	Promote Student Life and Multicultural Programs & Student Leadership Services.
Welcome and orientation for new athletes	All new athletes have to attend the dept.'s orientation session	100%	Athletics	
Welcome Back Week activities	Events designed to welcome all new and returning students	100%	Student Life	

Add New Item			
Name:	Description:	% of NS Cohort:	Administrative Home:
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>

<p><b>Summarize Goals:</b></p> <div style="border: 1px solid gray; height: 50px;"></div>
<p><b>Comments:</b></p> <div style="border: 1px solid gray; height: 50px;"></div>
<input type="button" value="Add"/>

**Part C. Inventory of Committees and Councils:**



Campuses have a variety of committees, councils and other governance structures that set policy, advise, and/or monitor aspects of the new student experience (e.g., admissions committee, retention committee, general education curriculum committee). The task force will identify the committees and councils that have responsibility for aspects of the new student experience and describe each.

**Table C – Inventory of Committees and Councils:** For each committee or council, please identify the following:

- **Name:** Provide the campus-specific name for the committee/council.
- **Responsibility:** Describe the committee/council's realm of responsibility for the new student experience.
- **Who Appoints:** Name who appoints the committee/council.
- **Comments:** Provide any comments about this committee/council that will be helpful to the task force members (e.g., new, to be phased out starting next year, under review).

Table C – Inventory of Committees and Councils			
Name	Responsibility	Who Appoints	Comments
Americans with Disabilities Act Committee	AVP Human Resources	AVP Human Resources	AVP Human Resources position is currently being filled by Sandra Hess Moll on interim basis.
AQIP Steering Committee	Deb Patton	Walter Packard	The CQI Action Teams formed by the AQIP Steering Committee may also impact new students.
Assessment Committee	Kathy Chamberlain	Jim Gray	
CAPC (Curriculum & Academic Policy Council)	Bruce Spangenberg	Jim Gray	CAPC's subcommittees may also have specific impact on new students. CAPC approves curricular changes.
Diversity, Affirmative Action & Equal Employment Opportunity Committee	Sandra Hess Moll	Sandra Hess Moll	
ELG (Executive Leadership Group)	Jim Gray	Made up of those who report to Jim Gray	This group may not officially set policy, but will discuss and influence issues that impact new students.
Leadership Council	John Linehan (convener)/Walter Packard	Made up of College administrators	This group may not officially set policy, but may discuss and influence issues that impact new students.
MCC 101 Resource Team	Marilyn Zopp	AVP/Marilyn Zopp	Convened during 2004-2005 and 2005-2006, but not continued in 2006-2007.
New Student Orientation	Sharon Archaki	Marilyn Weniger	This may not be an actual committee, but it is a relevant function that impacts new students.

President's Advisory Council (PAC)	Walter Packard	Walter Packard
Retention Team	Marilyn Weniger	AVP / Normah Salleh-Barone
Student Clubs/Committees within Student Life	Ralph Gardner & Students	Normah Salleh-Barone & Students
Student Senate	Ralph Gardner & Students	Student Elections

**Part D. Inventory of Policies:**

The task force will inventory policies that are either solely aimed at new students or that particularly shape their experience. Please consider policies that impact either the curricular or institutionally sponsored, out-of-class experiences of students. Examples include parking/automobile restrictions for new students, registration priority, and required orientation attendance.

**Table D – Inventory of Policies:** Indicate the following for each identified policy:

- **Name:** Name or identify each policy.
- **Description:** Provide a brief description of the policy.
- **Date:** Indicate the approximate date when the policy was first established or most recently modified.
- **% of NS Cohort:** Report or estimate the percentage of students (Table A2, NS Cohort) who are directly affected by the policy.
- **Monitor/Enforcement:** Describe how compliance is monitored and/or the policy is enforced.
- **Authority:** Identify who has authority to: 1) modify or revoke the policy and 2) enforce the policy.
- **Comments:** Provide any comments about this policy that will be helpful to the task force members.

Name	Description	Date	% of NS Cohort	Monitor/Enforcement	Authority	Comments
Academic Policy	Attendance, Auditing, Adding, and/or dropping courses, Withdrawal from a course, Administrative withdrawal		100%	Instructor, Registration	Dean of Students	
Academic Progress	If a student has less than a 2.0 cumulative grade point average after 24 credit hours completed, they will be required to meet with a counselor.		8%	Counseling	Dean of Students	
Admission Procedures	Completed MCC application. Official transcript of HS coursework. Paid application fee of \$15.		100%	Registration and Advising		
Faculty Complaint Process	The order in which a student should initiate a complaint is the following. The student should first try to resolve the issue with the faculty member. If at that time the issue has not been resolved the student should go to the Department Chair and then the Dean of Students.		0%	Dean of Students	AVP	
	To remove economic barriers for students, MCC offers numerous					

<p>Financial Aid Policy</p>	<p>federal, institutional, and private funds to financially assist student reach their educational goals. MCC requires students applying for federal and state assistance to submit a Free Application for Federal Student Aid (FAFSA), and a MCC Financial Aid Application. There are five broad categories of assistance: Grants, Loans, Employment, Scholarships, and Veteran's</p>	<p>0%</p>	<p>Coordinator of Financial Aid and Veteran Services</p>
<p>Grade Appeal Process</p>	<p>In extenuating circumstances, a student may appeal for a change of grade.                  Step 1: The student confers with the instructor. If the instructor no longer works at MCC, contact Department Chair.                  Step 2: If dissatisfied with the outcome of Step 1, compose and submit a written statement outlining the nature of the problem, and arrange to meet with the faculty member's immediate supervisor/Department Chair. Step 3: If the problem remains, submit a written appeal outlining the problem, steps taken to resolve it, and the outcome of these efforts. Submit the written appeal to the Dean/Executive Dean. Step 4: Following receipt of a written response from the Executive Dean, and if still dissatisfied, submit the written appeal and related correspondence records to the Vice President for Learning and Student Support Services, who's decision is final.                   Late registration is considered to be after the first week of scheduled classes. Student must obtain a</p>	<p>0%</p>	<p>Department Chair, Dean/Executive Dean would monitor the process. VP for Learnign and Student Support Services</p>

Late Registration	signed permission form from the Executive Dean of the division and the Instructor of the course.	0%	Registration	Dean of Students
MCC 101	All full-time 1st year students must successfully complete MCC 101.	Fall 05'	100%	Registration and M. Zopp M. Zopp
New Student Orientation	The New Student Orientation program is intended to make students feel comfortable, teach them about the college, and acquaint them with the various programs and services we offer.	0%	Coordinator of High School Recruitment	Dean of Students
Placement Testing	All new full-time students must complete a series of standardized test prior to registration	100%	Registration	
Priority Registration	Early registration for current students. Consistent with the MCC mission is an expectation that	0%	Registration	Dean of Students
Student Code of Conduct	students will behave appropriately with emphasis on self-respect and respect for others	Fall 03'	100%	Dean of Students

Part E. Inventory of Courses:



There may be specific “new student courses,” such as required courses for new students, or simply courses that, although open to any student, enroll a large number of beginning students. Because these “high enrollment” courses have a large impact on the experience of beginning students they will be the focus of special attention during the self study.

**Table E1 - Inventory of High Enrollment New Student Courses:** Identify at least five courses that enroll the largest number of students from the NS Cohort. Course enrollment should be based on the campus’s census file for each term of the last academic year.

**Note to Liaisons:** So that committees can complete certain performance indicators, high enrollment courses must also be identified on the FoEtec Administration Page > FoEtec Setup.

- **Course Name:** Provide the campus-specific course name.
- **Academic Terms:** Enter the total number of students from the NS Cohort enrolled for each course in each term.
- **Year Total:** Automatically calculated NS Cohort total for all terms (duplicated headcount).
- **Comments:** Provide any comments that will be helpful to the task force members.

Table E1 - Inventory of High Enrollment New Student Courses

**Table E2 – DFWI Percentage for High Enrollment Courses:** For at least the first five courses identified in Table E1, enter the number of students from the NS Cohort who earned a very low grade (a grade of D or equivalent), failed the course (a grade of F or equivalent), received a grade indicating withdrawal, or received a grade of “incomplete” in the course. The percent DFWI will be automatically calculated using this information. Additional courses may be listed in the comments section, if desired.

- **Course Name:** Provide the campus-specific course name used in Table E1.
- **DFWI Grades (or equivalent) by Term:** For each term, determine the total number of students from the NS Cohort with final grades of D, F, W, or I.
- **Total Enrollment:** Provide the total number of students from the NS Cohort that received a final grade in each course listed. (duplicated headcount)
- **Percent DFWI:** Automatically calculated percentage of NS Cohort students in high enrollment courses receiving DFWI grades.
- **Comments:** Provide any comments that will be helpful to the task force members.

#### Table E2 – DFWI Percentage for High Enrollment Courses

**Table E3 (optional) – DFWI Percentage for Moderate and Low Enrollment Courses:** DFWI percentages can be high in courses that do not enroll large numbers of new students. Calculate the DFWI percentage for all courses enrolling any NS Cohort students. Report below the five courses with the largest DFWI percentage for NS Cohort students (do not repeat large enrollment courses from Table E2).

- **Course Name:** Provide the campus-specific course name.
- **Annual NS Cohort Enrollment:** Calculate the annual enrollment by summing the NS Cohort enrollment for each term of an academic year. This will result in a duplicated headcount (a student enrolled in the same course in the fall and the spring will receive two grades, and as such, should be counted twice in the annual NS Cohort enrollment.)
- **DFWI Grades for NS Cohort:** Determine the annual count of DFWI grades for the NS Cohort for each course.
- **Percent DFWI:** The percentage is calculated as a ratio of DFWI grades for NS Cohort students divided by annual enrollment of NS Cohort students in the course.
- **Comments:** Provide any comments that will be helpful to the task force members.

#### Table E3 (optional) – DFWI Percentage for Moderate and Low Enrollment Courses

##### Part F. Inventory of Student Demographic Information:

Because students enter college at various points in time and with differing academic backgrounds, it is not always easy to define the new student cohort for a particular academic year. The series of tables below will develop a composite demographic picture of new students and identify the various ways that they can be grouped when studying and planning improvements to the new student experience.

**Table F1 - NS Cohort Student Profile:** Identify the approximate number and percentage of NS Cohort students in each subpopulation listed below (see Table A2 for the NS Cohort total).

#### Table F1 – NS Cohort Student Profile

**Table F2 - NS Cohort Gender Information:** Identify the approximate number and percentage of NS Cohort students by gender (see Table A2 for the NS Cohort total).

#### Table F2 – NS Cohort Gender Information

**Table F3 - NS Cohort Race/Ethnicity Information:** Identify the approximate number and percentage of NS Cohort students in each racial/ethnic category in the table below (see Table A2 for the NS Cohort total). NOTE: Race/Ethnicity categories are identical to IPEDS categories.

#### Table F3 – NS Cohort Race/Ethnicity Information

##### Part G: Inventory of Campus Data and Assessments:

The task force will inventory data sources and past assessment efforts that have been conducted over the past three years that are focused on the new students at the college. Please note that the task force may wish to use these data at some point, but for the purposes of the CPI, the task is simply to determine what sources of data exist and where they are located.

Data should be entered into one of the tables that follow according to when the assessment is conducted or data are recorded. Tables are provided for data collected at three points in time, 1) Pre-term, 2) Active Period of Enrollment, and 3) Subsequent years. For each item entered, provide the following information:

- **Name of Data/Assessment:** Provide a name of the data or assessment.
- **Description:** Provide a summary description of the type of data/assessment.
- **Location of Database:** Provide the location of the data (i.e., office, name of database and/or server, etc.)
- **Comments:** Provide any comments that would be helpful to the task force members.

**Table G1 - Pre-Term:** Information is generally collected from a prospective student's first contact through initial matriculation to the campus. Example sources: Offices conducting orientation, placement, testing, financial aid counseling and first-term advising.

Table G1 – Pre-Term			
Data/Assessment	Description	Location of Database	Comments
New Student Orientation	Students answer awareness questions about MCC.	Advising coordinator	Pertaining to Degrees and Services. Corrdinator retains the results report.
Placement tests	Placement tests are administered by the Testing Center to determine the course level a student can register for in the areas of Math, English, and Reading.	Results of placement tests may be found in Registration.	

**Table G2 - Active Period of Enrollment:** During the first year of college, data are regularly collected and added to student records automatically or are collected through surveys, focus groups, portfolios, and other data collection methods. Example sources: assessment office, registrar's records, freshman seminars, academic departments, academic advising, student affairs, etc.

Table G2 – Active Period of Enrollment			
Data/Assessment	Description	Location of Database	Comments
Career Counseling	The Counseling Department offers career counseling to students.	Counseling	Students are given results of the assessment.
Counseling Assessment	Any student in their first year (less than 30 credits) who has a GPA below 2.0 is required to meet with a counselor in order to select their courses for the following semester.	Counseling	According to Marilyn Weniger, Director of Student Development , "We have a very interesting assessment we are instituting that looks at: Commitment to Education, Self and Resource Management Skills, Interpersonal and Social Skills, Academic Success Skills, and Career Planning Skills."
MCC 101 Assessment	Students in MCC 101, The College Experience, are asked to complete pre and post assessment questionnaires to assist with measuring how well the course objectives were met.	The Office of Institutional Research and Planning and Department Chair, Dr. Marilyn Zopp	The questionnaires are analyzed by the Office of Institutional Research and Planning, and the report is kept in this office and is shared with The College Experience Department Chair, Dr. Marilyn Zopp.
	According to website for The Collegiate Assessment of		

The Collegiate Assessment of Academic Proficiency Exam (CAAP)	Academic Proficiency (CAAP) assessment program, the CAAP exam allows "postsecondary insitutions to measure, evaluate, and enhance the outcomes of their general education programs."	The CAAP report may be found in the Office of Institutional Research and Planning.	The CAAP tests are administered and kept by the Testing Center. The MCC Assessment Team oversees the CAAP and is responsible for making recommendations based on the results.
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**Table G3 - Subsequent Years:** Understanding what happened during enrollment at a two-year institution often requires data collection at later points. These data may include graduation rates, ultimate choice of major, job attainment, transfer to another institution and various learning outcomes must be collected at points after the conclusion of active enrollment. Example sources: registrar's records, enrollment management records, assessment office, etc.

Table G3 – Subsequent Years			
Data/Assessment	Description	Location of Database	Comments
Completer Survey	State mandated follow up of occupational program completers. This program will soon be in place. Exit surveys will be completed when a student withdrawals from all of his or her courses.	Office of Institutional Research	Currently no similar survey for other students.
Exit Survey	According to website for The Collegiate Assessment of Academic Proficiency (CAAP) assessment program, the CAAP exam allows "postsecondary insitutions to measure, evaluate, and enhance the outcomes of their general education programs."		Students will be asked to complete an exit survey when they withdrawal from all of their courses.
The Collegiate Assessment of Academic Proficiency Exam (CAAP)	Academic Proficiency (CAAP) assessment program, the CAAP exam allows "postsecondary insitutions to measure, evaluate, and enhance the outcomes of their general education programs."	The CAAP report may be found in the Office of Institutional Research and Planning.	The CAAP is administered in the spring semester prior to graduation. The MCC Assessment Team oversees the CAAP and is responsible for making recommendations based on the results.