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Organization Dimension Report McHenry County College

Foundations Institutions provide a comprehensive, coordinated, and flexible approach to the new student experience through effective organizational structures and policies. These structures and policies guide and align all aspects of the new student experience. Through effective partnerships, critical stakeholders such as instructional, administrative, and student services units provide a coherent experience for new students that is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.

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Current Situation:

The Organization Dimension enables McHenry County College to review its programs and policies to see if its "services provide a coherent experience for new students that is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements." The results of the Faculty/Staff Survey indicate that faculty and staff members, in general, do understand this organization in order to refer students to the appropriate services based on student needs. The mean rating, based on this understanding of the institution's organization structure to correctly refer students regarding questions about academic rules, is 4.27. However, the mean rating for "To what degree has this institution effectively organized itself to develop an integrated first college year that supports routine communication among discrete units/functions" is 3.08. This is the lowest rating of all the questions for the Organization Dimension.

Results for the 300 students surveyed indicate that they do understand the organization structure so that they know where to go if they need help with their coursework (mean rating of 3.93). However, the two areas of concern, based on student feedback, refer to students not having an understanding of this organization in order to seek help with non-academic matters (mean rating of 2.93) and need to be involved with college-sponsored organizations/events (mean rating of 2.84).

First time students at MCC are identified via recruitment, advising, admissions, and the college's main frame. Currently, MCC does not have an "Early Warning" for first time students in place. The institution needs to address the whole student and not just his/her academic progress.

Through the Advising office and MCC 101, special attention is given to full-time, first year students through orientation and course instruction. Part-time students are receiving little attention with this current practice. Student feedback from the survey indicate a mean of 3.43 for full-time students and a mean of 3.43 for part-time students. Other areas of concern include students at risk as identified by a low G.P.A., lack of attendance, repetition of courses, and the lack of a coordinated effort across departments and programs to meet the needs of our students. Recommendations include an Early Warning Alert system and a strengthened partnership between Academic and Student Support Services.

Opportunities and Challenges:

To implement the Early Warning Alert/System, the College has to have sufficient resources (staffing, budget and space). Personnel may be an issue as MCC has a limited number of counselors - 3 full-time and 4 part-time. Early warning signs would be noticed by faculty and the college would need to train the faculty in order for them to recognize these early warning signs. The institution needs to look at what other colleges are doing with regard to best practices in recognizing early warning signs and identification of first time students.

1. The college needs to research a formal policy on students repeating courses.
2. The college needs to make a concerted effort to make sure that part-time students are connected to our campus-based assistance.
3. This should be a campus-wide initiative and not just a Student Support Services issue.

The design and decision making for MCC 101 content and curriculum is heavily faculty led. Representation from Academic, Student Support Services, Sage Learning Center and Library personnel would provide a more inclusive content for MCC 101.

Alternative ways of funding the program will need to be identified. Currently, there is budgetary cuts across campus. Although there are several programs to support first year students on campus, these programs are very

fragmented. There is no connection between programs nor is there any opportunities for faculty to collaborate with Student Support Services.

A decision has to be made on whether or not an office/department needs to be created in order to focus on first year students.

- Benefits of creating a First Year College Experience department
- Centralizing programs, services, and policies.

Sources of Evidence:

- College Catalog
- Web site
- NX View
- Orientation Disc/CD
- Student Planner

- The Coordinator of Degree Audit System runs a Degree Audit report indicating who would qualify for a degree or certificate. The benchmark is 75% completion.

- Lack of evidence or policies in place.

- Feedback from MCC 101 students.

- Current practices of other institutions for first year students. Provide links. Look at Moraine Valley web site as a sample.

Recommended Grade: B-

Recommended Action Items:

- EARLY WARNING ALERT/SYSTEM (*High priority*)

MCC has to research on what other institutions are doing for "Early Warning Alert/System" and study the effectiveness of these initiatives, and then provide appropriate recommendations

- AUTOMATED DEGREE AUDIT SYSTEM (*High priority*)

MCC has planned to implement an automated degree audit system for student to conduct self-check in two years.

- STUDENTS WITH A BELOW 2.0 GPA (*High priority*)

MCC has to review the effectiveness of students on MAP (After accumulating 24 credit hours)

- MCC GRANTS OFFICE (*High priority*)

As MCC is experiencing zero budget growth, it is vital that FOE members work with the Grants Office to identify monies to support the recommended actions for this project.

- RETURNING STUDENTS AFTER A BREAK IN ENROLLMENT (*Medium priority*)

MCC has to determine number of semesters to constitute definition of "Break in Enrollment" to be referred to appropriate Student Support Services for assistance.

- PARTNERSHIP BETWEEN ACADEMIC AND STUDENT SUPPORT SERVICES (*Medium priority*)

AVP for Learning and Student Support Services has to create opportunities for the two constituents to collaborate on programs that would result in an integrated approach for first year students.

- STUDENT REPEATING COURSES (*Medium priority*)

Ex. Deans and AVP for Learning and Student Support Services have begun discussions with the Counseling personnel on students who repeat courses. At present, these constituents have decided to review each student case by case, and collect data on the above.