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All Students Dimension Report
McHenry County College

Foundations Institutions serve all new students according to their varied needs. These institutions anticipate, identify, and address the needs of traditional and non-traditional students in response to their individual abilities, backgrounds, interests, and experiences. These efforts are subject to assessment and adjustment as needed. Institutions also ensure campus environments that are inclusive and safe for all students.

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Overview:

The group reviewed the highlights of the All Student dimension in the faculty/staff survey and the student survey in addition to collecting departmental data and conducting relevant interviews. The scores for this dimension were quite high, in fact the highest of all nine dimensions. Overall, faculty and staff rated this dimension at 3.85 or signaled that this area was being addressed adequately. Likewise, the students rated this dimension at 3.86. Generally, the group felt that student orientation and MCC 101 do identify available services, but felt that a gap exists because these sessions are largely attended by full-time students, not part-time students. The group felt that once identified, the college had many choices for services serving all students. Identification of students, however, was largely left up to self-identification. In other words, the college addresses needs, but students must, in general, seek services on their own rather than being identified by any systematic method.

PI 6.1 Identified Needs: To what degree has your campus identified groupings of new students who predictably have the following unique needs: academic needs, social/personal needs, safety needs?

PI 6.2: To what degree does the campus address the following unique needs of groupings of new students known to benefit from predictably targeted assistance: academic needs, social/personal needs, safety needs?

PI 6.1 & 6.2 Current Situation: The group identified several successful program examples in the discussion for this category. Among them were athletics, testing, and honors programs as well as special needs, multicultural programs, and MCC101.

Academic Needs

- Placement testing is required for Math and English for incoming full-time students. Part time students are not required to take the placement tests until the time of registration for those courses.
- Mention was made of the Annual Enrollment Study published by the OIRP and use of the information specific to

academic standing and need for remedial study.

- Students are invited to use the services of the Special Needs Office. Faculty are notified of those students who need accommodation in the classroom. It appears from the survey results that the college does a good job of identifying students with a physical or learning disability. However, it was suggested that the college has not fully institutionalized its procedure for identifying student needs. While the Special Needs and Counseling department sends out correspondence to new students; it was suggested that it was a more passive (yet respectful) effort rather than active. Students are encouraged to step forward and self-identify their needs.
- The group was made aware of the Adult Reentry Program that existed for years, but does not exist anymore.
- Tutors are available in the Sage Learning Center for Math, English, History, Sociology, Economics, and Psychology.
- Academic probation does occur for those students who have earned 12 credit hours with a <2.0 GPA. Those with 24 credit hours and <2.0 GPA are not able to register for additional courses without first meeting with an academic counselor to make an educational plan. It was noted that part-time students can be enrolled for a number of years before reaching 12 credit hours.
- Members of the group suggested that the current approach is somewhat fragmented and could not be considered holistic.
- There appears to be a focus on traditional students who are planning to transfer. May not be enough focus on average and below average students.

Social/Personal Needs

- How well do we identify the social needs of students? Is the approach "trial and error"?
- Some of the events seem poorly placed by location (i.e. Comics in lunchroom sometimes create tension between attendees, lunch crowd and employees).
- The college is noticeably trying to engage its daytime students through increased resources and activities.
- It is obvious by the physical environment that the visual arts are important.
- It was noted that Jay Geller has done a great job with the performing arts with limited facilities and resources.
- The college regularly sponsors musical groups and performances.
- How is the Campus Activities Board (CAB) making its choices for student activities?

Safety Needs

- The purpose and scope of the Safety Committee was not well known by the team.
- A safety manual does exist for a limited number of campus emergencies, but is not well communicated across campus.
- It was suggested by the group that safety policy was reactive, rather than proactive, though one member of the team highlighted the following proactive approaches.
 - o AEDs (automated external defibrillator) located in several offices
 - o Staff trained to use AEDs in emergencies
 - o Security guards walking the halls in the evenings
 - o Security guards aware of instructors' schedules in the evening

- o Security available to help students who lock their keys in their cars or dead batteries
- o Disaster training for staff
- o Nurse responds quickly to health emergencies of students
- o Professional development safety workshops
- o Parking lot lit up at after class
- o Quick snow and ice removal
- o Emergency calling trees in place
- However, the group generally felt that the college does not *systematically* question student safety concerns.

PI 6.1 & 6.2 Opportunities and Challenges:

Academic Needs

· An opinion was voiced that much student information is gathered by the college at admission, but it may be underutilized. The recruitment area has responded to group inquiries and does not actively seek to identify student academic needs. The college does assessment tests for English, Math and Reading for full-time students. Students in occupational programs and students who have been given special permission to attend a class may not participate in academic placement testing. Those students working toward a certificate program may also fall outside this testing.

- Concern was expressed that athletes with a <2.0 GPA no longer have access to an academic liaison because the position no longer exists. They are now referred to the Sage Learning Center.
- It was suggested that the college has not fully institutionalized its procedure for identifying student needs. While the Special Needs and Counseling department sends out correspondence to new students; it was suggested that it was a more passive (yet respectful) effort rather than active. Students are encouraged to step forward and self-identify their needs.
- The academic needs of returning adult students are not systematically addressed by MCC. An exception is the Academy for High Performance.
- The group questioned how MCC 101 identified its curriculum. Was it based on the academic needs of the incoming freshman class?
- Anecdotal evidence suggests that we could do more to refer students to available services through proactive referrals.

PI 6.3 Student Experiences: To what degree does your institution assure that all new students experience the following: individualized attention from faculty/staff; academic support outside the classroom; opportunities for campus involvement; inclusive campus environment.

PI 6.3 Current Situation: The group focused on using student survey feedback and community focus group feedback for this performance indicator.

- July 2004 Focus Group notes from Office of Marketing and Public Relations mentions multiple times that MCC offers "a supportive environment (both physically and interpersonally) and caring instructors and staff". Traditional credit students characterized MCC as "meaningfully friendly."
- Campus Culture Dimension rates a 3.66 and the All Student Dimension rates at 3.86, which the group feels is moderately high. Also Questions 36, 37 and 40 regarding respect, self-expression and belonging on student survey have moderate to high ratings. The group felt that this was positive feedback and also noted that the student sample included an even range of diversity: including freshman and sophomores; from students who very involved to no involvement; who worked or didn't work; from all ages and ethnicities.

PI 6.3 Opportunities and Challenges:

- It was discussed that outside of semi-annual involvement in CSSE surveys and class discussions with individual students, it is difficult to gauge student perceptions within this performance indicator. Perhaps an annual data-driven instrument can be developed to gauge student perceptions.

Sources of Evidence (as documented in Evidence Library):

- Athletics information
- High school check list
- Special needs letter to high schools
- Outline of student services
- Special needs accommodation list
- Special needs flyer
- Special needs interview
- Security Committee's confidential information report
- Diversity committee activities
- Math, reading and English placement

Recommended Grade: B-**Recommended Action Items:**

- Revise Academic Probation Policy (*High priority*)

Examine the academic probation policy and re-determine if an early warning system should be implemented earlier so that students don't fall through the cracks.

- Student Feedback (*High priority*)

Implement an annual data-driven instrument that gauges student perceptions regarding how MCC identifies and addresses their academic, social/personal, safety needs. This could be the basis for systematically identifying needs, which currently seems fractured and reactive.