

We Pride Ourselves

– MCC’s comprehensive mission is reflected in its academic programs.

– MCC meets the needs of a diverse student population with excellence in teaching.

We Challenge Ourselves

– To keep academic programs up-to-date by upgrading curricula and identifying new programs to meet community needs.

– To strengthen the coordination among all aspects of MCC’s educational programs—credit, noncredit, and continuing education—to provide seamless educational opportunities.

– To assess more fully community English-as-a-second-language needs and to develop appropriate responses.



Chapter 8

Criterion 3—Instructional Programs

Introduction

While MCC’s mission as a comprehensive community college serving a diverse community of lifelong learners is manifest throughout the institution, nothing captures it more than the college’s educational programs and support services. MCC offers a balanced developmental, liberal arts, and career preparation programs as they relate to its mission and purposes.

Student Goals and Reasons for Selecting MCC

Educational Goals

During 2000-01, students were asked to declare their primary educational goals. Almost 44% declared their educational intent was to earn an associate degree. As the second largest goal selection, 16% declared their goal was to take several classes.

Table 8.1 Student Educational Goals

Educational Goal	# of Students	Percentage
Associate degree	11,168	43.7
Course—several	4,140	16.2
Not reported	4,021	15.8
Transfer credits	2,295	9.0
Allied Health goals	1,189	4.7
Course—only one	1,205	4.7
Certificate	670	2.6
Personal interest	320	1.3
None	194	0.8
Improve technical skills	178	0.7
Diploma	75	0.3
License/job requirement	72	0.3
Total	25,527	100.0%

Approximately 40% of MCC students attend the college for reasons other than earning associate degrees. MCC recognizes and assists students in reaching a variety of educational goals.

Students Select MCC

In the last three student information/student satisfactions surveys, students were asked to select any or all of the reasons they chose to enroll at MCC. Cost, class scheduling, and proximity to home consistently were the top three reasons students selected MCC. MCC is affordable, schedules classes that meet student needs, and is close to home for students.

Table 8.2 Reasons Students Attend MCC

Reason	Spring 01-02	Fall 01-02	Winter 01-02
Availability of Financial Aid	13.9%	13.5%	14.7%
Class Schedule	36.5%	42.6%	43.3%
Class Size	20.7%	30.8%	28.4%
Close to Home	35.3%	42.6%	38.5%
Close to Work	9.3%	11.7%	10.1%
College Reputation	10.9%	9.3%	9.9%
Cost	43.8%	70.5%	64.6%
Employer Tuition Assistance	8.9%	8.1%	7.2%
Job Placement Assistance	2.9%	3.4%	5.2%
Program of Study	25.6%	33.5%	38.1%
Other	8.2%	7.9%	7.3%

Student Enrollment

College enrollment (credit and noncredit) has grown dramatically since 1990-91. Student enrollment in credit hours has also increased in the last 10 years.

Student Headcount and Credit Hours

Unduplicated credit student headcount has increased at MCC during the last 10 years. From 1990-91 (19,481) to 2000-2001 (25,527), the number of enrolled students increased 31% (6,046).

In the last 10 years, the number of credit hours has also increased. In 1990-91, students registered for 221,995 credit hours, compared to 318,331 credit hours in 2000-01, which is a 43% increase. Credit hours increased more than student headcount. Therefore, students enrolled in more credit hours on average.

Figure 8.3 Annual Unduplicated Credit Headcount: 1990-2000

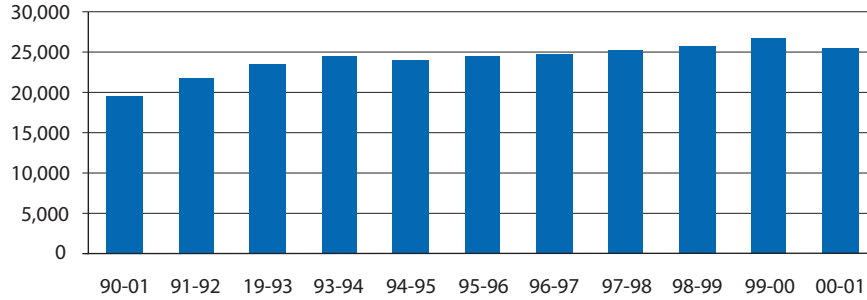
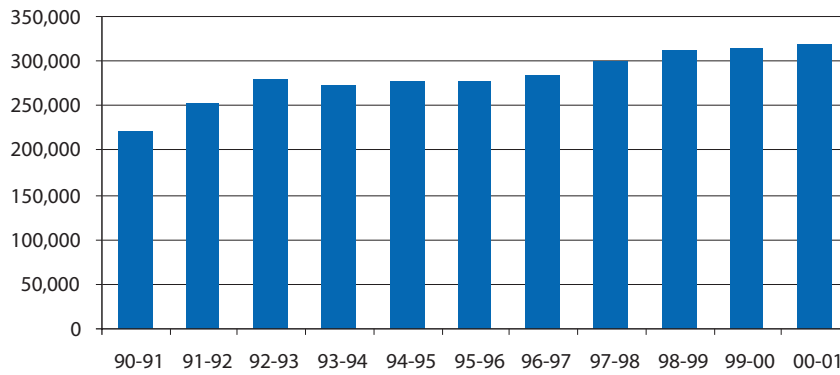


Figure 8.4 Annual Credit Hours: 1990-2000



Noncredit Student Headcount and Contact Hours

Enrollment of noncredit students has slightly increased since 1990. In 1990-91, 16,782 students enrolled in noncredit courses. In 2000-01, 18,569 enrolled, an 11% increase. Noncredit contact hours increased 35% during the same time period. In 1990-01, students enrolled in 241,301 noncredit contact hours; in 2000-01, students enrolled in 326,430. The same analysis can be made for noncredit contact hours as credit hours: students enrolled in more contact hours on average.

Figure 8.5 Annual Unduplicated Noncredit Headcount: 1990-2000

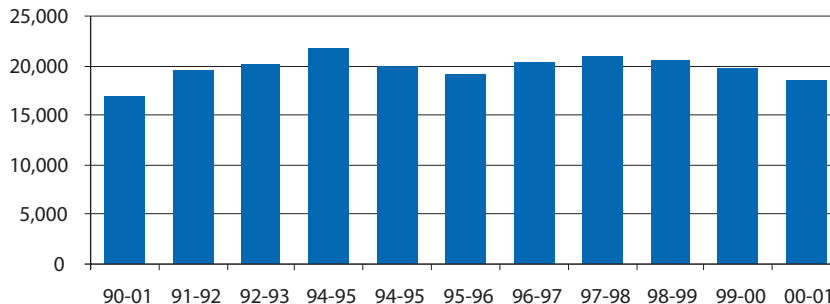


Figure 8.6 Annual Noncredit Contact Hours: 1990-2000

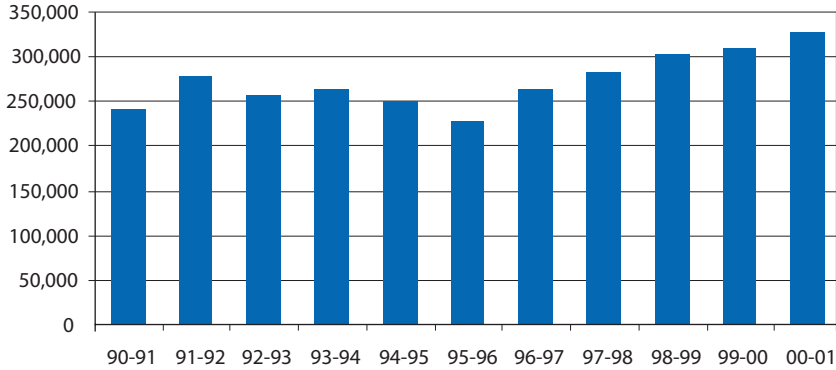
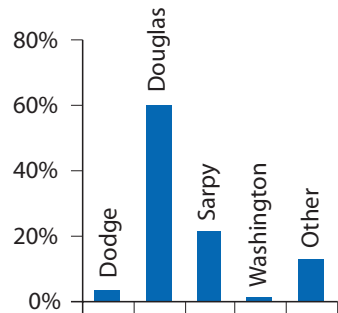


Figure 8.7 Four-County Service Area 2000-01 Enrollment



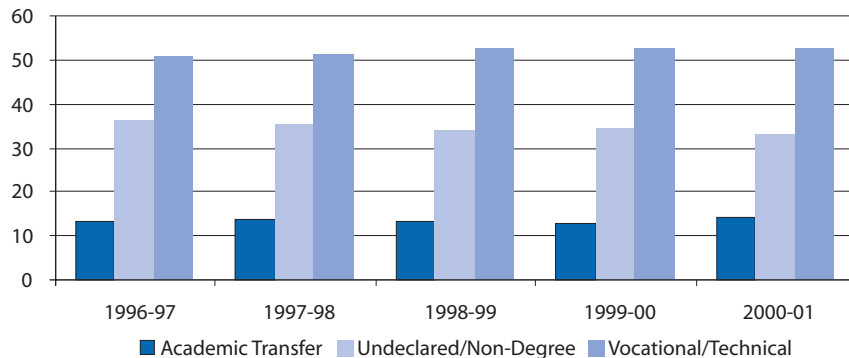
Enrollment by Counties

In 2000-01, Douglas County, which includes metropolitan Omaha, accounts for 60% of MCC’s enrollment. The second highest enrollment is Sarpy County (22%), south of the Omaha metropolitan area. Washington County, north of Omaha, accounts for the lowest percentage of enrollment, with almost 2% of MCC’s total enrollment. Dodge County, northwest of Omaha, has the second least enrollment with 4%.

Annual Percentage Distribution of Majors

Between 1996-97 and 2000-01, the distribution of majors shifted slightly. Undeclared/non-degree majors decreased by 3%. Academic transfer majors increased by 1%, while vocational/technical majors increased by 2%.

Figure 8.8 Percentage Distribution of Majors



Commitment to Excellence in Teaching

MCC demonstrates its commitment to excellence in teaching by providing opportunities for faculty professional development; compensation for faculty work “beyond” classroom teaching; frameworks for faculty evaluation and teaching components; and awards for outstanding teachers.

Teaching Frameworks

MCC’s qualified and dedicated faculty in conjunction with its sound support systems for teaching provide an environment that fosters teaching and learning. The *Components of a Professional Faculty Load* document and the sabbatical handbook serve as guidelines for organizing teaching and research time and for interacting with students. The *Student Conduct and Expectations* document supports students in setting goals and interacting with their instructors in productive and meaningful ways. These documents are available in the Resource Room.

Components of a Professional Faculty Work Load. This document provides a framework for faculty evaluation and emphasizes a commitment to teaching preparation and instruction. It contains items such as office hours and on-campus time, guidelines for teaching assignments, curriculum development, professional development, and service.

Sabbatical Leave. A sabbatical handbook provides faculty information about the sabbatical experience, including the application process and the selection criteria. College faculty and counselors are eligible for sabbaticals every six years. Since 1999, a peer committee has reviewed proposals for sabbaticals, with final approvals from the vice president of Educational Services, the executive dean of Campuses and Student Services, and the Board of Governors. The college supports professional development activities during sabbaticals by providing a prorated salary while faculty and counselors are absent from the college.

Student Conduct and Expectations. Revised during the 2000 academic year, this document more clearly separates academic from nonacademic misconduct by focusing upon learning expectations. A team composed of faculty and staff created the document. The college implemented a faculty development session that complements the student document and focuses on faculty control of the classroom.

Outstanding Teaching Awards

Instructors who exemplify outstanding attributes in helping students learn are recognized through MCC’s ConAgra Foods Excellence in Teaching and the Outcomes Assessment awards.

ConAgra Award. This long-standing and highly visible award recognizes outstanding full-time and adjunct faculty. The award is presented at the Spring Celebration attended by all college employees. The award is also linked to professional development; winners of the ConAgra award attend a faculty development-related conference.

Outcomes Assessment Awards—Individual and Program/Group. The Outcomes Assessment awards are for an individual and program/group that recognize outcome assessment

as an integral component of student learning. The Outcomes Assessment Committee awards an individual faculty member who demonstrates excellence in the assessment of student learning a \$600 honorarium, established through MCC's Foundation. The committee also awards a program or group that demonstrates excellence in student learning a \$2,000 budget award through the college's operating fund.



Developmental Education

The Developmental Education program consists of skills improvement in reading, English, math, science, and English-as-a-second-language as well as a number of academic support services.

In October 2000, the college received a five-year \$1.7 million Department of Education Title III grant to support MCC's developmental education course offerings. The grant's purpose is to strengthen the existing developmental program by providing funds for curricu-

lum development and expansion; software and hardware acquisition; assessment and placement testing; staff and faculty training; and the development of systems to enhance student retention and academic success.

Title III initiatives have sharpened the focus on retention, placement, and student success at MCC. One of the program's goals is to increase the percentage of students with developmental needs who enroll in developmental courses. Another program goal is to increase the percentage of students who successfully transition from developmental-level to college-level courses.

Results so far have been encouraging. For example, one of the program's goals, based on the 1998-99 academic enrollment data, was to increase by 5% the number of students with developmental needs in one or more developmental courses in math, English, reading or science. By June 2001, the number of students assessed with developmental needs and enrolled in one or more of the developmental courses increased by 5.4% over 1998-99. Results of additional performance indicators are located in the Resource Room.

Additionally, career counselors have changed their title and responsibilities to academic counselors, focusing on developmental students. Reading and math curricula are in the revision process. Tutoring services is integrated into the learning centers, and computerized assessment testing is available on all three campuses.

Another example of MCC's exemplary support for developmental student learning is AIM for Success, a learning community program. AIM for Success provides instruction and support services for students who need to develop basic reading, writing, math, and learning skills before pursuing college-level coursework.

AIM is offered in a block schedule and requires students to enroll full-time during the one-quarter program. Among the program's special features are diagnostic testing, interdisciplinary approaches to basic skill development, integrated counseling and tutorial services, career exploration, and co-curricular activities.

Academic Foundations Courses

The Academic Foundation courses offer college-credit instruction in short-term, one or two credit modules; in foundation skill areas such as career planning, job seeking skills, managing test anxiety, microcomputer fundamentals, learning technologies; and other topics of interest.

Adult Basic Education and General Equivalency Diplomas

Adult Basic Education (ABE) classes provide instruction in the basic skill areas of reading, writing, mathematics, and English language preparation. This program is for adults who have not achieved skill attainment at a ninth-grade level or who wish to prepare for the General Equivalency Diploma (GED) test. ABE/GED classes and GED testing are available at various campus and community locations.

English-as-a-Second Language

In credit and noncredit offerings, English-as-a-second-language (ESL) classes are available to any student whose first language is other than English. MCC offers ESL classes at a full range of levels from beginning through intermediate and advanced courses, featuring instruction in speaking, listening, reading, and writing skills. Noncredit courses are intended to provide instruction in basic English language literacy, listening, and speaking, while credit courses focus on reading and writing English at the intermediate or more advanced levels of English language development.

In the last few years, an explosive growth has occurred in south Omaha's Hispanic/Latino population. It is difficult to assess the full scope and depth of needs in this community; however, the development of English-as-a-second-language is one evident need. This particular growth will have an impact on MCC's ability to deliver English-as-a-second-language services. The college is currently studying these issues.

Reading and Learning Skills

Students with developmental needs in reading may develop skills essential to success at the college level through various courses offered in the reading curricula. Students identified through MCC assessment as having developmental reading skills are strongly encouraged to enroll in the RLS 095 Reading Strategies course. This course provides skill development in the essential proficiencies of reading, vocabulary, comprehension, and rate.

Students who wish to strengthen their reading skills and become more effective at the college level may also enroll in other courses such as Vocabulary and Spelling, Effective College Reading, and Student Success Strategies. All campuses offer assistance with college reading skills. Offered programs focus on increasing reading efficiency, vocabulary devel-

opment, comprehension, spelling, and reading rate improvement by utilizing computer-aided reading modules. The college also offers professional reading strategies to meet occupational or professional reading demands.

MCC's college study skills course assists students with time management, note-taking, text marking, test-taking skills, memory techniques, and library usage.

Developmental English, Mathematics, and Science

The English, Mathematics, and Science departments offer courses for students who may need to enhance writing, numeric, or science skills. Students may assess their skills in these areas by completing the COMPASS sequence of tests distributed by the American College Testing Association, or, in the case of science, an internally developed test. Based upon results from these tests, academic advisors suggest various developmental courses in English, mathematics, or science. Students are strongly encouraged to enroll in these courses if needed. Grades for these courses are pass, fail, or re-enroll. MCC does not count these course credits towards any MCC degree.

English offers two developmental courses. If students begin the English developmental sequence, they must take both courses. The first course, ENG 097, emphasizes writing complete sentences, sentence structure variety, paragraph development, and writing topic selection. The second course, ENG 098, builds on ENG 097 by exploring the writing of extensive paragraphs or papers and reviewing grammar rules and punctuation. After successfully completing ENG 098, students are considered prepared for college freshman composition courses.

Students who complete the English developmental sequence are more successful in ENG 101 than those who do not. During the 2000-01 academic year, of the 3,246 students who placed at the developmental level in English, 81% of those completing ENG 097 before going on to ENG 101 passed with a grade of "C" or better, compared to 75% who received a grade of "C" or better in ENG 101 by electing to bypass ENG 097.

Developmental mathematics entails a series of courses structured to meet student needs. Students lacking skills in basic whole number operations are advised to enroll in MAT 093. Students who demonstrate competency in whole number operations, but are weak in fractions, decimals, and percents, are advised to enroll in MAT 095. MAT 093 and 095 have been recommended in the sequence for struggling students because of high withdrawal and retake rates. During the 2000-01 academic year, approximately 17% of students withdrew from MAT 095 and 096 or re-enrolled.

If students plan to enroll in the algebra sequence of courses while at MCC but are weak in algebra, they may be advised to take a one quarter introductory algebra course (MAT 099) or a slower paced, two quarter introductory algebra sequence (MAT 097 and MAT 098).

Science has one developmental course that provides students with basic skills in measurement, analysis of data, and fundamental scientific concepts. Students who have not taken a high school science course or who have not taken a recent science course are encouraged to enroll in this course if they plan on pursuing careers in science-related fields.

Liberal Arts/Academic Transfer

MCC is dedicated to educating the whole person, expanding avenues for employment, and enriching general life perspectives. To achieve this, MCC offers a wide range of liberal arts courses as well as an Associate of Arts and Associate of Science degrees. Through multiple course offerings in the humanities, mathematics, the social sciences, and the natural sciences, the liberal arts program seeks to foster civic awareness, a historical perspective, ethical awareness, and critical thinking skills applicable to future coursework or professional pursuits.

For students who wish to concentrate their studies in the liberal arts, two degrees are available. The Associate of Arts emphasizes the social sciences or humanities. Students may take up to 27 credits in either of these areas as well as additional courses in mathematics and the natural sciences.

The Associate of Science allows an emphasis in mathematics or the natural sciences. Students may take up to 28.5 credits in either of these areas as well as additional courses in the social sciences and humanities. Each of the degrees is transferable to most four-year institutions, either as a degree or through MCC's Associate-to-Bachelor (A-to-B) agreements.

MCC has 25 A-to-B agreements with area four-year institutions. These agreements allow MCC students to transfer an entire associate degree, with the liberal arts courses as a foundation, toward a four-year college degree in specific areas such as education, pre-engineering, and premed. In most instances, students enroll as juniors at the transfer institutions. These agreements represent financial savings to students and often provide a supportive learning environment for nontraditional students. The Associate of Arts and Associate of Science degrees provide the foundation for the A-to-B agreements.

Additionally, all area colleges and universities accept MCC courses, but may not accept the entire associate degree. Other institutions accept MCC courses for credit, but formal agreements have yet to be established. A more detailed presentation of MCC's articulation agreements appears in Chapter 12: Criterion 5—Integrity.

An ongoing challenge for MCC is that students who take many liberal arts courses for transfer do not wish to earn associate degrees. They are a challenging population to assess, often appearing as negative retention statistics in the college's data. However, MCC has recently implemented a continuous "declaration of intent" system in the registration process to better track this population and address this ongoing challenge.

Passport Program

As the transfer program has matured, MCC is piloting the Passport Program intended for transfer-oriented students. Students complete courses together as a cohort in a supportive, cooperative environment called a learning community.

The three-quarter program will debut in the fall 2002 at MCC's Elkhorn Valley Campus. This learning community will include 25 full-time students who will complete their first

academic year together. Participating students will attend a block of three courses per quarter, completing 40.5 (27 semester) transferable quarter hours. The integrated curricula will include an international theme.

To qualify, students must have a high school diploma or GED, be willing to be a full-time student during the day, and complete an application form.



General Education

As a comprehensive community college, MCC provides high quality educational programs to people of all ages and educational backgrounds. Through the general education requirements, students have opportunities to become more effective, discerning, flexible, perceptive, and understanding in professional and personal endeavors.

MCC has identified skills that all students must master. Vital to the preparation for students' lifelong learning skills is the development of competencies in English, human relations, math, computers, and social skills. Chapter 10: Criterion 3–Outcomes Assessment addresses how these skills are assessed.

Students completing degree programs at MCC must complete the general education core requirements, which are designed to offer students a balanced academic platform for future coursework. In most programs, general education requirements are already determined; in programs where specific courses are not outlined, students select courses from an approved course list to complete minimum requirements for general education.

For all associate degrees, students must complete 27 quarter credit hours in English, social sciences, and mathematics, with nine hours in Microcomputer Fundamentals and Human Relations. For a Certificate of Achievement, students must complete 6.5-9 hours in English and mathematics.

To determine general education requirements, which were established in 1992 and refined in 1998, the college uses a variety of methods to identify student, employer, and academic institutional needs. Methods include advisory committees, graduate surveys, employer surveys, input from program areas, collaboration with area secondary and postsecondary institutions, comparison with other education institutions, and state transfer initiatives.

In determining if the required general education courses meet student needs and reflect MCC's philosophy, the college analyzes data such as anecdotal feedback from students and instructors, student evaluations, graduate surveys, and outcomes assessment results. These data assist in the modification of curricula and delivery, supply rationale for assignments, and provide targeted emphasis in content and delivery. In addition, general education is assessed as part of the college's student learning outcomes program.

Table 8.9 General Education Enrollment by Prefixes

General Education Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Art (ART)	624	3,991.5
Biology (BIO)	1,474	11,545.0
Chemistry (CHE)	714	4,431.0
English (ENG)	6,245	35,706.0
French (FRN)	58	454.5
Geography (GEO)	377	2,151.0
German (GER)	33	270.0
History (HIS)	1,087	5,544.0
Humanities (HUM)	363	1,593.0
Japanese (JPN)	47	405.0
Mathematics (MAT)	6,621	43,670.0
Music (MUS)	62	292.0
Philosophy (PHL)	1,044	5,125.5
Physics (PHY)	148	876.0
Political Science (POS)	399	1,890.0
Psychology (PSY)	2,529	12,766.5
Science (SCI)	1,712	8,401.5
Sociology (SOC)	509	4,017.5
Spanish (SPN)	314	1,400.0



Degree Offerings

MCC offers students a wide range of programs of study leading to an Associate in Applied Science Degree, Associate in Arts Degree, Associate in Science Degree, or Certificate of Achievement. Additional information on MCC degree programs and general education is located in the Resource Room.

Associate in Applied Science Degree (AAS)

The Associate in Applied Science (AAS) Degree is awarded to students completing the requirements of one of the career programs with a minimum of 96 quarter credit hours. This degree prepares graduates for entry-level positions and is accepted by several four-year institutions under A-to-B agreements. MCC offers 38 AAS programs.

Associate in Arts Degree (AA)

The Associate in Arts (AA) Degree is awarded to students completing the requirements of the Liberal Arts/Academic Transfer or Time Option program. This degree parallels the work completed in the first two years of a four-year institution. MCC offers three AA programs.

Associate in Science Degree (AS)

The Associate in Science (AS) Degree is an academic transfer degree awarded to students who complete required courses. It is generally transferable as the first two years of a baccalaureate program or in meeting the minimum requirements for entrance into a designated professional program of study. MCC offers two AS programs.



Associate in Science in Nursing Degree (ASN)

The Associate in Science in Nursing (ASN) Degree is awarded to students completing the program requirements of the Associate Degree nursing program with a minimum of 108 credit hours. Many of the required courses transfer to four-year institutions.

Certificates and Diplomas

In addition to associate degrees, MCC offers certificates of achievement and specialist diplomas. A Certificate of Achievement is awarded to students upon successful completion of the requirements of one of the career programs with a minimum of 48-quarter credit hours. MCC offers 24 certificates of achievement with a variety of options.

MCC also offers an Occupational Specialist Diploma designed for the currently employed person seeking job-relevant career development and training. The diploma represents a structured sequence of courses that may be completed in a relatively brief time period. Students are not required to take general education courses but must demonstrate literacy and numeric skills necessary for college-level work. At least two-thirds of the credits leading to the diploma must be completed at MCC, and no course with a grade lower than “C” is accepted. MCC offers 60 specialist diploma choices. See the Resource Room for a complete list of the occupational specialist diplomas.

Externally Accredited Programs

The Higher Learning Commission of the North Central Association accredits MCC’s total program. The Coordinating Commission for Postsecondary Education (CCPE), a state agency, approves MCC’s academic programs. In addition, various professional accrediting bodies of professional associations approve 12 of MCC’s educational programs.

Accreditation of these various degree programs lends credibility to MCC’s standing as a leading learning resource. Commonality with programs offered at other institutions of higher education is ensured through the external accreditation process.

Table 8.10 Accrediting/Approving Associations and Agencies of College Programs

MCC Accredited Programs	Accrediting/Approving Agencies and Associations
• Associate Degree Nursing	– National League for Nursing Accrediting Commission
• Associate Degree Nursing	– Nebraska Board of Nursing
• Practical Nursing	
• Automotive Technology	– National Automotive Technicians Education Foundation (NATEF)
• Auto Body Technology	
• Business Programs (all)	– Association of Collegiate Business Schools and Programs (ACBSP)
• Culinary Arts	– American Culinary Federation Educational Institute Accrediting Commission (ACFEIAC)
	– Council on Hotel, Restaurant and Institutional Education (CHRIE)
• Dental Assisting	– Commission on Dental Accreditation of the American Dental Association
• Human Services	– Council for Standards in Human Service Education (CSHSE)
• Legal Assistant	– American Bar Association
• Respiratory Care Technology	– Commission on Accreditation for Allied Health Educational Programs
• Surgical Technology	

Career Programs of Study

Part of MCC's mission is to provide occupational and academic transfer programs that are affordable, accessible, and relevant to the personal and professional goals of lifelong learners. In addition, the college supports community and economic development at local, national, and international levels. The variety of career programs offered at MCC demonstrates its commitment to its mission and the community. For the purposes of this document, MCC programs are grouped into six career programs of study: business, computing technologies, health care, industrial technologies, service, visual arts, and the transfer program.

Business Career Programs

The business programs offer students a variety of degrees in occupational and employable skills pertaining to business. Most degrees offer international components. The 2001-02 business courses had the following unduplicated student enrollment:

Table 8.11 Business Enrollment by Prefixes

Business Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Accounting (ACC)	1,685	10,240
Economics (ECO)	1,545	8,591
Finance (FIN)	383	2,097
Management (MAN)	2,042	13,104

Business courses are identified through discussions with program advisory committees, adjunct and full-time faculty, and area employers. Course development is a collaborative faculty/program advisory committee effort.

The Business department analyzes graduate surveys and pre-/post-testing to measure program outcomes. Faculty and program advisory committees assess program effectiveness and implement program changes by reviewing results of program outcomes.

Computing Technologies Career Programs

The computing technologies career programs offer a variety of degrees, certificates, and options. The 2001-02 computing technologies courses had the following unduplicated student enrollment:

Table 8.12 Computing Technologies Enrollment by Prefixes

Computer Technologies Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Computer Programs Technology (CPT)	1,586	13,323
Microcomputer Technology (MCT)	5,245	35,905

Courses in computing technologies are identified and developed based on consultation with program advisory committees, businesses, and faculty members. Program outcomes are measured through capstone courses, programming assignments, and special projects. Information from these measurements is used to enhance individual courses and to establish or modify prerequisites.

Health Career Programs

MCC's health career programs offer students a variety of options in pursuing careers in health care fields such as dental assisting, surgical technology, Licensed Practical Nursing (LPN), and medical assistance. They may also earn an Associate of Science Degree in Respiratory Care Technology or an Associate of Science Degree in Nursing (ASN). The 2000-01 health courses had the following unduplicated student enrollment:

Table 8.13 Health Enrollment by Prefixes

Health Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Dental Assisting (DEA)	47	1,485
Nursing (ASN)	93	1,925
Practical Nursing (NUR)	116	1,695
Respiratory Care (RTH)	30	943
Surgical Technology Certificate (NST)	22	402

Health courses included in the curricula are identified and developed in accordance with national standards by analyzing national, regional, and state trends and standards in health. External accrediting agencies provide guidelines and standards for curriculum content. Through curriculum committees, faculty members develop courses and instructional materials.

Methods of assessing student learning outcomes in the health career programs include graduate, faculty, and employer surveys; student portfolios; student clinical and laboratory evaluations; math exams; research papers; and a variety of certification or licensing external exams. The program outcome measurements are analyzed, evaluated, and assessed yearly with follow-up faculty discussions to determine future action plans for change, if needed.

Industrial and Commercial Trades Career Programs

The industrial and commercial trades programs offer students a variety of degrees in occupational and employable skills pertaining to building, manufacturing, electrical, and automotive occupations. The 2000-01 industrial and commercial trades courses had the following unduplicated student enrollment:

Table 8.14 Industrial and Commercial Trades Enrollment by Prefixes

Industrial and Commercial Trades Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Air Conditioning, Refrigeration, and Heating Technology (AHR)	203	2,041
Architectural Drafting and Design (ACT)	211	2,343
Auto Body Technology (ABT)	100	1,432
Automotive Technology (AUT)	140	2,028
Civil Engineering Technology (CET)	60	569
Construction Technology (CST)	357	2,616
Drafting and Design for Manufacturing (DRT)	125	1,355
Electronics Technology (ELT)	655	6,794
Industrial Maintenance and Commercial Trades (IDM)	602	4,665
Utility Line Technician (UTL)	34	1,024
Welding Technology (WEL)	175	853

Courses for the industrial and commercial trades programs are identified through discussions with program advisory committees, adjunct and full-time faculty, area employees, accrediting agencies, and faculty internships. The course development is a collaborative faculty/program advisory committee effort.

Programs within the industrial and commercial trades use lab checklists, graduate and employee surveys, and paper-and-pencil testing to measure program outcomes. Faculty and program advisory committees assess program effectiveness and implement changes by reviewing the results of program outcomes.

Services Career Programs

The services career programs offer degrees, some with options, and certificates of achievement as programs of study. The 2000-01 services courses had the following unduplicated student enrollment:

Table 8.15 Services Enrollment by Prefixes

Services Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Criminal Justice (CJU)	397	4,010
Culinary Arts and Management (FST)	358	3,750
Early Childhood Education (CHC)	239	2,265
Horticulture (ORH)	230	1,985
Human Services (HMS)	504	3,688
Interior Design (IDE)	184	1,772
Legal Assistance (LHS)	185	1,935
Sign Language Skills (SLS)	242	1,530
Theatre (THE)	170	869

Courses in the service career programs are identified and developed in a number of ways. Program advisory committees, external accrediting agencies, input from knowledgeable experts throughout the community, and national guidelines for training programs are used as a foundation for change as well as program goals. Modifications are made as appropriate and feasible.

Program outcomes for service career areas are measured in a variety of ways. Measurements include student portfolios, graduate surveys, written exams, projects, case analysis/studies, self and peer assessments, and practicum feedback by faculty and onsite supervisors.

The information from outcome measurements is utilized in the program review process and is shared with program advisory committees. Examining the outcome measurements assists the faculty to ensure that the curriculum is current and meets future student needs as well as fulfills industry standards for employment.

Visual Arts Career Programs

The visual arts career programs offer students numerous degrees, one with options. Students may also select from certificates of achievement. Courses are identified and developed through consultation with program advisory committees; other faculty in the visual arts area, as well as other colleges; and research of current academic standards through professional publications and conferences. Trends are identified, and through a process of review and evaluation, various groups review or develop course materials. The visual arts courses for 2001-02 had the following unduplicated student enrollment:

Table 8.16 Visual Arts Enrollment by Prefixes

Services Enrollment by Prefixes	2001-02 Unduplicated Enrollment	2001-02 Credit Hours
Arts (ART)	624	3,992
Electronic Imaging and Graphics (EIG)	167	1,499
Graphic Communication Arts (GCA)	236	2,181
Photography (PTY)	382	4,123
Printing and Publishing Technology (PPT)	113	633

Visual arts career program areas measure program outcomes through student portfolios, graduate surveys, capstone courses, instructor evaluations, critiques, and written tests.

Results from measurements of the program outcomes are used to enhance individual courses and establish or modify prerequisites. The information provides direction for re-evaluating curriculum and equipment purchases. Outcome measurements also are used to develop new curriculum, make changes to the existing curriculum, and determine the best sequence of course prerequisites.

Support for Student Learning

MCC is committed to creating an environment that supports student learning by providing a variety of programs to directly meet individual learning needs. The following are examples of some of the student learning support systems at the college.

Learning Centers

Learning Centers provide resources, technologies, and services to support the learning needs of students across the curricula. The centers are open to all students enrolled in credit or noncredit classes at MCC. Services are provided free of charge and include:

- Use of microcomputers for word processing and Internet research;
- Instruction in basic microcomputer skills;
- Basic skills development;
- Computer-assisted learning;
- Drop-in individual assistance with course work;
- Study skills information and assistance; and
- Access to scheduled tutoring.

During the 2001-02 academic year, approximately 22,700 students (duplicated headcount) were served per quarter. Students are satisfied with the services provided. During the spring

quarter 2002, of those students surveyed, 90% rated the service as “very good” or “excellent,” and 100% rated the staff as “very good” or “excellent” in providing services.

The Learning Centers continue to experience challenges in addressing the needs of all students by discovering creative and economic ways to provide assistance in specialized areas while serving the large numbers in basic skills and enhancing communication with faculty.

Tutoring Services

MCC offers free tutoring in selected subjects to complement classroom learning and to offer academic support. Tutoring is provided to enhance student learning, increase student confidence, and build academic excellence. Students experiencing academic difficulties may request tutoring services through the Learning Centers. They must be enrolled in credit courses, complete prerequisites or assessment testing, and have faculty approval.

Computer Labs

Campuses and centers offer computer labs for students to access state-of-the-art equipment, including laser printers, microcomputers, AS/400 and other hardware platforms. Lab assistants help students during all hours of operation, which include weekends and evenings. At the Fort Omaha and Elkhorn Valley campuses, specialized labs such as the visual technologies and AutoCAD™ labs are also available.

Bookstores

In a partnership arrangement with MCC, Follett Higher Education Group operates retail bookstores at the three campuses and the Sarpy Center. As a contracted entity, Follett provides services and products for students, faculty, and staff. MCC receives a sliding commission rate based on the sales volume. Among services and products Follett provides are selling and trading of textbooks, software, clothing and snack items, graduation invitations, UPS service, general office and school supplies, and the purchase of used textbooks from students. The arrangement MCC has had for many years with Follett has been an efficient and successful partnership. The college provides the space and access to the students, and Follett provides its resources within the academic community to meet the needs of MCC students and staff.

Instructional Support Services

In order to provide quality educational programs for all students, MCC recognizes that instructional support systems must be in place for programs to be successful. The college demonstrates its commitment to supporting quality instruction by providing the following services and systems.

Library Services

MCC’s Library Services provides information services to the diverse community of lifelong learners served by the college. The purpose of MCC’s Library Services is twofold: collabo-

rate with others to provide high quality information services to promote the learning process and to provide learning-centered opportunities to users. As a multiple-site college, MCC is challenged in providing equitable access to information in support of student learning. The library system at MCC rises to this challenge and serves all students in a variety of ways.

Students have access to a total of 61 computers at the three libraries. Students use the computers to access the Internet, the library's online catalog, and databases specifically selected to support academic programs offered by MCC. One strength of the MCC library system is its extensive online services, which are essential for a multi-campus environment and distance learning.

Library Services provides an online catalog through its library Web page and access to 32 electronic databases designed to support MCC's academic programs. An additional 54 databases are available through FirstSearch, an electronic reference service.

Students have access to approximately 4,200 titles of electronic books through NetLibrary, an easy-to-use information and retrieval system for accessing the full text of reference, scholarly, and professional books. Over 7,800 media volumes such as videos, CDs, and computer disks are also accessible for students.

Along with electronic information, almost 47,000 volumes of print materials are available for student use. The libraries subscribe to 668 magazines and journals, and 26 newspapers; and provide 32 microfilm titles to assist students in research.

The library staff collaborate with faculty on a regular basis to ensure that appropriate resources are available for student learning. For example, the staff works with individual instructors in selecting specific resources for programs and courses. Faculty members are surveyed regularly, and their suggestions for new materials are incorporated into the development of the annual library budget. Program specific collections are reviewed on a cyclical basis, and instructors are encouraged to provide assistance with the selection of new sources and the withdrawal of dated sources.

As evidenced through library surveys, faculty and students indicate satisfaction with library services. Of faculty responding to an optional 2000-01 library survey, 100% were "satisfied" or "very satisfied" with assistance in researching content topics and delivery of the student library/orientation tour. Of students completing library tours and completing surveys in 2001-02, nearly 100% felt the tour presentation was "very well" or "well organized." When asked how likely students were to use the libraries after the tours, almost 100% responded "likely" or "very likely."

MCC is a member of the Nebraska Reciprocal Borrowing Agreement, a statewide agreement among academic libraries. Dependent upon other libraries' circulation policies and restrictions, students, faculty, and staff also have access to interlibrary loan services throughout the state at no cost to them.

MCC is a member of the Nebraska Educational Television Consortium of Higher Education (NETCHE), which provides access to video programs produced by NETCHE and other

companies. In addition, MCC is a member of the Nebraska Consortium of Academic and Public Libraries (NEBASE), which provides access to OCLC, the college's cataloging utility.

Through MCC's library services, students, faculty, and staff may check out electronic equipment such as VCRs, slide projectors, "boom boxes," camcorders, scanners, digital cameras, laptop computers, and projection systems. Photocopiers are available at the three libraries for public use.

Curriculum Design Studio

Maintaining quality educational programs with relevant and rich curricula has been a challenge for MCC, as with many comprehensive community colleges. Because MCC offers a divergent selection of programs without the approval of a standing college-wide curriculum committee, new programs and courses have not been designed or updated in a highly coordinated manner. However, in recent years Educational Services has initiated new systems to address these issues.

In 2001, a faculty committee developed the Curriculum Systems Initiative, one of Educational Services' learning initiatives. The committee's focus was to design sustainable systems related to curriculum development that allow for creative design and delivery of relevant curriculum and programs. The result was a framework for development of a curriculum design studio for support.

MCC is committed to supporting the Curriculum Design Studio by providing a faculty member on full-time release to facilitate these curriculum development processes.

MCC's curriculum system for courses include three processes: development, delivery, and maintenance. Course development is a series of 12 steps from conception through course implementation. The second process in the curriculum system is course delivery. A course may be delivered through the conventional classroom, distance learning (DED), telecourse, online, or mixed mode (classroom and online). The third process, implementation, is maintained throughout the life of the course.

Four phases direct the development of a new course. The first phase establishes the groundwork and foundation for the course by gathering information from a number of sources such as students, peers, and a program advisory committee to determine need and focus. During the second phase, curriculum writers develop course objectives, establish prerequisites, develop a course outline, and submit a new course development form to Educational Services. During the third phase of design and development, measurable outcomes are defined; textbooks are selected; and activities, lesson plans, and a syllabus are developed. During the last phase, implementation, the course is piloted and evaluated. By establishing such flexible and reflective procedures, the integrity of curricula is maintained, and faculty are encouraged to embrace innovative and collaborative practices.

Instructional Design Services (IDS)

MCC provides a special support team, Instructional Design Services (IDS), to help faculty enhance teaching through technology. IDS promotes and encourages technology

integration enhanced learning by assisting faculty in the design, development, production, and implementation of materials for use in the classrooms.

The focus of IDS is to help in creating materials specifically used for distance education, technology classrooms, and online learning through the Internet. IDS provides faculty with one-on-one consultation, assistance in the production of Web pages and multimedia usage, and customization of video and audio production. Additionally, it facilitates original computer graphics design for instructors.

IDS is viewed as the college's primary change agent in instructional design. Its purpose is to promote a climate that nourishes a program of planned change for the use of instructional technology as curriculum innovation. It also creates a supportive environment for faculty to adopt, develop, and utilize technology-enhanced learning. IDS is further addressed in Chapter 13—Request for Institutional Change, Distance Education.

Information Technology Services (ITS)

Information Technology Services (ITS) provides a foundation for college-wide information technology planning, including technology support for faculty and students. ITS is continuously changing and expanding in size and importance. Primary goals are to enhance use of technology tools, to facilitate productivity of all college employees, and to expand opportunities for students and employees to access learning resources and support services.

Creating a technology-enhanced seamless environment for learning is a priority for ITS across its four areas:

- **Help Desk** provides immediate advice, information, and action related to information technology issues via telephone, e-mail, or in person;
- **Internet Services** provides Web support by providing Web-authoring teams with the latest in Internet and Intranet technology;
- **Network Services** provides support for all data communication hardware, including all college-owned microcomputers, software, network servers, printers, and related components and peripherals; and
- **Telephony Services** provides support for telecommunication hardware and software.

The primary objective of ITS is to manage and maintain MCC information technology to the highest standards compatible with college needs, goals, and budget limitations. It provides the latest course delivery tools and expands access to learning resources and support services. Because of what ITS provides, it has had a major impact upon the operation of all MCC degree programs as well as the day-to-day operation of college services.

Community-Learning Connections

MCC goes beyond its walls in providing educational experiences for all types of learners. By offering a variety of credit and noncredit programs, MCC reaches into the community to respond to a variety of needs and interests.

Table 8.17 Program Advisory Committees

Academic Foundations
Accounting
Administrative Assistant and Medical Office
A/C, Refrigeration, and Heating Technology
Architectural Drafting and Design
Art
Auto Body Technology
Automotive Technology
Business Management
Chemical Dependency Counseling
Civil Engineering
Computer Programming
Construction Technology
Criminal Justice
Culinary Arts and Management
Dental Assisting
Drafting and Design
Early Childhood Education
Electronic Imaging and Graphics
Graphics Communication Arts
Horticulture
Human Relations
Human Services
Industrial Maintenance
Interior Design Assistant
Legal Assistant
Microcomputer Applications Support and Networking
Nursing Programs
Photography
Printing and Publishing Technology
Respiratory Care Technology
Sign Language Sills
Surgical Technology
Utility Line Technician
Web Support
Welding Technology

Program Advisory Committees

MCC's educational programs are affordable, accessible, and learning-centered. These programs address a wide array of student goals. In order for MCC to accomplish its goals, the college relies on academic advisory committees to assist in developing programs that meet the needs of students.

MCC's 36 program advisory committees are an integral part in the development, review, and revision of programs and curricula at the college. Participants are community members whose expertise in the respective fields provides a quality, up-to-date instructional focus for each program. A membership roster of each advisory committee can be found in the 2002-03 college catalog, pages 279-282. Additional information addressing MCC's program advisory committees is available in the Resource Room.

Workforce Development Institute™

MCC's Workforce Development Institute™ (WDI) is the college's liaison with business, industry, and government organizations. Clients may select from a variety of credit and noncredit microcomputer and business-related topics or request customized development and delivery. WDI provides programs in five areas to help individuals and organizations address transforming workplace needs:

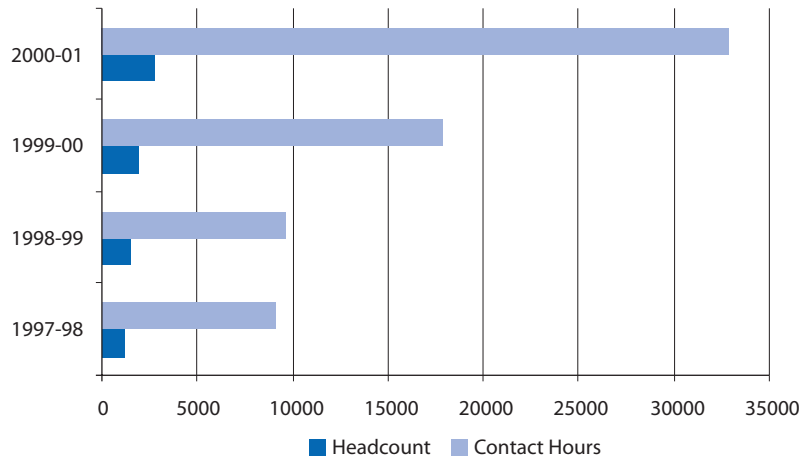
- An authorized ACT, Prometric, Drake and MOUS testing center;
- Customized on-site training, retraining, and professional development;
- Command Spanish™ licensed official registered provider; and
- Microcomputer technology certification.

WDI is serving the needs of local employers. In 1999, WDI provided 11 credit courses to employers, and in 2001 provided 126 credit courses, an increase of 1,045%. WDI also provides noncredit courses to local employers.

In 1998, WDI provided 9,092 instructional noncredit contact hours, and in 2001, 32,326 instructional noncredit contact hours, an increase of 255%. The number of people served increased from 1,129 in 1998 to 2,325 in 2001, an increase of 105%.

These large increases are an indication of the growing demand to extend the college’s resources into the business community and MCC’s ability to meet the educational and training needs of local employers in a responsive manner.

Figure 8.18 WDI Headcount and Noncredit Contact Hours 1997-2001

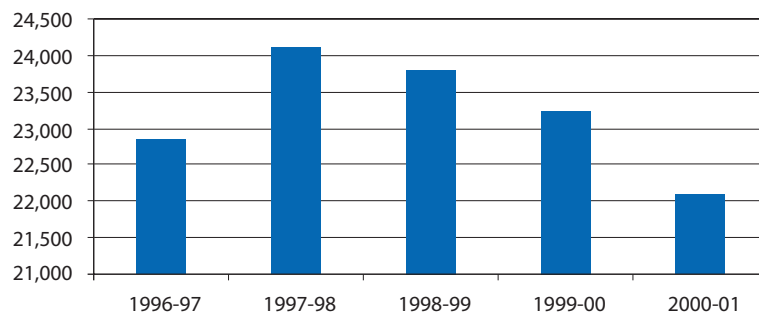


WDI is the recipient of the Nebraska Edgerton Quality Commitment Award. The Nebraska Industrial Competitiveness Service partners, the Nebraska Chapter of the American Society of Quality, and the Nebraska Diplomats sponsor the award along with the Department of Economic Development. The award recognizes companies that produce quality products and provide quality service. The process is modeled after the Malcolm Baldrige National Quality Award. To date, WDI is the only educational recipient of the award.

Continuing Education

MCC provides affordable quality lifelong learning opportunities to noncredit students and the community through its continuing education programs. Typically located at over 100 sites each quarter, MCC’s continuing education program serves over 14,000 students (unduplicated headcount) in the metropolitan community per year. The number of continuing education credit hours is increasing, but headcount is decreasing.

Figure 8.19 Continuing Education Enrollment



Older students tend to enroll in MCC's continuing education noncredit classes. During the 2000-2001 academic year, 53% (7,557) of students enrolled in continuing education classes were 40 years or older. Of those students, 44% (3,340) were 50 to 64 years old.

Fifty percent (50%) of students typically enroll in vocationally related classes and 50% in leisure and recreational classes. Several program areas consistently have the highest enrollment: computer software, foodservices, health/allied health, dance, exercise, language, and apprenticeship training.

Continuing Education classes offered during the winter quarters for the last three years have averaged 832 course offerings per quarter. Online courses have increased from 46 courses in 2000 to 103 courses in 2002, a 223% increase. However, computer course offerings have decreased from 134 in 2000 to 105 in 2002, a 21.6% decrease due, in part, to the increase in online course offerings and reduced demand. Lecture/lab courses have slightly decreased from 685 offerings in 2000 to 614 offerings in 2002. Additional information addressing continuing education is available in the Resource Room.

Correctional Facilities

Since 1997, MCC's corrections service area provided educational programming to inmates in ten correctional sites across Nebraska. Subject to renewal every three years, the corrections services contract facilitates educational experiences for approximately 2,000 (unduplicated) inmates per year. A total of approximately 40 full-time staff, along with adjunct faculty, provide these educational experiences to inmates. The corrections staff collaborates with the Department of Corrections and the State Department of Education as well as wardens and staff at each correctional site, to develop programs tailored to inmate needs. Courses of study include Adult Basic Education/General Education Development classes, life skills, transition classes, English-as-a-second language classes, and credit and noncredit classes. Academic advising and financial aid information is provided at all sites.

International/Intercultural Education

The college was awarded two Title VIA and two VIB grants, which have been instrumental in assisting faculty in improving curriculum. The Title VIA grant enhanced an existing relationship with Little Priest Tribal College in Winnebago, Nebraska, by bringing faculty and staff together for learning experiences through the "Mayan Connection" project.

The Student Ambassadors, a 10-15 member student group representing cultures and experiences from around the world, are supervised by the International/Intercultural Education (I/IE) Office. Student Ambassadors serve as bridges between students and services at MCC, providing outreach and assistance to prospective and current students. The Ambassadors assist I/IE with a quarterly international student orientation and other programs and activities.

Additionally, the college has had several active international partnerships over the past decade including the Belize Connection, a partnership between MCC and institutions of higher education in Belize, Central America, and the EDIFAM grant that matched MCC's early childhood program with child care services in El Salvador.

I/IE provides college-wide programming related to staff experiences and curriculum development. I/IE coordinates and facilitates activities including the International Fair, Fort Omaha Intertribal Powwow, Cinco De Mayo luncheon, Vietnamese New Year, and the Martin Luther King Jr. commemorative luncheon. See the Resource Room for a complete list of sponsored activities and events.

Educational Services Budget Support

MCC considers the Educational Services area the major avenue for serving its mission of providing quality educational experiences to lifelong learners. This commitment is demonstrated in MCC's budget allocation decisions. In 1992, Educational Services accounted for \$11.4 million of the budget or 51% of total college expenditures. Since 1992, the Educational Services budget has increased to 58% (\$23.3 million) of the current budget, a \$13.5 million increase.

Within recent years, the college has developed a strategic plan for determining budgetary expenditures for Educational Services, as well as all other college departments. The plan contains systems and processes within the department that assure appropriate resource allocation is in place to meet instructional needs.

Instructional Services Survey Results

Results from a variety of students, staff, and community surveys indicate that MCC's instructional services is fulfilling the college's mission and purposes by providing quality instruction and placing students first. Almost 70% of community members in the MCC October 2001 public perception survey rated MCC as "good" or "excellent" when responding to the statement, "The overall quality of the classes and services offered."

In the 1997 and the 2001 employee climate surveys, 93% of MCC employees "agreed" or "strongly agreed" with the statement, "Students are considered to be important at Metro." (No previous results are available because this statement was added in 1997.)

In the fall and winter 2001-02 student information/student satisfaction surveys, students also responded favorably to the classroom instruction at MCC. To the question, "How satisfied are you with the overall quality of classroom instruction at Metro?," 96% responded "satisfied" or "very satisfied" in both surveys. (This version of the student survey was initiated in the fall 2001, therefore, no additional data are available pertaining to this question.)

Student responses to the statement addressing faculty concern for students increased from the fall 2001-02 to winter 2001-02 surveys. Responding to the statement, "Faculty are concerned with me as an individual," 87% (fall results) and 90% (winter results) "agreed" or "strongly agreed."

Feedback from survey results indicate that community members consider MCC's classes and services are of high quality, that college employees think students are important, and that students are satisfied with MCC instruction and feel faculty demonstrate concern for them.

Conclusion

As a multi-campus community college serving the educational needs of a diverse student population, MCC rises to the challenge of offering quality programs, instruction, and support services.

Because of the self-study process in analyzing the array of education and services offered to students, some challenges have already been identified, and, in some cases, action has been initiated to address those challenges. In other cases, other challenges need to be further addressed. For example, a formal system for the acquisition of library materials at the request of faculty members would improve the college's library services. Numerical records could be completed each budget cycle and data could be utilized to assist in budget planning for subsequent fiscal years. However, the college is positioned favorably to capitalize on its strengths and to move forward and improve what it does best—help students learn.