

2
M150.3
A178
1993-94



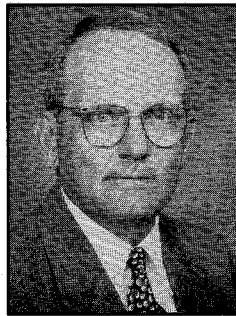
Government Publications
Texas State Documents
NOV 29 1994
Depository
Dallas Public Library

**1993-94
ANNUAL
REVIEW**

MESSAGE FROM

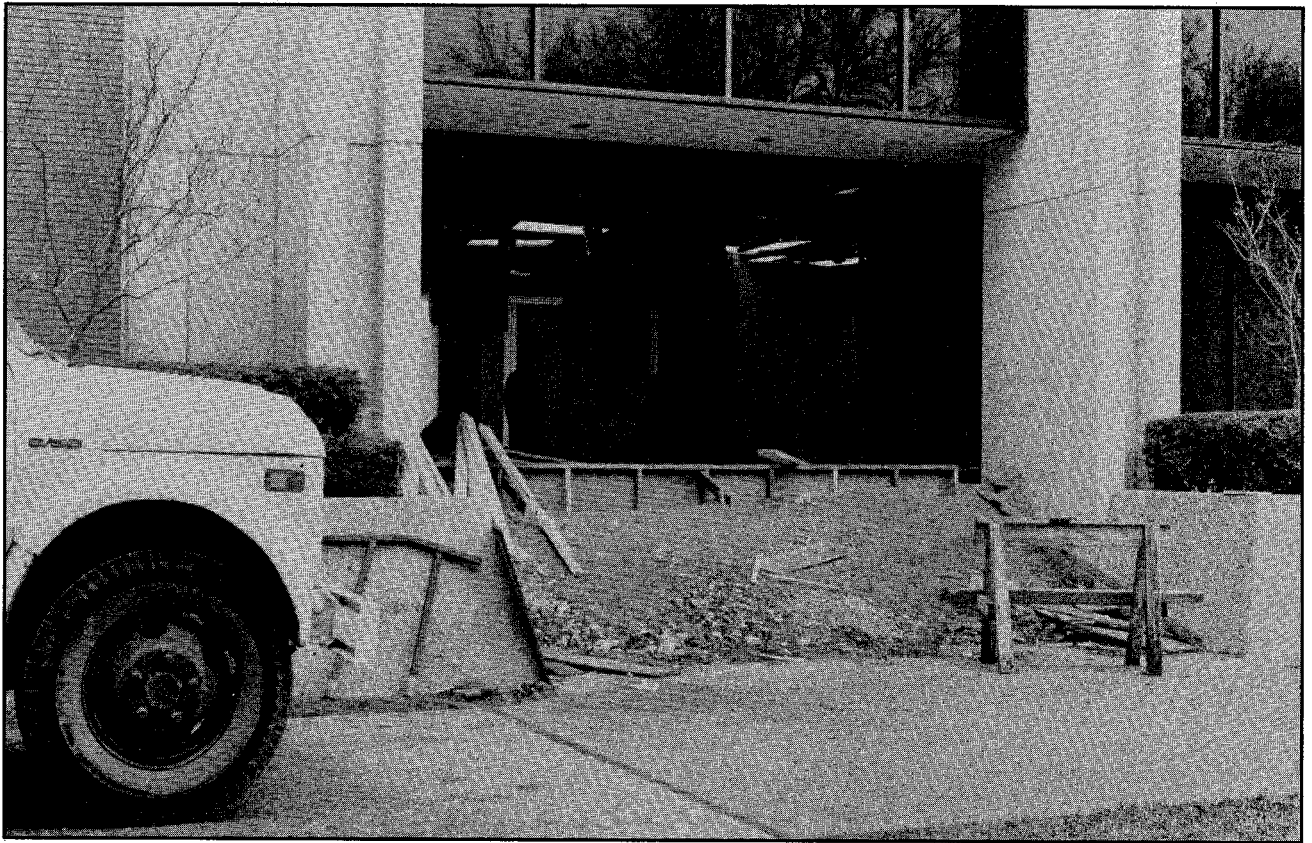
THE PRESIDENT

McLennan Community College has seen very significant progress in the areas of facilities and technology in 1993-94, and it has been exciting to watch the changes taking place on our campus. Attempting to provide for current and future facilities needs, the Board of Trustees has provided oversight of the expenditure of several million dollars in revenue bond funds to update the physical plant in large and small ways. The Administration Building has been converted to the Student Services Building, providing a one-stop student enrollment and service center for the convenience of students. The renovated gymnasium in the Community Services Center will provide much-needed classroom and office space. We've also replaced roofs and chillers and updated numerous campus restrooms, elevators, and drinking fountains to provide better access for persons with disabilities. The MCC Foundation raised private donations to build a fountain in the Community Services Center courtyard, transforming a barren part of the campus into a showcase. We've dedicated a large amount of funding to up-



grade our technological resources; providing an open access computer lab for students, a computer lab for English students, dozens of computers for faculty/staff, networking of campus computers, and computer-based multi-media teaching systems. Linking our college to the rest of the world through the wonders of technology, Internet access is available to 135 computers on the campus network. The college has also made great progress in the areas of professional development, workforce development, student success, interdepartmental communication, student outcomes and continuous improvement. Even with all the change on our campus, we remember that helping students achieve their individual goals is our primary mission. We continue our efforts daily to provide outstanding instruction and student services. This Annual Review provides a snapshot of our progress on the 1993-94 goals approved by the Board of Trustees. It has been a great year at McLennan Community College, and I invite you to spend a few moments reading about our many successful undertakings.

— Dennis F. Michaelis
McLennan Community College President



The Administration / Classroom Building undergoes construction as part of the college's facilities master plan. The new first floor houses the personnel department and provides expanded space for the business office.

1994-95

PRIORITY INITIATIVES

Continue to implement the Facilities Master Plan.

Implement and continue to develop the long-range plan for the productive and efficient use, acquisition, maintenance and replacement of technological resources.

Provide growth opportunities for all levels of staff.

Increase communication and cooperation between departments.

Continue to develop "Student Success" programs.

Provide on-going training workshops for faculty/staff to help underprepared students.

Increase graduation rate; emphasize importance of Associate Degree in advisement and outreach.

Continue to develop and implement academic and career advising system.

Revise *Directions*, the college's master plan.

Revise and implement the Institutional Effectiveness System.

Develop and implement a program evaluation system.

MISSION OF THE COLLEGE

McLennan Community College affirms its mission to provide a comprehensive range of educational programs and services for students and a dynamic, multicultural community. The college is committed to excellence in all of its educational programs. McLennan Community College endorses the concept of open admissions and provides support services designed to assist students to succeed in their educational goals.

To accomplish its mission, McLennan Community College will periodically assess community needs and provide:

1. Freshman and sophomore courses in arts and sciences which may apply to an associate or a

baccalaureate degree;

2. Vocational and technical programs leading to an associate degree or a certificate which prepare students for employment or job advancement;
3. A program of continuing education that provides courses, activities, and services, both on campus and within the community, for personal growth, skill development, and career enhancement;
4. Opportunities for economic growth, cultural enrichment, and the development of good citizenship through courses, activities, and services.



MCC Board of Trustees: (Back row) Randy Cox; Cleoda Bables, vice-chairman; James Hardwick; Danny Uptmore; (front row) Carl McIntosh; Donald Hay, chairman; Pauline Chavez, secretary.

TRANSFER AND TECHNICAL

PROGRAMS AT MCC

Associate in Arts Degrees

Agriculture/Agribusiness
Art
Business (General, Finance,
Marketing, etc.)
Computer Science
Criminal Justice
Education (Elementary,
Secondary)
Engineering

General Studies
Journalism
Music
Nursing (BSN)
Pharmacy
Physical Education
Pre-Dental
Pre-Law

Pre-Medical
Psychology
Religion
Social Work
Sociology
Speech
Theatre

*(Many other majors available
— listing is for example only)*

Associate in Applied Science Degrees

Business Careers

Accounting/Management
Business/Management
Commercial Music/Audio
Technology
Commercial Music/
Composition and
Arranging
Commercial Music/
Performance
*Commercial Music
Management
Computer Information
Systems/Programming
Computer Information
Systems/Microcomputer
Applications
*Data Base Specialist
Fashion Merchandising/
Management

Financial Services/ Management

General Business
Information Processing
Legal Secretarial
Medical Secretarial
Microcomputer Applications
*Network Administration
Production and Inventory/
Management
Real Estate/Management

Health Careers

Associate Degree Nursing
Medical Laboratory Techni-
cian
Physical Therapist Assistant
Radiologic Technology

Service Careers

Child Development
Criminal Justice/Correc-
tions
Criminal Justice/Law
Enforcement
Interpreter Training
*Legal Assistant
Mental Health
Mental Health/Gerontology
Mental Health/Mental
Retardation
Mental Health/Substance
Abuse
Mental Health/Youth
Counseling

** Began Fall 1994*

Certificates of Technical Education

Business Careers

Accounting/Management
Business/Management
Computer Information
Systems/Microcomputer
Applications
Computer Information
Systems/Operations
Computer Information
Systems/Programming
*Data Base Specialist
Fashion Merchandising/
Management
Financial Services/
Management

Medical Unit Secretarial
Microcomputer Applications
*Network Administration
Production and Inventory/
Management
Real Estate/Management
Secretarial Training

Health Careers

Paramedicine
Respiratory Care Technician
Vocational Nursing

Service Careers

Child Development
Child Development/
Administration

Cosmetology
Criminal Justice/
Corrections
Criminal Justice/Law
Enforcement
Interpreter Training
Mental Health/Mental
Health Aide
Mental Health/Mental
Retardation
Mental Health/Substance
Abuse
Mental Health/Youth
Counseling

** Began Fall 1994*

PREPARATION

FOR THE FUTURE

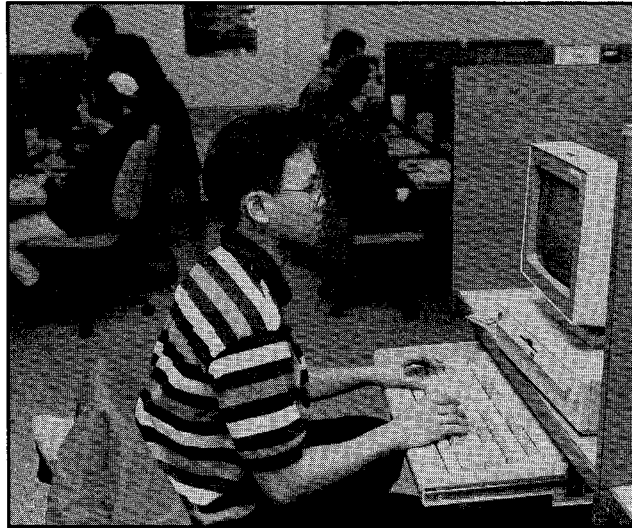
Funds designated by the Board of Trustees to update the facilities and technological resources at McLennan Community College to meet the needs of students and the community well into the future made a dramatic impact on the campus during the 1993-94 year.

Over \$200,000 in institutional funds was invested under the Technology Master Plan, which was developed by a special task force, for a computer lab for English students, a student open-access computer lab, computers for faculty and staff, networking campus computers, and mobile multi-media teaching systems. More than \$100,000 in federal Carl Perkins funds and \$100,000 in federal Title III funds also were dedicated to providing faculty, staff, and students with access to state-of-the-art technology.

In implementing the plan, a priority was placed on technology that would enhance and enrich student learning. By the end of the year, over 50 additional faculty and staff had computers installed in their offices, bringing the total number with personal computers to near 200. Over 400 computers are available to students throughout the campus and at some off-campus sites through 12 computer labs. Internet access, a tool that has been identified on the national level and by the Texas Higher Education Coordinating Board as essential to preparing students for the workplace, was provided for 135 computers in the campus network.

Convenience for students and compliance with the Americans with Disabilities Act were the major priorities in this year's continuation of Facilities Master Plan that was initiated during the 1992-93 year. Approximately \$3.4 million of the \$8 million generated by revenue bonds for facilities needs was expended during the 1993-94 year.

In perhaps the most significant development for students, the Administration Building at the front of the campus was converted to a Student Services



A student takes advantage of one of the many computers now available to students as part of the Technology Master Plan.

Building that was designed to be a "one-stop shop" for students seeking access to higher education. Departments housed in the remodeled building include Admissions and Registrar, Financial Aid, Testing, and Enrollment Services. Also to accommodate the expanding needs of students on the main campus, significant progress was made in relocating a number of administrative departments to the Community Services Center (CSC). The CSC additionally will be used as the center for Continuing Education, giving community residents and businesses a "one-stop shop" for their training and avocational needs. Renovation of restrooms, elevators, water fountains, and stairwells and the installation of rescue assistance equipment and automatic doors was completed to bring the campus into compliance with the Americans with Disabilities Act and to provide life-safety assistance.

Other facilities projects completed during the year included a 54-space parking lot and an entry court featuring a fountain funded by private sources for the Community Services Center (CSC), re-roofing of several buildings, replacement of inefficient chillers in the college's cooling system, and renovation of classrooms and offices in the Administration/Classroom Building.

PROFESSIONAL

DEVELOPMENT

Professional Development activities for the 1993-94 year focused on issues and topics that are critical to the success of the higher education community in the present and future. Included in the year's professional development plan were the use of technology in instruction, efficiency and effectiveness in internal operations, literacy and basic skills development, assistance for underprepared and at-risk students, instructional excellence, assistance with transfer to a university, and institutional effectiveness.

The Technology Enhanced Curriculum (TEC) Lab, funded by a Title III grant, continued to provide faculty with the skills necessary to utilize state-of-the-art equipment to expand and improve their instructional techniques. Of particular interest was a mobile teaching system that included, on one moveable cart, a powerful computer with a CD-ROM drive, overhead projector, high-resolution LCD panel, high-quality stereo speakers, and a remote control mouse.

A series of monthly workshops was held for staff members. Topics included, among others, were stress management, understanding business office forms, using the Meyers Briggs Type Indicator in Career Planning, thinking, conflict resolution, using the Internet and e-mail, and effective communication strategies.

The director of developmental education spent six weeks at Plantation Foods, a local business, assisting in an assessment and enhancement of the workplace literacy skills of employees. At MCC, Title III funded a month long series of workshops focusing on working with underprepared students, and a major study on the developmental education



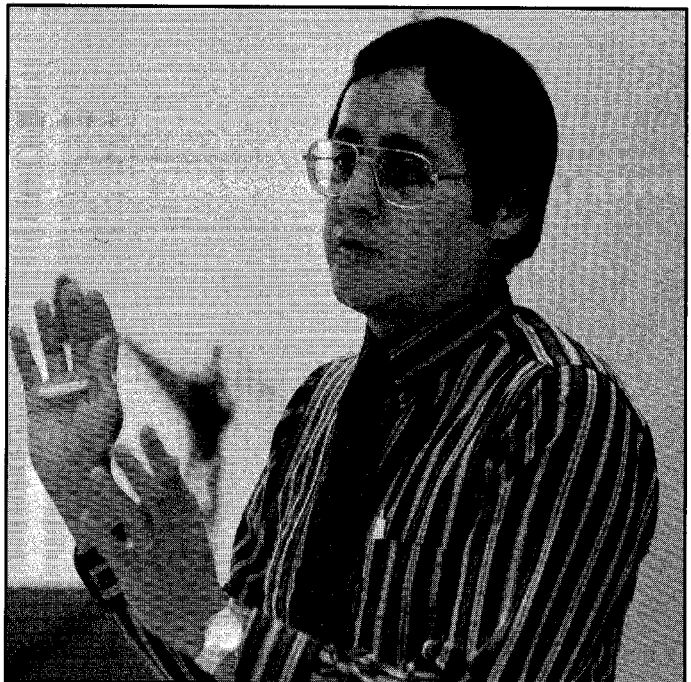
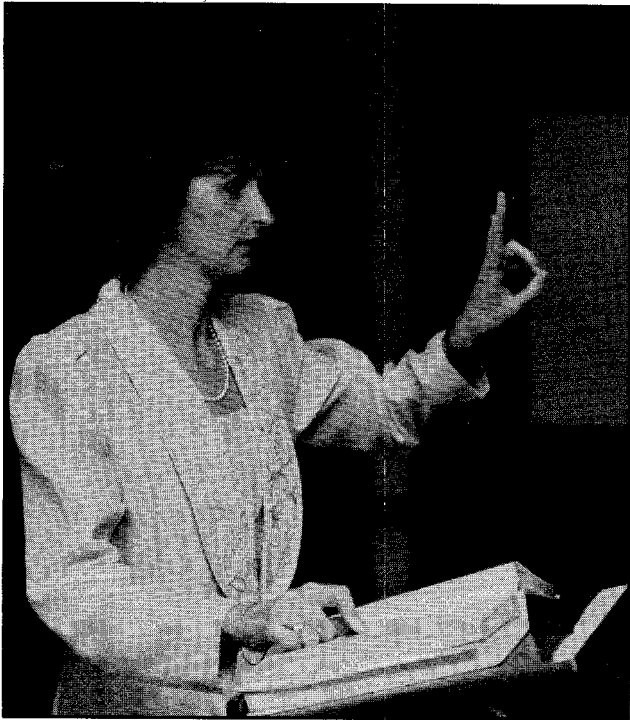
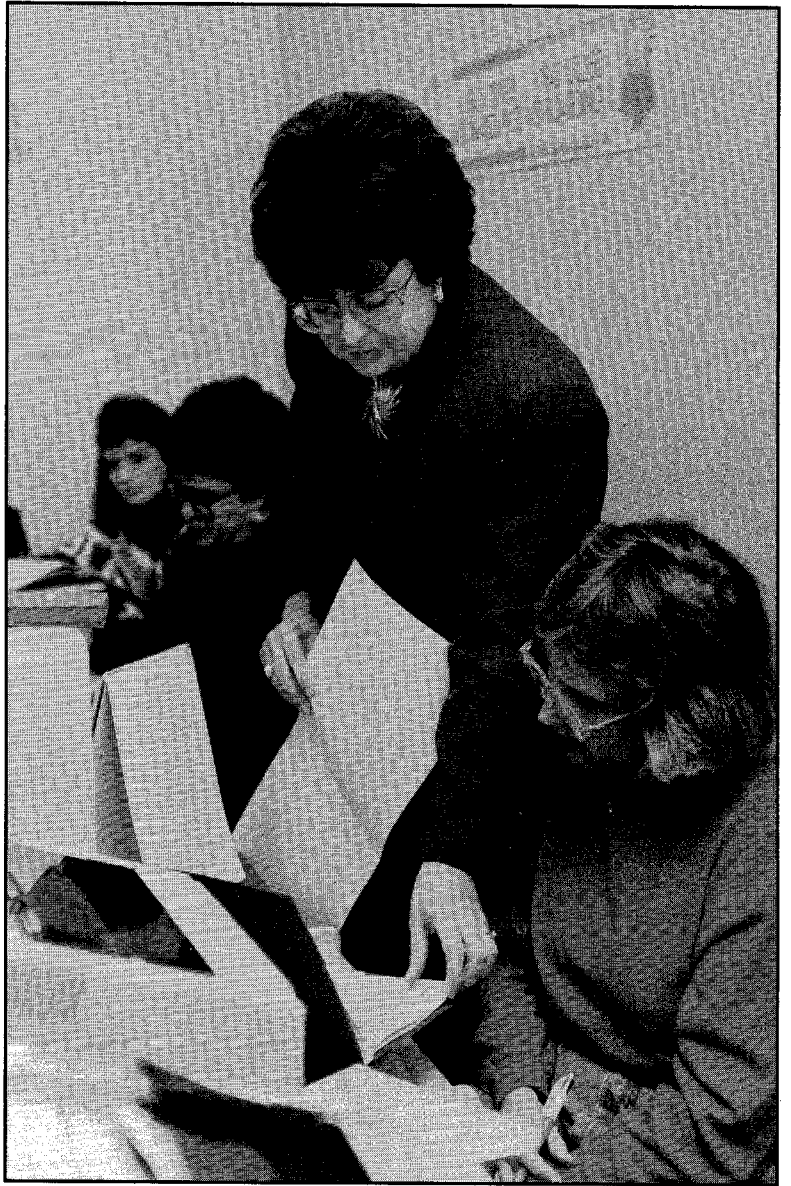
Janice Beran

program was completed by institutional research staff. Math faculty attended a workshop and discussion session on teaching mathematics sponsored by the North Texas Community and Junior College Consortium, which MCC recently joined to expand the professional development opportunities available to faculty. Also related to assisting underprepared students, faculty members attended the 12th Annual Conference on Academic Support Programs.

Student Services staff attended an number of workshops and conferences, including sessions on Reality Therapy, displaced homemakers and sex equity, "Becoming a Master Student," delivering services to special populations, and "Implementing National Career Development Guidelines."

Five faculty members received the Teaching Excellence Medallion at the National Institute for Staff and Organizational Development (NISOD) conference in Austin, and nine additional faculty members made presentations at the event. Several of those presenting have been invited to make a repeat performance of their workshop at conferences in other states.

The vice-president for institutional effectiveness spent six months of the year working as the special assistant to the chief operating officer of the Community and Technical College Division of the Texas Higher Education Coordinating Board. As a result of a contract with MCC initiated by the Coordinating Board for 80 percent of his time, he served in a leadership role in designing and implementing a statewide institutional effectiveness system, in consulting on internal staff organization and operations, and as the liaison to the Texas Council on Workforce and Economic Development.



Janis Jackson, Linda Stanford, Paul Gonzales, Laura Hebert and Nancy Ray Mitchell (clockwise from top left) received the Teaching Excellence Medallion at the annual NISOD conference in Austin.

WORKFORCE

DEVELOPMENT

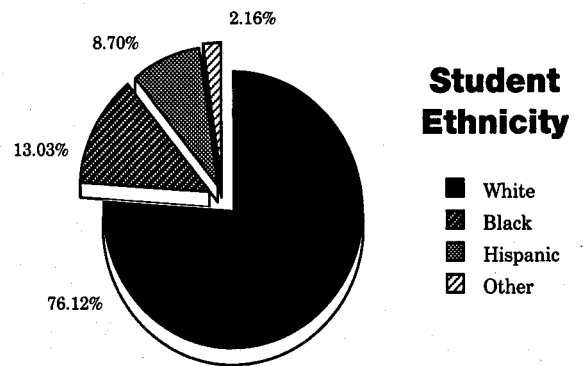
Documenting the skills and abilities students gain in college is one of the keys to facilitating their success in the workplace and to providing employers with qualified and productive employees. Recognizing and affirming this principle, McLennan Community College set major goals for 1993-94 of encouraging students to complete programs and making as many valid completion credentials available to students as possible.

The Marketable Skills Record, a new credential, was developed to recognize students who take specific clusters of classes to improve their job skills. The clusters were identified and recommended by local businesspersons who serve on the college's technical program advisory committees.

The Marketable Skills Record is a document that looks similar to a diploma and can be framed or photocopied and attached to a resume or job application. The credential lists each skill-building course that the student has completed as well as the grade earned. On the back is detailed information about the actual skills taught in each course.

The Marketable Skills Record is now available in Word Processing, IBM AS/400 Operations, LOTUS for Windows, Keyboarding and Business Document Formatting, Medical Transcription, Microcomputer dBASE IV, Networking, and Real Estate.

Considerable activity was evident in working with business and industry through advisory committees and in developing new programs. Four new degree programs received approval from the Texas Higher Education Coordinating Board, and the college's business division earned special recognition and accreditation as a Novell Education Academic Partner. The four new Associate in Applied Science degrees include Legal Assistant, Network Administration, Database Specialist, and Commercial Music Management. A special course in Critical Thinking was designed in conjunction with various area legal firms for the new Legal Assistant degree program. As a result of the Novell Education Academic Partner



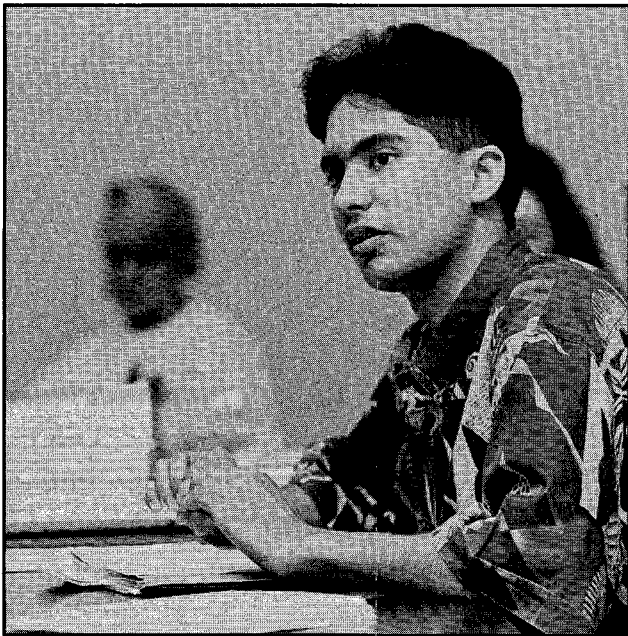
recognition, MCC students can be assured that specified clusters of the college's networking courses will prepare them for Certified NetWare Administrator and Certified NetWare Engineer exams. Students also can receive a Novell Certificate of Completion for completing certain courses.

Student Services personnel were involved in a number of activities and initiatives designed to help students complete their programs. The "Go Get It" program identifies students through a transcript search who appear to be close to graduation. The students are then contacted and advised of their status and of the requirements that need to be met before they will be eligible for graduation. Counselors and admissions staff developed a graduation checklist to help faculty, staff, and students in determining eligibility for an Associate in Arts degree. Counseling staff visited the Career Center at Collin County Community College to gather information to improve career planning services. Staff also attended a national summer institute for academic advisors and participated in an initial meeting to begin a statewide academic advising organization.

Transfer to a four-year university is considered completion at a community college even if the student does not leave with an associate degree. Many times, because of the degree requirements and course transfer policies of some universities, students must transfer before graduation from the community college. For the first time, McLennan Community College employed a full-time transfer advisor. Scholarships for a free summer course at Baylor University were secured for ten students per year. MCC also began a cooperative effort with the Waco Independent School District to offer classes leading to an associate degree and subsequent transfer to a four-year institution for the district's paraprofessional staff.

Since McLennan Community College serves students from a wide range of backgrounds and a wide range of abilities, meeting the needs of all students with the limited resources that are available is a formidable challenge each year at the college.

This year, MCC made an investment in honor students by implementing the Tartan Scholars program. The purpose of the program is "to offer an enriching educational experience for students of high ability." The criteria for acceptance is unique for an honors program in that it does not exclude students on the basis of standardized test scores, and student characteristics reviewed in the process encompass a wide range of giftedness, including interests, goals, targets, and attitudes. A special committee selects students for participation using a portfolio application and a face-to-face interview.



MCC's longtime goal of having an honors program came to fruition during 1993-94 with the creation of the Tartan Scholars.

Thirty-seven students were selected for the initial group of Tartan Scholars. The participants receive full scholarships, faculty mentors, mini-study tours, and an advanced enhancements to the curriculum in their program.

The Student Success Program designed to assist and support at-risk students had another busy year. The program identifies students who are potentially at-risk of dropping out of school using a profile of such students that was developed using statistical methods and a sample of previous MCC students. Using Title III funds, a tutorial lab with eight computers and special software was installed in the program's offices. The program is part of a comprehensive effort to retain and graduate at-risk students. Other related activities include special seminars and workshops on such topics as "Memory Skills and Stress Management," "Notetaking," and "Motivation," and monitoring students' performance through an academic feedback system so that problems can be identified in time to provide intervention services.

McLennan County has the sixth highest teenage pregnancy rate in the nation, and accordingly, MCC offers an extensive array of services for single parents. Department of Human Services staff members have offices on campus and work with Student Services personnel to formulate comprehensive benefit packages for these students. The staff also networks with area churches to locate resources for food, clothing, and financial assistance. In one of the most heartwarming events of the year, the staff sponsored "Storybook Christmas" for single parent students and their children. A meal was provided, and a book was given to each child attending.

WORKING TOGETHER

BETTER

A special effort was made during the 1993-94 year by the many different departments at McLennan Community College to coordinate and communicate in ways that would enhance student success and encourage all staff to work together cohesively to accomplish the mission of the institution.

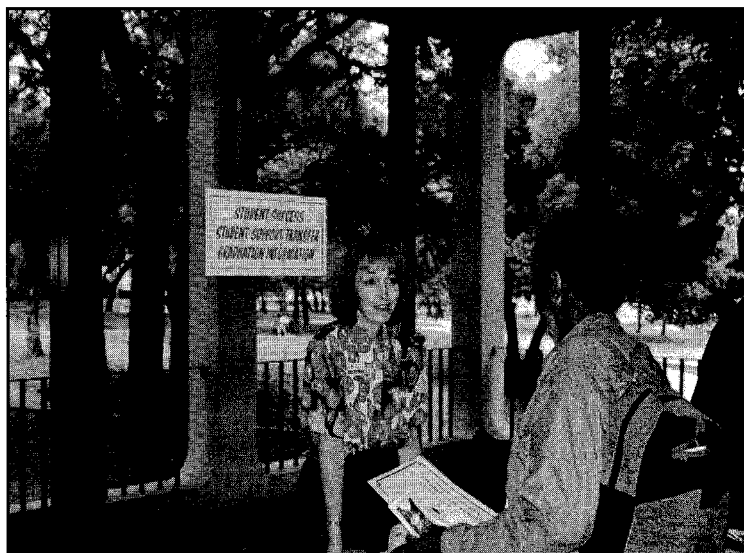
As a result of a year-long effort, the entire Student Services Division was reorganized, going from seven major departments to three. The purpose of the reorganization was to develop a structure so that major student needs could be met within the same department, reducing duplication and fragmentation of functions. The mission of the division and the needs of today's students were carefully analyzed to provide guidance and direction to the reorganization. The three new departments in Student Services are Student Enrollment Services, Student Success Services, and Student Financial Assistance.

Another important feature of the reorganization was cross-training staff so that personnel in one department understand the duties and functions of those in other departments. In this way, all student services personnel are aware of all services avail-

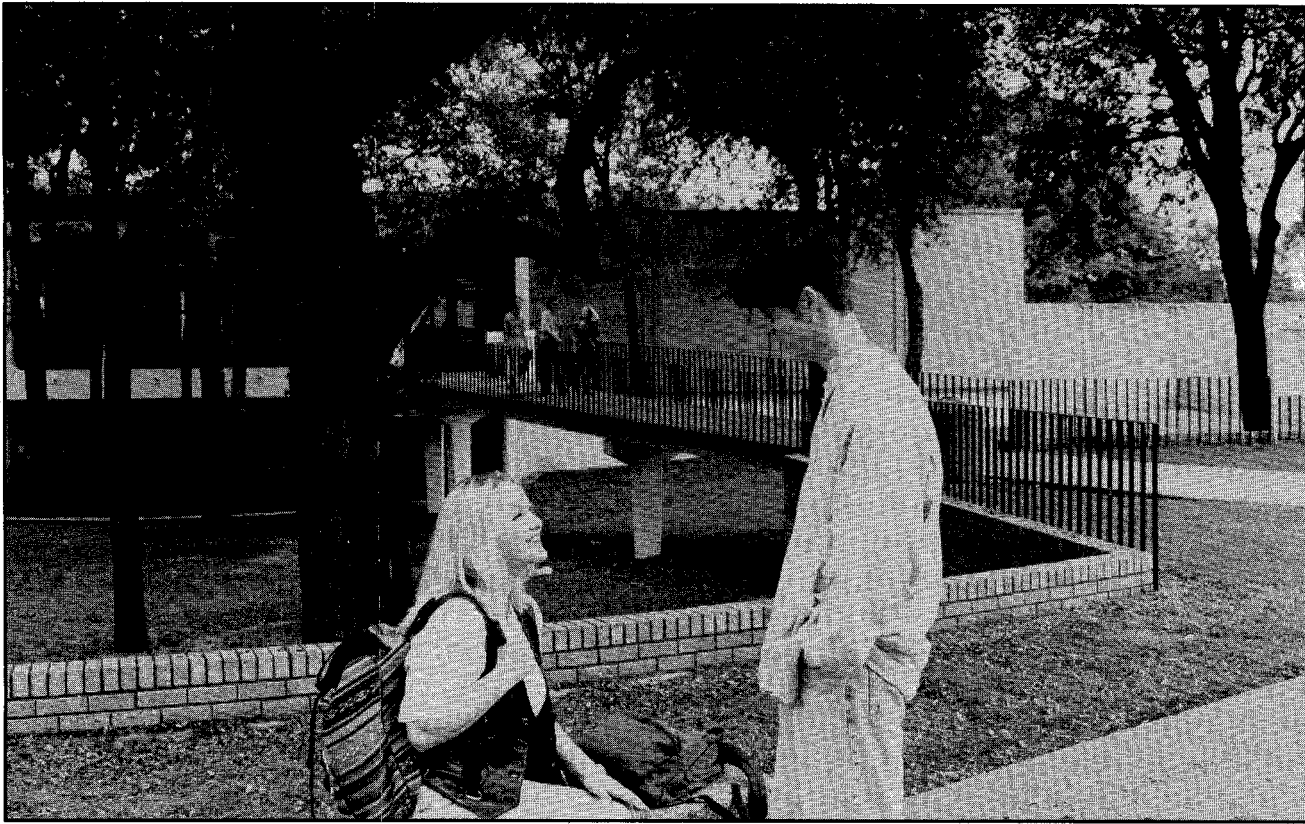
able to students and can substitute for those in other departments during peak activity periods.

A Student Services Fair was held in April and gave students and staff an opportunity in a single, efficient setting to learn about services that were available. The college's employee newsletter began to include a section on Services for Students with Disabilities to disseminate important information, and the Office of Student Activities created an informal advisory council to provide a forum for the exchange of ideas and information on students and their needs.

In an attempt to provide strong connections between student services and instruction, each counselor acts as a liaison to specific instructional departments. The counselor keeps the department informed about services for students and academic advising matters, while the departments keep counseling informed about program changes. Instructional personnel were consulted regularly by the staff in the Student Success program in the process of designing and implementing the Student Success lab. When Four-C College, a private business training school, closed and donated its facilities and



Students received information about opportunities at the college during the Student Services Fair. Staff members Marylea Henderson, Johnnie Talton and Vicki Hampton-Mitzel are pictured.



The goal of increased communication and cooperation between departments during 1993-94 led to efforts that benefited students and encouraged staff members to focus on the college's mission.

equipment to MCC, student services and instructional staff worked together to meet the needs of the school's former students in completing their training at MCC. Finally, student services staff met regularly with technical program advisory committees, as did representatives of the Continuing Education division.

Many strategies and initiatives were used within the Instructional Division to facilitate better cooperation and coordination. The deans and directors from Technical Education and Arts and Sciences initiated monthly breakfast meetings. The Health Careers and Science departments met periodically to establish dialog regarding curriculum changes and course revisions of mutual interest. The Liberal Arts and Business departments worked closely together on improving communication concerning the new open-access microcomputer lab.

Through their service on the technical program advisory committees, continuing education staff are able to coordinate their courses and workshops with the credit offerings to meet the training needs of business and industry in the area. Such cooperation

and coordination led to an expansion in Continuing Education course offerings. The cooperative efforts between Continuing Education and the Business department received national exposure at the annual National Institute for Staff and Organizational Development held in May.

Much progress also was made in working with MCC's educational partners at the high school level. Computer courses offered at Midway High School were closely coordinated by Business department administrators. New institutional articulation agreements were signed with six school districts, including Bruceville-Eddy, China Spring, Hubbard, Marlin, Meridian, and Rosebud-Lott. Articulation agreements with Axtell, Evant, Fairfield, Groesbeck, Kopperl, and Mexia are in progress. Tech-Prep programs were established with Connally, Marlin, and LaVega. Finally, the Institutional Effectiveness Division initiated and sponsored an organizational meeting for the new McLennan County Educational Research Consortium. The consortium will exchange information and conduct research to more effectively serve students in McLennan County.

STUDENT OUTCOMES AND

CONTINUOUS IMPROVEMENT

During the 1991-92 and 1992-93 academic years, McLennan Community College, in conjunction with the upgrade of technological resources and capacities, began building a system of student outcome analysis for evaluation and continuous improvement purposes. Over those two years, a strong foundation for gathering and analyzing data on students was built.

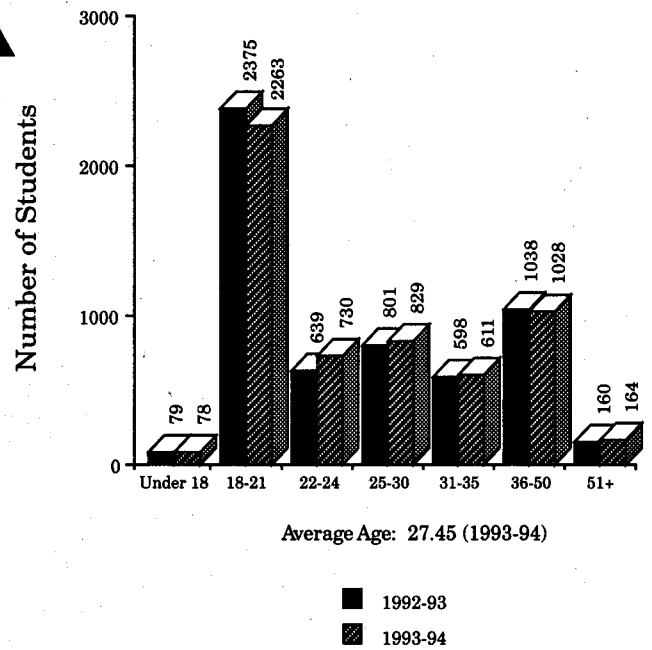
During 1993-94, there was a concentrated effort to refine and distill that data into formats that could be understood by college practitioners who could use the results in revising and improving the services they provide.

A special workshop was held for vice-presidents, deans, directors, and program directors to present information on student outcomes. The studies to be discussed were distributed in advance, and included results of the automated student follow-up system, performance of technical programs on Texas Higher Education Coordinating Board graduation and placement standards, institutional access for traditionally under-represented groups, retention rates by remedial status, relationship between training and employment for technical graduates, graduates' and former students' rating of training, employers' rating of training, and graduation and transfer outcome studies.

A Fact Book showing historical trends in enrollment, demographics, financial aid, assessment, and student outcomes was published for the first time. Also for the first time, data on the relationship of training to placement in employment for technical graduates and on the performance of academic transfer students at four-year universities was obtained.

The relationship of training to placement study showed that 91.9 percent of MCC's health careers graduates were placed in jobs that were related to their training. Overall, MCC's technical graduates had a 78.4 percent placement in training related occupations rate, approximately 10 percentage points above the state average. And, of the 88 percent of the

Student Ages



graduates who were placed in some type of employment, over three-fourths were working in the Heart of Texas region.

Grade point average information was obtained on 363 academic students who transferred to either Baylor University or the University of Texas. MCC's transfer students had an average grade point average of 2.598 on a four-point scale in coursework at the universities, well above the 2.0 average that is considered satisfactory performance. Baylor also provided data comparing MCC's transfer student performance to their native student performance. The average grade point average for MCC students was 2.848 while the average for native Baylor students was 2.955.

Two special committees worked on evaluation and continuous improvement projects during the year. The committee assigned to revise the college's master plan, Directions, completed a revision of the college mission statement and major goals. The committee also realigned the college's existing objectives and strategies to fit under the major goals, and completed an assessment of the college's progress in accomplishing its objectives. The Institutional Effectiveness Committee validated the college's institutional effectiveness plan and designed a program review process that was piloted during the Spring semester.

SPECIAL REPORT ON THE

MCC FOUNDATION

During the 1993-1994 year, the McLennan Community College Foundation celebrated five years of existence. Over these last five years, many significant accomplishments have been achieved. The singular mission of the foundation is to acquire resources from alumni, friends, local businesses and foundations thereby providing a margin of excellence for the college and its students. Consistent with this mission, priority has been given to developing a strong endowment for scholarships as well as faculty and staff development.

From the outset, the philosophy guiding the foundation has been to build it one brick at a time. This strategy has complemented the foundation's leadership as the directors have built relationships leading to significant financial support. They have established a strong base of private donor support that assures future benefits for the college.

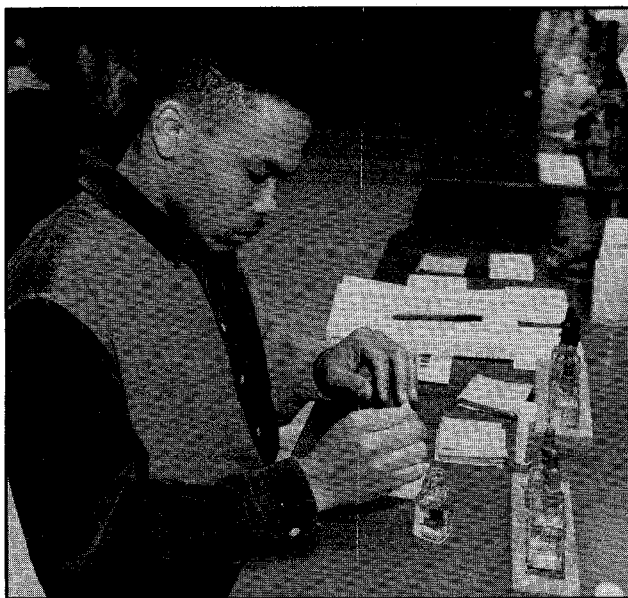
In the 1993-1994 year, the foundation received cash contributions of \$467,000. This, added to land, property, bequests, stocks, and gifts in-kind, brought the grand total of all funds received since inception to over \$2.5 million. Currently the donor base ex-

ceeds 2,000 gifts from friends, alumni, the local business community, foundations, and others interested in advancing McLennan Community College.

Prime examples of community support would be the strong financial support and assistance given by Hillcrest Baptist Medical Center, Providence Health Center, and the Veterans Affairs Medical Center, which enabled the college to expand the Associate Degree Nursing Program by 50 students. In addition, the Cooper Foundation made a gift to the foundation of their building on Washington Avenue which previously housed the Internal Revenue Service. This facility is now home for the Adult Basic Education Programs and credit classes for those working in the downtown area. The value of this gift exceeds \$400,000. In addition, Joe and Miki McKenzie donated the former Four-C College building, equipment, and adjacent property located on the corner of Washington and 9th street to the MCC Foundation. This gift is valued in excess of \$500,000.

Perhaps the greatest accomplishment of the 1993-1994 year is that many more students were able to attend McLennan Community College with scholarships because of the increase in scholarship support. Endowment dollars for scholarships in 1989 were zero, at the end of the 1993-1994 year that number was over \$779,960 with pledges due that will push the endowment well past a million dollars in the upcoming year.

The directors of the MCC Foundation give generously of their time and support of the college all across the community. They are inspired to support the college by the leadership of the administration and the Board of Trustees. Most significantly, the level of financial support from the faculty and staff exceeds 80 percent, far above the national average. With this level of support and the positive reputation the college and foundation enjoy, the future can only be considered exceptionally promising.



Scholarships provided by the MCC Foundation allow many more students to attend college at MCC.

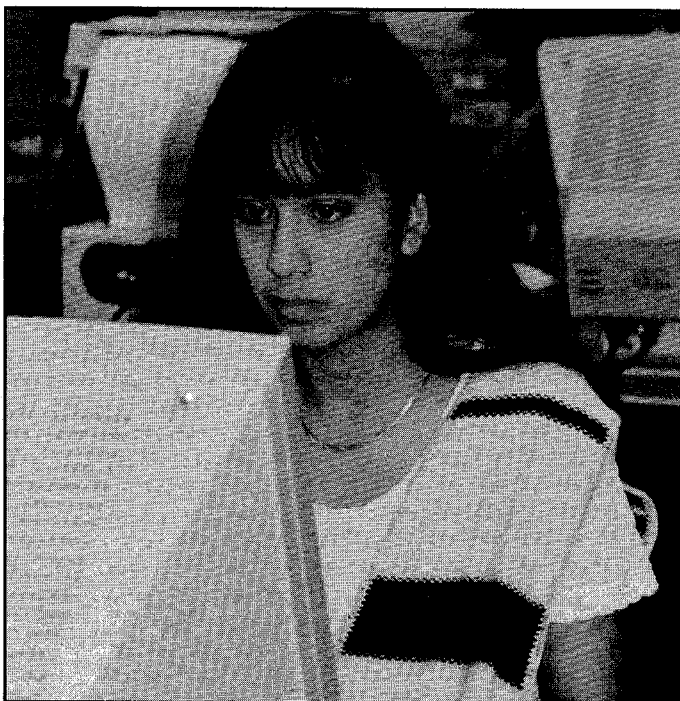
GETTING UP TO SPEED ON THE

MCC has come a long way from 1968 when the college's first computer classes introduced students to data entry and taught them how to wire computer boards.

"We taught COBOL, FORTRAN and RPG in those early years," recalls Dr. Bill Bane, director of computer services. "We still teach those languages today, but now there is so much more."

Today, MCC students can take courses focusing on all aspects of data communications, microcomputers, and mainframes and earn two-year degrees or one-year certificates in network administration, data base management, microcomputer applications or programming. Even those students who don't plan a career in high technology find MCC's microcomputer courses handy, and the numerous computer labs on campus are a boon as students prepare papers and complete their assignments.

While students at most two-year colleges have access to computer labs, those labs usually serve many different functions. But MCC students may choose to work and study in a variety of dedicated computer labs — writing, office occupations, accounting, math, developmental studies and more — depending on their majors and



A new technology fee pays for the open access microcomputer lab, allowing students to complete assignments for any class.

individual needs.

The college's nursing program has provided students with a computer lab for about a decade, and in recent years, it has become an essential teaching tool.

"The nursing lab was just two computers until five years ago when we got our first shipment of IBMs," says Allen Hamilton, instructor of Associate Degree Nursing. "Now there are 14 computers available to students, and four are scheduled to have interactive video soon. We have

the equipment, and we're looking for the appropriate software."

Nursing students use the lab to learn about everything from Alzheimer's disease to dose calculations. Students need to know only a few computer basics to take advantage of the lab's offerings, and a staff person is on hand to help out with any problems.

"Students are positive about it. They feel like they're teaching themselves and are responsible for their own learning," says Hamilton, who wrote many of the nursing programs herself. "Computers are patient. They don't say 'you just made that same mistake' or 'are you back already?' The computers help students learn faster. They have to. We're teaching them about 30 percent more than we did in 1970."

Hamilton predicts that every computer program currently in the nursing lab will be obsolete within two years.

'The computers help students learn faster. They have to. We're teaching them about 30 percent more than we did in 1970.'

— Allen Hamilton
Associate Degree Nursing

INFORMATION SUPERHIGHWAY

"By that time, there will be no 'text only' programs. We'll have full-motion video," she says. "MCC is fortunate to have this lab. There aren't many two-year nursing schools with computer labs similar to this one."

MCC instructors also have a computer lab that helps them in their work. The Technology Enhanced Curriculum Lab, better known as the TEC Lab, was paid for with Title III funds. The lab allows provides instructors with five state-of-the-art multi-media computer stations to create their own programs, do desktop publishing or build tutorials.

"That way the computer becomes the teacher," says Randy Schormann, director for the Center for Professional Development. "You can take the computer into the classroom, or use it to create lesson plans. MCC is on the leading edge of preparing its faculty to use high technology to teach."

MCC's library tossed its traditional card catalog in 1992 and replaced it with the Dynix automated library system, a computerized catalog that is used in many public libraries.

"It provides users with up-to-date access on library materials," says Maggie Harbaugh, MCC librarian. "If something is on order, a student can see that it's on order. If it has been received and not yet processed, we can rush that up if necessary. It also allows students to narrow their search for materials and make it much more specific. It's easy to use, and anyone on campus who has a terminal has access to it. Faculty members can sit in their offices and work up a bibliography."

The library also offers on-line searching and provides students

'In one of the most exciting changes on campus, we'll soon make Internet available to all MCC students.'

— Dr. Bill Bane
Director, Computer Services

with various CD-ROM periodical indexes featuring information on nursing, allied health fields, education and the State of Texas.

But technology is just as vital outside of the classroom and the library.

When Dr. Bane joined MCC in 1977, the college was on its second computer, a piece of equipment with about one-tenth the memory of today's personal computer. It was primarily used for registration, grades and state reports. Each semester, students registered at the MCC gym using cards, and runners would bring the cards across campus to the computer while students waited to receive their class schedules.

"If things were going well, a runner could get the information back to the gym in about 15 minutes," Dr. Bane says.

Nearly two decades later, MCC is on its seventh computer, which is used throughout the entire administrative system, including student records, admissions, transcripts, financial aid, human resources and all business office functions, and changes are in the works to give administrators even more information at their fingertips.

"We're in the process of getting a degree audit program to verify

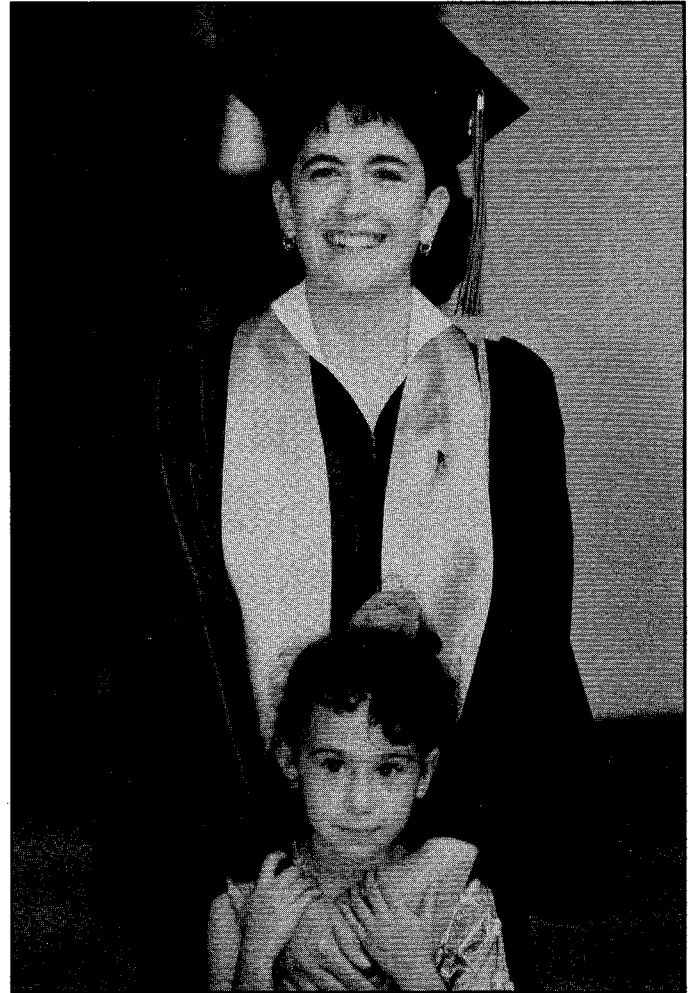
how individual students are coming along with their degree programs and what courses they need to take," Dr. Bane says. "And in one of the most exciting changes on campus, we'll soon make Internet available to all MCC students. It is now available to faculty and staff and to students in a few disciplines, such as Legal Assistant."

Internet, a state-of-the-art information network, will allow students to do research and gather reports from colleges and universities worldwide, as well as thousands of other sources.

"Students can use Internet to get all kinds of information. They can even e-mail the president or vice president of the United States," Bane says. "About half of U.S. colleges and universities are now on Internet, and it won't be long before we join them."

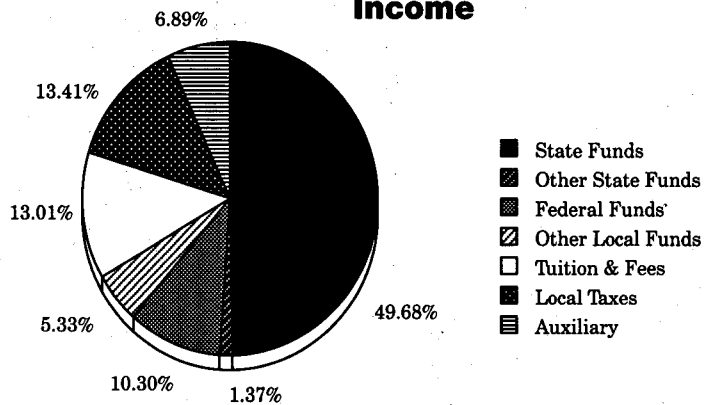
MCC's dedication to technology, especially in recent years, has helped put the school among the top community colleges in the nation.

"The MCC board is committed to providing state-of-the-art technology to all faculty and staff who need it and to continue providing the equipment necessary to train people for the workplace now and into the 21st century," says Dr. Dennis Michaelis, MCC president.



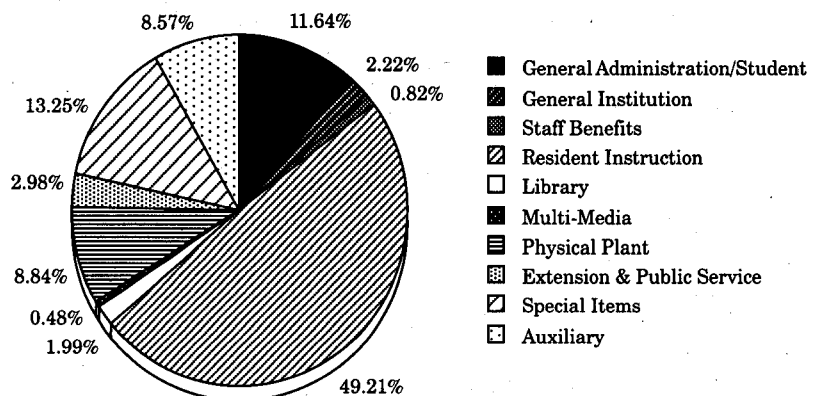
Graduation provides a high point for the year, as faculty and staff watch students fulfill their goal of getting a college degree.

Income



Tax Rate: \$.06594 per \$100 valuation.

Expenditures



Total Operating Budget: \$20,826,619.66

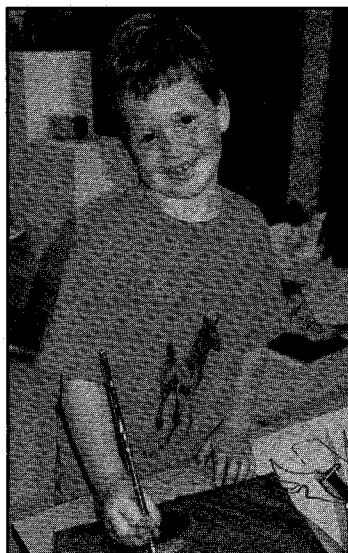
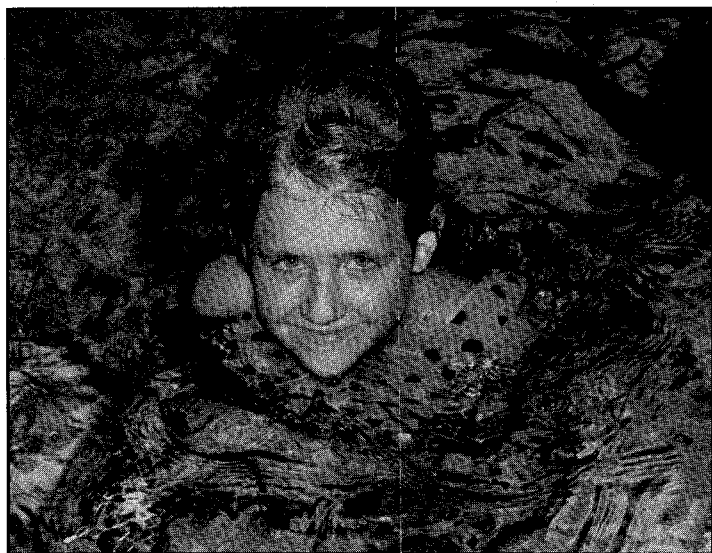
YEARLY HEAD COUNT

ENROLLMENT

Academic Year	College Credit				Noncredit
	Fall Total	Spring Total	Sum I Total	Sum II Total	Total
1967-68	1,280	1,162	622	375	1,334
1968-69	1,577	1,638	899	539	844
1969-70	2,126	1,923	1,052	536	1,050
1970-71	2,211	2,153	1,224	656	1,597
1971-72	2,448	2,331	1,112	565	2,747
1972-73	2,522	2,446	1,206	578	4,097
1973-74	2,584	2,381	1,313	635	6,825
1974-75	2,902	2,918	1,785	866	10,227
1975-76	3,552	3,488	1,904	871	12,824
1976-77	3,608	3,535	1,891	796	16,720
1977-78	3,607	3,524	1,752	764	14,085
1978-79	3,621	3,780	2,030	1,012	13,035
1979-80*	4,140	3,920	2,200	1,153	13,291
1980-81*	4,249	4,180	2,401	1,207	13,390
1981-82*	4,251	4,364	2,552	1,187	13,223
1982-83*	4,302	4,395	2,696	1,192	12,267
1983-84*	4,707	5,322	2,961	1,186	13,804
1984-85*	5,304	5,488	2,264	1,345	13,516
1985-86*	5,053	5,470	3,402	1,374	13,422
1986-87*	5,313	5,550	3,122	1,489	13,198
1987-88**	5,198	4,999	3,384	1,539	15,937
1988-89**	5,389	5,688	3,818	1,881	13,659
1989-90**	5,496	5,158	3,743	1,496	13,602
1990-91**	5,615	5,606	3,424	1,355	12,299
1991-92**	5,704	5,535	4,315	1,461	10,574
1992-93**	6,006	6,069	3,423	1,410	11,297
1993-94**	5,703	5,339	3,686	1,602	10,392

* Flexible entry (FE) head-count enrollment is included in totals.

** Does not include enrollment of Cosmetology. Flexible entry (FE) head-count enrollment is included in totals. Auditors are not included.



During Kids College summer classes, MCC provides a range of fun classes, including art and swimming.

Educational Programs

1. Meet the general educational needs of students
2. Distinguish the college with outstanding teaching
3. Expand articulation concerning transfer programs
4. Reinforce academic advising program to provide accurate, timely information
5. Improve access to computers and other technological resources
6. Expand linkages between the Vocational/Technical Division and business leaders
7. Review, create, and delete courses to meet changing community needs
8. Increase articulation concerning vocational/technical programs
9. Revitalize programs preparing students for entry-level employment
10. Reinforce the academic advising program for vocational/technical students
11. Improve professional development opportunities
12. Coordinate course offerings in liberal arts and vocational/technical programs
13. Augment computer support for instructional and educational purposes
14. Improve library resources
15. Develop students' written, oral, and computational competencies
16. Install computer-based recordkeeping in the Continuing Education Office
17. Improve the coordination of space allocation
18. Expand articulation with community to increase continuing education
19. Expand articulation with the community for personal development and recreation
20. Provide technologically sophisticated systems for information access
21. Provide informational support to all educational programs
22. Promote the use of traditional and innovative technologies

Human Resources

23. Review the basic organizational structure
24. Improve the definition and delineation of administrative duties
25. Delegate decision-making authority to the lowest level
26. Recognize the status of professional staff by reviewing job titles
27. Reaffirm college's commitment to faculty development and professional growth
28. Provide for flexibility of individual professional growth and step-credit
29. Encourage programs and projects that result in productivity and flexibility
30. Provide career development opportunities for support staff
31. Encourage minority staff employment and retention
32. Provide and maintain a faculty council which provides equal representation
33. Maintain an optimal balance between full- and part-time faculty
34. Ensure the quality of part-time faculty
35. Plan equitable and reasonable assignments of instructional loads
36. Plan classes to fit the room size

37. Provide support and incentive for instructors assigned larger classes
38. Allow full-time faculty to volunteer to teach extra class sections
39. Implement a salary increment plan
40. Implement a revised faculty evaluation procedure
41. Provide for regular evaluations of all divisions and personnel
42. Provide more attractive policies on academic freedom and tenure

Financial and Physical Resources

43. Pursue grants and other external funds
44. Build the McLennan Community College Foundation
45. Emphasize the effort to expand state support of community colleges
46. Pursue additional financial assistance to students; expand work-study programs
47. Develop partnerships with area businesses
48. Create an evaluation process for the use of buildings and grounds
49. Assess remodeling needs of all campus buildings
50. Determine effective uses of the Community Services Center
51. Develop a preventive maintenance plan for all buildings
52. Apply a campuswide energy management program
53. Address the safety and security issues created by facilities

Student Services

54. Improve admissions and registration procedures
55. Enhance the college's recruitment program
56. Utilize computers to enhance contact with current, potential, former students
57. Develop a Comprehensive Academic Skills Support Services Program
58. Develop linkages between programs, departments, and high schools
59. Enhance the Support Services program
60. Encourage recruitment and retention of minority students
61. Improve career counseling and placement services
62. Improve student retention by meeting non-academic needs
63. Pursue additional sources of funding for financial assistance to students
64. Acknowledge that the college serves the service area in a reciprocal process
65. Create a social and intellectual community beyond the classroom
66. Enhance community awareness of McLennan Community College
67. Evaluate the need for low-cost junior, senior, and graduate-level courses

ACCREDITATION AND

RECOGNITION

Mclennan Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate in Arts degree, the Associate in Applied Science degree, and the Certificate of Completion. Credits from this institution are generally transferable to all colleges and universities in the nation. Persons interested in viewing accreditation documents should contact the Vice President of Instruction.

Recognition has been given McLennan Community College by the Coordinating Board, Texas College and University System, and the Texas Education Agency. The college is approved for the training of veterans and foreign students.

Individual programs also may be accredited or approved by other agencies. The programs which have received such recognition and the accrediting or approving agencies are listed below:

Associate Degree Nursing

Board of Nurse Examiners for the State of Texas
Board of Vocational Nurse Examiners
National League of Nursing

Continuing Nursing Education

Texas Nursing Association (provider status)

Correctional Officer

Texas Department of Criminal Justice

Cosmetology

Texas Cosmetology Commission

Defensive Driving

Texas Safety Association

Driver Education

Texas Education Agency

Emergency Medical Technology

Texas Department of Health

Financial Services

American Institute of Banking Study Group
Texas Credit Union League

Gerontology

HOTCOG Area Agency on Aging
National Association of Activity Professionals
Texas Basic Certificate in Gerontology
Texas Gerontological Consortium for Continuing Education

Heart of Texas Regional Police Academy

Texas Commission on Law Enforcement Officer Standards and Education

Journalism

National Community College Journalism Association

Management/Real Estate

Texas Real Estate Commission

Mental Health Associate

National Council for Human Service Education

Medical Laboratory Technician

National Accrediting Agency for Clinical Laboratory Sciences

Office Occupations

National Association of Professional Legal Secretaries

Paramedicine

Texas Department of Health

Physical Therapist Assistant

Commission on Accreditation in Physical Therapy Education

Radiologic Technology

Joint Review Committee on Education in Radiologic Technology, American Medical Association

Respiratory Care Technician

Joint Review Committee for Respiratory Therapy Education, American Medical Association

Substance Abuse Counseling Certificate

Texas Association of Alcoholism and Drug Abuse Counselors

Vocational Nursing

Board of Vocational Nurse Examiners for the State of Texas

