McLennan Community College 1992-93 Annual Review

Message from the President

Attention to the diversity of our community has been particularly important at McLennan Community College this year. As perhaps no other entity can, MCC touches and adds value to the lives of the many citizens in the region who take advantage of the broad range of courses, programs, events, and opportunities that are available. During a time when we learn that nearly half of the adults in America are not sufficiently literate to function productively in our society and when we are challenged to compete in a global economy, the Texas Legislature has extended the mission of community colleges in the state to include workforce development, literacy, and other basic skills instruction for adults.

McLennan Community College has responded to this challenge by doubling its adult literacy efforts through expansion to additional geographic areas and by providing workforce literacy programs on-site at area businesses.

In workforce education and training, the college provides contract training for business and industry throughout the region, serves as fiscal agent for HOTLINK, the Heart of Texas Quality Work Force Planning Committee, and the Heart of Texas Tech Prep Consortium, and offers credit technical programs that train employees for the region's targeted occupations.

Of course, MCC has something valuable to offer everyone, from the child who participates in our summer Kid's College to the senior citizen pursuing an interest in the fine arts. Our highly qualified, committed faculty prepare recent high school graduates for technical careers and for transfer to four-year institutions with impressive success, and additionally, provide area residents with courses to upgrade skills and for personal development.

Based predominantly on the framework provided by the Board of Trustees in their approval of the college's goals for 1992-93, the activities and accomplishments described in this *Annual Review* represent another successful year at McLennan Community College. I invite you to join me in reflecting upon and celebrating that success.

— Dennis F. Michaelis
McLennan Community College President

1992-93 Institutional Goals

I. **Intensify efforts to improve student services and retention.**
   A. Design and implement a "Student Success" program that will focus on the needs of "at risk" students.
   B. Conduct further research to more precisely define "at-risk" students.
   C. Design a new "success" course for orientation.
   D. Provide a comprehensive career services center utilizing "state-of-the-art" technology.
   E. Improve admissions and registration procedures to enhance student convenience, to deliver services efficiently, and to collect important information on students accurately.
   F. Investigate the improvement of campus safety and convenience through lighting, sidewalks, and signage.
   G. Refine the substance abuse prevention program.

II. **Reinforce and maintain the ongoing commitment to quality academic, vocational, and continuing education programs.**
   A. Provide technological support for Liberal Arts instructional programs.
   B. Enhance coordination between technical and continuing education to provide courses to meet recertification and licensure requirements and the training needs of area business and industry.
   C. Establish new and revise existing vocational/technical programs to meet community needs.
   D. Design and implement an Honors Curriculum and a Core Curriculum.
   E. Revise/develop curriculum in accounting, computer data processing, English as a second language, math, and office occupations.
   F. Develop specific strategies and policies to increase and define faculty involvement in advising.
   G. Improve the job placement rate of vocational/technical and continuing education students and transfer rates of university parallel students.
   H. Expand the scope of continuing education offerings.
   I. Foster and facilitate innovation in curriculum and instruction related to the Tech-Prep program, articulation with high-schools and four-year institutions, and the SACS criteria.
   J. Expand the Associate Degree Nursing program.

III. **Provide professional development opportunities for staff and faculty.**
   A. Explore strategies to improve communication with, recognition for outstanding service by, and professional development opportunities for classified and administrative staff.
   B. Establish an "in-house" leadership program and continue to provide growth opportunities for administrators, faculty, and professional non-faculty.
   C. Implement mini-grants, back-to-university, and outstanding faculty recognition programs.
   D. Implement regular orientation for all new adjunct instructors, and continue professional development for returning adjunct faculty.

IV. **Demonstrate a strong commitment to multiculturalism and traditionally underrepresented groups.**
   A. Continue to emphasize visible and active commitment to promoting and facilitating cultural diversity among students, faculty, staff, and administrators.
   B. Intensify efforts to enroll and retain traditionally underrepresented student groups.

V. **Reinforce and improve the effectiveness of the developmental studies program.**
   A. Implement strategies to increase successful completion rates in math courses.
   B. Investigate the implementation of program specific developmental courses.

C. Implement strategies to expand access to postsecondary education and workforce literacy and adult basic education.

D. Implement strategies to establish and nurture a positive image for developmental education.

E. Increase coordination between the English, math, and developmental studies departments.

F. Study the establishment of college-level course enrollment restrictions for remedial students and reevaluate policies on placement in developmental courses.

G. Provide increased professional development for developmental studies instructors.

VI. **Focus on upgrading technological resources and providing modern technological services.**

A. Develop a long range plan for the productive and efficient use, acquisition, maintenance and replacement of technological resources, such as computers, cable television, CD ROM, laser disk, and telecourses.

B. Provide PC computer support for faculty/staff and DEC terminals for all academic advisors to the greatest extent possible given funding constraints.

C. Expand hours for "open" computer laboratory student use.

D. Implement a computerized system to track the TASP status of students and to provide TASP information necessary for enhanced student advisement and programmatic improvement.

VII. **Cultivate additional resource opportunities.**

A. Pursue grants and donations through the MCC Foundation to assist in modernization of physical resources, expansion of professional development opportunities, and provision of support for students.

B. Encourage faculty, staff and community participation in and support of the MCC Foundation.

C. Identify resources necessary to maintain and expand library resources.

D. Continue to implement cost savings strategies.

E. Pursue grants from governmental agencies and non-profit organizations.

VIII. **Continue to implement comprehensive plans to guide the institution.**

A. Develop and implement a comprehensive Institutional Effectiveness System.

B. Support and evaluate the reorganization structure through improved communication.

C. Revise the Master Plan (*Directions*) integrating campus-wide input, the Institutional Effectiveness System, the Facilities Master Plan, and the Technology Plan.

D. Begin the implementation of the Facilities Master Plan.

E. Develop and implement an improved scheduling system for facilities utilization.

F. Implement a Departmental Review process with a pilot group of programs.

IX. **Increase awareness of the college's programs and services.**

A. Continue to implement strategies to improve communication with students, prospective students, and the public.

B. Design and implement specific and systematic initiatives to expand the scope of MCC's outreach and recruitment efforts.

C. Increase exposure of outstanding faculty and student achievements in the media.

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
Drama
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

Associate in Applied Science Degrees

Accounting/Management
Business/General
Child Development
Child Development/Special Persons
Computer Data Processing/ Programming
Criminal Justice/Law Enforcement
Criminal Justice/Corrections
Fashion Merchandising/ Management
Financial Services/ Management
Gerontology
Information Processing
Interpreter Training
Legal Secretarial
Management/Business
Medical Laboratory Technician
Medical Secretary
Mental Health Associate
Mental Retardation
Microcomputer Applications/ CDP Option
Microcomputer Applications/ Office Occupations Option
Music, Commercial/Audio Technology
Music, Commercial/ Composition/Arranging
Music, Commercial/ Performance
Nursing/Associate Degree
Physical Therapist Assistant
Postal Services/Management
Production and Inventory/ Management
Radiologic Technology
Real Estate/Management
Substance Abuse/Addiction
Youth Counseling

Certificates

Accounting/Management
Business/Management
Child Development (CD)
CD/Administration
CD/Child Development Associate (CDA)
CD/Special Persons
CD/Teacher Aide
Clerical Typist
Computer Data Processing
CDP Operations
CDP Microcomputer Applications
Cosmetology
Cosmetology Instructor
Criminal Justice/Law Enforcement
Criminal Justice/Corrections
Fashion Merchandising/ Management
Financial Services/ Management
Interpreter Training/ Communication Skills in Deafness
Medical Unit Secretary
Mental Health Aide
Mental Health/Gerontology
Mental Retardation
Microcomputer Applications/ Office Occupations Option
Nursing/Vocational
Paramedicine
Production and Inventory/ Management
Real Estate/Management
Respiratory Care Technician
Secretarial Training
Substance Abuse Counseling
Youth Counseling

Removing Obstacles to Student Success

Numerous strategies and initiatives were developed during 1992-93 to assist students in their attempt to achieve success in college and, eventually, the workplace. Traditionally underrepresented groups, such as disadvantaged students, received particular attention since local research studies showed that these students in the past have had difficulty remaining in school and accomplishing their goals. The college focused its efforts on providing enhanced intervention strategies in the areas identified by business and industry as the most important to success: basic skills and workplace skills.

As a way to expand the remediation program to include methods other than classroom instruction, tutorial assistance was initiated for students preparing to take standardized tests such as TASP and ACT. To enhance cooperation and eliminate duplication of services, the offices of Student Success, funded by Title III, and Student Support Services, funded by a TRIO grant from the U.S. Department of Education, are now housed under one department. A progress report scannable form for feedback in various areas such as attendance, participation, assignment completion, progress toward and potential for success was developed and imple-

The Learning Development Center offers students the opportunity to improve their study skills, review for the TASP or ACT tests, complete tutorials, and enhance their reading, writing or mathematics skills.

mented for at-risk students, who are identified through developing student profiles that focus on characteristics found to be predictive of at-risk students.
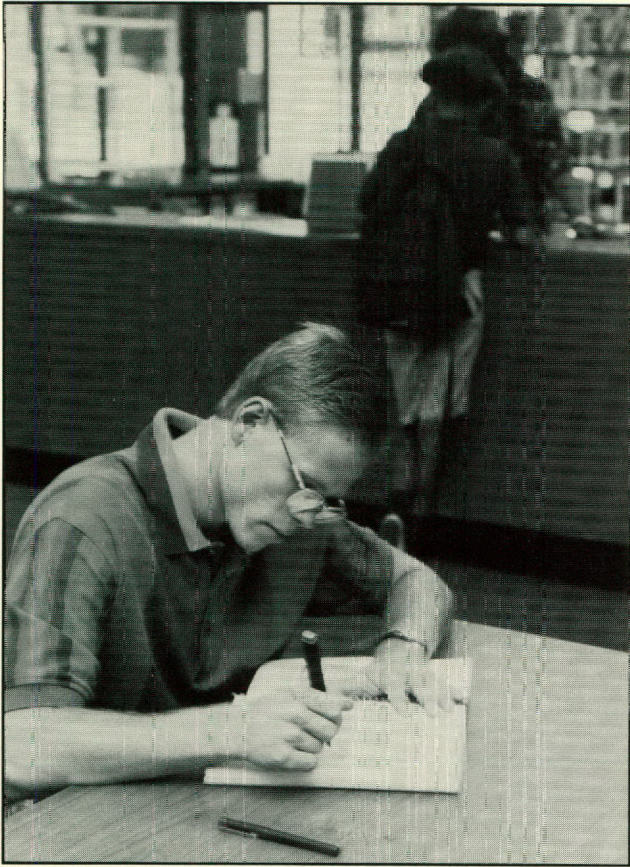
An on-campus mentoring program also was begun and included both staff and faculty volunteers. Considerable time was spent getting to know each student who participated in the program in an attempt to make the best match between mentor and student based on personality, interests, needs, and concerns. Additionally, a community mentoring program established by Central Texas Women's Alliance provided mentors for financially and educationally disadvantaged students.

In order to become more familiar with the non-academic needs that impact student retention and with high quality programs already in place at other institutions, the Director of the Student Success Program and the Director of Developmental Education attended the National Conference on Student Retention.

Special Services attempted to improve student retention by providing financial assistance with child care or transportation for single parents, displaced homemakers and students in non-traditional programs for their gender (73 single parents and displaced homemakers and 28 non-traditional majors were served). Males were traditionally underrepresented in the nursing programs while females were traditionally underrepresented in the criminal justice program. A brochure was developed and distributed to heighten awareness of non-traditional programs and to encourage these students to apply for available discretionary funds. In addition, networking with the Department of Human Services resulted in a case manager being on campus full time to facilitate benefits for students on Aid to Families with Dependent Children (AFDC). In June 1993, an additional case manager came to assist with more than 150 AFDC students. The enrollment of

A new orientation course — Student Success — was designed, approved and offered this year. All entering students, with some exceptions, are required to take this course. The Offices of Career Information and Testing and Job Placement Services were combined to better serve students with a comprehensive Career Services Center. To fully equip the new center, two additional computers, a new computerized guidance system, numerous job search and career planning videos, a TV and VCR, and study carrels were purchased.

Particularly intense emphasis was placed on multicultural activities and events this year. The Hispanic student organization (S.A.L.S.A.) and the African American Student Kindred (A.A.S.K.) held numerous meetings and sponsored events. Community luncheons focusing on how MCC can better serve multi-ethnic citizens were attended by various community leaders and MCC personnel. Professional development on multicultural concerns was provided through the distribution of information on "Overcoming Racism" to MCC faculty and staff, a visit to the multicultural program at the University of North Texas, and a Sensitivity Training Workshop conducted by Region 12 Education Service Center personnel. Other multicultural initiatives included offering a course on "Mexican Americans in American Society;" sponsoring an African American History Month reception in the Student Center; participating in Parkdale Elementary School's African American History Month program; placing multicultural art in the Administration Building, Library, Performing Arts Center and Downtown Center; and attending the Ninth Annual Minority Recruitment and Retention Conference in Austin as well as other conferences.

The revamped student orientation course gives students study tips and provides information on the wide range of resources available to help students succeed in college.

single parents continued to increase to more than 400 in Spring 1993. Survival Skills workshops (80-90 hours total) were provided for single parents to further enhance their probability of successfully completing a program of study leading to a marketable skill.

The Family Self Sufficiency Program, which began in October 1992, provided an additional opportunity for single parents and married students with low incomes and inadequate job skills to obtain housing, monthly support groups and other benefits by enrolling in college full time. More than half of the 75 persons have enrolled or are in the process of enrolling at MCC.

Creating a Seamless Educational System

The instructional division at McLennan Community College worked particularly hard during 1992-93 to make the transition from high school to community college to a four-year university convenient for students so that they could concentrate on developing the advanced skills they will need in the workplace of the future.

The 1992-93 year was an active and successful one for developing cooperative agreements with other education institutions for the benefit of MCC students. A general articulation agreement with Baylor University was concluded during the spring, and discussions are ongoing for the establishment of a cooperative agreement in elementary education. The college also developed articulation agreements with several additional four-year institutions. Midwestern State University will honor several MCC health career degrees, the University of Texas at Arlington will honor the Associate Degree Nursing degree, and an articulation agreement with Tarleton State University will facilitate cooperation in developing transfer degree plans.

The college was named fiscal agent for a $175,000 grant to fund the Heart of Texas Tech-Prep Consortium, an effort to create a seamless transition from technical education in high school to advanced technical education in the community college. Each Arts and Sciences Division director will be working with an assigned school district in the MCC service area in
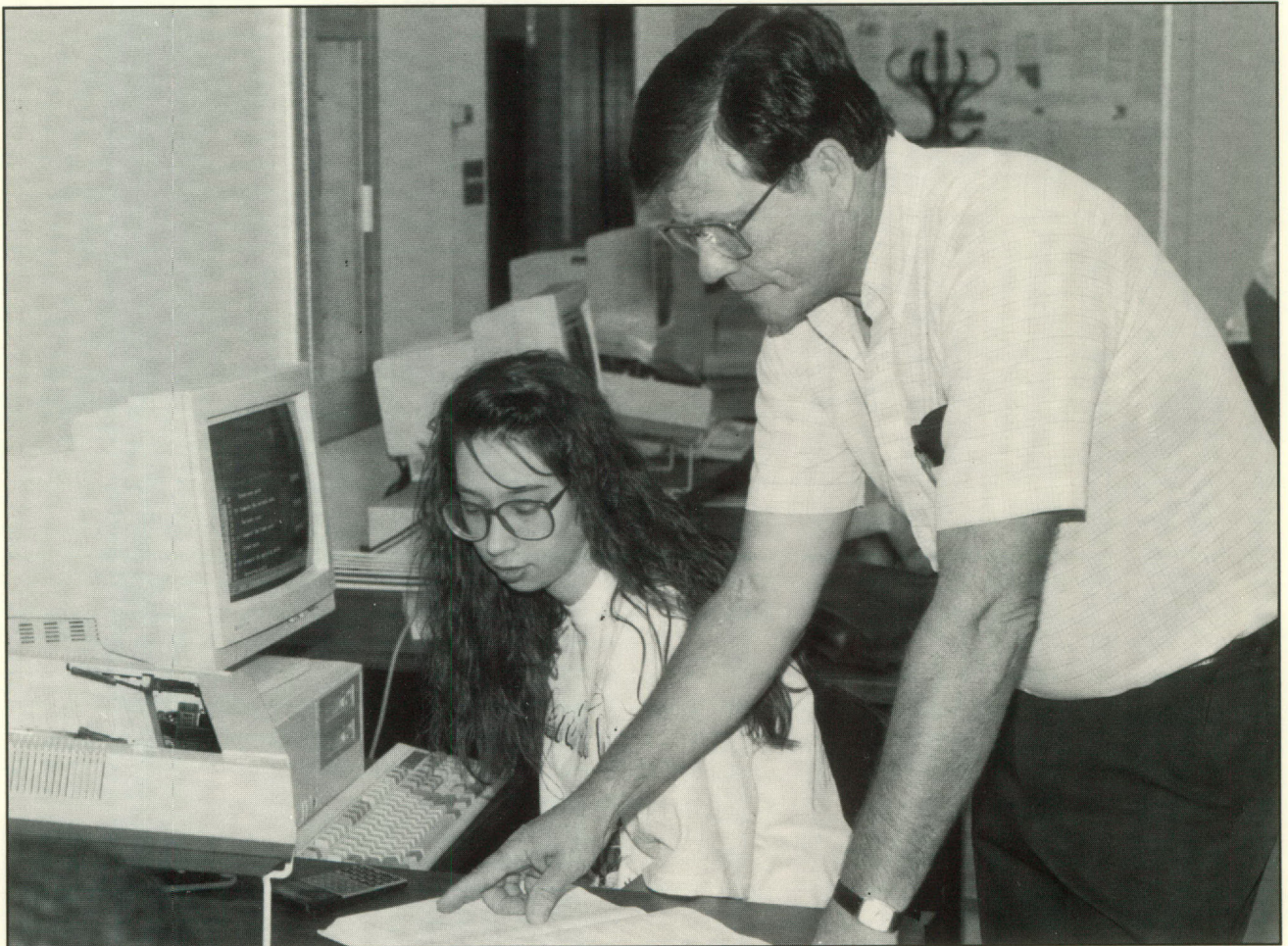
Eugene Maroul, business/accounting instructor, provides some extra assistance to a student in the automated accounting lab.

Student Ethnicity

8.3% 2.0%

13.7%

76.1%

- ■ White
- ▨ Black
- ▨ Hispanic
- ▨ Other
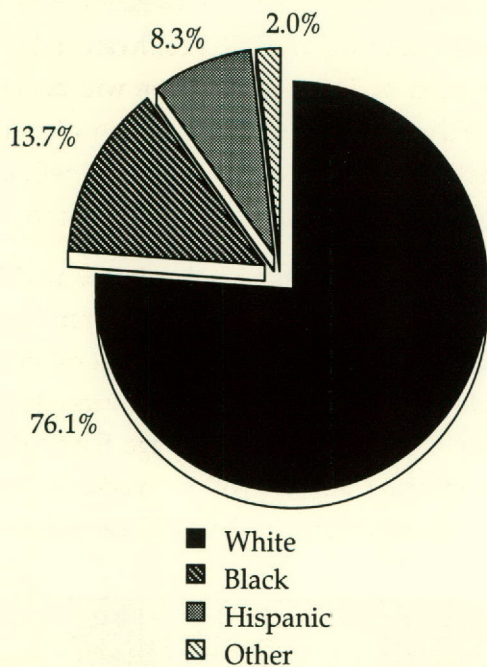
preparation for the University Interscholastic League Spring Literacy Meet, an opportunity which should enhance articulation efforts. Also a part of the outreach to the public schools are Eisenhower Grant activities in which public school teachers are instructed in math pedagogy. Finally, again this year the department of English hosted a luncheon and idea-swapping program with local high schools.

Development and implementation of a core curriculum was completed during the year. To meet the needs of advanced students at MCC, a committee was appointed to develop an honors curriculum. A faculty member was given professional development leave to take honors-related courses at Baylor University so that the committee will have sufficient expertise to complete its work in the most professional way possible.

The English as a Second Language curriculum is in place and classes are now being offered. Math curriculum revision was completed as part of Title III activi-

ties during the 1992-93 year. The development of a role in student advisement for Arts and Sciences faculty was a priority in 1992-93; comprehensive student advising for Arts and Sciences is expected to begin in the Spring of 1994. The reorganization of the instructional division during 1991-92 paid dividends in 1992-93. Placing Developmental Studies in Arts and Sciences has increased intradivisional cooperation among math, English, and reading, and the Director of Developmental Studies has taken a more active role in the adoption of texts, the review of syllabi, and the evaluation of faculty in all areas which include developmental instruction.

In an attempt to increase the success rates of students, a plan to restrict enrollment in reading intensive courses to those who achieve an acceptable score on the college's reading placement test was extensively discussed by a faculty committee. Plans to implement a pilot program in biology and psychology in the Spring of 1994 were formulated.

Student Ages
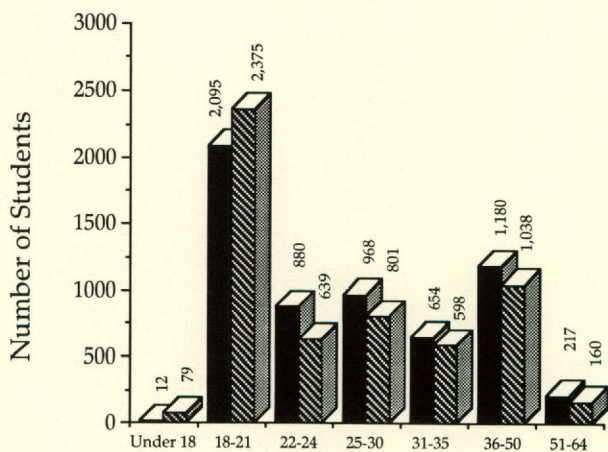
Average Age: 27.9 (1992-93)

- ■ 1991-92
- ▨ 1992-93

The new TEC Lab gives faculty like nursing instructor Becky Griffin (seated) access to advanced technology for the classroom. Marsha May, desktop publishing specialist, provides assistance.

Keeping Professional Skills Current

The 1992-93 school year at MCC was an exciting year for professional development activities. Primarily as a result of the Title III grant, the Professional Development Division expended more funds, assisted more people, offered more opportunities and added more staff than in any year in the past. Sixty people were awarded more than $60,000 in grants for back-to-university initiatives, travel to conferences, special projects and mini-grants. A new Technology Enhanced Curriculum (TEC) Lab includes state-of-the-art computers and is staffed with an instructional design specialist and a desktop publishing specialist. Five Cajolery luncheons, two "Meet With the President" sessions, satellite teleconferences, an introduction to total quality management, a wide variety of computer related workshops, a spring semester Vitality In Mission (VIM) class, the Great Teacher Workshop and Great Teacher Connections, and a wealth of other events made it a "something for everyone" year. Faculty members demonstrated outstanding teaching techniques used in their classrooms at the first Teaching Showcase coordinated by the Liberal Arts Division.

In an effort to ensure and enhance instructional quality in courses taught by adjunct faculty, new adjunct instructors were invited to special orientation sessions where they heard informative presentations from the president, vice presidents, deans, and directors. To help smooth the path through the rigors of the first semester in the classroom, they also were assigned to a mentor from the full-time staff. Cajolery lunches were expanded to include a breakfast and an evening meal to encourage and facilitate attendance by adjunct faculty who traditionally work a full-time job outside the college. All adjunct instructors are encouraged to participate in all MCC sponsored professional events such as computer classes, faculty/staff meetings, special conferences, seminars and workshops, use of the TEC Lab and VIM, and other special projects.

Because more than 75 percent of the students entering McLennan Community College need the skills development offered by the Developmental Studies Department, a special effort was made during 1992-93 to provide additional professional development opportunities for instructors in this department. Training was provided through a Classroom Research Class, Master Student Training Workshop, training sessions offered for teachers of the Student Success Course, Computer Assisted Instruction classes, Workforce Literacy Conference, Literacy Volunteers of America Conference, a local workshop on "Dealing with Difficult People," training focusing on adult literacy and learner outcomes through holistic teaching, and training focusing on special issues in teaching English as a Second Language.

The Board of Trustees provided outstanding leadership and demonstrated concern for students by choosing to make significant investments in the technological and fiscal improvements that McLennan Community College will need to continue successfully preparing students for productive educational and professional careers.

During 1992-93, the Board approved more than $200,000 in expenditures to dramatically increase student and faculty access to computers and other technological advancements. As part of a comprehensive Technology Plan developed by a special task force, another $236,000 in regular college funds will be invested in technology during 1993-94. Realizing that additional funding will be needed in order to fully

satisfy the critical need to upgrade technology, another quarter of a million dollars from federal Carl Perkins and Title III funding was dedicated to the effort in 1992-93 and will be invested in 1993-94. The total investment in instructional technology over the two-year period will total nearly one million dollars.

Priorities for 1993-94 include a writing lab, an open access lab for students, further development of the Technology Enhanced Curriculum (TEC) Lab with high-tech mobile teaching systems, computers for faculty and staff, networking of campus computer systems, and computerized point-of-sale and inventory system for the Bookstore.

Much progress was made in the $8 million dollar Facilities Master Plan during 1992-93. Administrators were moved from the centrally located Administration Building to make room for a full-service student intake center, which will provide a "one-stop shop" to meet all entering student needs and to provide comprehensive access to the broad array of student services at MCC. To provide more space for classrooms and faculty offices on the main campus, construction was begun to renovate the gymnasium area of the Community Services Center to house many administrative service departments. Work also was completed on improvements to the temperature control system on campus and renovations to fully comply with the requirements of the Americans With Disabilities Act.

Finally, a sidewalk was added behind the Library, Instructional Resource Center, and Science Building to provide easier access for students with disabilities. Another sidewalk, which runs between the Community Services Center and the Health and Physical Education building, was completed. It will provide a safe path for students, faculty, and staff between the Community Services Center and other campus buildings. New signs were added for the Conference Center and the Shuttle Lot. These will be prototypes for signage to follow throughout the campus.

Workers prepare to pour the new sidewalk connecting the Community Services Center and the Health and Physical Education Building.

Ensuring Effective and Efficient Use of Resources

Perhaps the most important resources of any private or public organization are human resources. Significant reorganization efforts were implemented during 1992-93 to more effectively deploy employees and to move much decision-making authority to front-line personnel.

Computer Services personnel were restructured to increase responsiveness to requests and coordination within the department. Increased communication resulted from a reorganization of Arts and Sciences to four division directors reporting to the dean and coordinators for liberal arts, math, HPE, science, and social science.

The Physical Plant continued to implement its new structure. To permit the director of the Physical Plant to serve as construction manager of the Master Plan, the assistant director assumed the routine responsibilities of the position. The new structure is designed to give decision-making authority to those closer to the actual delivery of service.
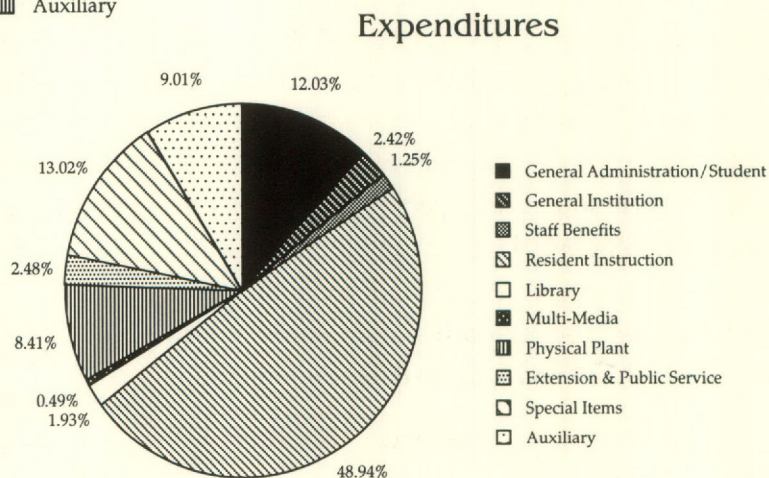
The Business Office made much progress in the first year of its new reorganization; the audit was completed in a timely fashion, and reports were ready when due. Supervisor training sessions were held for all Business Services staff, and several administrators from Student Services and Instruction also attended. Offered through the MCC Continuing Education Division, these sessions provided two-fold benefits: an opportunity to interact with other campus leaders and a positive learning experience concerning management practices.

The college received word in March that the Title III Strengthening Institutions Continuation Grant for 1993-94 was approved by the U.S. Department of Education for the requested amount, $499,172. The grant will continue to help the college provide much needed professional development for staff, complete curriculum revisions, and purchase high-tech equipment.

During the 1992-93 year, the MCC Foundation

Income

7.58%
13.47%
13.70%
4.99%
10.43%   3.48%
46.34%
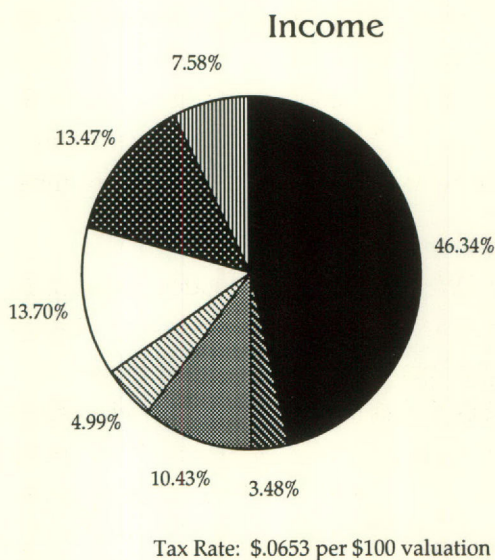
- ■ State Funds
- ▨ Other State Funds
- ▦ Federal Funds
- ▨ Other Local Funds
- ☐ Tuition & Fees
- ▦ Local Taxes
- ▥ Auxiliary

Tax Rate: $.0653 per $100 valuation

Expenditures

9.01%   12.03%
2.42%
1.25%
13.02%
2.48%
8.41%
0.49%
1.93%
48.94%

- ■ General Administration/Student
- ▨ General Institution
- ▦ Staff Benefits
- ▨ Resident Instruction
- ☐ Library
- ▣ Multi-Media
- ▥ Physical Plant
- ▦ Extension & Public Service
- ▢ Special Items
- ▢ Auxiliary

Total Operating Budget: $19,660,870

continued to enjoy success in obtaining private donor support. Many significant gifts were received such as financial support in excess of $250,000 from the local hospitals and a $50,000 grant from the Cooper Foundation to make possible a much needed expansion of the Associate Degree Nursing Program. As result of the additional funding and other efforts, enrollment in the evening nursing program grew by 55 percent this year.

Funds distributed to the college for direct scholarship assistance totaled more than $25,000 while another $2,200 was given for Professional Development Activities and the scholarship endowment totals $350,000. The faculty and staff of the college have been most generous in their support of the MCC Foundation. At this time almost 80 percent of all faculty and staff have contributed financially to the foundation. Community support for the MCC Foundation continues to increase. Today more than 1500 people from the community have made gifts to the foundation.

Several initiatives were undertaken during the year to cut costs and increase efficiency. A plan has been implemented to cut down the amount of paper copied and distributed on campus. Bulletin boards are being placed in each building, and a person will be designated to monitor the boards on a weekly basis, reducing the number of copies needed campuswide from about 450 to 56. This saves printing expenditures, central duplication time, mail service delivery time, and paper.

Business Office personnel provided training in how to access the computer financial system. Rather than printing voluminous amounts of paper for campus distribution, other staff members can view their expenditures from a convenient terminal and print only when copies are required. Many messages are sent via electronic mail, thus reducing the need for as much paper. A new telephone system should eventually reduce the amount spent for telephone service.

A police bicycle, added during the year primarily for use by the night patrol, enables officers to quickly reach areas of need and reduces expenditures for the campus police cars. A second certified evening police officer was hired to provide more coverage over the entire campus.

Enhancing Accountability and Achievement

If any one word could be found to describe the major challenges and opportunities for higher education in the 1990's, accountability would be that word. The new Institutional Effectiveness Division at MCC conducted numerous studies during 1992-93 to demonstrate the success of the college to its constituency and accrediting agencies.

In one of the most noteworthy of such studies, a report on student outcomes showed that, while many community college students do not maintain traditional enrollment patterns, a large majority do persist toward and accomplish their goals.

Using data provided by Baylor University and the Texas Automated Student Followup System, which MCC personnel helped develop, the study showed that 65 percent of the students who were enrolled full time at MCC in the Fall of 1991 had transferred to another institution of higher education, had graduated, or were still enrolled at MCC in the Spring of 1993.

Of the students who attended MCC between the Summer of 1991 and the Spring of 1992, 867 even-
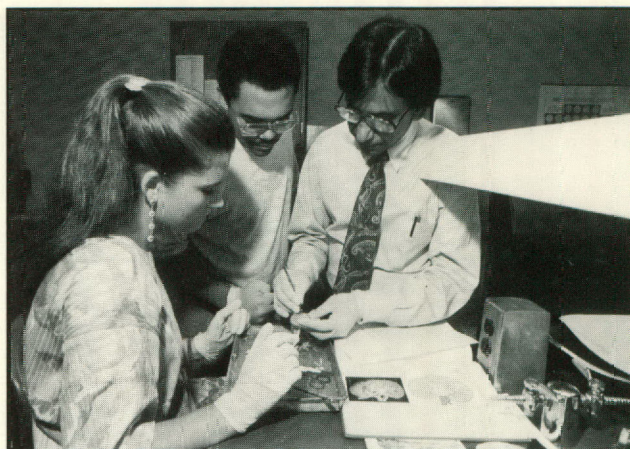
Biology lab gives students hands-on experience in learning. Dr Dennis Strete points out anatomical details to students.
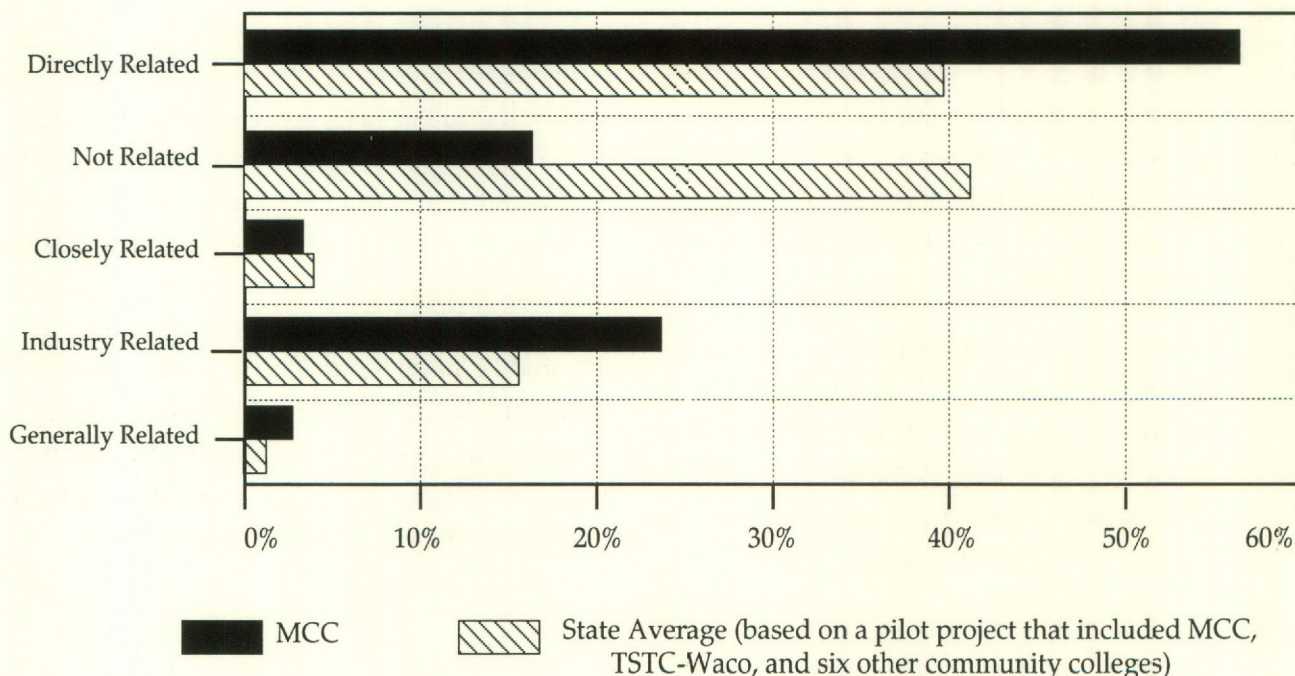
tually enrolled at Baylor. The remainder of the 1,914 transfer students went to state institutions, with the largest numbers going to Texas A&M (181), UT-Austin (93), Southwest Texas State University (79), and Tarleton State University (77).

Of the students who left MCC and did not graduate or transfer, more than 75 percent were found to be employed, and most of them were employed full time in the Central Texas region.
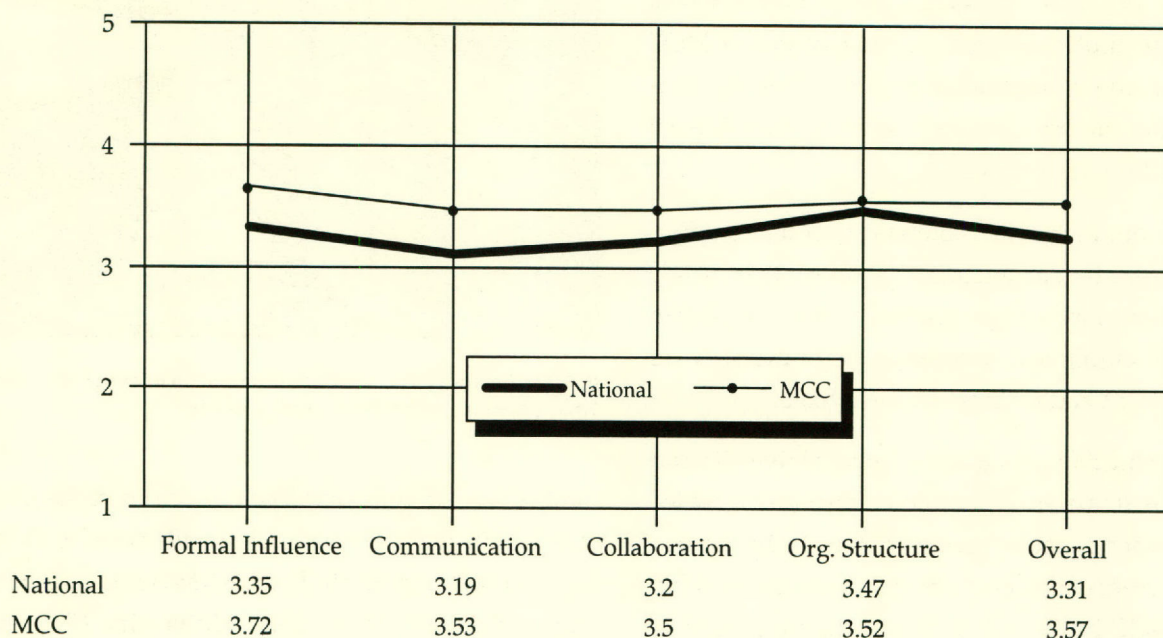
Relationship of Training to Employment
1990-91 Technical Graduates

MCC ▪   State Average (based on a pilot project that included MCC, TSTC-Waco, and six other community colleges)

McLennan Community College Climate

as Compared to National Averages*

	Formal Influence	Communication	Collaboration	Org. Structure	Overall
National	3.35	3.19	3.2	3.47	3.31
MCC	3.72	3.53	3.5	3.52	3.57

Climate Factors

Legend: National, MCC

* National average based on administration of PACE at 41 institutions (Baker, 1992)

The follow-up system does not include the small businesses that do not report to the Texas Employment Commission. According to surveys the college has conducted, many MCC students, particularly those in commercial music and real estate programs, work for these small companies.

Of MCC's technical graduates, 93 percent were found to be employed or pursuing additional education, and of those who were employed, 78 percent were employed in a field related in some way to their training, which is considerably higher than the state average of 59 percent.

Another important study provided information about the quality of the college's internal processes and environment. The Personal Assessment of the College Environment, an instrument developed by Dr. George Baker of the University of Texas at Austin, was used to survey faculty, staff, and administrators about their perceptions of the college climate. Results showed that perceptions by the employees were more positive than the national average with respect to Formal Influence, Communication, Collaboration, Organizational Structure, and Overall.

Closely linked to institutional effectiveness, planning activities conducted during the year included formal opportunities for all departments and divisions of the college community to assess the institution's progress and provide input about priorities for the future, the continuing implementation of the Facilities Master Plan, and the formulation of a Technology Plan. In short, the foundation for confronting the accountability and performance challenges of the future has been constructed at McLennan Community College. The institution is poised to make a significant contribution to the economic, social, and personal development of the citizens of the region and the state.

Responding to Business and Community Needs

As a result of close contact with the community, McLennan Community College has expanded its offerings to provide additional career and personal development opportunities for business persons and citizens in the Heart of Texas region.

Continuing Education offerings have increased dramatically; more than 76 new avocational courses were added during the year. New programs which have been successfully developed and offered include the O.W.L. (Older, Wiser Learner) program, Elderhostel program and numerous new travel opportunities.

The Continuing Education staff identified numerous previously unoffered courses for personnel in medical and health care, emergency care, nursing homes, business and technical vocational areas, and education. More than 50 new or greatly expanded adult vocational courses were offered during 1992-93; more than half of these were in the health related field. To better serve the medical community, the Continuing Education Division received approval from the Texas Nursing Association to deliver required continuing education to practicing nurses, becoming one of only two or three community colleges in Texas with this distinction.

During the past school year, MCC became a major provider of contract courses for business and industry — 31 contracts with business and industry and six training contracts with educational agencies or institutions were secured. Numerous other smaller contracts with governmental bodies, non-profit groups, churches, etc., also were initiated. This represents an increase of more than 20 percent from previous years.

Service to the community by offering Workforce Literacy and Adult Basis Education was added to the mission of Texas' community colleges this year by the State Legislature. Appropriately, and upon the cooperative's request, McLennan Community College absorbed the territory of the Heart of Texas Adult Education Cooperative, doubling the size of the college's Adult Basic Education department. The college also provided workplace literacy in four business sites — C-Line, Plantation Foods, the Veteran's Ad-


A new literacy van takes reading instruction to many locations.

ministration Hospital, and Baylor University. To improve communications with students, prospective students and the public, brochures were developed and published for the Learning Development Center, Theatre Department, Music Department, S.T.A.R. program, Articulation, Horizons (non-traditional careers), Transitions (displaced homemakers and single parents), Small Business Development Center, and the Kimberly-Clark Adult Learning Center. Application for admission forms for the college and for numerous competitive programs were reworked, and the 1993-95 General College Catalog was produced. To further improve communications, press releases were sent to all employees via electronic mail beginning in April. Employees who are well informed about campus programs and events can do a better job in relaying information to students and the general public.

Strategies implemented by the college's Office of Student and Community Relations included participation in providing a college admission/financial aid workshop for the Waco Independent School District, supporting Continuing Education's efforts in the Adopt-a- School Program through speaking engagements and campus tours to Adopt-a-School groups, providing mentors in Waco ISD's "Partners in Education" program on a weekly basis at the ninth grade campus, hosting a luncheon for area high school counselors to give them information they will need to best help students planning to attend MCC, and developing a list of targeted areas for recruiting minority students, such as churches and community centers.
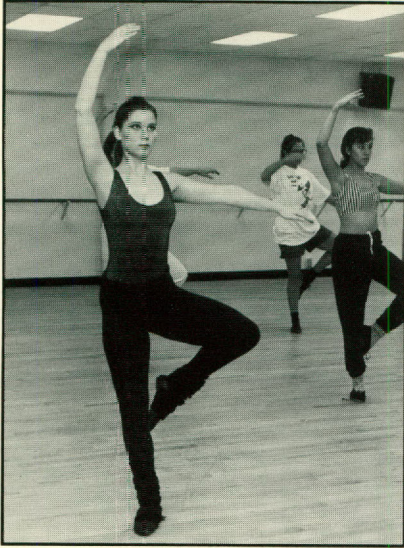
Yearly Head Count Enrollment

	College Credit				Noncredit
Academic Year	Fall Total	Spring Total	Sum I Total	Sum II Total	Total
1966-67	855	885	311	186	-0-
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

* 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.

Long-Range Goals

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 record keeping 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 campus-wide 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