McLennan Community College

Institutional Plan for Distance Education

Submitted to the Texas Higher Education Coordinating Board

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DEGREE AND CERTIFICATE PROGRAMS EXPEORTED VIA DISTANCE EDUCATION AND OFF-CAMPUS DELIVERY

Computer Information Systems	1102010000	C	C	50%	Internet	Computers
Psychology	4201010001	C	C	55%	Internet	Computers
Speech	2310015312	C	C	54%	Internet	Computers
Certificate Microcomputer App	1103010000	C	C	54%	Internet	Computers
Mexia State School	2001020000	C	C	100%	Off - Campus	Mexia State School
General Business	5201010000	C	C	52%	Internet	Computers

Note: The College has determined that it is in compliance with each of the items on the planning checklist.

Section I: Institutional Issues

1. ***The institution documents compliance with* The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs.** ***(The UT Telecampus' course self-study guide is an example of compliance documentation. It is found at:*** http://www.thecb.state.tx.us/DistanceEd/PPGCourseGuide.pdf.)

   For the past several years the College has utilized a course proposal and development system designed to ensure that distance education courses are of equal quality to traditional classes. However, in developing the current distance education plan the Vice President of Instruction along with other college administrators and faculty carefully evaluated the College's course proposal and development processes based on the principles of good practice described above. Using the results of this review, the College developed its own good practices checklist designed to complement the College's current course proposal and course development processes. A copy of the new good practices checklist is provided in Appendix 1. Given these actions, the College affirms that it is in compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs.*

   The College has also provided all necessary documentation in regard to its distance education programs to the Southern Association of Colleges and Schools. In April 2002 the College had its reaffirmation visit from the Southern Association of Colleges and Schools. The College has not received its official report at this time but will respond appropriately to any recommendations and/or suggestions in regard to distance education.

2. ***Distance education is consistent with the institution's educational mission. Please explain how it is consistent and attach appropriate mission statement or goals, if pertinent.***

   The mission of the Distance Education program is as follows:

   The College is committed to excellence in all of its distance education endeavors. McLennan Community College's Distance education programs seek to enhance student learning by providing a comprehensive range of educational opportunities via dynamic virtual technologies that are not limited by time or space. McLennan Community College affirms its commitment to provide equal access to

educational programs and support services for all participants in distance education.

This mission is consistent with the institution's educational mission as well as the College's 1999-2003 Strategic Plan (See Appendix 2).

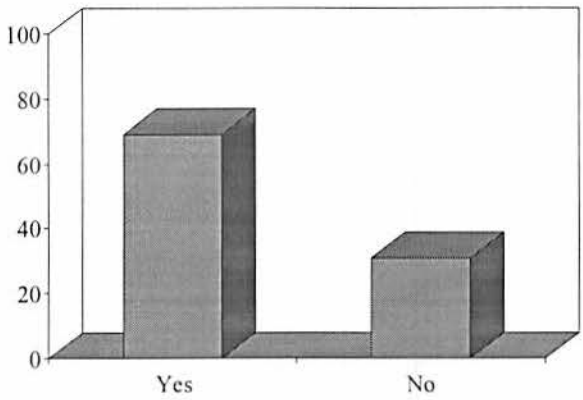
3. ***The institution has assessed that a market exists for distance education to be delivered by the institution, particularly when delivering complete degree and certificate programs. What are the market factors that caused your institution to engage in distance learning? Please explain the results of this assessment. (For example, have you used as a benchmark the activities of institutions similar to yours?)***

McLennan Community College (MCC) has been providing distance education courses for well over a decade. Prior to 1997, distance education courses were limited to television-based courses. However, the College offered its first Internet-based course in 1997 and has observed dramatic enrollment growth in Internet-based courses since that time. Internet course enrollment increased from less than 20 in the fall 1997 semester to over 600 in the spring 2002 semester. The College's expansion of distance education courses was based on a comprehensive assessment of the needs of students and the local community. For the past several years, the College has conducted an annual student satisfaction survey to identify key student characteristics and to assess the reasons students attend MCC. These surveys are conducted on a random sample of 400 to 600 students, ensuring that the results are representative of all students attending MCC. The results from these surveys have consistently shown that the majority of students identify the ability to take courses at times that are convenient for their schedules as a major reason for attending MCC. In addition, the results revealed that around 75% of MCC students work at least part-time and that the majority of students identify the ability to work while attending school as a major reason for attending MCC.

In addition to annual student satisfaction surveys, the College conducts a comprehensive community survey every five years to determine the educational needs of the local community. The most recent survey was completed in Spring 2000. The survey included several questions related to distance education opportunities. The results in regard to general interest in Internet-based courses are shown below.

MCC Community Survey
Interest in Internet Courses

If available, would you or someone in your family likely take at least one Internet-based course offered by MCC in the next three years?



Margin of Error +/- 4%

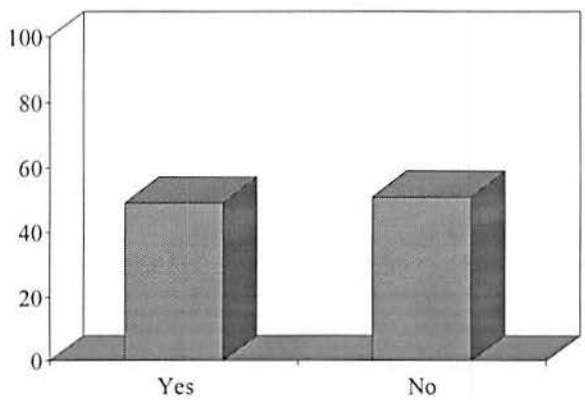
Note: 601 community members participated in this survey

Source: MCC Community Survey (2000)

Close to 70% of the respondents to the community survey indicated that they, or someone in their family, would likely enroll in an Internet-based course. In addition, the survey also included a question designed to determine the level of community access to Internet-based course. The results are shown below.

MCC Community Survey
Access to Internet Courses

Do you have a personal computer with Internet access within your home?



Margin of Error +/- 4%

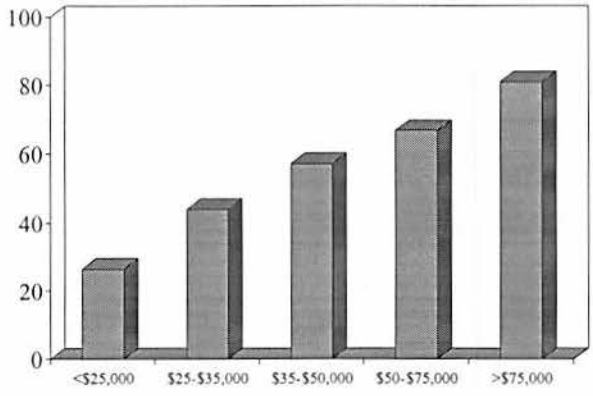
Note: 601 community members participated in this survey

Source: MCC Community Survey (2000)

The results showed that about half of the respondents to the survey had a home computer with Internet access. An additional analysis revealed that income was the primary predictor of whether a household had Internet access. The results from this analysis are shown below.

MCC Community Survey
Access to Internet Courses Programs by Income

Percentage of respondents having Internet access in their homes



Margin of Error +/- 4%

Note: 601 community members participated in this survey

Source: MCC Community Survey (2000)

The results from the community survey combined with the results from several student satisfaction surveys were used to assess the market for Internet-based courses and other distance education opportunities. The College determined that there was a strong need for distance education opportunities within the local community and that these opportunities needed to be available for all members of the community irrespective of income level. The College has implemented a variety of strategies designed to tap into the demand for distance education opportunities. In addition, the College continues to utilize a variety of assessment activities to ensure that there is a sufficient market for distance education opportunities and that the distance education opportunities offered by the College are appropriate for this market.

4. ***The institution evaluates the overall effectiveness of distance education courses and programs (such as student learning, student retention, the effectiveness of the utilized technology, mechanisms to provide student feedback during the course, and comparability with campus-based programs) and the evaluation process is incorporated into overall institutional effectiveness efforts. Please summarize the process, recent data collections and their analyses, and remedial actions taken.***

The College continually monitors the effectiveness of its distance education courses in two ways. First, all distance education courses are evaluated according to the same faculty and course evaluation policy used for classroom courses. All Internet-based courses have access to an online evaluation form that allows students to complete the form via the Internet. The form includes open-ended questions where students can offer suggestions for course improvement. Importantly, the online form is designed to ensure that a student's results are anonymous. Instructors utilize evaluation results to improve their courses. The online evaluation form also contains several general questions designed to determine the level of computer experience among students, whether students access courses from their home or from another site, how often they access the website, and several other related issues. Second, the College conducts a comprehensive grade distribution report for all distance education courses each semester. These results are compared with classroom versions of the courses to identify potential problems. A copy of the online form is provided in Appendix 3. Both of the assessment activities described above represent ongoing activities that are integral to the College's institutional effectiveness program.

The Spring 2002 Grade Distribution Report showed that the course attrition rates for Internet-based courses were considerably higher than for traditional courses. Although the attrition rates have decreased in recent years due to the implementation of a variety of strategies, the College continues to seek ways to improve course attrition rates. For example, the College's Center for Instructional Innovation offers a course titled "Effective Online Instruction" at least twice a year and upon demand to help instructors improve the quality of their distance education courses. A copy of the curriculum used in this course is provided in Appendix 4.

5. ***The institution has an officer responsible for distance learning in a position that is appropriate for the institution and the size of the distance education program. Describe the placement of the officer in the institution's organization; attach an organization chart; and explain how this provides the appropriate oversight of programs, and of faculty and student support. Also identify the contact person or office at the institution where questions are answered for distance learners and for others.***

The Vice-President of Instruction oversees the instructional and administrative procedures of distance education. Matters pertaining to distance education such as concurrent courses at area high schools, web-based courses for service area students, telecourses, and implementation and maintenance of interactive two-way video classes and extension site classes are coordinated by the Associate Dean, Instructional Innovation and the Extended Campus Specialist. Training of faculty in the use of Distance Education technologies is the responsibility of the Instructional Design Specialist. The organizational charts outlining these areas of responsibility are provided in Appendix 5.

6. ***The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education . Please summarize requirements. Please explain in more detail and attach relevant policies if these requirements differ from those of traditional students.***

   Distance Education students at McLennan Community College must meet the same requirements as traditional students at the college (See Appendix 6, Policy B-XVII, Section A-3 and A-4).

7. ***Policies relevant to transcripting, grading, and transfer credentials are in place. Please explain and attach relevant policies if they are different from on-campus classes.***

   McLennan Community College has the same procedures in place for Distance Education students regarding transcripting, grading, and transfer credentials as for traditional students.

8. ***The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA). Please explain how ADA compliance for distance education is handled at your institution.***

   Special assistance is provided for both on-campus and distance education students who have diagnosed physical or leaning disabilities. Through the Student Support Services program, the college provides these students special assistance with registration, tutoring, and specialized equipment. To receive these services students are required to contact Student Support Services as indicated in the College's 2001-2003 Catalog. A complete listing of the services provided by Student Support Services is also located in the College's 2001-2003 Catalog (See Appendix 7).

9. ***SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.***

   The Southern Association of Colleges and Schools (SACS) have been notified of all additions/changes to the College's distance education programs. In February 2002, the College notified SACS of six degree programs where students would be able to take fifty percent or more of their course work through internet-based instruction. This issue was recently addressed by SACS during the College's reaffirmation visit in April 2002. Members of the reaffirmation visiting team examined appropriate documentation provided in the College's self-study report. SACS has indicated that no additional action in regard to this substantiative change is needed at this time.

A copy of a letter from the Southern Association of Colleges and Schools indicating that no additional documentation is needed in regard to the College's distance education programs is provided in Appendix 8.

10. The institution has sufficient financial resources to initiate quality distance learning courses and programs and a financial plan to maintain them. Please describe how the capital and operating budgets for distance education infrastructure and support services are set. 11. There is a financial plan for maintaining the support systems needed for the activities, including upgrading of systems currently being used.

McLennan Community College has made a commitment to the infusion of technology in the teaching and learning process throughout the institution including all distance education initiatives. The College's Board of Trustees has approved a $4 per semester hour technology fee that helps support line items in the operating budget for "required" technology expenses (software licensing agreements, maintenance agreements, etc.) and "requested" technology expenses (upgrading or replacing current equipment/software or expanding into new technologies). In addition, the institution budgets funds for a computer services department, a network services department, the Center for Instructional Innovation, an on-line librarian, a webmaster, and other distance education related departments.

Priorities for funding for distance education infrastructure and support services are set by the president with assistance from the Technology Committee which consists of the vice president for business services, the vice president for instruction, the senior director for technology, and the director of network services. The director of network services and the associate dean for instructional innovation complete an annual analysis of current technology needs for distance education. The report is forwarded to the Technology Committee. In addition, faculty have input through the budgeting process by completing a "technology request form" and forwarding it through administrative channels. The Technology Committee reviews all requests and the analysis report and forwards to the president a prioritized list of possible technology expenditures for the next fiscal year.

A similar process is followed when determining capital expenditures for distance education. Capital improvements requests are forwarded through administrative channels to the vice president for business services. She meets with the vice president for instruction and the president to determine the priorities for capital funds expenditures. The Board of Trustees approves the capital budget on an annual basis.

Section II: Educational Programs

1. ***The institution has procedures in place for planning, development, approval and review of quality distance education programs. Please explain the process for programs (not for individual courses).***

   The only programs that are currently offered via distance education were first developed as traditional classroom programs. All distance education programs must follow the same comprehensive development and approval process as traditional on-campus programs. Workforce education programs offered via distance education use the comprehensive planning and development process required by the Texas Higher Education Coordinating Board. This process involves a comprehensive application procedure that requires justification for the need of the proposed program, as well as documentation related to the proposed curriculum, financial support, and other critical program administration issues. Academic programs offered via distance education use an institutional process, which requires all elements of the program to be reviewed and approved by the College's Instructional Council and appropriate administrators.

   All programs offered via distance education use the same evaluation process as the College's traditional programs. For example, all instructors associated with distance education programs are evaluated in the same fashion as instructors teaching traditional courses. In addition, faculty and administrators utilize performance reports each semester to assess the quality of distance education programs. Workforce education programs are also evaluated based on the Institutional Effectiveness Measures and Standards established by the Texas Higher Education Coordinating Board. Such programs are evaluated every five years through either a bench review process and/or an on-site review process. In addition, all of the College's workforce education programs are reviewed annually through the annual Perkins application process.

   These evaluation and assessment activities along with the many other aspects of the College's comprehensive evaluation program ensure that distance education programs are regularly reviewed and modified based on evaluation results.

2. ***The institution has plans for assessing student learning outcomes, student retention, and student satisfaction in its distance education programs. Please explain any differences in procedures compared to traditional on-campus format. You are encouraged to submit existing summaries of meaningful conclusions drawn from data, as you would provide to SACS.***

   As noted in the previous section, the College uses the same comprehensive evaluation process for its distance education and traditional programs. The evaluation process includes student evaluations of instructors, enrollment trends, course attrition trends, trends in pass rates, as well as satisfaction with various

aspects of distance education programs. Although the results from academic performance reports show that the course attrition rates are higher among distance education courses, the College is implementing a variety of solutions designed to address this issue. Other reports show that enrollment in distance education programs has grown substantially in recent years and that the College will need to provide training for its current faculty to meet the increasing demand in distance education courses.

One small difference in the evaluation procedures for distance education courses offered via the Internet is that students are asked to evaluate the instructor and course via an online form. In addition, the wording of the form is slightly different than the classroom version of the form. The online evaluation also includes questions related to a student's past experience with distance education courses and with technical aspects of distance education courses. A copy of the most recent report is provided in Appendix 3. The report shows that students were very satisfied with there Internet courses and that about 90% of students completing the survey would recommend the instructor of their Internet course.

3. ***Explain procedures that are in place to evaluate all instructional materials developed by other organizations or institutions prior to use in distance education.***

   All instructional materials developed by other organizations or institutions are subject to the same criteria as campus-provided distance education courses (See Appendix 6, Policy B-XVII, Section A-2)

Section III: Faculty

1. ***The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe rationale applied for making exceptions.***

   Faculty teaching distance education classes are required to have the same credentials, and they operate under the same professional guidelines as faculty teaching on campus (See Appendix 6, Policy B-XVII, Section B-1).

2. ***The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities.***

   Effective July 1, 2001, faculty new to distance education are required to be trained in distance education practices. Faculty learn effective online teaching techniques, obtain suggestions for better on-line retention, discuss how to advise the online student, and research how to provide better student support in online courses. Using Blackboard as a platform, participants learn to manipulate the

software from a student and an instructor's prospective (See Appendix 6, Policy B-XVII, Section B-2)

3. ***Procedures are in place for appropriate evaluation of faculty involved in the distance education program (such as procedures that evaluate faculty-student interaction). Please describe procedures and attach instruments.***

   Distance Education faculty are evaluated in the same manner as on-campus faculty (See Appendix 6). The Office of Institutional Effectiveness and Planning compiles the evaluations and feedback is provided to the Vice-President of Instruction, Deans, Division Directors, and the faculty member (See Appendix 6, Policy B-XVII - B-1).

4. ***A policy exists that addresses faculty teaching load for those involved in distance education. Please attach the policy and explain rationale.***

   Faculty teaching load (See Appendix 6, Policy B-XVII - B-4) is the same for distance education courses as for on-campus courses.

5. ***A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.***

   Faculty members from other regionally accredited institutions who teach "imported" distance education courses for MCC shall be considered to hold appropriate credentials for teaching the course. The Extended Campus Specialist shall certify the credentials of any faculty member teaching an imported distance education course before the course is taught (See Appendix 6, Policy B-XVII - B-8).

6. ***The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance education. Summarize policies that address issues raised by distance education.***

   McLennan Community College 's policy on intellectual property, faculty compensation, copyright guidelines, and other distance education issues are the same for all faculty members (See Appendix 6, Policy B-XVII - B-5).

Section IV: Student Support Services

1. ***The institution provides distance learners access to appropriate student services. Please describe the support services to distance education students in each of the following areas and how they are evaluated, admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line.***

   Students at McLennan Community College are provided academic and student support services - including academic advising, counseling, library and other learning resources, tutoring services, and financial aid-comparable to those available for on-campus students (See Appendix 5 Policy B-XVII, Section C-2). Whether distance education students have appropriate access to these services is evaluated as a part of the course approval process. The Office of the Vice President of Instruction verifies that each course has appropriate links to various student support services. Satisfaction through these services is evaluated each year through a comprehensive student satisfaction survey and/or through specific evaluation instruments. The survey involves a random sample of all credit students. A copy of the results from the most recent student satisfaction survey is included in Appendix 9.

2. **Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide on-line address and describe resources, including any difference in service for off-campus and for instructional telecommunications students.**

   The McLennan Community College library provides distance education students access to all library resources regardless of their location. Students can access the library website and have access to the circulating collection, electronic databases, reserves, and other resources. Students can call the library or send a request for materials electronically. Librarians and support staff are available for obtaining materials to mail or hold for loan, answer reference questions, fax materials to off campus sites, etc. Students can also request the Tex Share card by telephone and provide information to obtain the card. All distance learners are given a brochure outlining library services and resources and times of service and contact phone numbers. Therefore distance learners have access to library resources of an appropriate breath and quality for the distance education programs offered. The link to the library is http://mccweb.mcc.cc.tx.us/library/.

Section V: Distance Education Facilities and Support Services

1. **The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe, in brief, current infrastructure and procedures for evaluating its effectiveness.**

   The College evaluates the facilities and equipment used in distance education programs through a course information form that is included as a part of the course evaluation instrument. A copy of this form and the most recent results are shown in Appendix 3. Student satisfaction surveys, faculty/staff surveys, and other assessment methods are also used to assess facilities and equipment used in distance education programs.

2. **Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. associated with distance learning activities. Please describe.**

   For its two-way interactive video courses, the College is responsible for maintaining fully equipped telecommunications labs. The specific responsibilities are described in Appendix 6, Policy B-XVII, Section D-3.

Appendix # 1: Principles of Good Practice for Distance Learning Courses at McLennan Community College

In support of:
Section 1 - Institutional Issues (pg. 4)

PRINCIPLES OF GOOD PRACTICE FOR DISTANCE LEARNING COURSES AT McLENNAN COMMUNITY COLLEGE

INTRODUCTION

The Texas Higher Education Coordinating Board encourages the use of the *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs* as developed by the Western Cooperative for Educational Telecommunications (WCET), a program of the Western Interstate Commission for Higher Education (WICHE) and as endorsed by THECB.

McLennan Community College (MCC) therefore has adapted the Board's recommendation to fit the Distance Education Plan adopted by the college. This document is a modified version of the University of Texas System's TeleCampus guidelines (http://www.thecb.state.tx.us/DistanceEd/PPGCourseGuide.pdf).

All faculty instructing distance learning courses (internet; hybrid; 2-way; telecourses) must complete the following self-check at least 2 weeks prior to the beginning of the semester in which their course will be offered. **Please sign the checklist and return to the office of the Vice-President of Instruction.**

COURSE INFORMATION

Instructor's Name: _____

Date signed: _____ Department: _____

Name of Course: _____ Course #: _____

Distance Learning Course Start Date: _____

Distance Learning Format: (Circle one) *Internet* *Hybrid* *2-way* *Telecourse*

Other (describe): _____

Instructor Signature: _____

TECHNOLOGY

1. Students will use a variety of browsers and hardware (for example, Netscape 3.X on an older Pentium PC, or Explorer on a Mac running OS7.X). Where are MCC's software and hardware recommendations included in your course?

_____

2. Where did you provide students with a link (and/or information) on technical support (i.e. Network Services)?

_____

3. If necessary, have you provided students with information on how to download any necessary viewers make their computers compatible with the contents of your course (i.e. Office 2000, Flash, PDF, audio)? YES NO

4. Where is your *ADA statement* located? _____

COPYRIGHTS AND PERMISSIONS

1. Have you confirmed that the inclusion of all course materials in the course not developed by the copyright holder meet "fair use" guidelines, or that you are otherwise exempt from liability from infringement, or you have received appropriate permissions from all copyright holders? YES NO N/A

2. Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement? YES NO N/A

If not, have you acquired permission to use or link to the materials? YES NO N/A

Notes: _____

CURRICULUM AND INSTRUCTION

1. The course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded. YES NO

Degree or certificate (if applicable): _____

2. The course offered electronically is coherent and complete.

a. Necessary course materials are identified. Information on how to purchase or obtain materials online or via phone is provided, if necessary. YES NO

b. If students are not required to meet on campus, all necessary instruction and support infrastructure is in place to serve the off-campus student (i.e. bookstore link, testing information, faculty contact, software and hardware support, etc.) YES NO

c. The course includes:

- Introduction Yes _____ No _____
- Course title Yes _____ No _____
- Course prerequisites Yes _____ No _____
- Course syllabus/information includes:
  - --Course number and title Yes _____ No _____
  - --Instructor name/contact number Yes _____ No _____
  - --Required text including purchase information Yes _____ No _____
  - --Learning objectives Yes _____ No _____
  - --Descriptions of lessons/modules Yes _____ No _____
  - --Information on testing options Yes _____ No _____
  - --Links to library resources Yes _____ No _____
  - --Links to Student Support Services Yes _____ No _____
  - --Policies and Procedures of the course Yes _____ No _____
  - --Calendar of all assignments Yes _____ No _____
  - --ADA Statement Yes _____ No _____
- Technical requirements and support information or link Yes _____ No _____
- Information on course evaluation process Yes _____ No _____
- If instructor is an adjunct faculty, a full-time faculty member information or administrator information has also been made available for students to contact if necessary Yes _____ No _____

3. The course provides for appropriate interaction between faculty and students and among students.

a. Interaction with and among students is achieved through (check all that apply):

- Asynchronous discussion Yes _____ No _____
- Synchronous chat Yes _____ No _____
- Team projects Yes _____ No _____
- Individual email Yes _____ No _____

- Group email Yes _____ No _____
- Audioconference Yes _____ No _____
- Interactive Video (ITV) Yes _____ No _____
- Student posting of projects/assignments for review by faculty/other students Yes _____ No _____
- Other (list): _____

b. Feedback for students on assignments and questions will be provided in a timely manner and guidelines for feedback are defined or outlined in the syllabus or course menu. YES NO

c. When teaching the course, the faculty member (s) will be available to support and communicate with the students and oversee student projects and evaluation. YES NO

d. Students have the opportunity to interact with each other and with faculty and administrators outside of class to build a learning community. YES NO

4. Academic standards for all programs or courses offered electronically are the same as those for programs or courses delivered by other means at the institution where the program or course originates.

a. The course provides students with clear, complete and timely information on course goals and objectives. YES NO

b. The course specified necessary technology competence and skills. YES NO

c. This course meets the institutional standards for content, reflective learning, competencies, etc. as other courses? YES NO

d. Student learning online is comparable to student learning offered at the campus where the program or course originates? YES NO

EVALUATION AND ASSESSMENT

1. Students will be given an opportunity to evaluate this online course. YES NO

2. The effectiveness of the course will be evaluated by students at regular intervals. YES NO

3. Student achievement in the course will be assessed. YES NO

4. Student will be made aware of testing options and locations. YES NO

5. You will use the results of assessment to make necessary revisions of this course at regular intervals. YES NO

PLATFORM AND TRAINING ISSUES

1. You are using Blackboard as a delivery software for your online course. YES NO
   If 'no', for what platform have you been approved? _____

2. If using Blackboard,
   a. Where and when were you trained to use the software? Date: _____

   Location: _____

   Name of trainer: _____

   a. You have set the security settings of Blackboard (passworded documents, guest users, enrollment, etc.) YES NO

   b. You have made your course available to students (control panel-course settings) YES NO

   c. You have given the MCC webmaster notice of the start of your class. YES NO

3. Have you received training on techniques for transforming a face-to-face course into an effective distance learning class? YES NO

   Date: _____

   Location: _____

   Name of trainer: _____

Appendix #2: Mission of the College

In Support of:
Section 1 - Institutional Issues (pg 5)

2001-2003 General Catalog

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.

IV. KEY GOALS OF THE INSTITUTION

The Strategic Planning Committee developed the following goals during the 1999 spring semester. The goals and objectives were based on a comprehensive assessment of the college's internal and external environments. The key goals are listed below.

Goal I **Improve academic skills of all learners.**

Goal II **Improve academic persistence among students enrolled in credit and developmental courses.**

Goal III **Increase training opportunities that meet the growing need for qualified workers in all local industries.**

Goal IV **Enhance student support services to meet the changing needs of students.**

Goal V **Enrich the cultural and personal quality of life in the college service area.**

Goal VI **Expand the use of technology by students, faculty, and staff.**

Goal VII **Manage human resources effectively.**

Goal VIII **Manage campus resources effectively.**

The objectives and outcome measures associated with each goal are shown in Table 5. The percentages associated with the objectives were based on historical trends identified during the environmental scan. Each objective is projected to be accomplished within the 5-year period covered by the 1999-2003 Strategic Plan. Data collected during the 1998-99 and 1999-2000 academic years will serve as the baseline. The percentages associated with each objective are based on historical data and/or projections. These percentages will be reevaluated at the end of the 1999-2000 academic year upon collection of the baseline data. The operational definitions for each outcome measure will be included in an annual report on the progress made toward each objective.

Table 5. Goals, Objectives, General Strategies, Outcome Measures

Goals	Objectives	General Strategies	Outcome Measures
1. Improve academic skills of all learners.	1a. Increase the pass rate by 2% among students enrolled in credit or developmental courses.	Develop partnerships with local area high schools to increase student preparedness. Establish an Office of Developmental Education to coordinate all developmental programs. Increase the number of computer services available to students. Expand the faculty evaluation process to help faculty meet the needs of their students. Establish a tracking system to monitor academic success of current and transfer students.	1a. Percentage of passing grades for credit and developmental courses.
	1b. Increase the pass rate among at-risk students enrolled in credit courses by 2% for fall semesters and 3% for spring semesters.		1b. Percentage of passing grades among "at-risk" students enrolled in credit courses.
	1c. Decrease by 3% the failure rate among students enrolled in developmental courses.		1c. Percentage of failing grades for all developmental courses.
	1d. Increase the number of faculty who are prepared to teach developmental students.		1d. Number of faculty who have received special training in developmental education.
	1e. Enhance adjunct faculty orientation sessions by including developmental education training.		1e. Number of orientation sessions that include developmental education training.
	1f. Increase the number of students who transfer to 4-year institutions.		1f. Number of students who transfer from MCC to a 4-year institution during the fall semester.
2. Improve academic persistence among students enrolled in credit and developmental courses.	2a. Decrease course attrition rates by 2% for both credit and developmental students.	Establish an Office of Student Retention to coordinate referrals regarding "at-risk" students. Establish a Retention Call Center to provide academic support services for students "at-risk" of withdrawing from one or more courses.	2a. Number and percentage of total contact hours completed per semester.
	2b. Decrease by 3% the percentage of students who drop one or more courses.		2b. Number and percentage of students who drop one or more courses in a given semester.
	2c. Decrease by 2% the number of "at risk" students who drop one or more courses.		2c. The number of "at-risk" students (as identified by the college) who drop one or more courses.

Goals	Objectives	General Strategies	Outcome Measures
	2d. Increase by 2% the fall-to-spring retention rate of students who drop all courses during the fall semester.		2d. Number and percentage of students who drop all courses during the fall semester and return in the spring semester.
3. Increase training opportunities that meet the growing need for qualified workers in all local industries.	3a. Increase the number of individuals served through technical and workforce education programs.	Expand the Workforce Education Division to proactively pursue additional training opportunities. Conduct routine "needs assessments" of local industries to determine their training needs. Expand the use of distance learning technology for technical and workforce programs. Conduct routine employer survey to assess satisfaction with technical and workforce programs and services. Expand marketing of technical and workforce programs.	3a. Number and percentage of students enrolled in technical and workforce education programs and courses.

Goals	Objectives	General Strategies	Outcome Measures
4. Enhance student support services to meet the changing needs of students.	4a. Increase the number of students accessing academic advising services.	Implement a degree-audit system to provide students with electronic access to transcript information. Expand student services available via the Internet. Establish a Learning Technology Center to integrate the support services available to all students. Conduct routine assessment of student satisfaction with support services.	4a. The number of students accessing academic advising services.
	4b. Increase the number of students receiving tutoring services.		4b. The number of students accessing tutoring services.
	4c. Increase the course pass rate of students accessing student support services.		4c. Percentage of passing grades among students who access student support services.
	4d. Increase the number of students accessing student support services via the Internet.		4d. The number of students accessing one or more of the student services available via the Internet.
	4e. Increase the number of students electronically accessing transcript and grade information.		4e. The number of students accessing transcript information electronically.
	4f. Increase the number of students registering for courses via telephone or the Internet.		4f. The number of students registering via telephone.
	4g. Increase by 5% student satisfaction with student academic advising system.		4g. Percentage of students satisfied with the academic advising system as indicated by the student satisfaction survey.
	4h. Increase by 5% faculty satisfaction with academic advising system.		4h. Percentage of faculty satisfied with the academic advising system as indicated by the faculty/staff survey.
	4i. Increase GPA of students who access student support services.		4i. GPA of students who access one or more of the student services.

Goals	Objectives	General Strategies	Outcome Measures
5. Enrich the cultural and personal quality of life in the college service area.	5a. Increase the enrollment in avocational courses by 5%.	Increase international exchanges and study opportunities for students and faculty. Sponsor special events and programs for cultural enrichment. Pursue financial support for cultural programs through the establishment of partnerships with outside entities. Conduct a community survey to determine the personal enrichment needs of the local community. Expand the continuing education program to meet the avocational needs of the local community.	5a. Number of students enrolled in avocational courses.
	5b. Increase the attendance of college-sponsored cultural events by 10%.		5b. Number of individuals attending college-sponsored cultural events (per year).
	5c. Increase the number of college-sponsored cultural events.		5c. Number of college-sponsored cultural events (per year).

Goals	Objectives	General Strategies	Outcome Measures
6. Expand effective use of technology by students, faculty, and staff.	6a. Increase the percentage of students enrolled in distance-learning courses by at least 10% (per year).	Provide training on the development and maintenance of online courses. Incorporate technology planning with the overall planning process. Expand training programs for Colleague system. Provide training on the use of multimedia in the classroom. Develop a campus intranet to allow seamless transfer of information across all areas of the college.	6a. Percentage of credit students enrolled in one or more credit courses taught via distance learning technology.
	6b. Decrease by 3% the course attrition rate for Internet-based courses.		6b. The percentage of course withdrawals (per semester).
	6c. Increase the number of students accessing open computer labs.		6c. The number of students accessing open computer labs.
	6d. Increase the course pass rate of students accessing open computer labs.		6d. Percentage of passing grades for all students who access the open computer labs.
	6e. Increase the number of developmental students accessing computer labs.		6e. The number of students accessing the open computer labs.
	6f. Increase the number of faculty trained in Internet-based instruction.		6f. The number of faculty who have received Internet training.
7. Manage human resources effectively.	7a. Increase faculty and staff satisfaction with the evaluation system.	Implement an evaluation system that accounts for the different types of job requirements for all staff members. Expand the professional development opportunities for faculty and staff.	7a. Percentage of faculty and staff satisfied with evaluation system as indicated by the faculty/staff survey.

Goals	Objectives	General Strategies	Outcome Measures
	7b. Increase the number of in-house training sessions.	Conduct routine surveys to determine the needs of the faculty and staff. Provide in-house training opportunities for faculty and staff. Increase staff to meet expanded hours of the Learning Technology Center.	7b. Number of in-house training sessions conducted each semester.
	7c. Increase employee satisfaction with in-house training.		7c. Percentage of faculty and staff satisfied with in-house training activities as indicated by the faculty/staff survey.
	7d. Increase the number of faculty participating in professional development activities.		7d. The number of faculty participating in professional development activities.
	7e. Increase the number of staff members participating in professional development activities.		7e. The number of staff members participating in professional development activities.
	7f. Decrease the turnover rate of classified staff.		7f. The percentage of positions requiring replacement per year.
8. Manage campus physical resources effectively.	8a. Increase access to student parking areas.	Implement a trolley system to reduce parking difficulties. Upgrade campus lighting and infrastructure.	8a. Percentage of students satisfied with parking services as indicated by the student satisfaction survey.
	8b. Decrease utility expenses associated with building usage.		8b. Utility expenditures per year.
	8c. Increase the number of "capital" oriented projects submitted through the planning process.		8c. The number of "capital" projects submitted through the planning process.
	8d. Decrease the number of unused classrooms between 8:00 a.m. and 5:00 p.m.		8d. The number of unused classrooms between 8:00 a.m. and 5:00 p.m.

Appendix #3: MCC Instructor/Course Evaluation and Student Information Survey and Summary Data - All Internet Students Evaluated in Spring 2002

In Support of:
Section I - Institutional Issues (pg 8)

MCC
Instructor/Course Evaluation and Student Information Survey

To assist in the development and administration of our Internet-based courses, please take a few minutes to complete this brief course evaluation and student information survey. The first part of the form contains questions related to your evaluation of the instructor and the course. The second part of the form contains questions related to your background and your experiences with Internet courses.

Your instructor will not receive the results until after semester grades are turned in. The results will be submitted electronically to the Office of Institutional Effectiveness. Your instructor will appreciate your serious attention to giving honest answers to each item.

For each item below, please mark the response that best corresponds to your view.

Part I: Instructor Evaluation

	strongly agree	agree	disagree	strongly disagree	not applicable
1. This instructor knows his/her subject matter well.	○	○	○	○	○
2. This instructor identifies what is most important for students to learn.	○	○	○	○	○
3. This instructor explains material well through e-mail, online lecture notes, bulletin boards, or chat rooms.	○	○	○	○	○
4. This instructor facilitates interaction among students through bulletin boards or other means.	○	○	○	○	○
5. This instructor answers questions promptly via e-mail.	○	○	○	○	○
6. This instructor encourages students to submit questions or comments via e-mail, bulletin board, or other means.	○	○	○	○	○
7. This instructor's grading methods are reasonable.	○	○	○	○	○
8. Exams evaluate what the course covers.	○	○	○	○	○
9. This instructor provides helpful feedback on exams and assignments via e-mail or other means.	○	○	○	○	○
10. Assignments and activities are relevant to the subject and purpose of the course.	○	○	○	○	○

11. I would recommend this instructor.	○	○	○	○	○
Course Evaluation					
12. The course web pages are well organized.	○	○	○	○	○
13. The course web pages are easy to navigate.	○	○	○	○	○
14. Online course lecture notes or summaries are effective.	○	○	○	○	○
15. Online bulletin boards are used effectively.	○	○	○	○	○
16. Assignments or course activities are designed to increase interaction among students.	○	○	○	○	○
17. Assignments or course activities are designed to increase interaction between students and the instructor.	○	○	○	○	○
18. The orientation session prepared me for this Internet course.	○	○	○	○	○

19. The amount of time I put into this Internet course was:

- ○ Much more than classroom courses
- ○ More than classroom courses
- ○ About the same as classroom courses
- ○ Less than classroom courses
- ○ Much less than classroom courses
- ○ Not applicable

20. Please rate your overall impression of the quality of this Internet course

- ○ Excellent
- ○ Good
- ○ Average
- ○ Below Average
- ○ Very Inadequate

Part II: Internet Experience/Access

21. How many Internet-based courses had you taken prior to this one?

- ○ None
- ○ 1

- 2
- 3
- 4 or more

22. Prior to taking this course, how would rate your Internet skills?

- Beginner
- Average
- Experienced
- Sophisticated

23. Did you attend an orientation session for this course?

- yes
- no

24. Why did you choose to take an Internet-based course rather than a classroom course?

- There were no open sections of the classroom version of the course
- Work schedule conflicted with classroom version of the course
- Prefer flexibility of Internet-based course
- Other, please specify

25. Would you have been able to enroll in this course if it had not been offered through the Internet?

- Yes
- No

26. Would you take another online course?

- Yes
- No

27. Do you have a home computer with Internet access?

- Yes
- No

28. From which location do you typically access the Internet course?

- Home
- Work
- MCC campus
- Other

29. Did you have difficulty accessing the course website?

- Frequently
- Occasionally
- Seldom
- Never

30. How much of the course material have you printed?

- None
- Less than 20 pages
- 20 and less than 50 pages
- 50 and less than 100 pages
- 100 or more pages

31. During a typical week, how often did you access the course website?

- 1-2 times
- 3-4 times
- 5-6 times
- 7-8 times
- 9 or more times

Part III: Demographics

32. Please indicate your gender:

- Male
- Female

33. Please indicate your ethnicity:

- White
- African American
- Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other

34. Please indicate your primary educational goal: (choose only one item)

- Associate degree
- Vocational/technical degree

- ○ Transfer to a 4-year institution
- ○ Certification (initial or renewal)
- ○ Self-improvement/pleasure
- ○ Job-related training
- ○ Other

35. My courses are primarily...

- ○ Day
- ○ Evening
- ○ Weekend
- ○ Televised/VCR
- ○ Internet

36. Age

Comments:

37. What changes would you make to improve course delivery?

38. What changes would you make to improve the overall quality of this Internet course?

39. Compared to a classroom course, how did the delivery of this course affect your learning of the subject material?

40. Did you have adequate access to library resources and services?

41. Additional comments:

Submit Reset

Summary Data - All Internet Students Evaluated in Spring 2002 (questions 1-18)

	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	
	#	%	#	%	#	%	#	%	#	%
1. This instructor knows his/her subject matter well.			1	.6%	61	36.1%	107	63.3%	169	100.0%
2. This instructor identifies what is most important for students to learn.	3	1.8%	9	5.3%	63	37.1%	95	55.9%	170	100.0%
3. This instructor explains material well through e-mail, online lecture notes, bulletin boards, or chat rooms.	6	3.5%	16	9.4%	59	34.5%	90	52.6%	171	100.0%
4. This instructor facilitates interaction among students through bulletin boards or other means.	6	3.7%	26	16.0%	55	34.0%	75	46.3%	162	100.0%
5. This instructor answers questions promply via e-mail.	4	2.4%	7	4.2%	55	33.3%	99	60.0%	165	100.0%
6. This instructor encourages students to submit questions or comments via e-mail, bulletin board, or other means.	3	1.8%	5	3.0%	52	31.5%	105	63.6%	165	100.0%
7. This instructor's grading methods are reasonable.	4	2.4%	7	4.2%	59	35.1%	98	58.3%	168	100.0%
8. Exams evaluate what the course covers.			13	8.0%	55	33.7%	95	58.3%	163	100.0%
9. This instructor provides helpful feedback on exams and assignments via e-mail or other means.	5	3.0%	26	15.6%	52	31.1%	84	50.3%	167	100.0%
10. Assignments and activities are relavant to the subject and purpose of the course.	1	.6%	7	4.1%	62	36.5%	100	58.8%	170	100.0%
11. I would recommend this instructor.	9	5.4%	8	4.8%	39	23.2%	112	66.7%	168	100.0%
12. The course web pages are well organized.	4	2.4%	8	4.7%	62	36.7%	95	56.2%	169	100.0%
13. The course web pages are easy to navigate.	3	1.8%	12	7.1%	60	35.5%	94	55.6%	169	100.0%
14. Online course lecture notes or summaries are effective.	4	2.4%	9	5.5%	54	32.9%	97	59.1%	164	100.0%
15. Online bulletin boards are used effectively.	5	3.1%	17	10.7%	55	34.6%	82	51.6%	159	100.0%
16. Assignments or course activities are designed to increase interaction among students.	7	7.4%	34	36.2%	53	56.4%			94	100.0%
17. Assignments or course activities are designed to increase interaction between students and the instructor.	6	3.7%	31	19.0%	57	35.0%	69	42.3%	163	100.0%
18. The orientation s ession prepared me for this Internet course.	2	1.4%	8	5.4%	56	38.1%	81	55.1%	147	100.0%

Summary Course Evaluation Results - Spring 2002 (questions 19 and 20)

19. The amount of time I put into this course was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Much more than classroom courses	23	13.5	13.5	13.5
	More than classroom courses	29	17.0	17.1	30.6
	About the same as classroom courses	85	49.7	50.0	80.6
	Less than classroom courses	24	14.0	14.1	94.7
	Much less than classroom courses	9	5.3	5.3	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

20. Please rate your overall impression of the quality of this Internet course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	74	43.3	43.5	43.5
	Good	63	36.8	37.1	80.6
	Average	19	11.1	11.2	91.8
	Below Average	11	6.4	6.5	98.2
	Very Inadequate	3	1.8	1.8	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

Summary Data - All Internet Students Evaluated in Spring 2002 (questions 21-35)

21. How many Internet-based courses had you taken prior to this one?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	69	40.4	40.8	40.8
	1	30	17.5	17.8	58.6
	2	22	12.9	13.0	71.6
	3	17	9.9	10.1	81.7
	4 or more	31	18.1	18.3	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

22. Prior to taking this course, how would you rate your Internet skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginner	8	4.7	4.7	4.7
	Average	60	35.1	35.3	40.0
	Experienced	82	48.0	48.2	88.2
	Sophisticated	20	11.7	11.8	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

23. Did you attend an orientation session for this course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	120	70.2	71.0	71.0
	no	49	28.7	29.0	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

24. Why did you choose to take an Internet-based course rather than a classroom course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	There were no open sections of the classroom version	7	4.1	4.2	4.2
	Work schedule conflicted with classroom course	44	25.7	26.2	30.4
	Prefer flexibility of Internet-based course	95	55.6	56.5	86.9
	Other, please specify	22	12.9	13.1	100.0
	Total	168	98.2	100.0	
Missing	-1	3	1.8		
Total		171	100.0		

25. Would you have been able to enroll in this course if it had not been offered through the Internet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	73	42.7	42.9	42.9
	no	97	56.7	57.1	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

26. Would you take another online course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	158	92.4	92.9	92.9
	no	12	7.0	7.1	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

27. Do you have a home computer with Internet access?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	163	95.3	96.4	96.4
	no	6	3.5	3.6	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

28. From which location do you typically access the Internet course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Home	154	90.1	90.6	90.6
	Work	8	4.7	4.7	95.3
	MCC campus	5	2.9	2.9	98.2
	Other	3	1.8	1.8	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

29. Did you have difficulty accessing the course website?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Frequently	6	3.5	3.6	3.6
	Occasionally	31	18.1	18.3	21.9
	Seldom	71	41.5	42.0	63.9
	Never	61	35.7	36.1	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

30. How much of the course material have you printed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	6	3.5	3.5	3.5
	Less than 20 pages	40	23.4	23.5	27.1
	20 and less than 50 pages	55	32.2	32.4	59.4
	50 and less than 100 pages	37	21.6	21.8	81.2
	100 or more pages	32	18.7	18.8	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

31. During a typical week, how often did you access the course website?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 times	34	19.9	20.0	20.0
	3-4 times	66	38.6	38.8	58.8
	5-6 times	32	18.7	18.8	77.6
	7-8 times	17	9.9	10.0	87.6
	9 or more times	21	12.3	12.4	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

32. Please indicate your gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	42	24.6	24.9	24.9
	Female	127	74.3	75.1	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

33. Please indicate your ethnicity:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	137	80.1	81.1	81.1
	African American	9	5.3	5.3	86.4
	Hispanic	17	9.9	10.1	96.4
	Asian or Pacific Islander	2	1.2	1.2	97.6
	American Indian or Alaskan Native	2	1.2	1.2	98.8
	Other	2	1.2	1.2	100.0
	Total	169	98.8	100.0	
Missing	-1	2	1.2		
Total		171	100.0		

34. Please indicate your primary educational goal: (choose only one item)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate degree	56	32.7	32.9	32.9
	Vocational/technical degree	2	1.2	1.2	34.1
	Transfer to a 4-year institution	103	60.2	60.6	94.7
	Certification (initial or renewal)	3	1.8	1.8	96.5
	Self-improvement/plea sure	1	.6	.6	97.1
	Job-related training	1	.6	.6	97.6
	Other	4	2.3	2.4	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

35. My courses are primarily...

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Day	85	49.7	50.0	50.0
	Evening	29	17.0	17.1	67.1
	Televised/VCR	1	.6	.6	67.6
	Internet	55	32.2	32.4	100.0
	Total	170	99.4	100.0	
Missing	-1	1	.6		
Total		171	100.0		

Appendix #4: Effective Online Instruction Course

In Support of:
Section 1 - Institutional Issues (pg 8)

The course "Effective Online Instruction" (EOI) is the required distance learning seminar for all instructors new to distance education at MCC. This class is designed to help faculty place a course online or design the online portion of a hybrid class.

EOI can be taken either for step-credit and/or to satisfy the every-four-year professional development requirement (3 hours). It can also be taken for personal growth to meet the requirement of the MCC distance learning policy.

48 contact hours divided between in-class instruction and online assignments will be provided to enrolled instructors. EOI is a hybrid course.

The major focus of this course is the pedagogical aspect of online instruction. Its purpose is to provide the tools to transform a course into an online or hybrid format. Participants will learn effective online teaching techniques, obtain suggestions for better online retention, how to advise the online student, and how to provide better student support in online courses.

Using Blackboard as a platform, participants will also learn to manipulate the software **from a student and an instructor's perspective.** Faculty member will have a completed online/hybrid course by end of course.

Course Objectives:
All participants who complete the *"Effective Online/Hybrid Instruction"* workshop will meet the following objectives in **13 weeks.**

Develop and publish an online course.

Create online activities that meet all learning styles.

Train in the "how-to's" of teaching online using Blackboard as a platform.

Learn effective online teaching techniques via lectures, discussions, and readings.

Obtain suggestions for better online retention through virtual chat rooms, discussion boards, and lectures.

Know how to advise the online student by producing effective evaluation and assessment techniques.

Provide better student support in online courses from learning online retention techniques.

Discover and apply new technology and practical techniques to the field of online teaching.

Overview:
Day 1 from 1-5: *F2F*-Course logistics

Day 2 from 2-5: *F2F*-Communication

Day 3 from 2-5: *F2F*-Empowering the learning of all your students

Day 4 from 2-5: *F2F*-Assessment and statistics issues

Day 5 from 2-5: *F2F*-Criteria for good online design

Rest of semester: *Online*-Discovering and collaborating

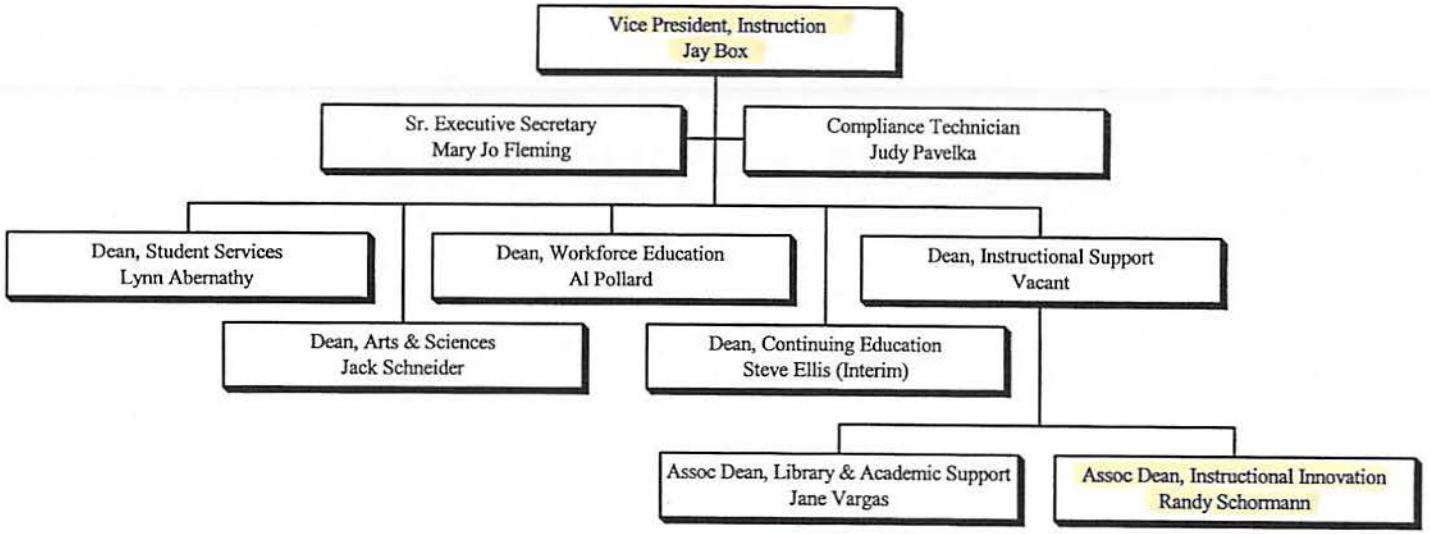
Last day of semester: *Online*-The final frontier

Assignments will consist of many discussion boards, several live chats, reviews of numerous articles and websites, in-class contributions, and the development of your online/hybrid course.

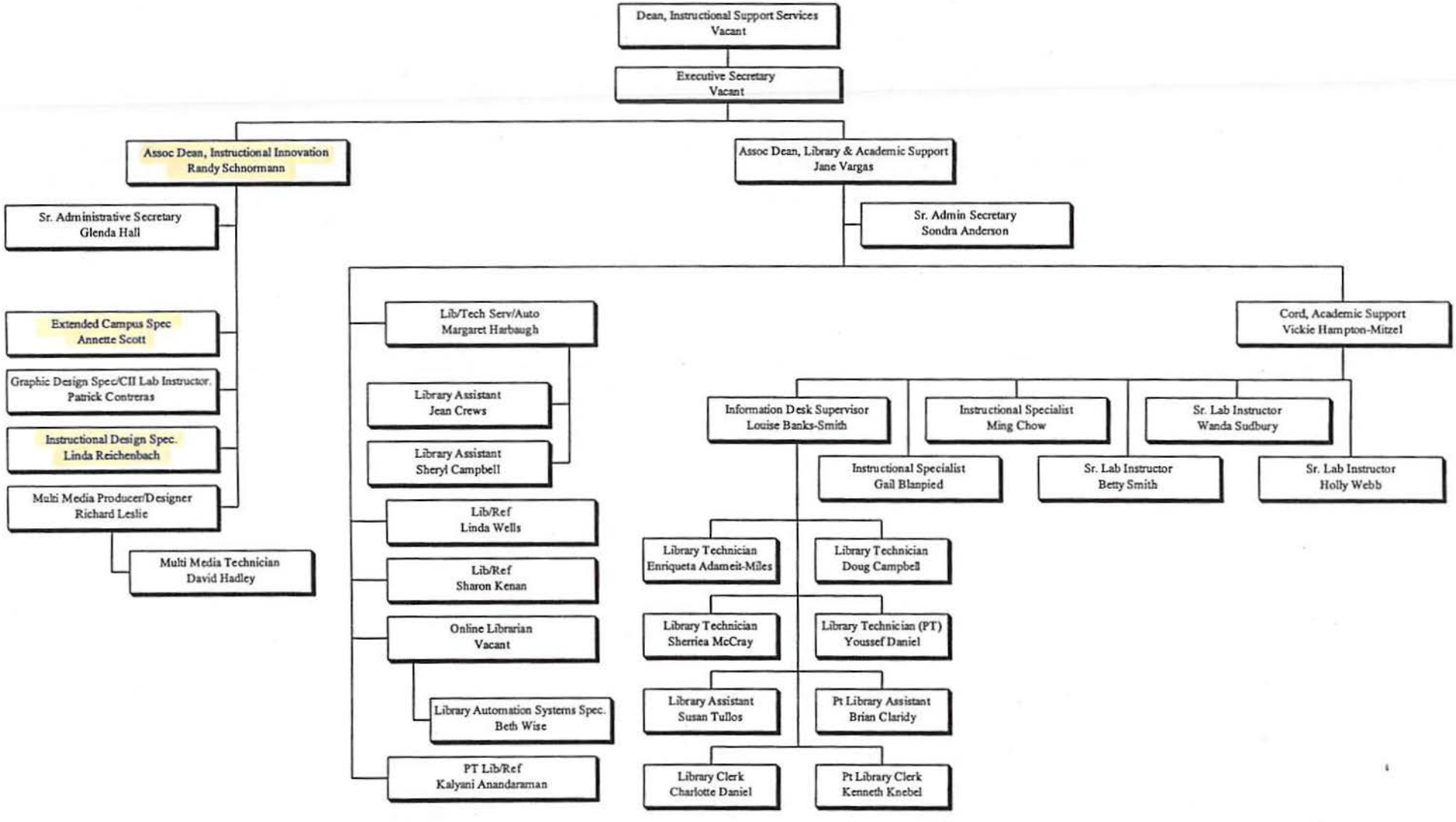
Appendix #5: Organizational Charts

In Support of:
Section 1 - Institutional Issues (pg 8)

Instruction Division



Instructional Support Services



Appendix #6: Policies and Procedures - Distance Education

In Support of:
Section 1 - Institutional Issues

Distance Education Policy - Section A-3 and A-4 - (pg 9)
Distance Education Policy - Section A-2 - (pg 12)
Distance Education Policy - Section B-1 - (pg 12)
Distance Education Policy - Section B-2 - (pg 12-13)
Distance Education Policy - Section B-1 - (pg 13)
Distance Education Policy - Section B-4 - (pg 13)
Distance Education Policy - Section B-8 - (pg 13)
Distance Education Policy - Section B-5 - (pg 13)
Distance Education Policy - Section C-2 - (pg 14)
Distance Education Policy - Section D-3 - (pg 15)

McLennan Community College

POLICIES AND PROCEDURES

Subject: Distance Education Reference: B-XVII

Source: Vice President, Instruction Eff. Date: February 9, 2001

Approval Auth.: President Approved:

Remarks:

Date: February 9, 2001

The Texas Higher Education Coordinating Board (THECB) requires each public institution of higher education that intends to offer distance education courses and programs to submit an Institutional Plan for Distance Learning for review and approval. The MCC Institutional Plan for Distance Learning is kept on file in the Office of the Vice President, Instruction. To supplement the MCC Institutional Plan for Distance Learning, this Distance Education Policy has been developed according to the guidelines for distance education as defined by Chapter 5, Subchapter H of the THECB's Rules and Regulations.

Distance Education is defined as instruction in which the majority of the instruction occurs when the student and instructor are not in the same physical setting. A class is considered a distance education class if students receive more than one-half of the instruction at a distance. Distance education can be delivered synchronously or asynchronously to any single or multiple location(s) within or outside the boundaries of the taxing authority of the McLennan Community College District via instructional telecommunications including electronic delivery of all types.

Standards and Criteria for Distance Education Instruction

A. Institutional Issues

1. The quality of distance education instruction must meet the same standards as on-campus instruction. Prior to their initial offering, distance education courses are reviewed for quality by the appropriate division director and dean. Distance education courses and instructors are evaluated according to guidelines outlined in the Faculty Evaluation Policy, B-XII.

2. All distance education courses that offer either semester credit hours or Continuing Education Units shall do so in accordance with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools. Before a distance education course is offered, the course must be reviewed by the appropriate division director, dean, Associate Dean for Instructional Innovation, and the Senior Director for Institutional Effectiveness and Research; and it must be approved by the Vice President, Instruction. Newly developed sections of a course must also be reviewed.

3. Students who enroll in distance education courses must satisfy the same requirements for admission to MCC, to the program of which the course is a part, and to the class/section itself as are required of on-campus students.

4. All instruction shall be administered by the same department/division administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation process for distance education instructors shall be comparable to those for on-campus instruction. All subject content decisions will be the responsibility of the instructor and will be coordinated through the appropriate MCC academic structure no matter the delivery system. All MCC policies and procedures related to admission, withdrawals, and attendance will be the same no matter what delivery system is utilized. MCC maintains an "open door" admissions policy. However, admission to the college does not automatically admit students to a specific distance education program or course. TASP requirements must be met before a student is admitted to a course that might require proficiency in related study skills. In addition, there are individual course prerequisites that must be met.

B. Faculty

1. Faculty shall be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction. Faculty selection follows the same procedure at MCC no matter what delivery system for the course is used.

2. The Center for Instructional Innovation and the Network Services Department shall provide training and support to enhance the added skills required of faculty teaching classes via instructional communications.

3. The instructor of record shall bear responsibility for the delivery of instruction and for evaluation of student progress.

4. The load value for a distance education course shall be the same as its equivalent on-campus course. The total number

of students allowed to enroll in any distance education course shall be set by the appropriate division director in consultation with the dean and the instructor. However, the total number of enrolled students in a distance education course should not exceed the maximum limit of the on-campus course.

5. The College encourages faculty members to develop courses to be delivered through distance education technology. Faculty members who create distance education courses are subject to the College's Intellectual Property Policy (E-VII). A distance education course is considered to be a product comprised of the course materials and the course framework. In general, faculty members who author and develop course materials to be utilized in a distance education course own these materials. The College owns the course framework (e.g. license for Blackboard© on-line course software). If a faculty member is paid a stipend for the development of a distance education course and at a later date the course or course materials are commercialized by someone other than the College, the College reserves the right to get a percentage of any royalties up to the total amount of the stipend paid the faculty member.

6. Faculty compensation for teaching distance education courses shall be the same as for the equivalent on-campus courses.

7. The College, through the Center for Instructional Innovation, shall provide information regarding the most current copyright laws to all faculty members, and faculty members shall adhere to those guidelines

8. Faculty members from other regionally accredited institutions who teach "imported" distance education courses for MCC shall be considered to hold appropriate credentials for teaching the course. The Coordinator for Extended Campus Education shall certify the credentials of any faculty member teaching an imported distance education course before the course is taught.

C. Academic and Student Support Services

1. All advertising, recruiting, and scheduling information provided in campus publications or online regarding any distance education class or program shall include the prerequisite level of knowledge and skill necessary to complete the course successfully and clear and specific information on the technology needed to participate in the course. Where necessary, these publications shall include information on resources available to assist the student in using the required technology.

2. Students shall be provided academic and student support services—including academic advising, counseling, library and other learning resources, tutoring services, and financial aid—comparable to those available for on-campus students. Distance education students are provided academic support services by a variety of delivery methods, including, but not limited to, orientations, on-site conferences, links on Web pages within Internet-based courses, the MCC Web site, e-mail, fax, and telephone.

3. MCC shall provide access to the Library's online catalog and electronic resources. The online catalog may be accessed by users of the Library's and the Academic Success Center's computers and by dial-up users from the Library Web page. MCC shall furnish access to appropriate library resources beyond the local collection through its participation in several resource-sharing programs, such as the Direct Loan program, the Area Waco Library Administrators Web site, and the TexShare Library Card Program. In addition, the College, through the Interlibrary Loan service of the Texas State Library, shall provide MCC students access to books and articles both state- and nation-wide.

D. Distance Education Facilities and Support Services:

1. Distance education facilities (other than homes as distance education reception sites) shall be comparable in quality to those for on-campus instruction. Distance education students shall receive technological access comparable to that provided to on-campus students.

2. The College shall support student and faculty access to on-line courses and on-line support services through a dial-up Internet connection or through access provided in computer labs on campus. A 24-hour help desk shall be provided by the Network Services Department.

3. The College shall maintain Instructional Telecommunications Labs for the purpose of delivering and receiving two-way interactive video instruction. The College will not maintain equipment at non-MCC remote sites unless agreed upon in a signed contract among all entities involved.

Appendix # 7: Student Support Services

In Support of:
Section 1 - Institutional Issues (pg 9)

2001-2003 General Catalog

Student Services and Campus Activities

Student Services provides a full range of services and programs to assist students in meeting their varied needs and in achieving their lifelong goals.

The services include student recruitment, student admissions, testing services, student records, Upward Bound, financial aid, career exploration, job placement, single parent and displaced homemakers programs, tutoring, services to students with disabilities, mentoring, success workshops, and other services. In addition, there are numerous student activities and organizations. Students are encouraged to use each of these services and to participate in the various programs.

Student Enrollment Services

Programs and services within Student Enrollment Services help students gain access to the College. Student Enrollment Services includes Student Admissions, Student Records and the Upward Bound Program.

Office of Student Admissions

Student Admissions staff assist students with their transition to college. Admissions Specialists are available to inform, assist, and recruit students of all ages to enroll at MCC. They help potential students make appropriate contacts on campus, become familiar with the campus through guided tours, complete necessary applications and forms, complete the registration process, and locate information and services needed. Admissions Specialists are available to directly assist with the College admissions process. Call (254) 299-8622 for assistance. Official college and high school transcripts and General Education Development (GED) test scores are submitted to this office. Course Advising Forms which indicate clearance or specific times to register are issued from this office.

Office of Student Records

Student Records staff members plan and organize the registration process for college credit and continuing education courses. This office is also responsible for maintaining permanent student records of academic progress and accomplishments for credit students and students participating in continuing education courses and commencement exercises. This office is also responsible for processing class changes and withdrawal from the College.

Upward Bound

McLennan Community College provides an Upward Bound Program for 80 program-eligible secondary school students. The purpose of the Upward Bound Program is to assist eligible target secondary school students with academic potential to complete high school and enroll in and complete college.

The program provides classroom instruction in basic skills, tutoring, supervised study, career and personal development workshops and academic, career, and personal counseling. In addition, the program also helps students complete financial aid and admissions applications and provides scholarship information for post secondary educational programs. Upward Bound also provides visits to college campuses and participation in cultural, educational, and recreational activities.

Career Development Services

Career Development Services offers counseling, information, and activities to assist students desiring help in selecting a major or career field. Computerized guidance systems, interest and personality inventories, and a library of printed materials are provided to help students with career decision-making. Graduates are aided in resume writing, interview skills, and the

establishment of a placement file. The department maintains job listings for students who are seeking full-time or part-time employment.

Career Development Services maintains transfer information and degree plans to assist students planning to transfer to a four-year college or university. Trips to various transfer institutions are provided each semester. In addition, Counseling Specialists provide academic advising for undeclared and General Studies majors.

Testing Service Center

McLennan Community College is an official testing center for the Standard and Quick TASP, Accuplacer — an approved TASP alternative; the American College Test (ACT) and Scholastic Aptitude Test (SAT), examinations that measure college preparedness; the General Educational Development (GED) Test, a high school equivalency test; the PSB, a nursing/paramedicine aptitude test; LPN-GAP, examination for Licensed Practical Nurses; Microsoft Office User Specialist (MOUS); NET, Nursing Entrance Test; VUE, computer certification exams; and the College Level Examination Program (CLEP), standardized subject examinations by which MCC students may receive credit for various college courses. These examinations are offered on a
regularly scheduled basis. Call (254) 299-8453 for more information.

Services for Individuals with Disabilities

In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), MCC's designated ADA co-coordinators, Dr. Johnette McKown, Vice President of Business Services, and Dr. Lynn Abernathy, Dean of Student Services, shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities who may require accommodations in their classes must contact Student Support Services, located on the third floor of the Student Center, at (254) 299-8431.

Services for Single Parents and Displaced Homemakers

This office provides special services for single parents and displaced homemakers to help them achieve their goals at MCC. Services include counseling, support groups, workshops, referral to community services, and limited funds to assist qualified technical majors with child care or transportation expenses.

Support Services Program

A variety of services designed to help students reach their academic goals is provided through Student Support Services. Services include, but are not limited to, one-to-one and small group tutoring, academic and personal counseling, and study skills assistance. The office also provides services as appropriate for students with disabilities. Services include note takers, cassette recorders, mobility carts, and special parking permits. Cultural enrichment activities are scheduled throughout the year for program-eligible students. For students interested in transferring, visits to regional universities are scheduled each semester.

Campus Life

MCC makes a special effort to create and maintain a friendly and democratic atmosphere on campus so that students may develop their maximum potential. Faculty, staff, and administrators make every attempt to enhance learning by recognizing individual needs of students. Formal instructional programs, organized student activities and informal day-to-day relationships contribute to the total educational experiences of students.

The College encourages organizations, activities and programs that contribute to student growth and development. Each activity is open to all interested students. Student organizations, sponsored by faculty and staff members, complement academic development and provide a rewarding college experience.

Traditions

The rich and colorful Scottish heritage of Central Texas is the basis for some of the College's traditions. The Highlander is

the official mascot, and the colors of the McLennan tartan are the official colors of the College. Orange, blue, and white are often used to symbolize the tartan. An annual event on campus is the Highland Games, which include various competitions between teams and the traditional tug of war.

Student Activities

Student Activities plans programs to enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, and governance programs.

Campus Organizations

Formalized policies and procedures for organizing and operating campus groups are published in the student handbook, the *Highlander's Guide.*

Campus student organization meetings and other student events are scheduled and coordinated through a master calendar kept in the Office of Student Activities. All student activities must be cleared through this office. Organizations approved by the College have the privilege of using College facilities and the College name in publicizing their activities. The following are examples of the types of organizations available for student involvement:

Honorary Societies:

Excellence in general academic achievement and the attainment of notable proficiency in certain subject areas are emphasized. Phi Theta Kappa is the national junior college scholastic fraternity, and Psi Beta is the national honor society in psychology in community and junior colleges.

Subject-Area Groups:

These groups emphasize various subject or professional areas of interest. These include Psi Beta (psychology), Data Processing Management Association, Nursing Student Association, Press Club, MEISA (Music and Entertainment Industry Student Association), Physical Therapy Association, Rho Kappa Pi (Respiratory Therapy Association) and others.

Special-Interest Groups:

These groups include students who are interested in theatre, art and multicultural activities.

Religious Groups: Members of the different religious faiths are permitted to meet as organized groups. Example: Baptist Student Ministry and Zeta Omega Eta.

Student Government

The Student Government Association of McLennan Community College is a governing body responsible for organizing, supervising, and promoting worthwhile student activities and traditions. Many opportunities for leadership and citizenship stem from this organization and its activities. For more information, contact the Office of Student Activities.

Intercollegiate Athletics

The athletic teams of McLennan Community College are among the most outstanding in junior college competition, with teams consistently ranked in the top 20 of the nation. Teams include men's and women's basketball, men's and women's golf, baseball, and softball.

MCC is a member of the Northern Texas Junior College Athletic Conference. The MCC athletic teams provide a positive image for the College throughout the community, as well as providing championship-caliber action for interested community members.

MCC Dance Company

The MCC Dance Company is a precision dance group dedicated to promoting spirit and providing entertainment for special

events at MCC and in the community.

Tryouts are held in the spring and during the first week of the Fall semester. Students may receive a total of two HPE credit hours for participation in the MCC Dance Company.

Fine Arts and Entertainment

The College offers a variety of cultural options for student involvement and the community's enjoyment. Fine arts offerings include concerts, student and faculty recitals, stage productions, and art exhibitions.

Music performances include the MCC Chorale, Concert Band, Stage Band, Opera Workshop, rock bands, country bands, and the brass, percussion, voice, jazz, guitar, and woodwind ensembles. These ensembles perform for the student body and various community groups.

MCC also sponsors the Waco Community Band, whose concerts are enjoyed by the community throughout the year. Theatre performances include four major productions each year, including a major musical production. The Visual Arts Department provides up to four exhibitions each year.

Campus Publications

The official campus newspaper, The *Highland Herald*, is published twice a month during the school year. This publication provides laboratory experiences for students in journalism classes, who provide most of the content of the newspaper. Any student, however, is welcome to contribute through letters to the editor.

Other Campus Services

New Learning Technology Center will open Spring 2002

The Library/Learning Technology Center will provide a wide range of research and study. In Spring 2002, the Library and Academic Success Center will move to the new Learning Technology Center. The LTC will combine traditional library collections with electronic databases and other digital research tools. The LTC will also feature two-way interactive video and computerized distance education classrooms, computer stations. The LTC will offer extended hours and include a food court, copy shop and convenience store to better serve student needs.

Library

The Library, currently located in the Community Services Center, has more than 73,000 volumes and subscribes to approximately 400 periodicals and newspapers. The collection is designed to support the courses offered by the College and to provide general reading materials and information. The automated library system (MCCPAC) provides access to the library's collection. Book stacks are open to all.

The Library also offers computers for Internet access and subscribes to numerous periodical indices and full-text databases on the Internet to facilitate students' research needs. Students have access to word processing software and laser printers on library computers. Library staff are available to assist students with their research needs and with use of the computers. Duplicating machines and typewriters are also available.

Detailed information on use of the Library is contained in the *Highlander's Guide* and on the Library's web page: *www.mcc.cc.tx.us/library.*

Academic Success Center

Currently located on the second floor of the Student Center, the Academic Success Center will relocate to the LTC when that facility opens in Spring 2002. The ASC provides a variety of services and resources designed to help students. In the Academic Success Center, students can use varied computer tutorials and word processing programs. Developmental math, reading, and writing labs are conducted in the Center. TASP review/practice programs are available on a walk-in basis. Students are always welcome to use the Center for tutoring sessions, as a quiet place to study, or as a place to work on

projects. Additional information is available at *www.mcc.cc.tx.us/students/acss*.

Food Services

A full-line cafeteria and snack bar are available in the Student Center. The MCC Snack Shack, located in the Community Services Center, offers selected entrees daily. Vending machines also are available in most campus buildings.

Shuttle Bus Service

McLennan Community College provides adequate student parking and a shuttle bus service. Students park at the Community Services Center (CSC) parking lot nearest College Drive and are delivered to designated stops. The bus runs approximately every 10 to 15 minutes, Monday through Friday. For the return trip to the CSC lot, the shuttle bus stops in front of the Health and Physical Education Building, Student Services Building and between the Health Careers and Liberal Arts buildings. For more information about the MCC shuttle bus service, contact the Physical Plant.

Child Development Center

The College operates a Child Development Center on campus as a laboratory site for child development majors and other students. Enrollment of children is open to students, faculty/staff, and community families.

The nationally accredited center provides a full-day child development program in the Community Services Center. For information about enrollment, hours of operation, and fees, call the Center at (254) 299-8720.

Emergency First Aid

Emergency first aid is provided through the Office of Student Activities and Campus Police. For on-campus assistance, dial Campus Police at ext. 8911 or the Student Activities Specialist at ext. 8443. If the Student Activities Specialist cannot be reached, dial 0 for the telephone operator.

Nine emergency call boxes are also located at strategic places around campus. Red emergency phones in each building available for students, staff, and visitors to reach MCC campus police.

Student Health Insurance

The College has made arrangements with an insurance company so students can obtain low-cost health insurance. Additional information and application forms are available in the Human Resources Office located on the first floor of the Administration/Classroom Building.

General Conduct Policy

The following policies will govern the conduct of all persons: (1) on the McLennan Community College campus or other property or facilities owned or used by the College for any purpose, wherever situated, or (2) while engaging in College-sponsored activities, wherever occurring. These policies shall apply to college students, employees of the College, and visitors, including invitees.

All persons shall conduct themselves on college premises, or while engaging in college-sponsored activities, in a manner consistent with:

1. All local, state, and federal laws, and all rules, regulations, and policies of the Board of Trustees and administrative officials of the College.
2. The lawful exercise of the rights and freedoms of others.

The president of the College, or his representative, shall be responsible for initiating and assuring prompt enforcement of these regulations, including the application of remedies and the institution of appropriate disciplinary or legal proceedings. A complete copy of the policy is printed in the *Highlander's Guide* and is on file in the president's office and the Library for anyone who wishes to review the entire policy.

Campus Smoking Policy

The use of tobacco products is prohibited in all buildings and in all college-owned vehicles, but is permitted on the grounds. Receptacles for extinguishing smoking materials are located outside all buildings on campus.

Parking and Traffic Regulations

All vehicles must be registered at the time a student officially registers for classes. All vehicles parked on campus property must have a valid MCC parking sticker. Campus traffic and parking regulations are further outlined in the *Highlander's Guide*.

Appendix # 8: Letter to SACS

In Support of:
Section 1 - Institutional Issues (pg 10)

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

March 8, 2002

Dr. Dennis Michaelis
President
McLennan Community College
1400 College Drive
Waco, TX 76708

Dear Dr. Michaelis:

Thank you for your recent letter notifying the Commission that students may take fifty percent or more of their course work for degree programs through internet-based instruction. The programs and degrees that will commence within the next year include:

Subject	Degree
General Studies	A.A.
Computer Information Systems	A.A.
Psychology	A.A.
Speech	A.A
Certificate in Microcomputer Applications	A.A.S.
General Business	A.A.S.

I understand that the College has included documentation for these changes in the self-study report, which will be provided to the reaffirmation committee that is visiting your institution in April. The committee will review these programs at that time. This substantive change will not require action by the Committee on Criteria and Reports (C&R).

I wish you well in your distance learning initiatives and in your reaffirmation visit. Best regards.

Sincerely,

James T. Rogers
Executive Director
Commission on Colleges

JTR/RER:rlb

cc: Dr. W. Donald Crump

Appendix # 9: MCC Spring 2002 Student Satisfaction Survey

In Support of :
Section 4 - Student Support Services (pg 14)

McLennan Community College
Spring 2002 Student Satisfaction Survey
May 16, 2002

Background

A student satisfaction survey was distributed to a random sample of MCC students in April 2002. The purpose of the survey was to examine the reasons students attend MCC and to determine the level of student satisfaction with campus services and facilities. Many of the questions were designed to assess compliance with specific SACS criteria. The survey was used with the permission of the original developers, the Texas Gulf Coast Consortium.

Day and evening classes were randomly selected for participation in the survey. A stratified random sampling technique was used to ensure a proportional number of day and evening students were included in the survey. A brief summary of the purpose of the survey was distributed to the instructor of each class selected for participation. The instructors were given detailed instructions on how to distribute and collect the surveys. The Office of Institutional Effectiveness received 546 completed surveys out of 903 surveys distributed, yielding a response rate of 60%. This represents a conservative estimate of the response rate because the number of surveys distributed was likely much higher than the number of surveys that could have been completed. For example, the number of surveys that could have been completed would need to exclude students who were no longer attending the course as well as students who were not present on the day the survey was distributed. The sample of respondents was representative of the campus on the demographic characteristics included in the survey (e.g., gender and ethnicity). The sample did not differ from the population of MCC students by more than 5% on each of the primary demographic variables.

Descriptive statistics were used to analyze the survey results. The report contains an executive summary, a set of summary tables, and frequency distributions for each question. The eight summary tables include detailed results from the spring 2002 survey and comparisons with the fall 2000 survey. Tables 1 and 2 show the percentage of responses associated with why students choose MCC, and how these reasons have changed from 2000. Tables 3 and 4 show the percentage of responses associated with participation in extracurricular activities and how these responses have changed since 2000. Tables 5 and 6 show the satisfaction levels with MCC's facilities and services for 2002 and 2000. Table 7 shows average importance and satisfaction scores for MCC's facilities and services. Table 8 compares average satisfaction scores between the 2002 survey and the 2000 survey.

The results can be used to understand the reasons students attend MCC as well as their satisfaction with campus services. Please note that the executive summary briefly highlights results that represent substantial differences from the norm. **However, the results will need to be examined very carefully to determine whether a given percentage represents a positive or negative finding.** Campus leaders who have results relevant to their areas should carefully review the results. Please keep in mind that "does not apply/not used" responses were excluded from the percentages shown in the report. However, the number of responses associated with the "does not apply/not used" category is provided for each question.

Please direct any questions regarding the report to Paul Illich (299-8636 or pai@mcc.cc.tx.us).

McLennan Community College
Spring 2002 Student Satisfaction Survey

EXECUTIVE SUMMARY

Top 5 Reasons Why Students Attend MCC

- 74% of respondents indicated that low cost of tuition and fees was a major reason for attending MCC
- 71% of respondents indicated that being able to take the courses they wanted was a major reason for attending MCC
- 64% of respondents indicated having a good chance of personal success was a major reason for attending MCC
- 63% of respondents indicated that being able to take the courses they wanted at times they wanted was a major reason for attending MCC
- 60% of respondents indicated that being able to work while attending school was a major reason for attending MCC

Changes in Major Reasons for Attending MCC from Fall 2000 Survey

- Percent of respondents attending MCC because of developmental courses increased by 10%
- Percent of respondents attending MCC because of the availability of scholarships/financial aid increased by 5%
- Percent of respondents attending MCC because of the college's social atmosphere increased by 5%
- Percent of respondents attending MCC because of advice from high school counselor/teacher increased by 4%

Participation in Extra-Curricular Activities

- 38% of the respondents had used the recreational facilities
- 34% of the respondents had visited the art gallery
- 31% of the respondents had attended a music or drama production
- 23% of respondents had attended an athletic event

McLennan Community College
Spring 2002 Student Satisfaction Survey

EXECUTIVE SUMMARY

COLLEGE SERVICES AND FACILITIES

This section of the survey contained two scales, one for importance and one for quality. In both cases, the responses ranged from 1 (not important at all or very dissatisfied) to 5 (very important or very satisfied).

The items receiving the highest importance ratings included:

- Availability of courses at times when needed (4.4)
- Parking facilities and services (4.4)
- Access to computers and/or computer labs (4.3)

The items receiving the highest satisfaction ratings included:

- Access to computers and/or computer labs (4.1)
- Library/learning resource facilities (4.1)
- Condition/appearance of buildings/grounds (4.0)

The items showing the largest increases in "satisfied" or "very satisfied" ratings included:

- Condition/appearance of buildings/grounds (20% increase)
- Access to computers and/or computer labs (15 % increase)
- Cafeteria/food services (14% increase)

The items showing the largest decreases in "satisfied" or " very satisfied" ratings included:

- Availability of advisor (10% decrease)
- Vocational guidance/career planning (9% decrease)
- Rules concerning student conduct (4% decrease)

STUDENT COMMENTS

Respondents provided more than 140 individual comments. The majority of the comments expressed satisfaction with the college's programs and services. The issue that was cited most frequently as needing improvement was parking. Academic advising was also cited several times as needing improvement. A variety of areas in need of improvement were also cited.

OVERALL CONCLUSIONS

The results indicate that the primary reasons why students choose MCC is because of the low cost of tuition and fees, the variety of courses offered, and the fact that attending MCC gives them a chance for personal success. The results suggest that the students at MCC are supportive of most issues addressed in the survey. Compared to a student satisfaction survey conducted in fall 2000, students were more satisfied with 70% of the 48 services included in the survey. The percentage of students rating MCC as "good" or "excellent" decreased from 81% in 2000 to 78%. However, this figure was 4% above the rating in the 1999 survey. The following areas received the highest satisfaction ratings: access to computers, library/learning resource facilities, and the condition/appearance of buildings/grounds. The following areas showed the largest

improvements in satisfaction ratings from the last satisfaction survey: condition/appearance of buildings/grounds, access to computers, and cafeteria food services. Major improvements in satisfaction ratings were also observed for Web Advisor registration and parking facilities. Although most of the results were very positive, there were declines in satisfaction for some services. For example, there was a substantial decline in satisfaction with the availability of academic advisors and with career planning services. The detailed results will need to be examined carefully to identify potential weaknesses as well as strengths.

McLennan Community College
Spring 2002 Student Satisfaction Survey

Table 1. Frequency Distributions for Section I (Why did you choose this college?)
Sorted in descending order by "Major Reason To Attend"

Question	Not a Reason To Attend		Minor Reason To Attend		Major Reason To Attend		Total	Minor or Major Reason To Attend	
	#	%	#	%	#	%	#	#	%
3. Low cost of tuition and fees	40	7.4	99	18.2	405	74.4	544	504	92.6
2. Offered the courses I wanted	35	6.4	123	22.7	385	70.9	543	508	93.6
10. Good chance of personal success	55	10.1	141	26.0	347	63.9	543	488	89.9
18. Offered courses I wanted at times I wanted	55	10.1	148	27.3	339	62.5	542	487	89.9
4. Could work while attending	85	15.7	133	24.5	324	59.8	542	457	84.3
1. Convenient location	62	11.4	158	29.0	324	59.6	544	482	88.6
11. Availability of scholarships, financial aid	121	22.4	110	20.3	310	57.3	541	420	77.6
19. In preparation for transfer to a senior institution	132	24.4	111	20.5	299	55.2	542	410	75.6
6. Reputation for good academics	106	19.6	189	34.9	246	45.5	541	435	80.4
20. College's open admission policy	141	26.0	156	28.7	246	45.3	543	402	74.0
7. Reputation for quality instruction	104	19.3	192	35.6	244	45.2	540	436	80.7
9. Liked the size of the college	124	22.9	186	34.3	232	42.8	542	418	77.1
21. Availability of developmental courses	185	34.1	133	24.5	224	41.3	542	357	65.9
5. Reputation for good vocational programs	165	30.4	164	30.3	213	39.3	542	377	69.6
15. Immediate preparation for work-force	199	36.8	162	29.9	180	33.3	541	342	63.2
17. Could live with parents or relatives	261	48.5	99	18.4	178	33.1	538	277	51.5
8. Liked the social atmosphere	173	31.9	208	38.3	162	29.8	543	370	68.1
12. Advice of parents or relatives	239	43.9	171	31.4	134	24.6	544	305	56.1
22. Cultural variety among faculty, staff and student body	259	47.8	156	28.8	127	23.4	542	283	52.2
14. Friends attending here	291	53.8	144	26.6	106	19.6	541	250	46.2
13. Advice of high school counselor, teacher	329	61.0	111	20.6	99	18.4	539	210	39.0
23. Extra-curricular activities	359	66.4	102	18.9	80	14.8	541	182	33.6
16. Varsity athletic programs	423	78.0	64	11.8	55	10.1	542	119	22.0

Note: Totals for the "Minor or Major Reason To Attend" column are subject to rounding error.

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Table 2. Comparison Between Major Reason To Attend MCC on Spring 2002 Survey and Fall 2000 Survey - Section I
Sorted in descending order by percent "Major Reason To Attend" on 2002 Survey

Question	2002 Major Reason To Attend		2000 Major Reason To Attend		Diff (2002-2000)
3. Low cost of tuition and fees	74.4		72.5		1.9
2. Offered the courses I wanted	70.9		71.1		-0.2
10. Good chance of personal success	63.9		61.8		2.1
18. Offered courses I wanted at times I wanted	62.5		59.0		3.5
4. Could work while attending	59.8		57.7		2.1
1. Convenient location	59.6		60.0		-0.4
11. Availability of scholarships, financial aid	57.3		52.5		4.8
19. In preparation for transfer to a senior institution	55.2		54.8		0.4
6. Reputation for good academics	45.5		45.3		0.2
20. College's open admission policy	45.3		42.2		3.1
7. Reputation for quality instruction	45.2		49.6		-4.4
9. Liked the size of the college	42.8		39.3		3.5
21. Availability of developmental courses	41.3		31.7		9.6
5. Reputation for good vocational programs	39.3		38.1		1.2
15. Immediate preparation for work-force	33.3		34.7		-1.4
17. Could live with parents or relatives	33.1		31.9		1.2
8. Liked the social atmosphere	29.8		24.6		5.2
12. Advice of parents or relatives	24.6		24.8		-0.2
22. Cultural variety among faculty, staff and student body	23.4		22.9		0.5
14. Friends attending here	19.6		16.6		3.0
13. Advice of high school counselor, teacher	18.4		14.6		3.8
23. Extra-curricular activities	14.8		15.0		-0.2
16. Varsity athletic programs	10.1		7.3		2.8

Note: Difference scores are subject to rounding error.

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Table 3. Frequency Distributions for Section II (Participate in extra-curricular activities?)

Sorted in descending order by percent "Yes, Frequently"

Question	yes, frequently		yes, seldom		no, I do not participate		Total
	#	%	#	%	#	%	#
26. Use recreational facilities	42	9.2	133	29.0	284	61.9	459
34. Attend music or drama productions	40	8.9	99	22.1	308	68.9	447
33. Volunteer work	33	7.5	44	10.0	362	82.5	439
35. Other	21	7.1	29	9.8	246	83.1	296
25. Attend athletic events	29	6.5	75	16.7	345	76.8	449
24. Participate in clubs	26	6.1	46	10.7	356	83.2	428
32. Participate in Highlander Games	22	5.0	39	8.8	380	86.2	441
30. Visit art gallery	19	4.2	134	29.5	301	66.3	454
31. PASS Workshops	13	3.1	36	8.5	373	88.4	422
29. Lecture series	11	2.6	45	10.5	371	86.9	427
28. Participate in student government	11	2.5	11	2.5	415	95.0	437
27. College sponsored dance/parties	10	2.3	17	4.0	400	93.7	427

Table 4. Comparison Between Participation in Activities on Spring 2002 Survey and Fall 2000 Survey

Sorted in descending order by percent "Yes, Frequently" on 2002 Survey

	2002		2000		
	yes, frequently		yes, frequently		Diff (2002-2000)
Question	%		%		%
26. Use recreational facilities	9.2		11.9		-2.7
34. Attend music or drama productions	8.9		15.2		-6.3
33. Volunteer work	7.5		6.4		1.1
35. Other	7.1		11.7		-4.6
25. Attend athletic events	6.5		7.9		-1.4
24. Participate in clubs	6.1		7.9		-1.8
32. Participate in Highlander Games	5.0		5.5		-0.5
30. Visit art gallery	4.2		4.2		0.0
31. PASS Workshops	3.1		2.7		0.4
29. Lecture series	2.6		3.6		-1.0
28. Participate in student government	2.5		3.0		-0.5
27. College sponsored dance/parties	2.3		2.1		0.2

Note: Difference scores are subject to rounding error.

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Table 5. Frequency Distribution for 2002 Survey Results (Section III: Satisfaction with College and Services)
Sorted in descending order by "satisfied or very satisfied" responses

	Percent of Responses					
Question	very dissatisfied	dissatisfied	neutral	satisfied	very satisfied	*satisfied or very satisfied*
73s. Access to computers and/or computer labs	2.4	3.5	15.6	40.3	38.2	78.5
77s. Library/learning resource center facilities	1.3	1.8	20.7	41.9	34.3	76.2
82s. Condition/appearance of buildings/grounds	1.3	1.5	24.1	43.8	29.4	73.2
46s. Information provided in course schedule	1.6	2.6	24.3	43.3	28.2	71.4
63s. Student Center	1.1	0.9	27.5	38.1	32.4	70.5
45s. Information provided in college catalog	1.8	2.4	25.4	44.5	26.0	70.4
47s. Telephone registration	4.1	2.6	23.2	31.6	38.5	70.1
51s. Personal security/safety	3.1	4.1	22.9	40.9	29.0	69.9
65s. The college bookstore	3.9	9.3	18.1	43.8	24.9	68.8
67s. Financial aid services	2.8	3.8	24.9	33.4	35.1	68.5
44s. Variety of courses offered	2.4	4.0	25.1	42.6	25.9	68.5
83s. New student information/advising/registration	2.4	5.2	24.1	40.6	27.8	68.3
59s. Attitude of faculty/staff toward students of your gender	2.6	2.8	27.5	37.6	29.5	67.1
56s. Attitude of faculy/staff toward students of your racial/ethnic background	3.2	1.1	28.7	37.4	29.7	67.1
49s. Last chance registration	2.2	2.0	29.1	36.5	30.1	66.7
38s. Admission procedures	2.4	4.6	26.8	45.1	21.1	66.2
48s. WebAdvisor registration	4.9	4.5	24.6	31.5	34.6	66.1
43s. Availability of courses at times when needed	4.0	8.2	22.0	42.5	23.4	65.9
36s. Academic advising/course planning	5.9	8.0	20.3	37.9	27.9	65.8
37s. Assistance provided by staff during admission/registration	3.9	7.1	23.6	40.7	24.8	65.4
39s. Availability of 4-year institution transfer plans	3.6	6.1	25.1	38.9	26.2	65.2
58s. Attitude of faculty/staff toward students with disabilities	1.8	1.6	31.8	33.9	31.0	64.9
57s. Attifude of faculty/staff toward students taking developmental courses	3.1	1.4	32.2	34.8	28.4	63.3
71s. Cafeteria/food services	2.8	3.1	30.8	38.3	24.9	63.2
52s. Concern for you as an individual	3.1	3.1	30.7	38.3	24.9	63.2
68s. Testing Center	1.5	2.0	33.7	37.2	25.7	62.8
54s. Racial harmony at this college	2.1	1.9	35.3	34.4	26.3	60.7
55s. Attitude of non-teaching staff toward students	2.6	6.2	32.6	36.0	22.8	58.7
69s. Services for students with disabilities	1.9	1.6	37.9	30.5	28.0	58.5

Note: Totals for the "satisfied or very satisfied" column are subject to rounding error.

	Percent of Responses					
Question	very dissatisfied	dissatisfied	neutral	satisfied	very satisfied	*satisfied or very satisfied*
40s. Personal counseling	6.9	5.2	31.9	33.6	22.4	56.0
42s. Availability of your advisor	6.9	8.0	29.2	32.7	23.2	55.8
78s. College sponsored tutorial programs	1.7	3.4	39.2	29.9	25.9	55.8
50s. Rules concerning student conduct	1.8	1.6	41.4	32.6	22.6	55.2
74s. Availability of gymnasium, tennis courts, fitness room, etc.	3.1	5.4	40.0	31.3	20.3	51.5
41s. Vocational guidance/career planning	4.5	6.7	39.2	28.3	21.4	49.6
81s. College orientation programs	2.7	2.2	45.6	28.0	21.6	49.6
60s. Opportunities for on-campus student employment	4.5	5.3	40.7	27.4	22.1	49.5
70s. Services for Veterans	3.7	0.7	46.9	27.6	21.1	48.6
53s. Student input in establishing college policies	1.9	4.0	45.6	30.2	18.4	48.6
72s. Parking facilities and services	17.4	14.1	20.5	31.5	16.6	48.0
62s. Student publications	2.0	2.8	48.3	29.8	17.0	46.8
66s. Job placement services	2.5	5.9	45.7	27.6	18.3	46.0
64s. Academic probation and suspension policies	3.0	2.2	49.6	26.2	19.0	45.2
80s. Cultural programs and activities	3.0	3.0	48.8	26.8	18.3	45.1
79s. College sponsored social activities	2.8	4.3	49.1	29.6	14.2	43.8
76s. Recreational programs	2.6	3.9	51.3	25.5	16.8	42.3
75s. Varsity athletics	3.1	3.8	52.1	25.5	15.5	41.0
61s. Student government/senate/congress, etc.	3.2	2.0	55.3	25.1	14.4	39.5

Note: Totals for the "satisfied or very satisfied" column are subject to rounding error.

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Table 6. Comparison Between Spring 2002 Survey and Fall 2000 Survey on Satisfaction with Facilities and Services

Sorted in descending order by % Satisfied or Very Satisfied in 2002 Survey

Question	2002 % satisfied or very satisfied		2000 % satisfied or very satisfied		Diff (2002-2000)
73s. Access to computers and/or computer labs	78.5		63.4		15.1
77s. Library/learning resource center facilities	76.2		62.6		13.6
82s. Condition/appearance of buildings/grounds	73.2		53.2		20.0
46s. Information provided in course schedule	71.4		73.8		-2.4
63s. Student Center	70.5		59.1		11.4
45s. Information provided in college catalog	70.4		71.1		-0.7
47s. Telephone registration	70.1		73.7		-3.6
51s. Personal security/safety	69.9		66.6		3.3
65s. The college bookstore	68.8		66.1		2.7
67s. Financial aid services	68.5		62.3		6.2
44s. Variety of courses offered	68.5		69.3		-0.8
83s. New student information/advising/registration	68.3		62.7		5.6
59s. Attitude of faculty/staff toward students of your gender	67.1		62.3		4.8
56s. Attitude of faculy/staff toward students of your racial/ethnic background	67.1		62.5		4.6
49s. Last chance registration	66.7		61.4		5.3
38s. Admission procedures	66.2		62.1		4.1
48s. WebAdvisor registration	66.1		55.2		10.9
43s. Availability of courses at times when needed	65.9		64.5		1.4
36s. Academic advising/course planning	65.8		65.3		0.5
37s. Assistance provided by staff during admission/registration	65.4		61.6		3.8
39s. Availability of 4-year institution transfer plans	65.2		63.6		1.6
58s. Attitude of faculty/staff toward students with disabilities	64.9		56.2		8.7
57s. Attifude of faculty/staff toward students taking developmental courses	63.3		58.2		5.1
71s. Cafeteria/food services	63.2		49.3		13.9
52s. Concern for you as an individual	63.2		64.3		-1.1
68s. Testing Center	62.8		53.9		8.9
54s. Racial harmony at this college	60.7		60.5		0.2
55s. Attitude of non-teaching staff toward students	58.7		58.7		0.0
69s. Services for students with disabilities	58.5		59.0		-0.5

Note: Difference scores are subject to rounding error.

Question	2002 % satisfied or very satisfied		2000 % satisfied or very satisfied		Diff (2002-2000)
40s. Personal counseling	56.0		56.3		-0.3
42s. Availability of your advisor	55.8		65.4		-9.6
78s. College sponsored tutorial programs	55.8		48.5		7.3
50s. Rules concerning student conduct	55.2		59.6		-4.4
74s. Availability of gymnasium, tennis courts, fitness room, etc.	51.5		49.7		1.8
41s. Vocational guidance/career planning	49.6		59.1		-9.5
81s. College orientation programs	49.6		50.8		-1.2
60s. Opportunities for on-campus student employment	49.5		51.4		-1.9
70s. Services for Veterans	48.6		45.7		2.9
53s. Student input in establishing college policies	48.6		45.6		3.0
72s. Parking facilities and services	48.0		38.5		9.5
62s. Student publications	46.8		45.3		1.5
66s. Job placement services	46.0		46.4		-0.4
64s. Academic probation and suspension policies	45.2		48.8		-3.6
80s. Cultural programs and activities	45.1		41.6		3.5
79s. College sponsored social activities	43.8		42.4		1.4
76s. Recreational programs	42.3		39.5		2.8
75s. Varsity athletics	41.0		36.6		4.4
61s. Student government/senate/congress, etc.	39.5		40.0		-0.5

Note: Difference scores are subject to rounding error.

Note: Difference scores are subject to rounding error.

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Table 7. Average Importance and Satisfaction Scores for College Services and Facilities

Importance (1: not important at all - 5: very important)				*Satisfaction (1: very dissatisfied - 5: very satisfied)*			Diff (Satis. - Importance)
N	Mean	Std. Dev.		N	Mean	Std. Dev.	
493	4.3	0.9	73. Access to computers and/or computer labs	461	4.1	0.9	-0.3
492	4.3	1.0	77. Library/learning resource center facilities	449	4.1	0.9	-0.2
486	3.9	1.1	63. Student Center	451	4.0	0.9	0.1
502	4.0	1.0	82. Condition/appearance of buildings/grounds	473	4.0	0.8	0.0
495	4.1	1.0	47. Telephone registration	462	4.0	1.0	-0.2
467	4.3	1.1	67. Financial aid services	422	3.9	1.0	-0.3
515	4.3	0.8	46. Information provided in course schedule	497	3.9	0.9	-0.3
434	4.1	1.0	58. Attitude of faculty/staff toward students with disabilities	387	3.9	0.9	-0.2
453	4.0	1.1	49. Last chance registration	405	3.9	0.9	-0.1
515	4.2	0.9	45. Information provided in college catalog	497	3.9	0.9	-0.3
505	4.0	1.1	56. Attitude of faculty/staff toward students of your racial/ethnic background	471	3.9	1.0	-0.1
516	4.3	1.0	51. Personal security/safety at the college	489	3.9	1.0	-0.4
492	4.1	1.1	59. Attitude of faculty/staff toward students of your gender	465	3.9	1.0	-0.2
489	4.1	1.1	48. WebAdvisor registration	448	3.9	1.1	-0.2
491	4.2	1.0	83. New student information/advising/registration	461	3.9	1.0	-0.3
520	4.3	0.9	44. Variety of courses offered	498	3.9	0.9	-0.5
454	4.0	1.1	57. Attitude of faculty/staff toward students taking developmental courses	422	3.8	1.0	-0.1
447	3.9	1.0	68. Testing Center	401	3.8	0.9	-0.1
368	4.0	1.1	69. Services for students with disabilities	311	3.8	0.9	-0.1
497	4.0	1.1	54. Racial harmony at this college	468	3.8	0.9	-0.1
429	3.7	1.1	71. Cafeteria/food services	389	3.8	0.9	0.1
508	4.2	0.9	52. Concern for you as an individual	486	3.8	1.0	-0.4
483	4.2	1.1	39. Availability of 4 year institution transfer plans	442	3.8	1.0	-0.4
516	4.0	1.0	38. Admission procedures	497	3.8	0.9	-0.2
518	4.3	0.9	65. The college bookstore	493	3.8	1.0	-0.5
513	4.2	0.9	37. Assistance provided by staff during admission/registration	492	3.8	1.0	-0.4
424	3.9	1.1	78. College sponsored tutorial programs	355	3.7	0.9	-0.2
517	4.2	1.0	36. Academic advising/course planning	488	3.7	1.1	-0.5
521	4.4	0.8	43. Availability of courses at times when needed	501	3.7	1.0	-0.7
482	3.6	1.1	50. Rules concerning student conduct	442	3.7	0.9	0.1
503	3.9	1.1	55. Attitude of non-teaching staff toward students	470	3.7	1.0	-0.2

Importance scale
1-not important at all, 2-not very important, 3-neutral, 4-important, 5-very important

Satisfaction scale
1-very dissatisfied, 2-dissatisfied, 3-neutral, 4-satisfied, 5-very satisfied

Note: Difference scores are subject to rounding error.

Importance (1: not important at all - 5: very important)				*Satisfaction (1: very dissatisfied - 5: very satisfied)*			Diff (Satis. - Importance)
N	Mean	Std. Dev.		N	Mean	Std. Dev.	
425	3.5	1.2	81. College orientation programs	371	3.6	0.9	0.1
351	3.8	1.1	70. Services for Veterans	294	3.6	0.9	-0.2
413	3.7	1.2	74. Availability of gymnasium, tennis courts, fitness room, etc.	355	3.6	1.0	-0.1
473	3.8	1.1	53. Student input in establishing college policies	430	3.6	0.9	-0.2
471	3.9	1.1	40. Personal counseling	420	3.6	1.1	-0.3
440	3.6	1.3	60. Opportunities for on-campus student employment	376	3.6	1.0	0.0
494	4.2	1.0	42. Availability of your advisor	462	3.6	1.1	-0.6
440	3.4	1.2	62. Student publications	393	3.6	0.9	0.2
427	3.5	1.2	64. Academic probation and suspension policies	363	3.6	0.9	0.1
464	3.9	1.1	41. Vocational guidance/career planning	421	3.6	1.0	-0.4
402	3.4	1.2	80. Cultural programs and activities	328	3.5	0.9	0.2
396	3.7	1.2	66. Job placement services	322	3.5	0.9	-0.2
374	3.2	1.3	76. Recreational programs	310	3.5	0.9	0.3
397	3.4	1.2	79. College sponsored social activities	324	3.5	0.9	0.1
356	3.0	1.3	75. Varsity athletics	290	3.5	0.9	0.4
407	3.2	1.2	61. Student government/senate/congress, etc.	347	3.5	0.9	0.3
506	4.4	0.8	72. Parking facilities and services	483	3.2	1.3	-1.3

Importance scale
1-not important at all, 2-not very important, 3-neutral, 4-important, 5-very important

Satisfaction scale
1-very dissatisfied, 2-dissatisfied, 3-neutral, 4-satisfied, 5-very satisfied

Note: Difference scores are subject to rounding error.

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Table 8. Comparison in Average Satisfaction Scores for College Services and Facilities between 2002 survey and 2000 survey
Sorted in descending order by difference between 2002 survey and 2000 survey

2002 Satisfaction (1: very dissatisfied - 5: very satisfied)				2000 Satisfaction (1: very dissatisfied - 5: very satisfied)			Diff (2002 - 2000)
N	Mean	Std. Dev.		N	Mean	Std. Dev.	
473	4.0	0.8	82. Condition/appearance of buildings/grounds	361	3.5	1.2	0.5
449	4.1	0.9	77. Library/learning resource center facilities	356	3.7	1.1	0.3
389	3.8	0.9	71. Cafeteria/food services	298	3.5	1.1	0.3
483	3.2	1.3	72. Parking facilities and services	371	2.9	1.4	0.3
448	3.9	1.1	48. WebAdvisor registration	286	3.6	1.1	0.3
451	4.0	0.9	63. Student Center	345	3.7	0.9	0.2
461	4.1	0.9	73. Access to computers and/or computer labs	352	3.8	1.0	0.2
422	3.9	1.0	67. Financial aid services	337	3.7	1.2	0.2
387	3.9	0.9	58. Attitude of faculty/staff toward students with disabilities	306	3.7	1.0	0.2
311	3.8	0.9	69. Services for students with disabilities	261	3.7	0.9	0.1
401	3.8	0.9	68. Testing Center	306	3.7	0.9	0.1
405	3.9	0.9	49. Last chance registration	298	3.8	1.0	0.1
430	3.6	0.9	53. Student input in establishing college policies	327	3.5	0.9	0.1
355	3.7	0.9	78. College sponsored tutorial programs	270	3.6	0.9	0.1
489	3.9	1.0	51. Personal security/safety at the college	362	3.8	1.0	0.1
422	3.8	1.0	57. Attitude of faculty/staff toward students taking developmental courses	318	3.8	0.9	0.1
461	3.9	1.0	83. New student information/advising/registration	351	3.8	1.0	0.1
497	3.8	0.9	38. Admission procedures	364	3.7	1.0	0.1
465	3.9	1.0	59. Attitude of faculty/staff toward students of your gender	355	3.8	0.9	0.1
492	3.8	1.0	37. Assistance provided by staff during admission/registration	365	3.7	1.1	0.0
471	3.9	1.0	56. Attitude of faculty/staff toward students of your racial/ethnic background	349	3.8	0.9	0.0
294	3.6	0.9	70. Services for Veterans	247	3.6	0.9	0.0
393	3.6	0.9	62. Student publications	309	3.5	0.9	0.0
290	3.5	0.9	75. Varsity athletics	243	3.4	0.9	0.0
470	3.7	1.0	55. Attitude of non-teaching staff toward students	351	3.7	1.0	0.0
498	3.9	0.9	44. Variety of courses offered	361	3.8	0.9	0.0
488	3.7	1.1	36. Academic advising/course planning	360	3.7	1.1	0.0
355	3.6	1.0	74. Availability of gymnasium, tennis courts, fitness room, etc.	290	3.6	1.0	0.0
310	3.5	0.9	76. Recreational programs	263	3.5	0.8	0.0

Satisfaction scale
1-very dissatisfied, 2-dissatisfied, 3-neutral, 4-satisfied, 5-very satisfied

Note: Difference scores are subject to rounding error.

2002 Satisfaction (1: very dissatisfied - 5: very satisfied)				2000 Satisfaction (1: very dissatisfied - 5: very satisfied)			Diff (2002 - 2000)
N	Mean	Std. Dev.		N	Mean	Std. Dev.	
468	3.8	0.9	54. Racial harmony at this college	352	3.8	0.9	0.0
442	3.8	1.0	39. Availability of 4 year institution transfer plans	330	3.8	1.0	0.0
328	3.5	0.9	80. Cultural programs and activities	267	3.5	0.9	0.0
371	3.6	0.9	81. College orientation programs	305	3.6	0.9	0.0
501	3.7	1.0	43. Availability of courses at times when needed	366	3.7	1.1	0.0
493	3.8	1.0	65. The college bookstore	366	3.8	1.1	0.0
376	3.6	1.0	60. Opportunities for on-campus student employment	290	3.6	1.0	0.0
462	4.0	1.0	47. Telephone registration	353	4.0	1.0	0.0
347	3.5	0.9	61. Student government/senate/congress, etc.	265	3.5	0.9	0.0
497	3.9	0.9	45. Information provided in college catalog	364	3.9	0.9	0.0
420	3.6	1.1	40. Personal counseling	311	3.6	1.0	0.0
363	3.6	0.9	64. Academic probation and suspension policies	297	3.6	0.9	0.0
322	3.5	0.9	66. Job placement services	263	3.6	0.9	0.0
486	3.8	1.0	52. Concern for you as an individual	361	3.8	1.0	0.0
497	3.9	0.9	46. Information provided in course schedule	366	4.0	0.9	0.0
442	3.7	0.9	50. Rules concerning student conduct	337	3.8	0.9	0.0
324	3.5	0.9	79. College sponsored social activities	257	3.5	0.8	-0.1
421	3.6	1.0	41. Vocational guidance/career planning	320	3.7	1.0	-0.1
462	3.6	1.1	42. Availability of your advisor	355	3.8	1.0	-0.2

Satisfaction scale
1-very dissatisfied, 2-dissatisfied, 3-neutral, 4-satisfied, 5-very satisfied