

MCHENRY COUNTY COLLEGE

EDUCATIONAL MASTER PLAN

2015–2019

EXECUTIVE SUMMARY

As McHenry County College (MCC) approaches its 50-year anniversary of providing quality education and training for district residents and businesses, the Educational Master Plan (EMP) of 2015-2019 presents the ongoing educational priorities of the institution. This plan builds on the success of the 2011-2015 EMP, which emphasized access, excellence in teaching and learning, and ensuring a climate of student success. This document is designed to focus the College's academic enterprise on its strategic plan, thus making McHenry County residents' lives and businesses better through education.

Under the College's first Educational Master Plan, McHenry County College received significant national and statewide recognition. MCC was nominated for the 2014 and 2015 Bellwether Award for community college instruction, planning, governance, and workforce development. The College also achieved a top-150 ranking in the 2014 Aspen Prize competition for Community College Excellence. MCC has significantly increased the number of graduates with degrees or certificates in four years from 1,017 to 1,659. Faculty and employees are proud of the over \$1,000,000 awarded annually in research and instructional grants. Students benefited in classrooms and laboratories from grant awards in both academic and career fields. The Educational Master Plan of 2015-2019 seeks to continue the ambitious tradition of receiving recognition for the College's hard work and innovative approaches to student success.

During development of the Educational Master Plan (EMP) 2015-2019, students, faculty, staff, and administrators reviewed progress made at the college since 2011. They considered the roles, structures, and educational practices that exist on campus. They also considered how to quantifiably measure the success of the current EMP. Faculty, staff, and administrators agreed to incorporate benchmarks into the new EMP that clearly will identify the success or failure of initiatives. Clear objectives and measurable outcomes will demonstrate the impact of wise investment of tuition and taxpayer dollars. Lastly, MCC's new mission statement, **Our focus is learning. Student success is our goal**, provided transparent direction for the development of the new EMP, while the 2013 Strategic Plan provided clear and specific objectives.

The ability of MCC to increase its impact on district residents and businesses depends on every staff member, faculty member, and administrator at the College. All stakeholders have agreed to promote a lifelong transformation available to those who complete degrees, certificates, or gain knowledge or a skill to enhance their lives. The entire College was invited to participate in the development of the Educational Master Plan of 2015-2019. Over 100 contributions were received during the year-long planning process.

As regional workforce and educational needs evolve, McHenry County College has the capacity to innovate and lead efforts through change-ready program options. People passionate about education are those who sustain the institution. This commitment impacts each student who walks through MCC's doors, and stays with them as they accomplish their goals. The Educational Master Plan of 2015-2019 outlines measurable ways to improve the lives in and around the county through a strategic investment in education.



EDUCATIONAL MASTER PLAN

2011-2015 ACHIEVEMENTS //

In the four years since the last Educational Master Plan was approved, advancements have been evident in the areas of **Access, Excellence in Teaching and Learning**, and **Student Success**. The College systematically approached these three areas over the duration of the plan with a confident approach across the campus and in the community. Defined as completion of a degree, certificate, or achievement of educational goals, each area had at its heart the pursuit of student success.

Many initiatives were supported by national grants and local and regional partnerships, including new and remodeled facilities to meet the training needs of tax-paying businesses in McHenry County. Steps were taken to increase opportunity for hundreds of new students as they embarked upon new careers, separated from the military, joined employer programs, or moved to new neighborhoods. Programs were developed in anticipation of educational needs and industry growth.

The College-wide impact of the last Educational Master Plan has been exceptional. As previously stated the number of degrees and certificates awarded per year from 2010-2014 increased by 63%, from 1,017 credentials awarded in FY 2010 to 1,659 in FY 2014. This increase was thanks to various student success initiatives, improvements made in graduation processes and degree audits, and the fact that more MCC students successfully met their educational goals in university transfer and career training. The College directed resources to initiatives designed to increase access to college education, excellence in teaching and learning, and student success. Particularly effective initiatives and their outcomes are identified below.

Access

Increased Access by Program Development

In response to needs expressed by business, manufacturing, and allied health providers in McHenry County, the College has increased career opportunities and access to better paying jobs by providing over one dozen new degrees and certificates. Rolled out strategically each year, new education and training credentials have generated career potential for hundreds of community members. Most importantly, all of the new programs are exclusive to the county, and no other educational provider offers this varied level of training. Most of these programs require expert instruction from practitioners in their fields, and local professionals from communities in the county have been hired to teach the next generation of workers and leaders.

- **Paralegal Associate of Applied Science (AAS) – Started January 2015**
 - The average salary in Illinois for a paralegal is \$49,050 and nearly 500 job listings were posted in 2014 in a fifty-mile radius of the College.
- **Occupational Therapy Assistant (AAS) – Started 2012**
 - Graduates sit for the national certification examination and gain real-world experience in the community through fieldwork. 100% of 2013 graduates passed their national exam on the first attempt.

- **Health Information Technology (AAS) – Started January 2015**
 - Job opportunities in Illinois are expected to grow 7% annually by the year 2020, with a median annual wage of \$33,281.
 - Medical Billing and Coding Certificate
 - » Certificate program that prepares students to sit for national exams and credentials, with a median salary of \$32,350.
- **Culinary Management (AAS) – Started 2011**
 - Designed for aspiring professionals in the culinary arts, students have the opportunity to work in the student-run restaurant and bakery, as well as pursue local internships in the community.
 - Baking and Pastry Certificate – Started August 2015
 - » 90% of students found jobs in culinary arts within one year of graduation as of 2013, and over 800 job openings exist annually in McHenry County.
- **Engineering Technology (AAS)**
 - Prepares industrial, mechanical, civil, and surveying technicians for local and statewide employment.
 - Computer Numerical Control (CNC) Machining Certificate
 - » The U.S. Department of Labor awarded MCC over \$500,000 across three years to expand the capacity in manufacturing technology labs and equipment in 2012. This furthered the College's emphasis on enhancing workforce education and training needs to the largest employment sector of industry in the county.
 - Industrial Maintenance Technician Certificate
 - » Part of the Illinois Talent Pipeline grant to train people in key manufacturing areas. The Workforce Board, employers, and MCC have partnered to bring an initial class of twenty eight students from the incumbent workforce to train in Fall 2015.
 - Advanced Manufacturing Certificate
 - » Prepares programmers and operators in a field with 19% projected growth regionally.
 - Architectural and Engineering Design Technology Certificate
 - » National credentials available in professional, scientific, manufacturing, and technical services.
- **Graphic Arts (AAS and three certificates) – Started 2012**
 - Introduced in 2012, students in this program have transferred to University of Illinois Chicago, Columbia College Chicago, Northern Illinois University, and the Art Institute of Chicago. Job opportunities in art, business, and education offer salaries from \$22,000 to \$109,400.
- **Web Design and Development (AAS and three certificates)**
 - A cutting edge program designed to train students in a high-demand field, with 20% annual growth projected through 2022 and a median annual salary of \$63,160.

Increased Access through Delivery Format and Methodology

MCC increased access to higher education with the following innovations and initiatives:

- **Enhanced Delivery Methods**
 - Blended courses (hybrid lecture and online):
161% increase in credit hours achieved over five years.
 - Online only class offerings: 33% increase in credit hours achieved over five years.
 - Online Degree in Criminal Justice
 - » Fully transferable to Aurora University, Columbia College Missouri, Indiana Wesleyan University, Roosevelt University and University of Wisconsin, Platteville, for entry into Bachelor of Arts or Science programs.
- **Increased and Accelerated Course Scheduling**
 - Winter Session Classes in December and January
 - » 13% increased enrollment annually since December 2012.
 - 284 students were enrolled in December 2014, across 17 sections.
 - Summer Session Classes: Four, eight, and 12-week terms taken in sequence or combined across three months.
 - » 119% increase in students enrolled in multiple terms from 2012 to 2014.
- **Reduced Barriers to Enrollment**
 - Eliminated application fees for veterans in 2011.
 - Eliminated graduation fees in 2012.
 - Improved online registration and payment methods for credit and noncredit courses in 2013.
- **Fast Track Accelerated Cohort for Returning Adults**
 - Many classes offered onsite at local businesses.
 - 130% increase in credit hours over five years.
 - 70% completion rate.
 - 75% of graduates have received promotions.
 - Over 150 employers have been involved in Fast Track programs.

Increased Access by Location

- **Added Offsite Credit and Noncredit Classes in Harvard, IL**
 - 282 students have taken at least one credit class, and 151 students have enrolled to prepare for their GED exam or study ESL coursework in preparation for college coursework since Fall 2012.

Excellence in Teaching and Learning

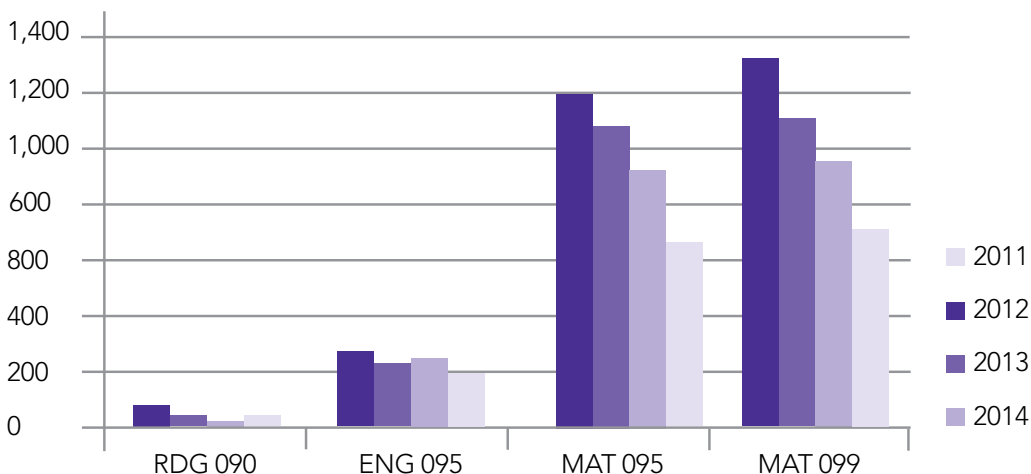
Faculty developed a definition of excellence in teaching. This definition has been the guiding principle for all activity surrounding the improvement of teaching. The following is a list of the four traits that defines excellence in teaching.

- **Subject Matter Excellence** includes proficiency in the discipline, currency, and pursuit of professional enrichment.
- **Pedagogy Excellence** includes creating a student-centered learning environment by designing and planning engaging curriculum.
- **Assessment Excellence** includes using a systematic approach and evaluating the outcomes to inform teaching and make transformations.
- **Professional Excellence** includes modeling professional ethics and academic rigor, encouraging professionalism in students, and developing their employability skills.

Additional initiatives produced meaningful student engagement at MCC from 2011–2015. Many set new standards and expectations for excellence at MCC. Highlights span the academic spectrum.

- **Quality Improvement Teams Engaged for Excellence**
 - Adjunct Acknowledgement and Appreciation Fall 2013-Spring 2015.
 - Faculty Web Page Implementation Fall 2012.
 - Faculty Evaluation Process: Fall 2013.
 - Quality Service Initiative – Spring 2014.
 - CCSSE 2014 Results and Feedback Implementation: Spring 2014.
- **Undergraduate Research Scholarship Program**
 - Patterned after university research traditions, student-instructor focus on research in the arts and sciences generated over two dozen individual grants.
 - Presentations, poster, and paper submissions have increased 67% in four years.
- **Expansion of Adjunct Faculty Orientation**
 - Nearly half of MCC’s adjunct instructors have enrolled in this 8-week program.
 - Orientation design received invitation to present at NISOD 2015 International Conference on Teaching and Leadership Excellence, Austin, TX.
- **Developmental Education Enrollment Decrease**
 - Fewer students require developmental English and Math, down from nearly 600 students in Math and nearly 200 students in English (see Figure 1).

Figure 1



*Source: Internal OIR Multi-year End of Term Enrollment File.

Student Success

The third and penultimate objective of the Educational Master Plan (EMP) 2011-2015 remains the mission of McHenry County College: **Our focus is learning. Student success is our goal.** From college application to commencement ceremonies, MCC staff, faculty, and administration endeavor to provide the best environment for students to complete a degree or certificate or meet their educational goals. Over the duration of the last EMP, several noteworthy highlights occurred.

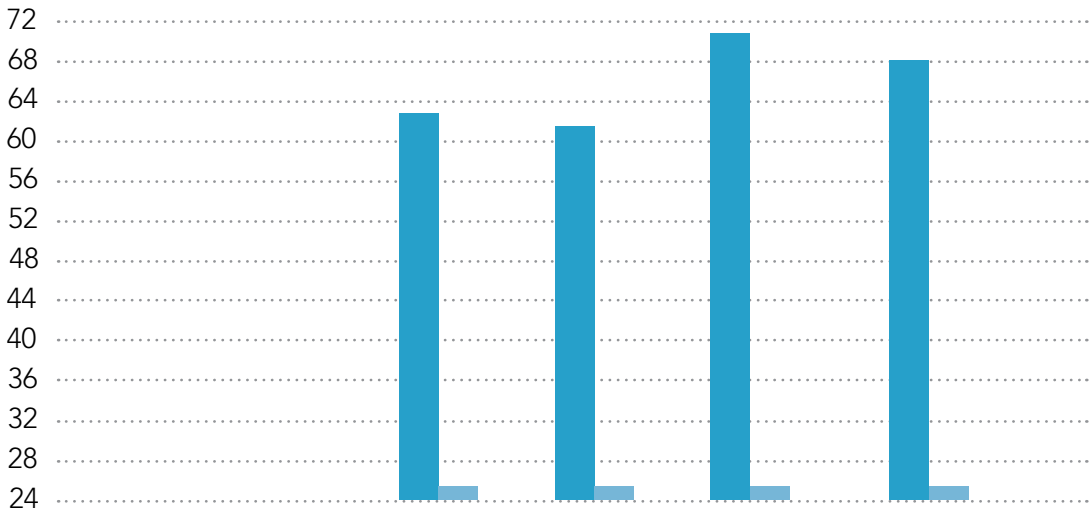
Free and Increased Tutoring Support

- Sage Learning Center tutoring, on average, increased student success (the likelihood of earning a C or better) in each course by up to 20%.

First Year Experience

- Increase in college success courses (MCC 101, MCC 102) emphasized study skills, independence and autonomy (see Figure 2).

Figure 2



	FY 2011	FY 2012	FY 2013	FY 2014
Total Credit Hours	1562.0	1537.0	1809.0	1710.0
Numbers of Sections	63	61	71	68
Average Number of Students	25	25	25	25

Source: MCC End of Term Enrollment Files, FY 2011–FY 2014.

Student Athlete Initiative

- New tracking system allowed for over 250 academic grade reports to be initiated by faculty and shared with coaches. Over seventy face-to-face conversations about student success between players and their coaches took place.
- Fall 2014: five of eight sports teams had an average GPA over 3.0.
- All eight sports teams had GPAs over 2.6.
- Cumulative GPA for athletics Fall 2014 averaged 3.02.

Expanded Student Veterans Support

- Pay it Forward book grant “bridged the gap” between GI Bill processing and the first day of the semester.
 - Twenty-three grants were awarded in 2014-2015 during the first year of the program, totaling \$10,000.
 - Average GPA of recipients was 2.56.
 - Students volunteered on average 30 hours during the school year towards veteran-focused events and initiatives.
- Laptop grant provided current technology to returning veterans
 - Thirty-eight laptops were awarded, totaling \$26,100.
 - Average GPA of recipients was 2.8.
 - McHenry County Community Foundation and other donors funded 100% of both grants.
 - MCC student veterans and administrators were invited to present at two regional and one national conference on the success of these programs.
 - » Illinois Council of Community College Administrators, Schaumburg, IL.
 - » Student Veterans Leadership and Legislative Meeting, Springfield, IL.
 - » NISOD International Conference on Teaching and Leadership Excellence, Austin, TX.

Student Success Initiatives

- Peer mediation program decreased student conduct incidents by 19% in 2013-2014.
- Latino Empowerment Conferences brought 600 high school students to promote college degree pursuit between 2012-2014.
- Faculty, staff, and administrators attended or presented at all area high schools to encourage college enrollment and pursuit of post-secondary education in 2011-2015.

College and Career Readiness

- Increased Dual Credit and College in High School
 - 186% increase in student enrollment over five years.
 - Highly qualified high school teachers are supported by MCC to teach nearly 1,500 students college courses in Mathematics, English, Spanish, and Computer Literacy, up from under one hundred enrolled in 2011.
 - Academic rigor of dual credit gives a broad population access to college-level work. Students are 40% to 50% more prepared for college after participation in dual credit classes.
 - Dual credit speeds time to graduation and reduces the need for developmental education – high school students attend MCC during the school day and credits count towards graduation and college simultaneously.
 - » Accounting
 - » Automotive Technology
 - » Criminal Justice
 - » Culinary Management
 - » Early Childhood Education
 - » Emergency Medical Technician
 - » Fire Science Technician
 - » Fitness Instructor Training
 - » “Geek” Technology
 - » Health Sciences
 - » Horticulture
 - » Registered Nurse Program
 - » Basic technical Drafting
 - » Introduction to Computer Aided Drafting (CAD)
 - » Keyboarding II
 - » Principles of Retailing/Marketing

Number of Degrees and Certificates Awarded at MCC

- As previously stated the number of degrees and certificates has increased from 1,017 in 2010 to 1,659 in 2014. This represents a 63% increase in the number of degrees or certificates awarded over a five-year period. The College has also seen an increase in the number of degrees and certificates earned by ethnic minorities and students with disabilities (see Figure 3).

Figure 3

	2010	2011	2012	2013	2014
Total degrees and certificates awarded	1017	1538	1673	1448	1659
Degrees and certificates for ethnic minorities	139	253	192	170	251
Degrees and certificates for students with disabilities	48	75	89	88	81

Source: OIRA1 FY2010-FY2014

Overall College Student Success (Students Earning a "C" or Better)

- Over the past five years the success rate of the students who enrolled in courses has increased by slightly over 3% (see Figure 4).

Figure 4

Enrollee Success	
2010	72.07%
2011	73.56%
2012	74.18%
2013	73.87%
2014	75.08%

Source: Web Intelligence Report 5/22/15

Hispanic Student Enrollment

- The Hispanic population is the fastest growing minority group in McHenry County. The College has specifically focused on enrolling students from the Hispanic community. As can be seen by the chart below the number of Hispanic students enrolling at MCC has remained stable over the past three years. In addition, the percentage of the student body who are Hispanic is higher than the population of McHenry County (see Figure 5).

Figure 5

	2012	2013	2014
Hispanic Enrollment	1,796	1,699	1,767
Percentage of Total Enrollment	16.2%	15.2%	16.5%
Hispanic residents in McHenry County			12.4%

Source: A1 ICCB multi-year file

MCHENRY COUNTY COLLEGE

STRATEGIC PLAN 2013–2018 //////////////////////////////////////

Adopted by the Board of Trustees in August 2013, the College developed MCC’s Strategic Plan 2013-2018. The plan was based on the College’s mission statement, which was adopted in 2012. The process for developing the Strategic Plan was rooted in analysis of data by students, community members, staff, faculty, and administrators. It included a literature review of best practices in education and an environmental scan done by Center for Governmental Studies at Northern Illinois University in January 2013. The Board of Trustees reviewed the plan and gave input for adjustments to the plan. The Board adopted the plan in August 2013. The Strategic Plan offered strategic direction to the College community, based on five initiatives, which were amended to include a sixth initiative in Fall 2015:

STRATEGIC INITIATIVES

- ① Increase student engagement, completion, and success.
- ② Maintain the College’s financial stability.
- ③ Deliver infrastructure and technology to ensure state-of-the-art learning environments.
- ④ Ensure high-quality services and learning opportunities through a culture of continuous improvement, innovation and accountability.
- ⑤ Engage in partnerships that enable MCC students to succeed in a global economy.
- ⑥ Attract, develop and retain quality instructors who are outstanding scholars/ teachers and an excellent, diverse staff who are committed to the mission of MCC.

BENCHMARKING MCHENRY COUNTY COLLEGE’S EDUCATIONAL EFFECTIVENESS //////////////////////////////////////

Since 2004, community colleges and college systems have used reports containing extensive data from peer institutions, collected by the National Community College Benchmarking Project (NCCBP) to assess institutional effectiveness. The comparison data allows subscribing colleges to track improvements in various measurements of student success and satisfaction as compared to other community colleges. Community colleges and college systems voluntarily submit data regarding completion and transfer, student performance and satisfaction, and employer and industry participation.

Benchmarking emphasizes peer comparisons as a motivating force for innovation and change. Research on “performance benchmarking” highlights it as a straightforward and affordable method of comparison data between participating institutions. The underlying theoretical framework for benchmarking activities by the NCCBP requires an understanding of appropriate comparison groups, an understanding of a college’s strategic initiatives, and a willingness to evaluate the effectiveness of strategic initiatives, which are designed to help colleges meet or exceed the benchmarks they identify as a measurement of their success. Data management through NCCBP allows MCC to select peer institutions and perform comparisons based on those with (for example) similar operating budgets, local unemployment rates, and high school graduation rates.

Data from NCCBP offers a framework for MCC to invest financial and human resources into initiatives used to meet and exceed the established benchmarks identified as a measurement of the College's success. Therefore, in 2014, the Academic and Students Affairs Division, with input from faculty, staff, and administrators, adopted the following benchmarks. These benchmarks will be used to measure the effectiveness of the Educational Master Plan 2015-2019. The expectation is that the activities developed within the three tenants of this plan will assist the College in meeting or exceeding the benchmarks below. All of the benchmarks are based on the NCCBP statistics except Benchmark 1, which is intended to focus the College on increasing the number of degrees and certificates awarded on a yearly basis. These benchmarks were selected to support the College's Strategic Plan.

Benchmark 1 //

Number of Degree and Certificates awarded

MCC Benchmark FY 2014	MCC Goal FY 2019
1,659	1,830

Benchmark 2 //

Percent of 1st time full-time students who complete or transfer in 3 years

MCC Percentage: Fall 2011 cohort:	47.35%	National Benchmark:	80th percentile
MCC Percentage Goal for FY 2019*:	53.53%	National Benchmark:	90th percentile

Benchmark 3 //

Percent of 1st time part-time students who complete or transfer in 3 years

MCC Percentage: Fall 2011 cohort:	26.64%	National Benchmark:	81st percentile
MCC Percentage Goal FY 2019*:	33.75%	National Benchmark:	90th percentile

Benchmark 4 //

Students partially or fully attained "stated goal" as determined by survey of MCC graduates

MCC Percentage: FY 2014:	93.90%	National Benchmark:	10th percentile
MCC Percentage Goal for FY 2019:	98.28%	National Benchmark:	90th percentile

Benchmark 5 //

Percent of district residents who enroll in non-credit courses

MCC Percentage: FY 2013	3.13%	National Benchmark:	82nd percentile
MCC Percentage Goal for FY 2019:	5.08%	National Benchmark:	90th percentile

These benchmarks prompted conversation, healthy debate, and contributions from members of the college community. Participation by faculty, staff, and administrators established a foundation for innovation, as teams worked together to identify challenges and solutions to meet or exceed these benchmarks. Initiatives that resulted from the discussion about reaching the benchmarks focused on **Engaging** district residents, business, and industry in higher education, **Expecting** everyone engaged with the College to learn and grow in order to meet their educational goals and prepare them for lifelong learning, and **Empowering** everyone engaged with the College, by providing them with clear pathways and meaningful resources to assist them in meeting their educational goals.

*Fall 2014 cohort, to be measured in FY 2019

DEVELOPMENT OF THE EDUCATIONAL MASTER PLAN 2015–2019 //

The adoption of the 2013-2018 Strategic Plan led to a new process for the development of the new Education Master Plan (EMP) as compared to the previous EMP. When the first Educational Master Plan was developed, the College did not have a comprehensive strategic plan. Therefore, the 2011-2015 EMP functioned as the leading plan for the educational enterprise of the institution.

With a comprehensive strategic plan in place, the purpose of the Educational Master Plan (EMP) of 2015-2019 is to focus the direction of educational activities of the institution toward the implementation of the College's six strategic initiatives adopted in 2015. During the development of this new EMP, much of the data that was utilized to develop the plan came from the comprehensive data collected for the strategic plan.

In order to develop the new Educational Master Plan (EMP), input from stakeholders was sought. From March 2014 to October 2014, nearly one dozen focus groups were convened with stakeholders, with each session ranging from eight to fifty participants. Each meeting reviewed the College mission statement, re-analyzed the data that was used to develop the strategic plan, reviewed the initiatives from the strategic plan, discussed the definition of student success, celebrated the progress in the educational enterprise as forged by the Educational Master Plan 2011-2015, and debated the proposed benchmarks to evaluate the effectiveness of the EMP 2015-2019. Contributions from students, faculty, staff, administrators, and external constituents were exchanged in roundtable format. In Spring 2015, a draft document based on the input from these focus groups was presented during an all-faculty meeting, and then posted from April 2015 – May 2015 in Canvas (the College's learning management system) for all to propose edits and give comments.

The result of the feedback was that the College, as a whole, was satisfied with the three directions taken by the previous Education Master Plan (EMP) took. Those directions were increasing access, excellence in teaching and learning and ensuring a climate of student success. However, stakeholders believed the College is in a highly competitive market where prospective learners are bombarded with unlimited of educational and life opportunities. Therefore, current market conditions require the College to be more aggressive in its approach to increasing access, excellence in teaching and learning and ensuring a climate of student success.

In order to provide a more aggressive approach to fulfill the College mission this Educational Master Plan suggests the following directions.

ENGAGE

Strategic Plan (SP) Initiatives 1, 4, 5

(specific activities listed below reflect College initiatives as indicated by number)

NCCBP Benchmarks (N) 1, 2, 4, 5

(specific activities reflect the NCCBP priorities as indicated by number)

Engage district residents, business, industry, community and governmental organizations in higher education. This plan will require the College to go beyond providing access to higher educational opportunities. Rather, this plan has the McHenry County College community engage its stakeholders through outreach. Strategic outreach is designed to make stakeholders aware and have them take advantage of the numerous advancements the College has made in the area of access during the last Education Master Plan. This plan is also designed to utilize the vast amount of data collected by the College to engage in purposeful outreach to specific stakeholders such as adult learners, returning military personnel, students from diverse populations, manufacturers, health care providers, and our current students, engaging them in higher education and helping them complete a degree certificate or skill to enhance their lives.

① **Actively recruit adult students to increase the number of degrees held by district residents.**

A 2015 Title III grant proposal establishes an Adult Learning Center at MCC using federal funds. Regardless of grant outcomes, the fact remains that the College serves only a fraction of the diverse student population in McHenry County without a college degree or credential, and the Adult Learner Task Force will be pursued to recruit and support veterans, returning adults, and those in career-transition. (SP-4, N-3, N-4)

② **Enhance programs targeted at students from underrepresented groups.**

The number of district residences from underrepresented groups continues to climb each year. This plan will focus the College's resources on engaging these students in highly focused programs and activities designed to lead them towards enrollment at MCC and achieving a degree, certificate or skill. (SP 1, SP-5, N-1, N-2, N-4)

③ **Provide business and industry training and leadership programming.**

MCC is a committed partner in education and career training for college district and Chicago area employers. This plan will focus the Community and Workforce Development Division to serve more businesses each year. By the end of this plan the College will consistently be serving over 500 businesses per year in McHenry County. (SP-4, N-5)

④ **Create new curricula to meet the current and future demands of district residents and employers.**

Advisory boards, legal and health professionals, industry leaders, chambers of commerce, and union leaders are regularly involved in recommendations for program build-up and draw-down, as economic and employment requirements change and evolve. (SP-4, N-4)

⑤ **Measure effective teaching and learning.**

Assessment is becoming a regular part of faculty work, from program design to course level objectives. General education goals are matched with learning outcomes, and transformations are pursued at the instructor and departmental level, through faculty engagement.

⑥ **Provide credit for prior learning.**

Veteran and military enrollment at MCC has increased 55% over six years, and MCC has begun concentrated research and planning for prior learning assessment, to include military service as well as adult student training and experience. This will be accelerated as Illinois Community College Board and Illinois Board of Higher Education work collectively to reduce time to completion for traditional and non-traditional student populations. (SP-1, N-2, N-5)

Academic and student affairs practitioners who will lead specific activities to **Engage** students and stakeholders include:

- Education, Career and Technical Education
- Humanities and Social Sciences
- Mathematics, Sciences and Health Professions
- Online Learning and Educational Technology
- Workforce and Community Development
- Advising and Orientation
- Career Services
- Counseling
- Enrollment Services
- Financial Aid
- Multicultural Services
- Records and Registration
- Recruitment & Admissions
- Student Veterans Resource Center

Strategic Plan Initiatives 1, 4, 6 NCCBP Benchmarks 1, 4

Expect everyone engaged with the College to learn and grow in order to meet their educational goals and prepare them for lifelong learning. This Educational Master Plan requires the College to go beyond providing excellent teaching, and to expect that students are learning. This expectation of learning will require a deeper level of assessment of student learning, specifically assessment of student learning at the course level. In addition to depending on course level assessment, this plan will expect that the evaluation of students' portfolios will yield quantifiable data, which in turn will lead data-informed decision making when it comes to improving the teaching and learning process at the institution. Data from the current assessment process as well as data from the course level and portfolio assessment will also drive professional development opportunities for faculty.

① **Utilize the results of course level assessment and review of student portfolios to improve learning.**

Starting in the Fall of 2015 the College will begin collecting and analyzing new data from course level assessment and student portfolios. The analysis of this new data and results from the current assessment process will allow faculty to better determine learning outcomes at the institution. This analysis will lead to changes as needed to improve teaching and learning at the College. (SP-1, N-1)

② **Develop faculty evaluation systems for tenured and non-tenured faculty based on an excellence in teaching definition that values student learning.**

Continue the work started through the Academic Quality Improvement Program (AQIP) process and faculty contract negotiations on the development of a new tenured and non-tenured evaluation process based on the definition for excellence in teaching. (SP-6)

③ **Provide faculty with the resources necessary to be excellent teachers who value and expect learning from their students.**

Increasing technological improvements for students, such as learning apps and smartphone access to academic resources, are of interest to MCC faculty. Professional development and thoughtful investment in classroom technology will create a culture of learning and engagement over the next several years. Faculty will be able to empower students with more resources, and thereby expect improved results and outcomes from each class. (SP-3, SP-6)

④ **Through the assessment process ensure learning is happening during co-curricular and ongoing academic support programs.**

MCC will ensure learning occurs as a result of participating in outside-the-classroom activities, programs and services. Therefore, it is imperative that the College provides a comprehensive assessment process for a co-curricular system that is learning centered, data-informed, outcomes oriented, and well-grounded in theory and research. For optimal impact on student learning, the College will identify and assess learning outcomes for its co-curricular programming, promote student reflection about what and how they are learning, and encourage a shared learning agenda between Academic and Student Affairs for the classroom and co-curricular student experience. (SP-1)

Academic and Student Affairs practitioners who will lead specific activities to **Expect** success from students and stakeholders include:

- Assessment Team
- Education, Career and Technical Education
- Humanities and Social Sciences
- Mathematics, Sciences and Health Professions
- Online Learning and Educational Technology
- Workforce and Community Development
- Library
- Academic Development

EMPOWER

Strategic Plan Initiatives 1, 2, 3, 4, 5, 6
NCCBP Benchmarks 1, 2, 3, 5

Empower the College community to facilitate student success, by providing clear pathways, exceptional service, and meaningful resources to meet learners' educational goals. This area of the Educational Master Plan will focus resources on empowering students on a connected pathway of success. The connected pathway will be data-informed, break down barriers, and help students achieve a degree, certificate, or skill that enhances their life.

① **Reduce the need for developmental education.**

McHenry County College will continue to strengthen relationships with the fifteen high school districts in the county, not only to promote enrollment as a smart economic decision for graduates, but also to align Math, English, and STEM-related classes at the high school level for college readiness. Two primary initiatives will continue receiving support in this area: the College and Career Readiness programs, and the Developmental Education working group. (SP-1, N-1)

② Provide learning environments to help students succeed.

Learning environments encompass those created by talented instructors, classroom space and technology, academic support services, and student-driven academic space. MCC will continue to work creatively within current constraints, and will make recommendations for change based on program reviews, space utilization studies, and faculty and student input. Thoughtful investments in professional and facility development will be focused on student success. (SP-1, SP-2, SP-3, SP-4, SP-6, N-1, N-5)

③ Develop strategies and programs, such as Learning Communities and innovative advising systems, which help students succeed.

Research, conference presentations, and faculty innovations have led to increased student engagement around academic and career preparation. MCC is committed to fully testing new initiatives for effectiveness and outcomes prior to significant investment of funds. Existing personnel who are passionate about increasing opportunities for students take on most new programs as “additional duties.” (SP-1, SP-4, N-1, N-4)

④ Reduce the time it takes for a student to complete a degree or certificate.

Through prior learning assessment and innovations in academic and faculty advising, MCC is developing new initiatives to address the college completion challenge. Many community college students juggle jobs, families, and school simultaneously, and MCC can help balance schedules in many ways. From childcare to online degrees, and from Fast Track to off-site programs, the college is dedicated helping students advance their opportunities by finishing a degree or certificate. (SP-1, SP-4, SP-5, N-1, N-2, N-3, N-5)

⑤ Prepare transfer students for university degrees.

MCC works closely with the Illinois Board of Higher Education and Illinois Community College Board to articulate courses and degree programs. Faculty, staff, and administrators volunteer to sit on regional and statewide panels to better support students, regardless of whether they leave MCC with a full degree or only a few classes towards a Bachelor’s degree. Department chairs rigorously assess transfer courses for articulation and high quality instruction. (SP-1, SP-5, N-2)

⑥ **Utilize a data-informed process to develop learning strategies for diverse populations at MCC and motivate individuals towards completion of a degree or certificate, employment, or reaching educational goals.**

Creation of an Adult Learning Center focused exclusively on the growing adult (25+) population seeking degrees and career training will increase student success. Leadership and investment in this process will be efficient, as it is a compilation of existing and strong areas already on campus. However, the pathway to academic and career success will be transparent with this new entity. (SP-1, SP-4, N-1, N-4)

⑦ **Develop pathways that bridge noncredit students into credit programs.**

Students who enroll in noncredit certificate and adult education programs display interest in continuing their education via credit programs in their occupational field. Noncredit and credit faculty and administrative staff will work to create a formal pathway that removes obstacles to this process. New noncredit offerings will be designed to be on-ramps to credit pathways. Academic and student affairs practitioners who will lead specific activities to **Empower** students and stakeholders are:

- Assessment Team
- Education, Career and Technical Education
- Honors Program
- Humanities and Social Sciences
- Learning Communities
- Mathematics, Sciences and Health Professions
- Online Learning and Educational Technology
- Phi Theta Kappa
- Workforce and Community Development
- Academic Development
- Advising and Orientation
- College and Career Readiness
- Counseling
- Financial Aid
- Library
- MCC 101 and MCC 102
- Multicultural Services
- Recruitment & Admissions
- Student Life

CONCLUSION

This Education Master Plan (EMP) of 2015-2019 builds on the success of its previous version, which emphasized access, excellence in teaching and learning, and ensuring a climate of student success. This document is designed to focus McHenry County College's academic enterprise on the College's Strategic Plan, thus making McHenry County residents' lives and businesses better through education.

The greatest challenge when developing this plan was trying to determine how to build on the numerous successes that occurred during the Education Master Plan (EMP) of 2011-2015. Stakeholders believed the College is in a highly competitive market where prospective learners face limitless number of educational and life opportunities. Therefore, current market conditions require the College to be more aggressive in its approach to increasing access, excellence in teaching and learning and ensuring a climate of student success. This plan focused on **Engaging** students rather than just giving them access; **Expecting** learning rather than just excellence in teaching and learning; and **Empowering** students to be successful, rather than just making sure the climate is conducive for students.

In addition to a more aggressive approach, this plan also differentiates itself from the previous plan by measuring student success, and thus the plan's success, through five benchmarks. Four of the five benchmarks are based on national data and gives McHenry County College a clear perspective on how the institution compares to other community colleges across the country. The remaining benchmark is based on internal data and focuses the institution on increasing the number of degrees and certificates the College awards.

From the classroom to the boardroom, objectives will be set, investments will be made, and through the execution of this plan McHenry County College will continue to increase the number of students who obtain a degree, certificate, or achieve an educational goal. The last Educational Master Plan brought the college close to the end of the first 50 years of the College's existence. With a focus on engaging students, expecting learning and empowering students, this new plan will lay the ground work for another 50 years of success.

APPENDICES

APPENDIX A: Educational Landscape of McHenry County College and College District

The following are some of the key data stakeholders reviewed and analyzed during the development of this plan. While this is not a comprehensive list of all data utilized, it does show key information that helped provide direction.

MCC Enrollment by Headcount (Fall 2012)

Program Type	#	%	Attendance	#	%
Credit	6,976	50%	Part-time	4,365	63%
Noncredit	6,977	50%	Full-time	2,611	37%
Total	13,953	100%			

*Source: IPEDS, ICCB E1 and N1 files.

Age	%	Gender	%	Ethnicity	%
Average		Women	54%	White	70.9%
Median		Men	46%	Hispanic	16.3%
<=21	3811, 55%			Black	1.4%
22-39	2197, 31%			Asian	1.7%
40+	958, 14%			Native American	0.3%
				2 or more races	1.3%
				Other/Unknown	7.8%
				Nonresident Alien	0.2%
				Native Hawaiian or Other Pacific Islander	0.1%

*Source: IPEDS Fall 2012.

Other Student Demographics (2011-2012)

First generation to attend college **11%**

Single Parent **n/a**

Non-U.S. citizens **0%**

Veterans **1%**

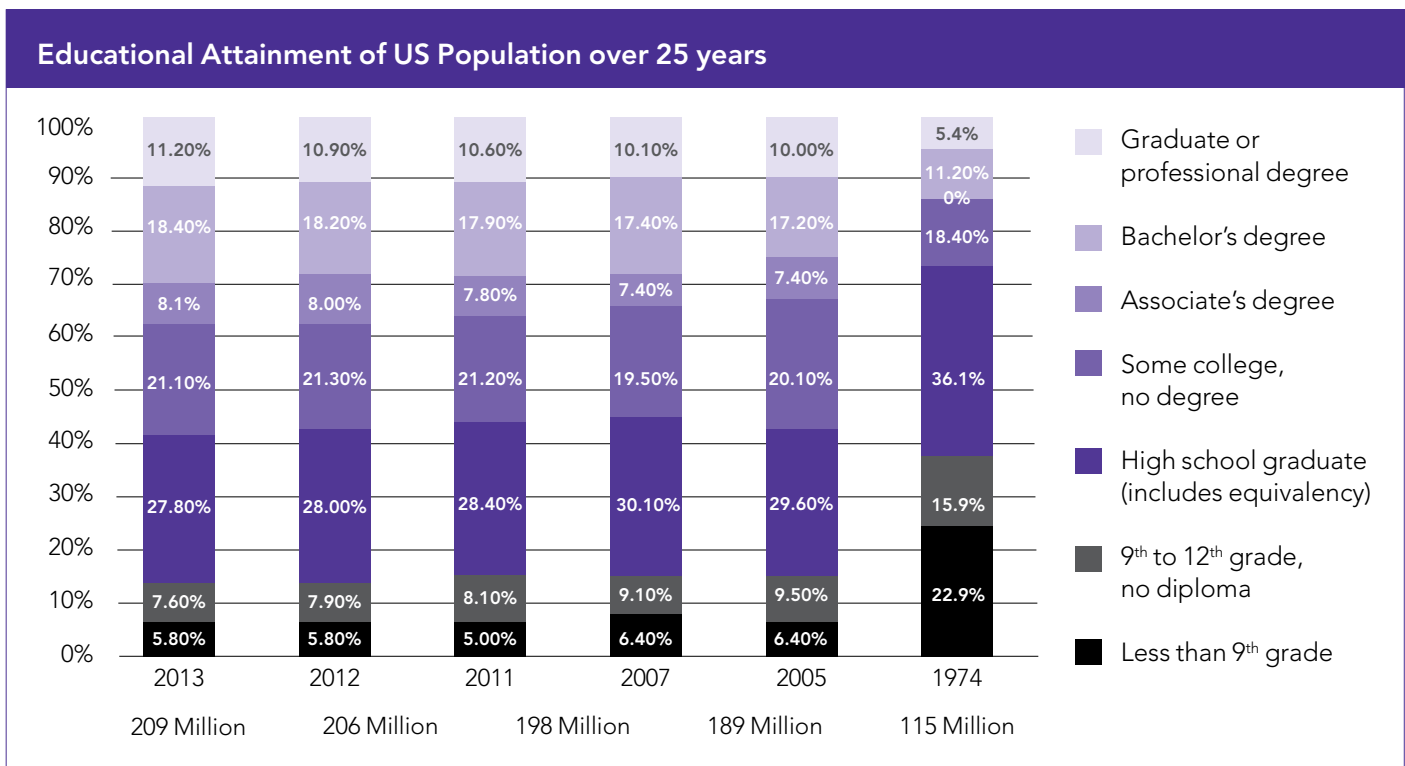
Students with disabilities **6%**

*Source: A1 FY2012.

Revenue Sources

	Revenue	%
Tuition and fees	\$ 13,505,601	22%
State appropriations	\$ 11,663,928	19%
Local appropriations	\$ 27,625,093	45%
Government grants and contracts	\$ 8,594,473	14%
Private gifts, grants, and contracts	n/a	n/a
Investment return	n/a	n/a
Other revenues	n/a	n/a
Core revenues total dollars	\$ 61,389,095	100%

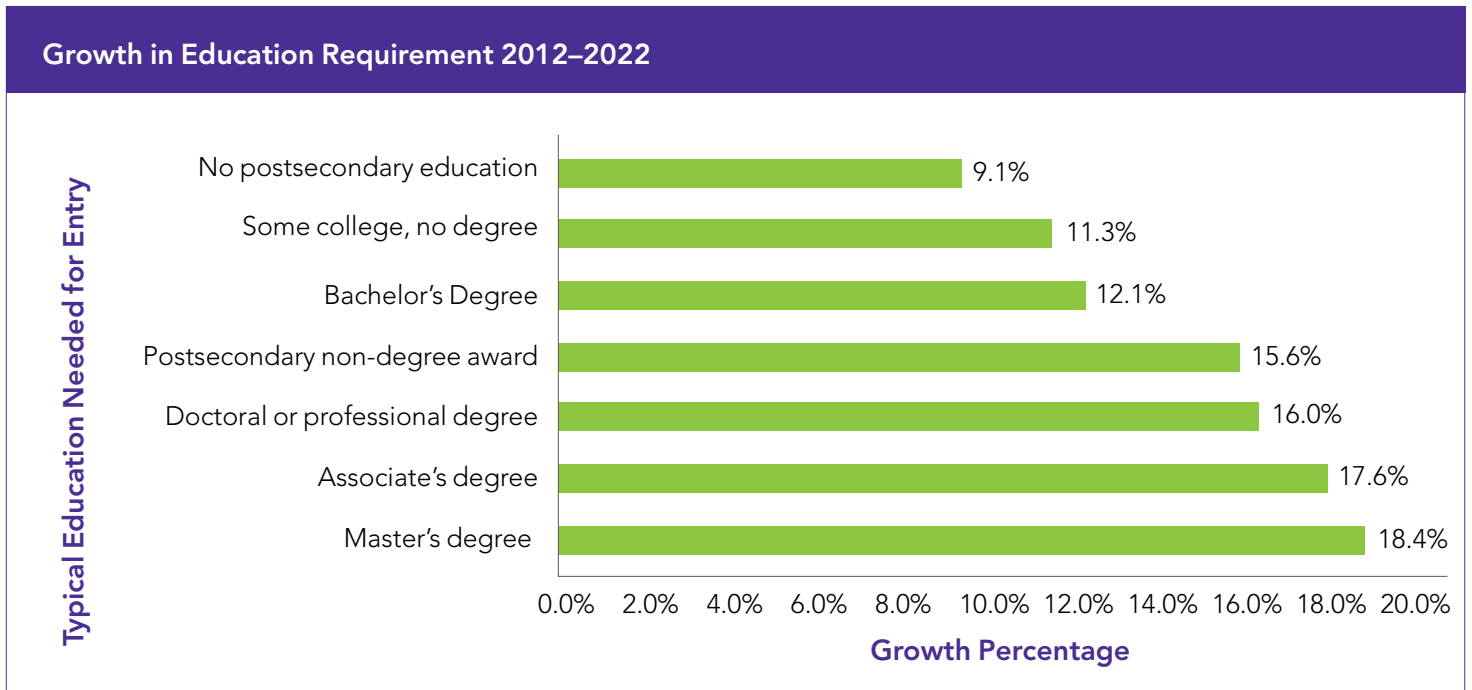
*Source: IPEDS Fall 2012.



*Source: American Community Survey 1 year Estimates

Education Required for Employment

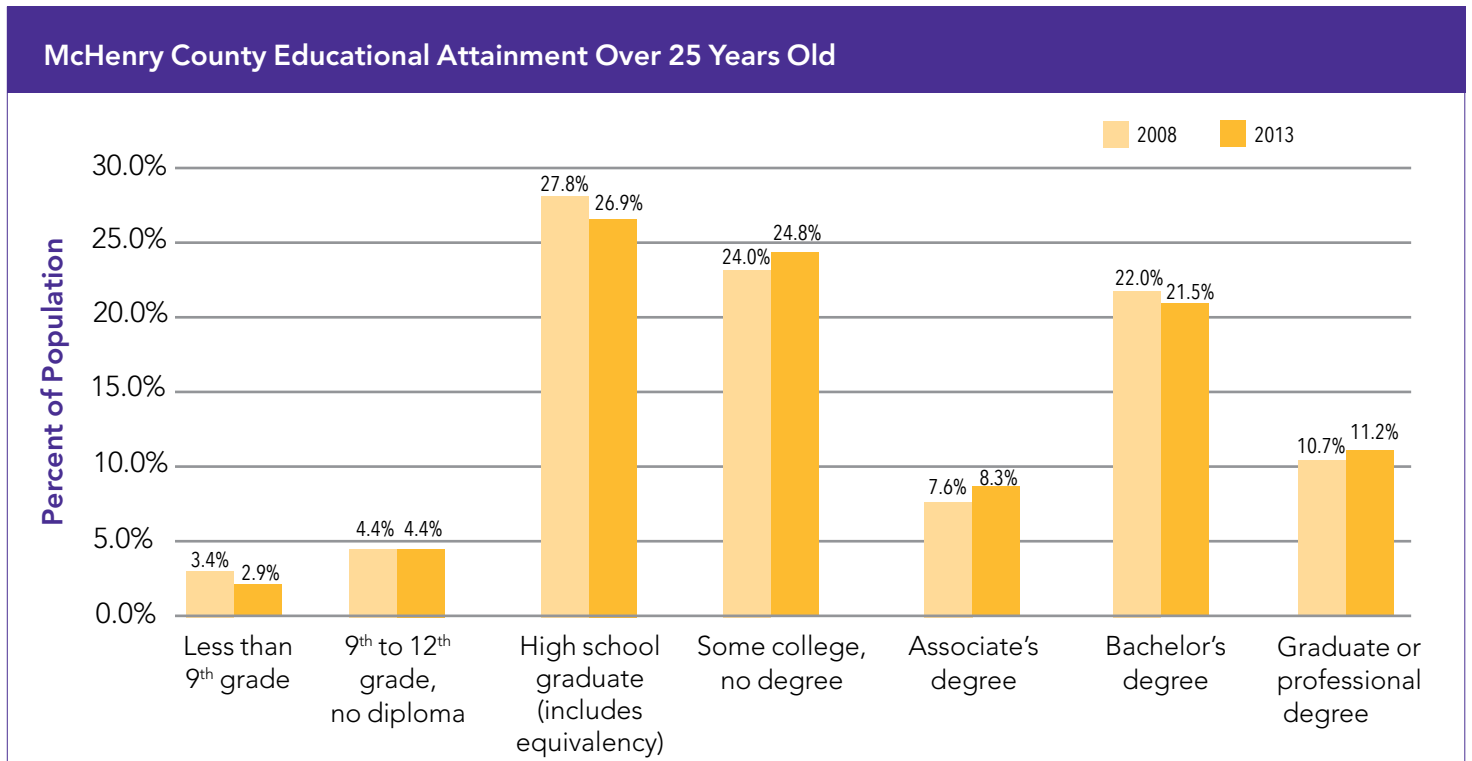
During this decade, and through the years of McHenry County College’s Educational Master Plan, the educational requirements for entry-level jobs will continue to climb. Certificate and credentials leading to career opportunities will be required at a growing rate of 15.6% over the next eight years. Associate’s degrees will be required as a minimum job entry qualification at a growth rate of 17.6% through the year 2022.



Source: Data are from the Occupational Employment Statistics program, U.S. Department of Labor, U.S. Bureau of Labor Statistics. Employment Projections 2012-2022 Summary Report dated December 19, 2013 from <http://data.bls.gov/cgi-bin/print.pl/news.release>

Increase in County Education Levels, 2008-2013

McHenry County College focuses its work on moving individuals with “some college but no degree” into the category of associate’s degrees and bachelor’s degrees. Data from the National Community College Benchmarking Project (NCCBP) will inform MCC’s initiatives in the next few years. This chart compares a percentage of individuals over 25 years old with varying levels of educational achievement. Data demonstrates that MCC’s impact is clear over five years.



Source: US census bureau 2012 American Community Survey

APPENDIX B: Regional Job Opportunities with MCC Degree or Program of Study

Through 2020, jobs in and near McHenry County (excluding Cook County) will continue to be plentiful, and many will require college study. McHenry County College offers transfer degrees, occupational degrees and certificates, and several distance (online) learning degrees and certificates. Both credit and noncredit educational opportunities empower students of all ages to secure a better future for themselves and their families.

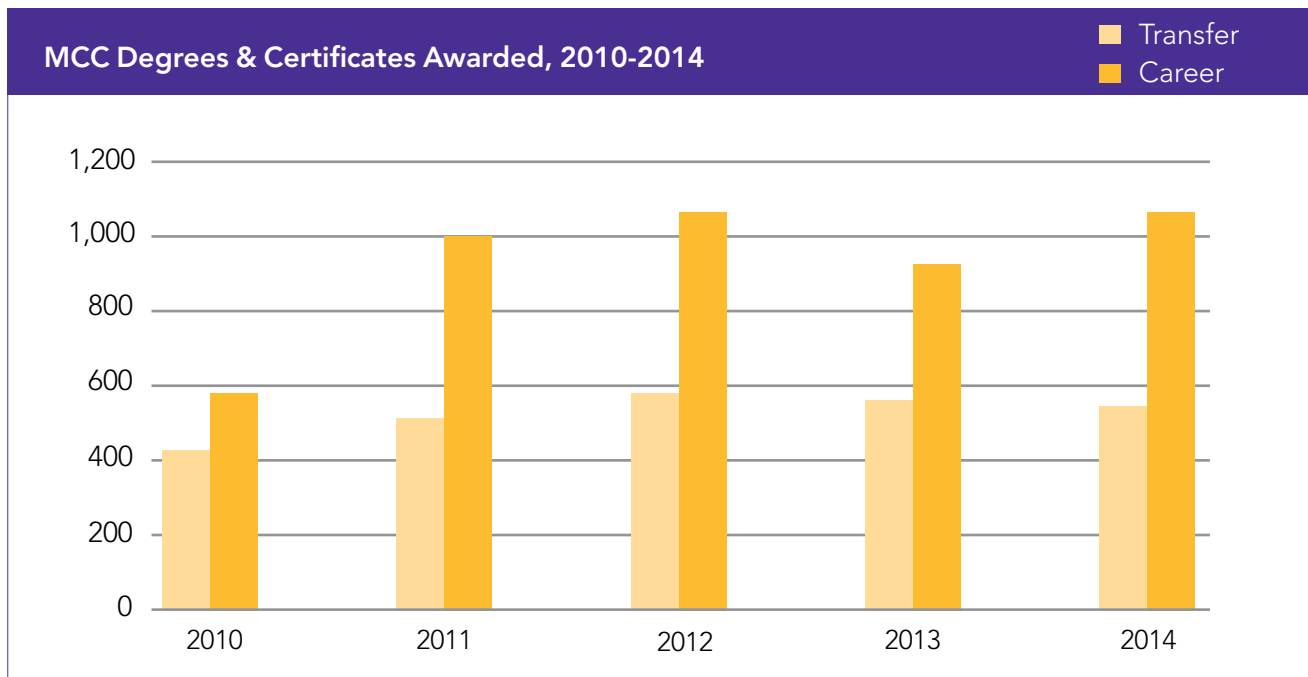
Occupations	Regional Annual Jobs, 2010-2020	MCC Program
Elem., Middle, & Secondary School Teachers, Child Care Workers, Special Ed. Teachers, Preschool Teachers, TA's & Administrators	3,824	Early Childhood Education, Humanities & Social Sciences (HSS)
1st-LineSpvrs/Mgrs Office/Adm.Support Workers, Business Operations Specialists, HR/Labor Relations/ Training Spec. 1st-LineSpvrs/Mgrs Non-Retail Sales, Executive Secretaries & Adm. Assistants, Office Clerks, General, Receptionists & Information Clerks, Secretaries, Ex. Legal/Medical/Executive, Library Assistants, Clerical, Secretaries, Ex. Legal/Medical/ Executive	4,117	Business, Administrative Office Management, Paralegal
Food Preparation Workers, Cooks, Restaurant, 1st-LineSpvrs/MgrsFoodPrep/ServingWkrs, Host/Hostess, Restaur/Lounge/Coffee Shop, Dining Room/Café Attnds/Bartender Helpers, Cooks, Fast Food, Cooks, Institution & Cafeteria, Food Servers, Nonrestaurant, Combined Food Prep. & Serving Workers	3,304	Culinary Management, Baking & Pastry Certificate
Registered Nurses, Home Health, Nursing Aides, Orderlies & Attendants, Licensed Practical & Vocational Nurses, Medical Assistants and Secretaries, Pharmacy, Dental, & Physicians	2,861	Basic Nurse Asst., LPN to Nursing, Math, Science & Health Professions, Billing & Coding, Administration, Health Information Technology
Team Assemblers, Production Workers, Machinists, Inspect/Testers/Sorters/Samplers/Weighers, Helpers-Production Workers, Billing/Posting Clerks & Machine Operators, Industrial Machinery Mechanics, Packaging/Filling Mach Operators/Tenders, 1st-LineSpvrs/Mgrs Labors/Material Movers, 1st-LineSpvrs/Mgrs-Mechanics/Installers, Operating Engines/ Const.Equip Operators, Assemblers & Fabricators, Computer-Controlled Mach Tool Operators	2,305	Engineering Technology, Transportation, Warehousing & Logistics
Truck Drivers, Heavy & Tractor-Trailer, Truck Drivers, Light or Delivery Services, Industrial Truck & Tractor Operators, Bus Drivers, Cargo & Freight Agents	1,592	Commercial Driving & Transportation

Accountants & Auditors, Bookkeeping/Accounting/Auditing Clerks, Loan Officers, Financial Managers, Bill & Account Collectors, Financial Analysts, Personal Financial Advisors	1,505	Accounting, AOM
Computer Support Specialists, Computer Programmers, Software Developers, Applications, Computer Systems Analysts, Systems Software, IT Security Analysts & Web Developers, Network Administrators, Graphic Design	1,904	Computers and Digital Media Web Design and Development
Market Research Analysts & Specialists, Sales, General, & Operations Managers, Sales Reps/Wholesale/Mfg, Tech/Scientific, Sec./Commod./Fin. Services Sales Agents	1,339	Entrepreneurship, Organizational Leadership, Marketing Certificate
Automotive Service Techs/Mechanics	307	Automotive
Fire Fighters, Emergency Medical Techs & Paramedics	323	EMS, Fire Science
Security Guards, Police & Sheriff's Patrol Officers	692	Criminal Justice
Landscaping & Groundskeeping Workers, Farmworkers/Laborers/Crop/Nursery/Greenhouse	760	Horticulture, Gardening, Landscape Design
Shipping, Receiving & Traffic Clerks	250	Transportation, Warehouse, & Logistics
Plumbers, Pipefitters & Steamfitters, Welders, Cutters, Solderers & Brazers	323	Welding (noncredit)
Fitness Trainers & Aerobics Instructors, Coaches & Scouts	224	Fitness Instructor Training
Ins. Claims & Policy Processing Clerks, Claims Adjusters/Examiners/Investigators	243	AAS Business Management
Mechanical Engineers, Civil Engineers, Industrial Engineers, Engineers, All Other	364	Engineering Technology, Associate in Engineering Science (AES), CAD, Robotics
Child, Family & School Social Workers, Educational/Vocational/School Counselors	211	Humanities & Social Sciences
Painters, Construction & Maintenance, Electricians	287	Codes, Construction Management

Source: Chart compiled from 5 county 10 year employment projections from ILL Dept of Employment Security website, Labor Market Information, Long Term Projections ides.illinois.gov

APPENDIX C: MCC Degrees and Certificates Awarded, 2010–2014

Students at MCC are more frequently building their academic portfolio with “stackable” credentials, those studies that will increase employability while staying on track for a transfer degree. While first time, full-time student enrollment remains consistent – those who enter with intentions to complete a two-year degree and move on to a four-year baccalaureate institution - short-term certificates reflect an increased demand for skilled labor in McHenry County.



	Credentials Awarded	Fiscal Year					Five Year Growth
		2010	2011	2012	2013	2014	
Credential Type	AA	31	45	61	36	41	32.3%
	AAS	157	182	206	187	228	45.2%
	AES	0	1	2	1	4	NA
	AFA	8	7	9	7	12	50.0%
	AGE	49	54	70	44	63	28.6%
	AS	337	428	455	467	435	29.1%
	Certificate	435	821	870	706	876	101.4%
Credential Level	Associate	582	717	803	742	783	34.5%
	Certificate	435	821	870	706	876	101.4%
Program Type	Transfer	425	535	597	555	555	30.6%
	Career	592	1,003	1,076	893	1,104	86.5%
Total		1,017	1,538	1,673	1,448	1,659	63.1%

Source: MCCA1 files submitted to ICCB

MCC students are enrolling in online classes at higher rates than five years ago. More students have access to technology that allows them to complete online coursework, and more students are registering for classes in non-traditional formats, such as accelerated, blended (part online, part face-to-face), and self-paced. This indicates a need for MCC to schedule creatively and on a twelve-month basis, outside the traditional confines of fall and spring semesters.

MCC Credit Hours by Class Delivery Mode, FY 2010—FY 2014

Class Time	Fiscal Year					Five Year Growth
	2010	2011	2012	2013	2014	
Traditional	130,002	128,216	117,513	113,377	101,499	-21.9%
Blended	1,794	1,684	1,605	2,864	4,689	161.4%
Fast Track	2,632	2,910	2,877	5,600	6,041	129.5%
Self-Paced Online	4,809	3,981	2,721	1,530	3,150	-34.5%
Online	13,135	12,923	15,168	15,656	17,500	33.2%
Dual Credit	1,691	4,190	3,803	3,987	4,847	186.6%
Other	1,198	1,343	1,319	546	964	-19.5%
Honors	532	424	386	420	389	-26.9%

Source: MCC End of Term Files

