

**MWC COC-SACS Alternative Self-Study
2000-2003**

Co-Curricular Affairs & Student Services Committee Report

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**Report of the Co-curricular Affairs
and Student Services Committee
Final Report**

Executive Summary

The Co-curricular Affairs and Student Services Committee was given the charge to research, to analyze and to make prioritized recommendations regarding co-curricular programs and support services necessary to implement successfully an organizational model supporting the proposed academic programs of both the Mary Washington (MWC) and James Monroe (JMC) campuses. The committee began its work in September of 2000. Initially, the committee's time was spent trying to assess the needs presented by the proposed new university structure. Committee members were challenged to think in the future tense, envisioning an institutional structure yet to exist, but which would continue to meet the present and projected needs of both its undergraduate and graduate constituencies. In proffering ideas, an assessment of facilities, services, personnel, and programs would be critical to meeting the committee's mission. Over a two-year span, the committee gathered information from a broad range of sources, including analyses of analog schools, surveys of both current and prospective students, focus group sessions of current undergraduate and graduate students, focus group sessions with local business leaders, departmental reports, alumni focus groups, reviews of professional journals, and administrative interviews. Information from these sources was essential in assisting the committee in drafting recommendations. Data gathered assisted the committee in structuring a systematic mechanism for reporting its findings. Institutional services in the areas of financial aid, distance learning, academic support services, student activities, facilities, housing, student governance, campus athletics and recreation were identified as critical areas of assessment. From information provided by the array of sources used, it became clear that each area presented its own unique needs. As a result, the committee took the approach of prioritizing the needs in each of the individual categories.

The committee's direction was greatly assisted by the initial assumptions provided for the SACS Self-study committee, with the MWC and JMC campuses maintaining their distinct identities, under a proposed University banner. Reiterated as

follows: “That the Fredericksburg campus will remain an academically self-contained, selective, primarily residential, undergraduate college of arts and sciences with its own faculty and shared governance system, independent of the academic units on the James Monroe campus.” And further, “That the newly initiated and future academic programs at the James Monroe Center will be academically independent of the established programs, faculty, and governance system of the Fredericksburg campus.” The committee went about its task of assessing the needs of the two campuses, and making recommendations to satisfy the needs presented by both traditional students and adult learners in order to maximize the educational benefits found on both campuses.

Given that the resources at MWC and JMC are at a premium, the greatest impact SACS Self-study could have on the immediate developmental needs of students is through changes of policies and procedures. The focus groups and SACS Survey of JMC and MWC students indicated time and again, a need for greater flexibility on the part of the administration. One of the most repeated concerns focused on the flexibility of operational and facility hours. The traditional time frame of the business day works well for administrators and staffs, but may not be as beneficial for students. JMC students readily complained that the hours of operations for administrative offices often conflicted with the schedules of adult learners. Students on the MWC campus complained that the 9 am to 4 pm time frame often conflicts with class schedules. Having a designated day of expanded hours once per week was suggested as a way of alleviating some of these challenges. Flexibility in facilities use is another theme, which would benefit how students are able to engage the two campuses. This is especially the case with athletic facilities, and areas designated for recreational use at MWC.

Based on the information gathered from the data sources, the committee has made recommendations to enhance or further modify a variety of programs. Institutional flexibility is a continual theme throughout. Generally, there is a sense that both JMC and MWC are sensitive to the needs of the differing student bodies. There is a strong desire that the new institutional structure not tarnish the positive attributes of either existing enterprise. The respondent pool of MWC students surveyed indicates that nearly 90 percent are satisfied with the college’s co-curricular programs, and the same percentage is satisfied with the academic services offered. JMC students report a nearly sixty

percent satisfaction with co-curricular programs, and a ninety-eight percent satisfaction with academic programs. In each case, each group of students, ninety-one percent of JMC respondents, and eighty-nine percent of MWC respondents, indicate enthusiasm in recommending their schools to prospective friends and family. Since the word of mouth experiences of current students play such an important role in the institution's recruitment and retention efforts, it is ultimately important that the new university model be sensitive to those areas of importance to current students, and continues to assess their needs beyond the Self-study process.

Academic Support Services

From the survey and focus group results presented by JMC students, the most critical issues associated with the creation of a positive learning experience were connected to academic advising, career advising, and the availability of said services. On the whole, students were satisfied with these services, yet constant diligence of the part of the center to make these programs more accessible was a continual theme. The office of Disability Services presently administers support for sixteen percent of the MWC population, and less than one percent of the JMC population. The program administrator now feels comfortable in handling the needs of the pool of students being served, but may need additional support as student needs on each campus expand. JMC students also expressed a strong desire for the center to increase the availability of both evening and weekend courses. Seventy-four percent of students surveyed believed that MWC should offer more academic and career advising. From survey results, and focus group commentary, it is clear that although the College offers such services to its students, students have an expectation that the resources will be more readily available, presented using innovative formats, and flexibly scheduled to meet student needs.

Recommendation: More opportunities for on-site administrative academic services with flexible hours should be implemented at the JMC site.

Students attending the JMC campus, although generally pleased with the services provided, find it frustrating that some services are only available at the MWC site. There

is an overall concern on the part of JMC students that many of their academic related transactions must take place on the Fredericksburg campus, however MWC office hours do not coincide with the scheduling needs of the Stafford county students.

Recommendation: As programs on the JMC campus expand, considerations must be made to meet the needs of the student body at that location.

Currently ADA and other disability services for MWC and JMC students are coordinated through the Office of Disability services on the MWC campus.

Recommendation: The college should continue its plans to implement on-line academic registration, with an accompanying advising program, which assists students in managing their schedules using an expanded technology based program.

Surveys and focus groups data indicate that MWC students strongly prefer a movement towards on-line academic registration options.

Recommendation: Academic support services and academic advising workshops need expanded schedules for hours of operation, other than the tradition 9 am to 4 pm time frame.

Seventy-four percent of undergraduate students expressed a desire for the college to offer more academic advising and access to academic support services with alternative scheduling.

Recommendation: MWC should expand its approach to career advising.

In concert with the interests of the local business community, career services may be expanded to connect with local businesses to enhance the options for internships. Another potential change is to enhance the career services provided to students and alumni, including pre-professional tracks and alumni career networking. The institution

should create and market an alumni career database, divided by discipline, and easy to search, enabling career-oriented students to network with alumni.

Recommendation: The libraries on both the JMC and MWC campuses need to extend hours, increase staff and to have larger funding resources allocated.

More subject area expertise among library staff members is of importance to JMC students, especially as programs continue to expand. JMC students specifically expressed a desire for the on-site expansion of the library collection. MWC students expressed the desire for expanded hours during critical periods in the academic calendar.

Recommendation: JMC should offer a “re-introduction to college” seminar, or alternative transitional program incorporating creative approaches to assist new students adjust to higher education.

In focus group sessions, JMC students expressed a strong desire for more efforts on the part of administrators to offer transition primers for individuals who have been outside of higher education for some time. Students expressed concerns about reinitiating an “academic mind-set,” writing papers, and becoming technology savvy after years away from the academy.

Distance Learning

Understanding the importance of distance learning options for adult learners, JMC’s Distance Learning Task Force 2001 set in motion recommendations for an institution wide initiative for the center’s programs. Survey results indicate that this model is highly desired by JMC students. There is a strong desire on the part of students and faculty to carefully execute the center’s objectives in this arena, and the continuance on the part of JMC to provide direction and guidance on technology to support learning on the campus, and in the region. Faculty and students at MWC have a strong link to the traditional learning arrangement of the college setting. Fifty-nine percent of the surveyed MWC students expressed a negative response to distance learning. This is one reason that

some of these students selected the residential campus option. Yet, the use of technology in the curriculum is unavoidable, and highly desirable. There is an expressed interest on the part of students and faculty for technological proficiency, and the use of technologies in a manner, which compliments and enhances the traditional residential liberal arts educational arrangement.

Recommendation: The Distance Learning Task Force, established in 2001, set forth goals and objectives for successful implementation of network based instruction. The task force should be revived to continue work toward, and assess the completion of, established goals.

Following the definition established by the Southern Association of Colleges and Schools, assessing distance learning as, “a formal educational process in which the majority of the instruction occurs when the student and instructor are not in the same place,” JMC students preferred a course format presented as a “hybrid” in which classroom time is augmented by online study. Curriculum should continue to be developed within the parameters established by the task force, and continue to meet the needs of adult learners and the assessed needs of the surrounding service communities. The task force should move to ensure that courses structured in this manner are used more to help provide education to those who would not be able to be a part of the MWC community, and insure that the academic community is not otherwise adversely affected.

Recommendation: As MWC moves to infusing technology into the curriculum, the implementation must occur in a fashion that does not disrupt the positive attributes of the current academic community, and the structured learning environment that many traditional students desire.

At the MWC campus, the preference for the incorporation of distance learning is viewed as augmenting present interactions between students and faculty. There is little desire to move to distance learning or internet-based curriculum, which changes the character of traditional classroom dynamics, prized by many faculty and students. This

traditional model is viewed as in keeping with the college's mission as a "close knit academic community of mainly residential liberal arts."

Student Governance

Ninety-two percent of the respondents to the MWC surveys, and eighty-eight percent of the JMC respondents expressed a keen support for the tradition of honor. Seventy-four percent of MWC students, and 51 percent of JMC students expressed a strong endorsement of student self-governance, and need to support these programs within the institution. In focus groups, MWC students identified areas in which they feel communication between students and the administration could be optimized. Although they did not indicate that there is a desperate lack of communication, students do not always feel that they are notified when new policies are written, old policies are changed, and decisions are weighed and implemented. Members of the focus groups asserted that both JMC and MWC should use multiple means to communicate with students, and seek to garner their input on a more fluid basis. Members of the focus groups recognized, however, that communication was not a passive process, and that students should take a share of the responsibility for keeping themselves in the stream of communication.

Recommendation: The University must reiterate its commitment to the honor system on both campuses, including a judicial review board.

The majority of MWC students opined that the behavioral standards for life on campus were considered to be consistent with behavioral standards outside of the college. From the perspective of students, MWC does not have the reputation of being a place where unhealthy or illegal alcohol use is part of its culture, where students can misuse alcohol or drugs without judicial consequences.

JMC currently has no judicial system, or structured behavioral guidelines ascribing student's rights and responsibilities. The manner in which behavioral issues will be resolved is a bit questionable. Although the center ascribes to the Board of Visitors approved "Statement of Community Values," to guarantee students rights, and the proper execution of policies on the part of faculty and staff, it would be advisable to create a

mechanism for attending to behavioral issues, even among adult learners. Issues and character development and community responsibility continue to be important themes in the area of student development. Formal and informal programs presenting the issues of ethics and community responsibility should be introduced across the broader institutional scheme. In addition, conflict management programs, including peer mediation, that assist individuals with interpersonal conflicts should be introduced as a resource for students.

Recommendation: The university should continue to insure that students have access to the information related to campus operations, and institutional accountability.

The MWC student handbook outlines student's rights, responsibilities and procedures related to college policies. Procedures for gaining redress for areas of student concern are outlined therein. The handbook is updated annually, and student input for updating information is continually sought through structured mechanisms. The handbook is also available online. The JMC student handbook is in the midst of production. It should be a priority of the institution to produce this resource, and to provide avenues for educating student regarding the guidelines involved.

Recommendation: The University should make communications a priority as it applies to empowering students to understand and participate in organizational change on both campuses.

The Board of Visitors should seek to better inform the students of their activities, and overall roll within the college. The administration should use new and different media to communicate with students. The administration should explore innovative ways of disseminating information electronically to students, without inducing "e-mail burnout." The Student Government Association and the Senate should actively update students about what they do, using both media and electronic options.

Financial Aid

The university needs to assist the individual colleges to continue to offer generous award packages and look to use modern and efficient technologies to assist students and families with applying and receiving financial aid. With the majority of MWC (73%) students surveyed conveying that the availability of financial aid was “very important,” developing efficient procedures to request financial aid and merit-based opportunities for monies should be an immediate goal of the institution.

For MWC students, the majority of financial aid packaging is a combination of loans and grants (or scholarships), and is mostly need based. To better position itself among high achieving college bound students (particularly students of color), MWC needs to offer more merit-based scholarships or financial incentives.

While the emphasis at JMC is on offering a quality, low-cost education for working professionals that are eligible for tuition reimbursement or tuition assistance, more money needs to be made available to these students. The M.Ed. program is the only program offering a single scholarship, the Fredericksburg Region Teacher Scholarship. No other JMC program offers scholarship programs comparable to the array of options available on the MWC campus. If both JMC and MWC are to remain a competitive option for future generations of students, plans must be initiated to allow the campuses to offer the same sorts of educational funding opportunities as peer and neighboring institutions.

Recommendation: Mary Washington College should carefully consider boosting both the Alumni Scholarship Program and the Washington Scholars Program, or other merit based scholarship opportunities for students.

Both programs offer traditional age, freshmen applicants scholarships based on academic merit in high school. Both programs are effective tools for the development of enrollment and retention of these high achieving students. The college needs to make the funding of these programs a bigger priority. Currently, MWC only awards scholarships between \$500 to \$3,200 a year (for four years) and only one Washington Scholar (full ride). These awards are small compared to what schools of similar selectivity award.

Recommendation: Web-based resources should be developed to assist students find and apply for scholarship opportunities.

Many of the college's scholarships go unused, due primarily to specialized requirements. For example, departmental scholarships based on achievement in an academic discipline.

Recommendation: JMC should prioritize the establishment of additional scholarship options.

This would facilitate enrollment growth and appeal to students who, unlike the majority of JMC students, are not eligible for tuition reimbursement from employers

Housing

Over 90 percent of the MWC population expressed a keen interest in the residential housing option. The general consensus was that the college needs more housing. Students are also seeking greater variety in the style of housing offered – specifically apartment style housing for upper-class students. The college's stature as a residential liberal arts college is tied to the idea that a residential experience will be a part of their educational undertaking. This finding is further supported in the *“College Image: Perceptions of Current and Prospective Students”* (Penwell, et al, 2002) report. This appears to be a significant identifier for both prospective and currently enrolled MWC students. Housing does not appear to be a significant need for JMC students.

Recommendation: The university must continue efforts to provide housing options for both colleges consistent with their missions.

With its overarching mission as a residential liberal arts institution, MWC should continue its efforts to meet the housing demands of students. As plans for residential expansion are implemented, and as demand allows. With the purchase of the Maryes Heights complex, the college has taken positive strides in meeting some of the anticipated

needs of its students. MWC should continue all efforts to prepare the Maryes Heights complex for occupation beginning the fall of the 2003 – 2004 academic year.

The college should follow-up on the Brailsford and Dunlavy 2001 housing study regarding deferred maintenance, hall renovations and repairs, and develop a timeline to address issues, beginning with the most critical and working towards the least.

Recommendation: MWC should develop a plan to provide more air-conditioned housing for students.

Recommendation: Provide a technology based resource guide for JMC students who may be seeking housing in the surrounding area.

The great majority of JMC students express very little interest in an on-site housing option.

Recommendation: Continue to assess the needs of MWC and JMC students regarding housing issues, using their feedback in structuring plans for future housing expansion.

Student Activities

In focus groups, MWC students reported that the number of social and educational programs available at MWC is more than sufficient, and that there has been rapid growth in this area. A total of 76 percent MWC survey respondents answered, “True” to the statement, “I feel well informed about MWC events and concerts.” In contrast, less than 50 percent of JMC respondents responded “True,” regardless of whether the events were taking place at JMC or MWC. JMC focus group participants spoke about having less interest, at least at present, in programs outside of the classroom. As older students, many having full time jobs, and possibly families, JMC students have different co- and extracurricular needs than more traditionally aged MWC students. Issues of facilities use, availability, and administrative support contributed to the development of the recommendations listed above.

Recommendation: JMC should provide space for students to network and socialize while on campus.

Students cited easily achievable ways of meeting programming needs. Space for networking potential was a priority, areas for simply getting together for coffee, or discussion groups was expressed as a need. Most students expressed the concern of being “overly committed,” with focus groups indicating that students would likely not avail themselves of other co-curricular opportunities.

Recommendation: At MWC, Student Activities and Student Affairs should work with student leaders to continually promote participation in the wide array of co-curricular opportunities offered on campus, and continue to advocate for a wider variety of programs sponsored by student organizations.

Although MWC students believe that the coordination of programming and entertainment are the responsibility of students; there is an ongoing need for administrative support for the implementation of these programs. Emphasis on fiscal resources, facility availability, and assistance with operational procedures should be an ongoing objective of the college in supporting student’s programming needs. To achieve this, rules and regulations governing the use and access by campus organizations should be reexamined to allow for greater use. Additionally, Student Activities should assist MWC clubs and organizations in developing effective publicity, and publicity campaigns should promote student use of the Wash Room (Game Room) and the Underground.

MWC should make the expansion of programming facilities a priority for the long term. Surveyed students asserted a strong preference for nationally ranked concerts and high profile speakers. These types of events face challenges with the present availability of programming space. The possible option of a larger convocation center could assist the college in attracting larger events, which appeal to students.

Campus Recreation and Athletics

Goolrick Gymnasium, which includes the a 25 yard pool, weight room, main and auxiliary gymnasiums, dance studios and one racquetball/handball court remains totally inadequate to accommodate Physical Education classes, athletic team practices, intramurals and recreation. The main gymnasium is smaller than most high school gymnasiums and often requires athletic teams and intramural activities to be scheduled back-to-back from 3:30 PM until Midnight. This embarrassingly small facility causes many academic problems and is detrimental to recruiting. The size of the pool is also not commensurate with the increasingly large population of users including Men's and Women's Athletic Swim Teams, Synchronized Swimming Club, intramural activities and recreational swimmers. Pool activities are routinely scheduled back-to-back from 5:00am through 10PM.

The ability to meet the needs that have been expressed by students is limited by present facility size, configurations and policies. The pool, weight room, main and auxiliary gymnasiums, dance studios, and aerobics rooms are used for students enrolled in classes for most of the day, and for athletic teams for the majority of the remaining schedule. The demand placed on the facilities by these activities greatly restricts the amount of time available for use by individual students following a wellness regimen, or for intramural and recreation programs. While the construction of a new fitness center will address some of the needs identified by the students it will not address all of them. Students would like greater access to playing fields and areas where varsity teams practice, especially the tennis courts, on a more fluid basis. Training areas offered to student-athletes are also limited, expansions of the athletic and recreational facilities would enhance recruitment efforts, scheduling, and more varied student use potential. The importance of the availability of fitness/athletic facilities is further supported in the *“College Image: Perceptions of Current and Prospective Students”* (Penwell, et al, 2002) report. Given the current facilities, meeting the needs that have been expressed by students is not a practical expectation. The recommendations that follow seek to reduce many of the problems identified by students and staff.

Recommendation: Student access to the athletic facilities should be expanded.

Several of the athletic facilities have restricted hours for general student use. MWC students would like to see the facilities open for use throughout the day, and later in the evening. The College expects to complete its long planned fitness facility for the 2003 – 2004 academic year. Priority for this center is to serve the general student community. Hours should be fluid and flexible enough to allow for maximum use by members of the general college community. Updated equipment, training programs, and adequate staff supervision should be incorporated into the plans for the facility.

As athletic programs have expanded, the need for additional athletic training staff members to support the general health and safety of athletes is essential. In the near future, MWC should seek to refurbish the running trail as well as the field hockey and soccer fields. Adding lights to outdoor athletic facilities would also allow for evening games, and other nighttime events to enhance social interaction among students.

Recommendation: An Athletic/Recreation/Convocation Center and an oversized, multi-purpose, fully lighted, all weather synthetic surfaced field should be constructed, and enhancements made to existing athletic fields.

The Goolrick Gymnasium and Pool and our athletic and intramural fields no longer effectively serve the large and varied population of users. Goolrick Gym has become an embarrassing recruiting detriment, as well as causing many well-documented academic problems. A fluid and flexible scheduling basis for indoor and outdoor athletic, intramural and recreational activities will require the construction of additional facilities. An Athletic/Recreation/Convocation Center was designed 12 years ago that would significantly improve both the quality and quantity of the facilities available to students and further enhance the flexibility in scheduling. The new facility should include an 8-lane, 50- meter pool. Our current athletic and intramural fields are natural grass, unlit and are often rendered unplayable due to adverse weather conditions. The construction of an oversized, multi-purpose, fully lighted synthetic surface field would alleviate many of the concerns raised by students and staff. In addition, the lighting of all existing athletic

and intramural fields will significantly improve flexibility and usage. In the near future, the running trail should be repaired, drainage improved and additional surface material applied.

Recommendation: Recreation facilities at JMC should be periodically assessed as programming expands.

Currently, the need for fitness, recreation facilities do not appear to be of paramount concern for JMC students.

Facilities

Access to the campus, via parking is a continual concern for all of the institution's constituents. In surveys, focus groups, and in the Master Plan, parking issues receive special highlighting. Generally, non-academic student services, including, parking, food services, and facility hours do affect student's perceptions of the institution's ability to "care" about them. Current students, faculty, alumni and members of the community holistically acknowledge the overall beauty of the facilities available at both JMC and MWC. There is a keen desire to insure that the services extended within the "lovely" environments of both campuses continue to be in keeping with the high standards, which both campuses seem to promote in recruitment materials. Focus group participants spoke with great satisfaction regarding institutional accoutrements. The expectation was voiced that in all future plans, JMC and MWC continue to promote excellence in service delivery, in facilities, which meet the needs of students, but do not compromise institutional integrity, or belie the institution's fine image.

Recommendation: Parking access must be expanded on both campuses.

There is a strong preference for the expansion of parking facilities at or near by the MWC campus. The proximity of parking to primary areas of use is an important issue for faculty, students and staff. The need to improve parking options in the adjacent community is also of paramount concern. JMC students express the desire for free

parking, adjacent to facilities. Students expressed a desire for adequate security in parking facilities, this was especially important as the institution proffers the idea of parking decks and possible off site arrangements for the future.

Recommendation: JMC and MWC should continue to maintain the physical appeal of the buildings and grounds.

All members of the college community emphasize the importance of the beauty and appeal of both campuses. We should continue to work to safeguard this aspect of community life.

Recommendation: Dining options should be expanded and improved.

Efforts to continually improve the dining options available through the college's dining contractor should be pursued. As the college adds a new residential complex, additional overcrowding in the dining facilities, especially the Eagles Nest, should be a matter that is explored. At JMC, students would like to see healthier options, and have expressed interest in having a coffee and tea machines made available to them.

Supporting Documentation

The Co-curricular Affairs and Student Services Committee used a wide range of sources in compiling this report. The committee developed and implemented detailed survey instrument for both current MWC and JMC student. The respondent pool for the online surveys mirrored the enrolled student populations of both campuses, with over nearly one third of the currently enrolled MWC students responding, and nearly one third of the full time currently enrolled JMC students responding. The Committee followed up the survey results with focus groups for MWC students and JMC students. On the whole, or in part, each of the items listed below assisted in the creation of this report:

- Admitted Student Questionnaire, Highlight Report 2000

- Co-Curricular Affairs and Student Services Survey/JMC 2001-2002 (See Website).
- Co-Curricular Affairs and Student Services Survey/MWC 2001-2002 (See Website).
- Financial Aid/Financial Support Services Subcommittee Report 2002
- JMC Distance Learning/Academic Support Services Subcommittee Report 2002
- MWC Distance Learning/Academic Support Services Subcommittee Report 2002
- Student Governance/Student Development/Student Activities Subcommittee Report 2002
- Residence Life and Housing Subcommittee Report 2002
- Student Issues Subcommittee Report 2002
- Varsity Athletics/Facilities Subcommittee Report 2002
- Campus Recreation Subcommittee Report 2002
- MWC Student Focus Groups, Spring 2002 (See Website).
- JMC Student Focus Groups, Spring 2002 (See Website).
- MWC Alumni Focus Groups, Fall 2001 (See Website).
- JMC Alumni Focus Group, Fall 2001 (See Website).
- MWC COC-SACS Self-study Proposal, "*The Assumptions.*" 2000 (See Website).
- MWC Housing Study, Brailsford and Dunlavey, Spring 2001
- MWC Master Plan 2001
- Faculty Questionnaire, Spring 2002 (See Website).
- JMC Administrative Focus Group/Interviews, 2001 (See Website).
- MWC Administrative Focus Groups/Interviews, 2001-2002 (See Website).
- Business and Community Leaders Focus Groups, Fall 2001
- Analog Reports, 2001
- *Achieving Educational Excellence*, Alexander Astin, 1985
- *Adult Students Today*, by Carol B. Aslanian, 2001
- *College: The Undergraduate Experience in America*, Earnest Boyer, 1977
- *Making the Most Out of College*, Richard J. Light, 2001

- “*The New Technologies and the Future of Residential Undergraduate Education.*” Farrington, G.C., *Educom Review*, July/August, 1999
- “*Distance Learning in Higher Education*”
<http://nces.ed.gov/pubs99/condition99/indicator-31.html>
- JMC Distance Learning Task Force Committee Minutes, Spring – Fall, 2001
- “*College Image: Perceptions of Current and Prospective Student.*” Larry Penwell, et al.
http://intranet.mwc.edu/sacs/research/our_data/current_students/image_study/