



**Academic Affairs Annual Report
2022-2023**

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1. Introduction

As in most years, the most recent academic year was one filled with unique challenges. In 2021-22 Mid added programs in Engineering Technology, Land Title, Criminal Justice (Corrections and Law Enforcement). While enrollment has been slow in some, ten students have selected Engineering Technology as their program of study. In 2022-23 we continued our conservative approach by adding Elementary Education to CMU, and multiple degrees in Agriculture (AS, AAS, and four Training Credentials). We have received significant interest in both programs from our K-12/RESA partners. In response to the continuing trend of student preference for more flexible course modality, we instituted a new online, 24/7 tutoring service through Tutor.com. Based on fall 2022 data, the success rates of students who used Tutor.com was very high (72% earned a C or better). Additionally, Mid implemented a new syllabus process (Simple Syllabus) which will become mandatory for faculty in fall 2024 and a new assessment process (SPOL) to make it easier for faculty to report assessment data and for the college to analyze said data. Full implementation is expected to occur in Fall 2023. Implementation of both software systems was built using a separate 10-member faculty implementation team. Mid also re-implemented full-year scheduling, with all three 2023-24 semesters currently available for student viewing, and have engaged faculty in a project centered around grade distribution. This is aimed at improving course success rates along with fall-to-fall retention. Finally, Mid hosted a reviewer from the Higher Learning Commission for an Additional Location visit, for which we received overwhelmingly positive feedback concerning our service to students and quality instruction. All of the above endeavors are intended to lay the groundwork for our Higher Learning Commission comprehensive accreditation visit which will occur in February 2024. This report will provide a summary of these innovative activities and detail student success data. Additionally this report will discuss departmental highlights throughout the division and will discuss future directions and challenges that will present themselves in the years to come.

2. Divisional Team

Strong Leadership and Vision

The team members from Academic Affairs and Community Outreach are identified in the Table below and each member's responsibilities are identified.

Unit	Leadership	Responsibilities
Academic Affairs	Scott Mertes , Provost	Academic Division including Arts and Sciences, Health Sciences, Business and Professional Studies, Career and Workforce Education, Off-Campus Instruction and Dual Enrollment, Online and Distance Learning, Libraries, Learning Services, Mid's ALO for Regional Accreditation (HLC), Shared Governance Committees

Arts and Sciences	Stevens Amidon , Assistant Vice President/Dean of Arts & Sciences	Humanities, Fine Arts, Science, Mathematics, Social Sciences, ALP, Developmental Education, Institutional Accreditation support
Health Sciences	Barb Wieszciecinski , Dean of Health Sciences/Director of Nursing for the Mount Pleasant Campus	Allied Health, Medical Assistant, Nursing Education, Pharmacy Technician, Physical Therapist Assistant, Radiography, Computed Tomography Technology, Magnetic Resonance Imaging, EEG, Public Health
Business and Professional Studies	Amy Fisher , Dean of Business and Professional Studies	Accounting, Business, Computer Information Systems, Criminal Justice, Early Childhood Education, Education, LUCES
Career and Workforce Education	Shawn Troy , Dean of Career and Workforce Education	Advanced Integrative Manufacturing, Automotive and Diesel Service, Office Professional, Drafting, Facilities/Heating/Refrigeration/Air Conditioning, Industrial Technology/Machine Tool, Plastics Technology, Perkins Grant, Career Services, Veterans and Apprenticeship Services
Off-Campus Instruction	Rick Smith , Associate Dean for Off-Campus Instruction	Dual Enrollment Faculty and Curriculum Liaison, Middle College Faculty and Curriculum Liaison, High School to College Transfer Liaison, Dual Enrollment Site Development Support, Off-Campus Programming Support, Articulation Agreements
Online Learning and Professional Development	Michael Schram , Associate Dean/Instructional Designer Kaitlyn Hawald , Instructional Designer Evie Barber , Instructional Designer Noah Lueke , Multimedia Production Coordinator	OER, Website Compliance and ADA Alignment/Monitoring, Online Course and Program Development Training and Support, OLL Staff Leadership, Faculty Support for Learning Management Systems (Moodle), Educational Technology

Library & Learning Services	<p>Corey Goethe, Director of Library and Learning Services</p> <p>Kristin Falls, Library Assistant</p>	Library Staff, Managing and Maintaining the Collections, Cataloging, Supporting Curricular Offerings, Peer Tutoring, Supplemental Instruction, Testing, Coordination with the Math Lab and the Writing Center
Off Campus, Eastern Region	Bradley Merrill , Director of Eastern Region	Managing Mid's extension operations in Huron, Sanilac, and Tuscola Counties including student recruitment, program development, and relationship management.
Title III	Michele Reynolds , Title III Program Director	Oversee coordination and management of the DOE Title III grant, a 5-year grant aimed at improving student retention and degree completion.
Academic Division Support Team	Lacey Anderson , Administrative Assistant for Academic Affairs	Academic schedule coordination, maintains records on loads including full-time faculty base and overloads and all adjunct faculty; directs all first-level student instructor concerns, grievances, dishonesty, and plagiarism reports; supports, organizes, tracks curriculum changes for the Curriculum Committee; Assists, plans, and organizes events including Professional Development Days, Faculty Welcome Back Days, and Honors Convocation
	Tonia Persky , Administrative Specialist to the Academic Deans	Perkins Grant, Off-Campus Instruction, Career and Workforce Education, Business and Professional Studies, scheduling, event planning, supports the Academic Council
	Alexandra Carter , Administrative Specialist to the Academic Deans	Health Sciences, Arts & Sciences, scheduling, event planning, Nursing program and events, program admissions in PTA and Nursing,

		supports the Assessment Committee and General Education Committee
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3. Student Demographics

Who are our students? Summary of Student Demographics—Fall 2022

In 2022, 42.5% of our students were under the age of 18, 18.5% were 18-19 years old, 18.7% were ages 20-24, 20.2% were 25-64, with minimal numbers of students 65 years old or older. In 2021 we saw a significant shift towards students aged 25 and older (15.6% in 2020) likely due to state programs such as the Future for Frontliners and Michigan Reconnect which both target students aged 25 and older. While numbers are still higher than our historical average for this age group, they fell back slightly as a percentage of our overall population. We saw over a 2% increase in our under 18 population which is due to our large percentage of dual enrollment students.

Approximately 30% of our students enrolled full-time in Fall 2022, while 70% enrolled part-time. This was relatively consistent with last year’s numbers. This was not unexpected given the lingering uncertainty surrounding COVID, the surplus of part-time jobs, and rising wages. Gender and Race-Ethnicity stayed roughly the same as last year.

Student Age Breakdown - student age groups as defined by and reported to IPEDS for Fall 2021 and Fall 2022:

Table 3.a. Student Age Breakdown

Age Category	Fall 2021		Fall 2022	
	Number of Students	Percent of Total	Number of Students	Percent of Total
Under 18	1329	40.3%	1438	42.5%
18-19	639	19.4%	626	18.5%
20-24	632	19.2%	631	18.7%
25-64	696	21.1%	684	20.2%
65 and older	1	0%	3	0%

Gender Breakdown - student gender breakdown as defined by and reported to IPEDS for Fall 2021 and Fall 2022:

Table 3.b. Gender Breakdown

	Fall 2021	Fall 2022
Gender	Percent	Percent
Female	64.8%	64.2%
Male	35.2%	35.8%

Student Class Designation - student class designation as defined by and reported to IPEDS for Fall 2021 and Fall 2022.

Table 3.c. Student Class Designation

	Fall 2021			Fall 2022		
Class Designation	Overall Percent	Percent by Gender		Overall Percent	Percent by Gender	
		Male	Female		Male	Female
Full Time	29.7	43.6	56.4	30.0	43.5	56.5
Part Time	70.3	31.7	68.3	70.0	32.5	67.5

Student Ethnic Background - student ethnic background as defined by and reported to IPEDS for Fall 2021 and Fall 2022.

Table 3.d. Student Ethnic Background

Race/ Ethnicity	Percentage Fall 2021	Percentage Fall 2022
Am. Indian/ Alaska Native	1%	1%
Asian	1%	1%
Black/ African American	3%	3%
Hispanic/ Latino	5%	5%
Native Hawaiian or Pacific Islander	0%	0%
White	84%	84%

Two or More Races	4%	4%
Race/ Ethnicity Unknown	2%	2%
Nonresident Alien	1%	1%

4. Pathways

Michigan adopted the Guided Pathways process to aid in college completion reform. Guided Pathways have been described as an “integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences...” (Guided Pathways: The Scale of Adoption in Michigan, January 2018). At Mid, we have developed 80 different Guided Pathways.

Table 4.a. lists Mid’s Guided Pathways developed by faculty. These Pathways were fully implemented in Fall 2018 with new pathways created each year.

Table 4.a. Guided Pathways

Program Title Guided Pathways
Arts & Communications
<ol style="list-style-type: none"> 1. Animation Transfer 2. Communication MiTransfer 3. Graphic Design 4. History and Political Science Transfer 5. Liberal Studies Transfer 6. Liberal Studies Transfer (Z-Degree) 7. Michigan Transfer Agreement 8. Outdoor Media 9. Outdoor Media Transfer 10. Psychology MiTransfer 11. Sociology Transfer 12. Visual Arts Transfer
Business & Technology
<ol style="list-style-type: none"> 1. Accounting 2. Administrative Assistant Professional (AAP) General Business, Legal, Medical, Management 3. Administrative Assistant Professional (AAP) 4. Administrative Assistant Professional for the Virtual Office 5. Advanced Integrated Manufacturing (Management) 6. Business Studies Transfer (LUCES) 7. Business Studies MI Transfer 8. Business Management and Marketing Level I 9. Business Management and Marketing Level II 10. Michigan Land Title Association 11. Small Business Management and Entrepreneurship 12. General Business 13. Computer Information Systems (Software Development, Game Programming, and IT Infrastructure and Cybersecurity)

14. Enhanced Business Studies Transfer (Northwood 3+1 for Accounting, Healthcare Management, Management, and Management Information Systems)
15. Digital Media

Health Sciences

1. Computed Tomography (CT)
2. Exercise Science MiTransfer
3. Health Science Transfer
4. Magnetic Resonance Imaging (MRI)
5. Medical Assistant
6. Neurodiagnostic (EEG) Technology
7. Nursing
8. Pharmacy Technician
9. Physical Therapist Assistant
10. Public Health
11. Public Health MiTransfer
12. Radiography (X-Ray)

Human Services

1. Conservation Officer
2. Criminal Justice MiTransfer: Law Enforcement
3. Criminal Justice: State Corrections
4. Criminal Justice: Pre-Service
5. Criminal and Social Justice Transfer
6. Early Childhood Education (ECE)
7. Early Childhood Development (CMU) Transfer
8. Elementary Education Transfer
9. Secondary Education Transfer
10. Social Work MiTransfer

Math & Science

1. Biology MI Transfer
2. Chemical Engineering Technology
3. Chemistry Transfer
4. Electrical Engineering Technology
5. Manufacturing Engineering Technology
6. Mechanical Engineering Technology
7. Math Transfer
8. Physics Transfer
9. Physics Transfer (Math Prep)
10. Agriculture Sciences
11. Agriculture Business
12. Farm Management

Skilled Trades

1. Advanced Integrated Manufacturing (Management)
2. Advanced Integrated Manufacturing (Machine Tool)
3. Advanced Integrated Manufacturing (Plastics)
4. Advanced Integrated Manufacturing (Welding)
5. Advanced Integrated Manufacturing (Industrial Robotics)

6. Advanced Integrated Manufacturing (Pre-Apprentice)
7. Automotive & Diesel Service Technology
8. Automotive & Diesel Service Technology (TC)
9. Computer Aided Drafting and Design (CAD)
10. Computer Aided Drafting and Design (CAD)
11. Facilities/Heating/Refrigeration/AC (HRA or HVAC)
12. HRA: Heating-Electricity Specialist
13. HRA: Refrigeration-Air Conditioning Specialist
14. HRA: Geothermal
15. AIM: Machine Tool
16. AIM:Industrial Robotics
17. Welding
18. Welding Pre-Apprentice
19. Welding Pre-Apprentice (CTE)

Fully-Online Programs

1. Administrative Assistant Professional
2. Business Management and Marketing Level I & II
3. Business Studies MiTransfer
4. Computed Tomography Technology (CT)
5. Liberal Studies Transfer
6. Michigan Transfer Agreement (MTA) online
7. Psychology MiTransfer
8. Small Business Management/Entrepreneurship
9. Virtual Administrative Assistant Professional: Training Credential

4.a. MiTransfer Pathways Project

The overall goal of the MiTransfer program is to ensure that all courses transfer as direct equivalents between community colleges and four-year colleges and universities. The very first MiTransfer project was piloted (with Psychology) at Mid in 2016. Based on the success of the pilot, and with leadership from the Michigan Community College Association (MCCA) and in collaboration with the Michigan Association of State Universities (MASU), and the Michigan Independent Colleges and Universities (MICU), the MiTransfer Pathways (MiTransfer.org) process was expanded to include several more programs and implemented statewide. More specifically, the program is designed to:

- Identify the community colleges or four-year colleges and universities that do not offer one of the MiTransfer Pathways courses, document that the equivalency does not exist, and identify how the institution will accept the course in the agreement.
- Provide support and technical assistance to the institutions that do not have a direct equivalency. Once the institutions reach a decision about the equivalency, add the direct equivalency to the equivalency matrix or document why the equivalency does not exist. If both institutions offer the course, then it is an expectation that the institutions will work diligently to align the course.
- Edit the articulation agreement with input from participating institutions. Clarify details regarding the maintenance of the agreement, communication responsibilities of participating institutions, and provisions for joining the agreement.

Overall ten transfer programs have been implemented across the state. These programs include: Communication, Mechanical Engineering, Social Work, Biology, Business, Art, Exercise Science/Kinesiology, Public Health, Criminal Justice, and Psychology. MCCA has recently reconvened their statewide transfer committee with the eventual goal of expanding this list to include additional programs. Mid continues to be an integral part of this process as higher education in general strives to meet the needs of future students. While the recent trend is towards more shorter term career-oriented programs, transfer programs will continue to be a priority for Mid.

Over the last year significant work has been done to provide students with a mechanism to determine how industry credentials can now lead to credit at many of the colleges and universities in Michigan.

The Michigan Transfer Network now allows students and advisors to view credit for industry credentials at many Michigan colleges and universities. You can search for equivalencies by "sending provider" (the provider where you completed the credential) or by the receiving institution (the institution where you plan to transfer the credential).

4.b. Industry-Recognized Certifications

At the recent Higher Learning Commission conference, there was a strong emphasis on the necessity of more short-term training opportunities as students become more interested in shorter-term and targeted credentials. Mid has been ahead of the curve in many ways. Mid is affiliated with the National Coalition of Certification Centers (NC3), a nationwide network of education/training providers and corporations that develop, implement, and sustain skills standards. Microcredentials offered by NC3 are very intentionally built into Mid's curriculum in several program areas. However, NC3 certifications are not the only microcredentials built into Mid's curriculum. Table 4.b includes the industry-recognized certifications and short-term training opportunities available to those interested in career advancement and professional development.

Table 4.b. Industry-Recognized Certifications by Content Area

Content Area	Industry-Recognized Certification
Administrative Assistant Professional	Microsoft Office 2016 Specialist Gregg College Keyboarding LinkedIn Learning: Social Media Marketing LinkedIn Learning: Marketing on Facebook LinkedIn Learning: Instagram LinkedIn Learning: Marketing on Pinterest LinkedIn Learning: Email and Newsletter Marketing Foundations LinkedIn Learning: Learning Instagram and Marketing on SnapChat LinkedIn Learning: Marketing and Monetizing on YouTube LinkedIn Learning: Learning with your mobile device
Computer Information Systems (CIS)	CIS 140 - CompTIA IT Fundamentals+ CIS 170 - CompTIA Network+ CIS 185 - CompTIA Security+

	<p>CIS 190 - Cisco Certified Technician (CCT) Routing and Switching (this is a new certification just released this year)</p> <p>CIS 195 & 290 - Cisco Certified Network Technician (CCNA) Routing and Switching (this is the next level up from the CCT certification)</p> <p>CIS 215 - Cisco CyberOps Associate</p> <p>CIS 265 - CompTIA PenTest+</p>
Early Childhood Education	<p>State of Michigan Infant-Toddler Lead Teacher Qualification</p> <p>State of Michigan Program Administration Qualification</p>
Advanced Integrated Manufacturing	<p>NC3/Snap-on & Starrett Precision Measurement</p> <p>NC3/Snap-on Multimeter</p> <p>NC3/FESTO Level I AC/DC</p> <p>NC3/ FESTO Level II AC/DE</p> <p>NC3/FESTO Level I PLC</p> <p>NC3/FESTO Level II PLC</p> <p>OSHA & MIOSHA Industrial Safety</p> <p>FANUC Programming Certification</p> <p>FANUC Vision & Sensor Certification</p> <p>Armstrong Tool Safety</p> <p>American Welding Society Sense Level I</p>
Automotive & Diesel Service	<p>NC3/Snap-on & Starrett Precision Measurement</p> <p>NC3/Snap-on Multimeter</p> <p>NC3/Snap-on Wheel Service & Alignment</p> <p>NC3/Snap-on Battery Starting & Charging</p> <p>NC3/Snap-on Torque Fundamentals</p> <p>NC3/Snap-on Automotive Scanner Diagnostics</p> <p>NC3/Shop-Pro Key</p>
Computer Aided Drafting & Design	<p>Certified SolidWorks Association (CSWA) Exam</p> <p>SoftPlan Certification Exam</p> <p>3D Printing Stratasys Certificate</p>
Facilities, Heating, Refrigeration, & Air Conditioning	<p>NC3/Snap-on & Starrett Precision Measurement</p> <p>NC3/Snap-on Multimeter</p> <p>NC3/Trane Residential Systems</p> <p>EPA-Refrigerant Handling</p> <p>NATE Industry Competency Exams</p> <p>Seal Tight Gas Line</p>
Welding	<p>American Welding Society Sense Level 1</p>

Currently credentialing opportunities are primarily housed within occupational-related programs. However, there is also an appetite to expand this practice into liberal arts areas. Throughout its curriculum Mid utilizes the Degree Qualifications Profile (DQP) as the theoretical framework upon which

our academic assessment processes are built. This profile contains the following series of proficiencies:

Specialized/Industry Knowledge

Broad and Integrative Knowledge

Intellectual Skills

- a. Analytic Inquiry
- b. Use of Information Resources
- c. Engaging Diverse Perspectives
- d. Ethical Reasoning
- e. Quantitative Fluency
- f. Communicative Fluency

Applied and Collaborative Learning

Civic/Democratic and Global Learning

In many respects these proficiencies are ideally suited to the awarding of competency-based microcredentials. A goal of Academic Affairs will be to implement a “badging” process of sorts for both the aforementioned microcredentials as well as the DQP proficiencies to document student achievement in these areas. This could potentially lead to a bridging of sorts between transfer and occupational programs and present new marketing themes focusing on more short-term training opportunities to meet the changing interests and demographics of our students which is in line with the HLC. Mid has formed a small committee to meet and discuss possible implementation strategies. With the additional national focus on bridging non-credit and credit programs, the committee included Workforce and Economic Development into the conversation. This will be a focus area in 2023-24.

5. Course Revisions, Program Revisions, New Courses/Programs

Course Revisions, Program Revisions, New Courses, and New Programs

In Academic Affairs, an intentional focus on Improving teaching and learning takes on many forms. Curricular changes in 2022-2023 are an example of this focus. It is important to note that these efforts were led by Amanda Wismer as Chair of the Academic Standards and Curriculum Committee. Several additions, revisions, and deletions were presented and approved throughout the 2022-23 academic year. These changes were based on thoughtful consideration of data and in consultation between faculty, advisory boards, community partners, and academic administrators. While the comprehensive list of these changes will be brought as a separate agenda item, below are a few highlights of the changes made.

Curriculum Changes Highlights in 2022-2023 for the 2023-2024 Academic Year

1. New Programs of Study

- a. Associate of Science: Agricultural Sciences
- b. Associate in Applied Science: Agricultural Business
- c. Associate in Applied Science: Farm Management & Operations
- d. Associate in Arts: Elementary Education
- e. Training Credentials: Agricultural Business I, II
- f. Training Credentials: Farm Management & Operations I, II
- g. Certificate: Digital Media

2. New course highlights include: Introduction to Mechatronics/Automation, Social Media: Theory and Practice, Hybrid and Electrical Vehicle Systems, Advanced Video Production.

6. Innovation Fund

To support the creative endeavors in developing curriculum that includes innovative content, pedagogy, and delivery methods, Mid annually allocates \$40,000 to an Innovation Fund. Faculty submit a proposal to a committee consisting of faculty and academic administrative representatives for consideration. During the 2022-2023 Academic Year, the following projects, represented in Table 6.a. Innovation Fund Awards for 2022-2023, were funded to allow faculty to develop curriculum aligned with the needs of students and the standards of the respective fields.

Table 6.a. Innovation Fund Awards 2022-2023

Faculty Member	Project Focus	Amount Awarded
Jeff Percha	BIO.101 Web Redevelopment	\$3,825.20
Vicki Wiltse	REL.200 Web Development	\$3,316.95
Karen Moore	CJS.223/224 Web Development	\$7,292.19
Scott McNeal	CAD.211 Hybrid Development	\$2,487.71
Jose Diaz-Perez	SPN.201 OER	\$4,420.60
Steve Ross	PSY.230 Redevelopment	\$3,649.09
Dale Roth	AIM.207 Development	\$3,316.95
Trish Finerty	BIO.299 (Study Abroad)	\$2,717.60
Michael Schram	BUS.171 Redevelopment	\$3,649.09
*Chris Goffnett	CIS.190 Web Development	\$2,835.00
*Chris Goffnett	CIS.195 Web Development	\$2,835.00
*Chris Goffnett	CIS.290 Web Development	\$2,835.00
Julie Ehle	ECE.207/208 Web Development	\$6,420.33
Karen Moore	CJS.223 Web Development	\$3,215.25
TOTAL		\$44,336.96

REMAINING FUNDS		\$-4,336.96
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* Funding came from Strategic Initiatives Fund

In addition to the innovation fund developments listed above, funding from the CARES Act was allocated for the online course developments. These developments were specifically identified by the Academic Deans as the top priorities in response to COVID, as much of our instruction during the pandemic transitioned to online and remote options. Most of the CARES-developed coursework was completed during the 2021-22 academic year. The following courses were developed for online instruction during the 2021-22 academic year: SPN.102, PSY.101, MAT.124, MAT.126, HIS.102, COM.257, ECE.101, CJS.220, CJS.204, CJS.200, CIS.295, CIS.170, ALH.100.

There were two courses developed for online instruction in 2022-23 utilizing CARES funding: The CARES projects for 2022-2023 are represented in Table 6.b.

Table 6.b. CARES Projects 2022-2023

Project	Faculty	Amount
MAT.226	Rod Elmore	\$3,210.17
ECE.202	Julie Ehle	\$3,210.17

7. Professional Development

The Academic Council oversees an annual budget of \$50,000 to support faculty professional development. These funds are available to both full-time and adjunct faculty and allow faculty to travel to professional workshops and conferences and can also be used to bring professional development activities to campus. Table 7.a. Professional Development Fund Awards 2022-2023 identified individuals supported with funds from the account. In years past funds went unused. Often times the process involved transferring unused funds to the Innovation Fund for additional course development. Professional Development was changed in the faculty contract to transition from a specific event hosted in the fall and winter semesters to individual professional development activities identified and discussed as part of the evaluation process. As such, fund usage was higher in 2022-23 than in previous years.

Table 7.a. Professional Development Fund Awards 2021-2022

Faculty Member	Conference/Workshop	Amount Awarded
Nick Blackmer	CWI 9-YEAR Recertification The Woodlands, TX 8/6/2022-8/12/2022	\$3,362.00
Ruth Freebury	Sixth Nursing World Conference Theme: "Pioneering spirit of Enriching th Nursing Profession" (Virtual) October 27, 2022-October 29, 2022	\$536.00

Janice Noteboom	AAMA Annual Conference and Self-Study Workshop Marriot Myrtle Beach Resort & Spa at Grand Dunes Myrtle Beach, SC	\$2,332.08
Butler, Kelli	30th Annual Administrative Professional Conference Orlando, Florida	\$3,988.65
Eltzroth, Martin	2022 Biennial Conference on Chemical Education Purdue University	\$1,410.67
Jeremiah Wagner	OLC Accelerate Conference Orlando FL November 13-18, 2022	\$2,431.00
Chris Goffnett	Cyber Security Summit - Detroit August 16, 2022	\$162.00
Chris Goffnett	Great Lakes Regional Cisco Academy Conference, Henry Ford College - Dearborn 10/5/2022-10/6/2022	\$477.50
Rachel Charping	2022 Spinal Cord Injury Symposium Mary Free Bed, Grand Rapids MI 9/29/2022 9/29/2022	\$150.00
Jeff Percha and other faculty	MCCB Fall 2022 Conference Mid Michigan College, Mt Pleasant campus	\$390.00
Jess King (FT)	UR Training, Ann Arbor, MI 10/10/2022-10/12/2022	\$496.40
Jeremiah Wagner (FT)	OLC Accelerate Conference Orlando FL November 13-18, 2022	\$307.00
Amy Goethe (PT)	MI Political Science Association (MIPSA) Ferris State 10/20/2022-10/21/2022	\$201.50
Jake Hamric	Michigan Political Science Association Annual Conference Big Rapids (Ferris State) 10/20/2022-10/21/2022	\$120.00
Kelley Eltzroth	Transforming Global Learning Practice: Time for Action Online Virtual 10/12/2022-10/14/2022	\$435.00
Genine Hayden	Michigan Sociological Association Annual Conference Lansing MI (MSU) 11/4/22-11/5/22	\$315.00
luzdelys andarcia	Lilly Conference "Advancing Teaching and Learning" Traverse City MI 10/13-10/15	\$1,480.00
Maria Gross	Lilly Conference "Advancing Teaching and Learning" Traverse City MI 10/13-10/15	\$1,480.00
Steven Ross	Teaching Introductory Psychology Coast to Coast, Virtual 1/20/2023-1/20/2023	\$25.00
Iliana Miller	CWI 9-YEAR Recertification The Woodlands, TX 8/6/2022-8/12/2022	\$744.00
Trish Finerty	Ecology Project International Educator Fellowship Baja,	\$1,366.38

	Mexico 3/4/2023 3/11/2023	
Eric Sander	3D Experience World 2023 Nashville, TN 2/12/2023 2/16/2023	\$3,600.00
Kelley Eltzroth	Intro Psych Coast to Coast Online 1/20/2023 1/20/2023	\$25.00
Amanda Wismer	2022 Wound Care Conference - Mary Free Bed Virtual - online 11/17/2022 11/17/2022	\$200.00
Eric Chamberlin	Two Year College Association Chicago. TYCA and CCCC. 2/14/2023 2/18/2023	\$1,275.00
Ron Holmes	ESCO group Las Vegas,NV 3/19/2023 3/23/2023	\$2,005.00
Jess King	Festo Introduction to Mechatronics Training (6 Days) Virtual 12/5/2022 12/15/2022	\$395.00
Jackie Justice	CCCC Chicago Hilton, 720 S. Michigan, Chicago IL 2/15/2023-2/18/2023	\$1,517.46
Jess King	NC3 Train the Trainer	\$2,750.00
Crystal Meister	Credentialed Clinical Instructor - Virtual 5/4/2023 5/5/2023	\$375.00
Nick Blackmer	Advanced Aluminum Training Seminar Appleton, Wi 4/17/2023 4/20/2023	\$2,400.00
Jennifer Swartz (FT)	"MCNEA Annual Nursing Conference Strategies for Teaching Clinical Judgment to Nursing Students" Frankenmuth 2/10/2023 2/10/2023	\$107.72
Mehgan Klein	Healthcare Simulation In-person Conference 2023 3/8/2023 -3/11/2023	\$2,800.00
Elizabeth Kogelman	Healthcare Simulation In Person Conference 2023: Elements, Essentials & Excellence in Healthcare Simulation Rochester, MN 3/8/2023 3/11/2023	\$2,800.00
Leslie Peterson	"MCNEA Annual Nursing Conference Strategies for Teaching Clinical Judgment to Nursing Students" Frankenmuth 2/10/2023 2/10/2023	\$250.10
Diane Miller	Life of Focus (Cal Newport, renowned Georgetown Professor, Author) Online 3/17/2023 5/17/2023	\$497.00
TOTAL FUNDS USED		\$43,207.46
FUNDS REMAINING	<i>Funds can still be used until June 30, 2023</i>	\$6,792.54

8. Student Outcomes

Consistent, Systematic, and Strategic Use of Data to Improve Practice

Student assessment is at the heart of Mid's academic mission. Data are collected from a variety of sources throughout various units within the college. Some of these sources are more descriptive in nature and include more easily quantifiable data such as grades, withdrawal rates, retention rates, and completion rates. Since our dual enrollment population makes up such a large percentage of our overall enrollment (approximately $\frac{1}{3}$), we broke out data specific to these students. Where appropriate we included state and/or national comparison data as our goal is to exceed these figures. The tables below represent data collected to date. A brief summary of these student success data is presented in the concluding section of this document.

Success is defined as the percentage of students achieving a grade of C or higher. Course success rates differ between web classes and those taken face-to-face. While this difference occurs, the differences are smaller than when online courses were less sophisticated, and online techniques were new. At the same time, we look for ways to support student success in the online environment and adopt new methods that are shown to help student performance.

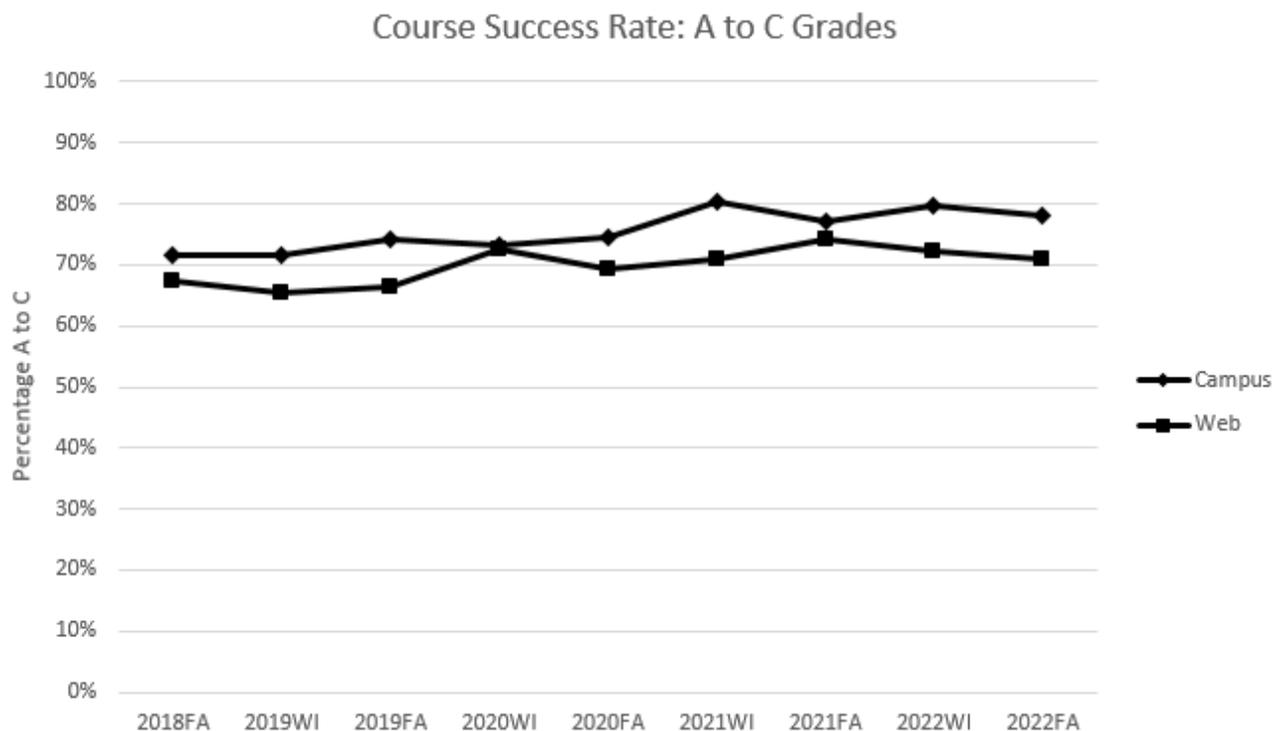


Figure 8.1 Course success rates

We are making significant progress in reducing our course withdrawal rate. We have seen an overall downward trend over the past few years. While national and/or state trend data is difficult to obtain, Mid would like to see withdrawal rates at or below 5%. The data show a difference between withdrawal rates between face-to-face classes on campus versus classes taken on the web. While not a huge difference, there is a commonly observed to be about a 3% difference in withdrawal rate.

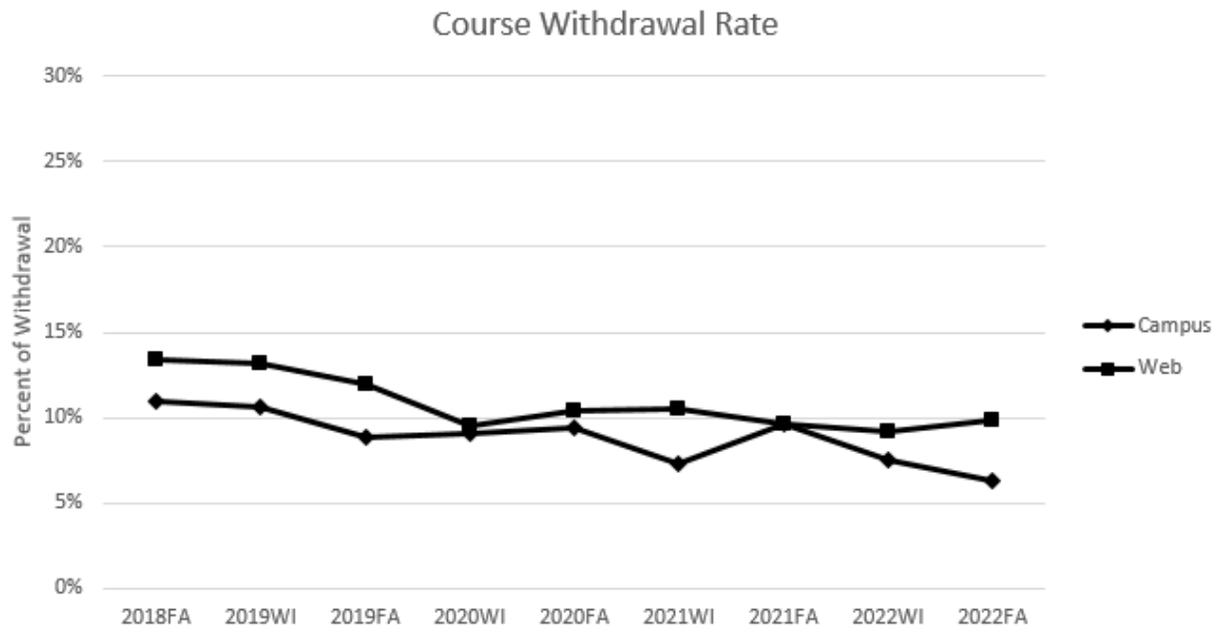


Figure 8.2 Course withdrawal rates

In Fall of 2022, average student GPA was 2.84, the highest average over the time frame presented. The lowest average GPA over the period examined was the earliest shown, 2.58 for Fall of 2018.

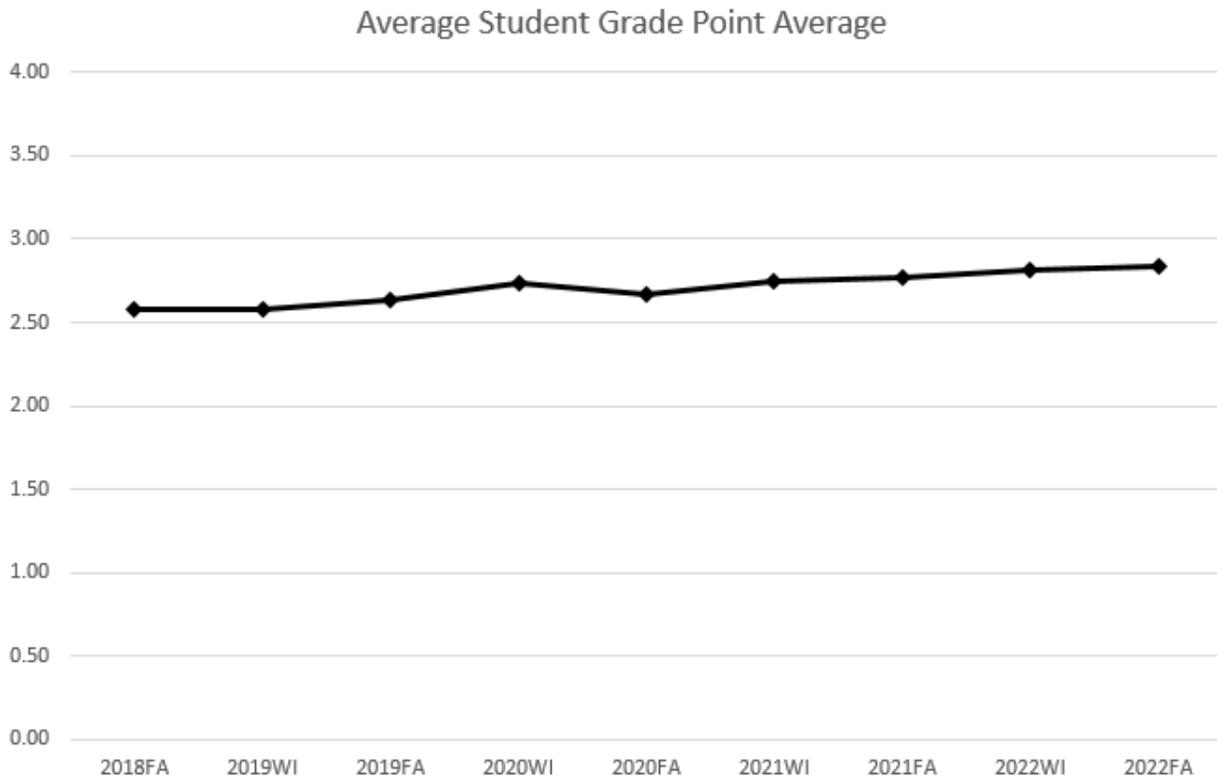


Figure 8.3 Average grade point average

9. Dual Enrolled High School Students

Mid continues to realize an increasing number of dual enrolled high school students on 17 high school or school district sites. In Table 9.a. the Number of Dual Enrollment Courses Sections by Location is noted.

Table 9.a. Number of Dual Enrollment Courses Sections by Location

Location	Term							
	2019FA	2020WI	2020FA	2021WI	2021FA	2022WI	2022FA	2023WI
Alma					4	3	4	3
Beaverton High School	1							
Big Rapids High School		3		2	2	6	2	6
CCRESA			7	6	5	6	7	7
Chippewa Hills HS		1	1	1				
Clare HS	3	3	2	2	2	3	3	2
DeWitt HS			3	2	2	2	0	0
Farwell HS	3	4	2	2	1	2	1	1

Huron ISD	13	13	13	12	12	11	11	15
Marlette	2	2	4	4	4	4	1	1
Mecosta-Osceola ISD		2	5	5	3	2	2	2
Morey Tech Center	6	9	7	9			1	3
Reed City HS					2	1	2	
Sacred Heart HS	2	2	3	2	2		1	
Shepherd HS	9	9	8	10	10	9	9	10
Tuscola ISD	6	6	14	10	10	8	10	8
Vassar HS				1		1		1

In Figure 9.1 You will note that there are more classes taken than there are dual enrolled students as many students enroll in more than one course. For example, in 2022 Winter, the average dual enrollment student took 1.73 courses. $1934(\text{classes})/1145(\text{students})=1.7(\text{average \# of classes a dual enrollment student took})$.

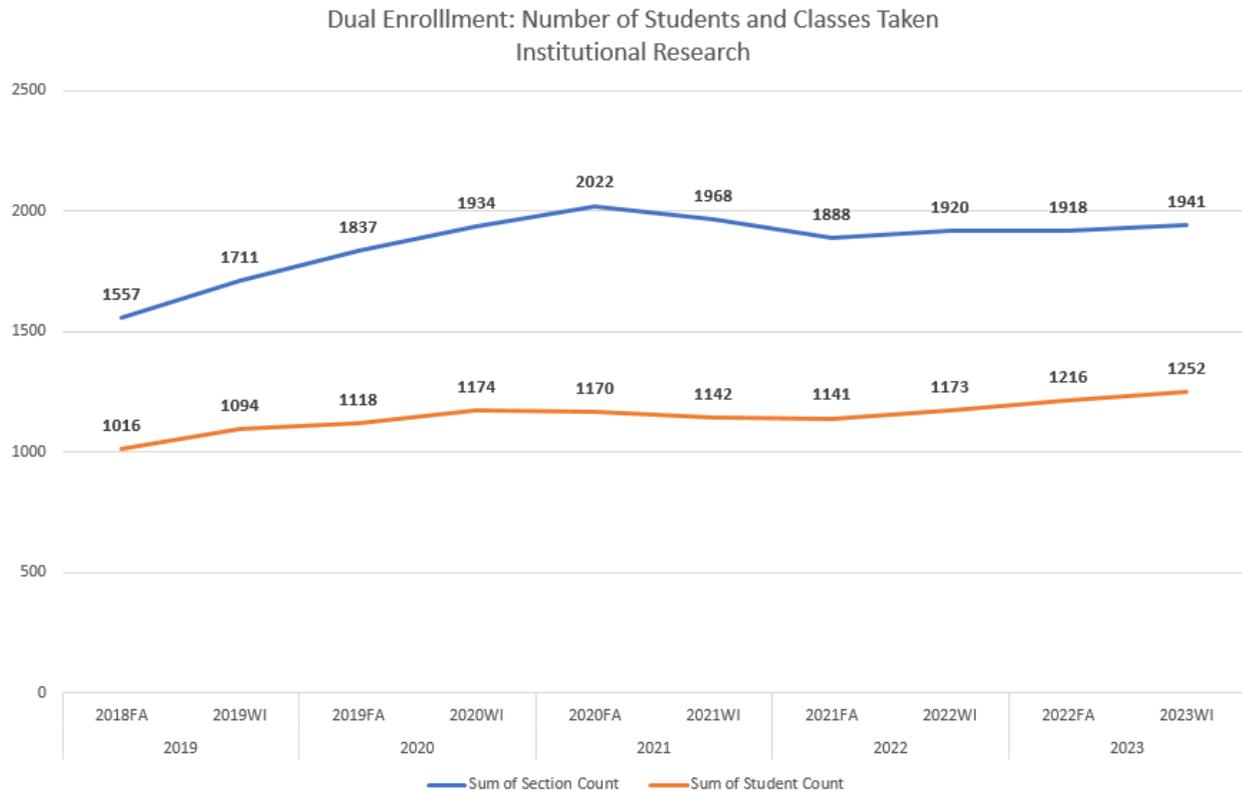


Figure 9.1 Dual enrollment students and courses taken

We also track the success rates of dual enrolled students. These success rates are based on grades of C or better.

Percentage of students earning A to C grades - in Blue, C- to F grades - in Red, and Withdrawals - in Green. Note that dual enrolled students consistently have a higher percentage of A to C grades compared to the rest of the student population.

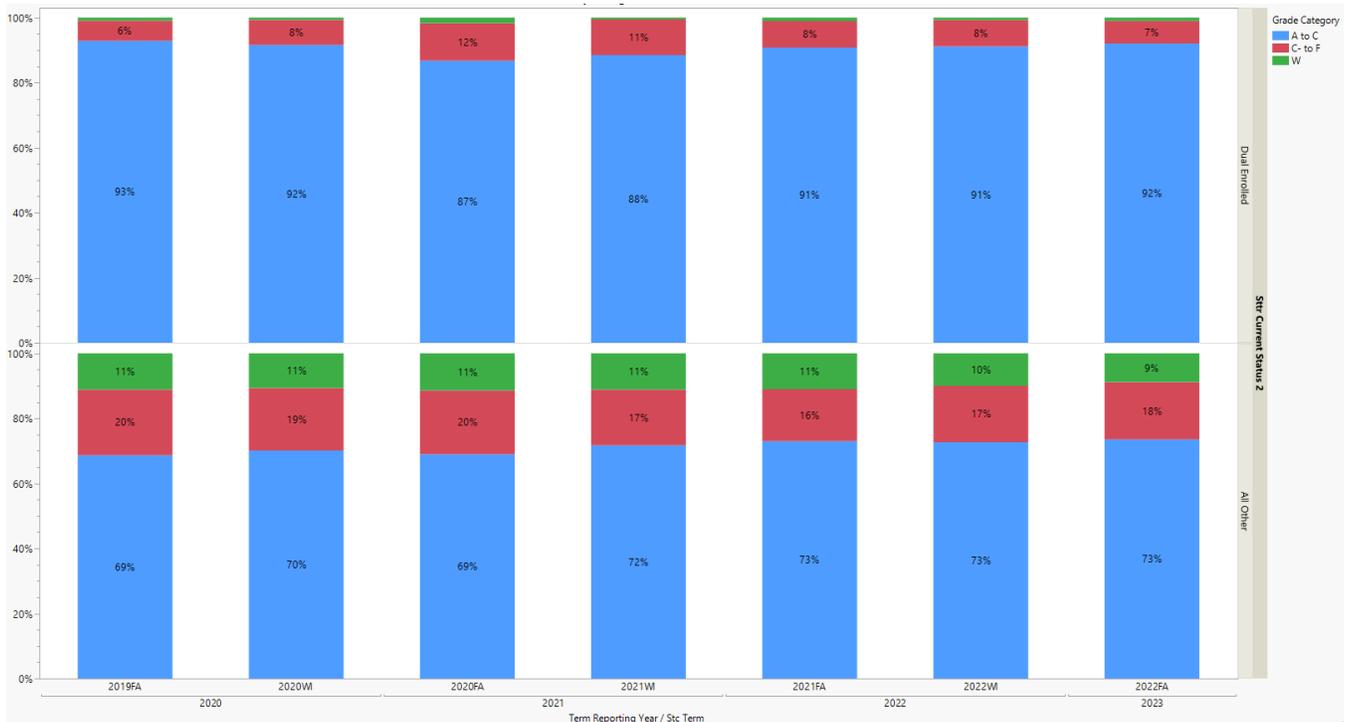


Figure 9.2 Grade distribution

Table 9.b. Includes the same information from Figure 9.2

Academic Year	Student Status	Grade Category		
		A to C	C- to F	Withdrawals
2019	Dual Enrolled	92%	7%	1%
	All Other	67%	20%	13%
2020	Dual Enrolled	92%	7%	1%
	All Other	69%	20%	11%
2021	Dual Enrolled	88%	11%	1%
	All Other	70%	18%	11%
2022-Fall only	Dual Enrolled	91%	8%	1%
	All Other	73%	16%	11%

Figure 9.3 visualizes Michigan community college percentages of dual enrollment in comparison to our overall student enrollment. These data lag due to the timing of data availability. Also, these data are unduplicated

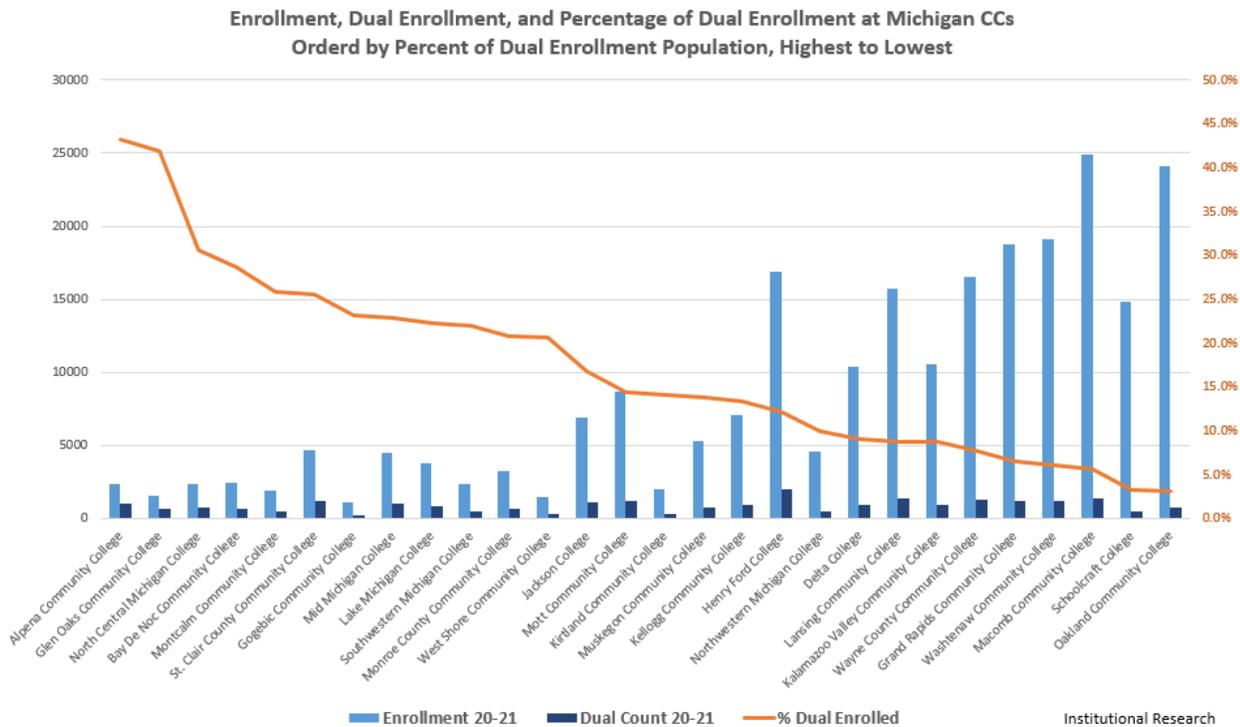


Figure 9.3 Percentage of dual enrolled students

10. Retention

Other key indicators that suggest how well students are performing includes the percent of students that complete a course and the percent that are retained for additional courses one year later. Table 10.1 lists our retention rates from Fall to Fall semesters.

Table 10.1 Retention Percentages for Fall to Fall at Mid

Retention from Fall to Fall	
F14-F15	51.48%
F15-F16	50.77%
F16-F17	51.43%
F17-F18	48.30%
F18-F19	47.33%
F19-F20, First Time, Full Time	47%
F19-F20, First Time, Part Time	50%
F20-F21, First Time, Full Time	53%
F20-F21, First Time, Part Time	41%
F21-F22, First Time, Full Time*	57%
F21-F22, First Time, Part Time*	46%

*Recently submitted to IPEDS, becomes official in about a year.

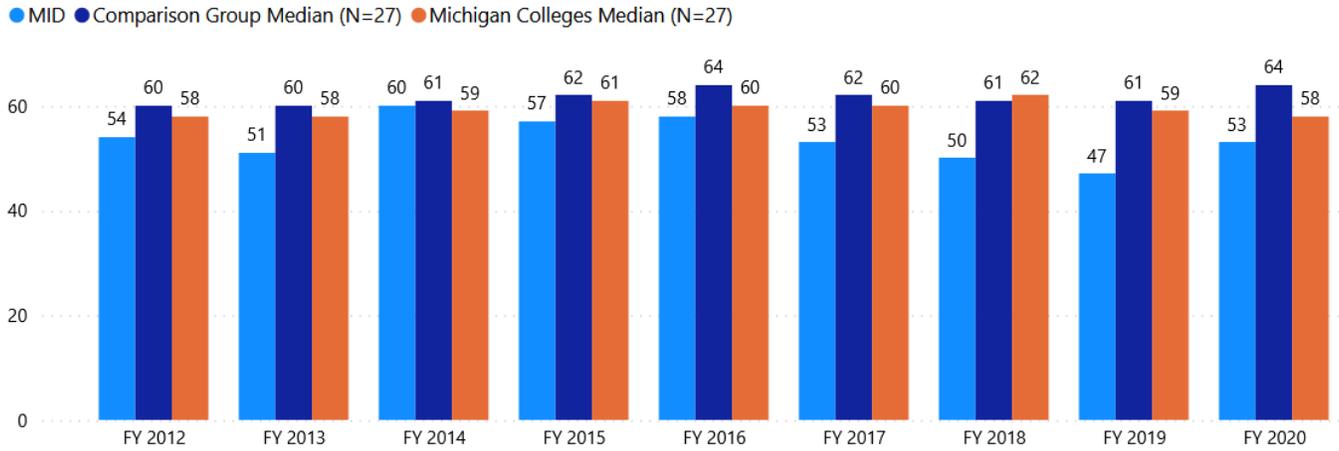


Figure 10.1 Full time student fall to fall retention.

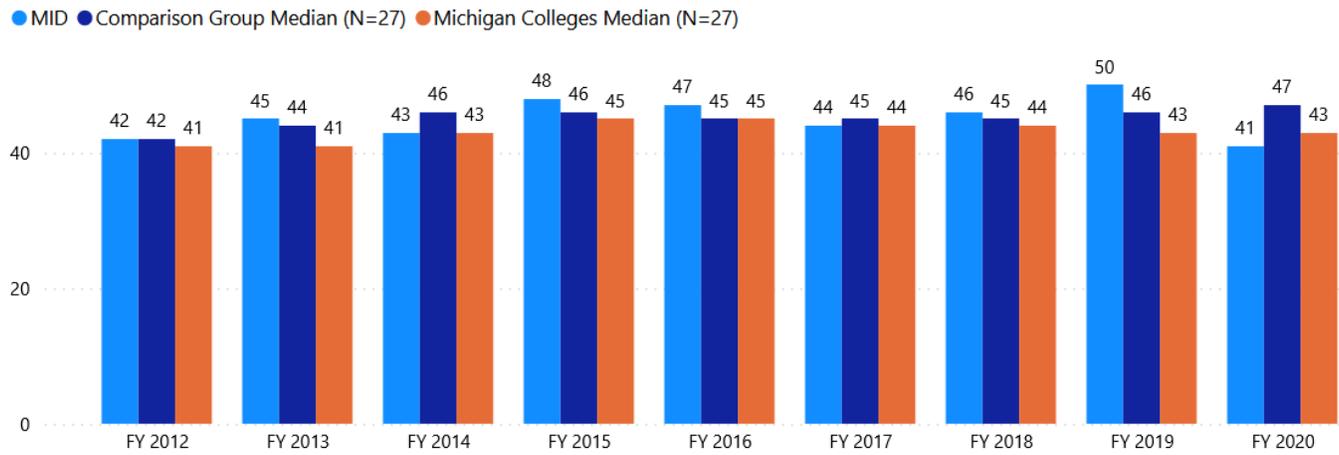


Figure 10.2 Part time student fall to fall retention.

11. Completion

Mid compared to IPEDS peers (dark blue) and all of Michigan's community colleges (orange).

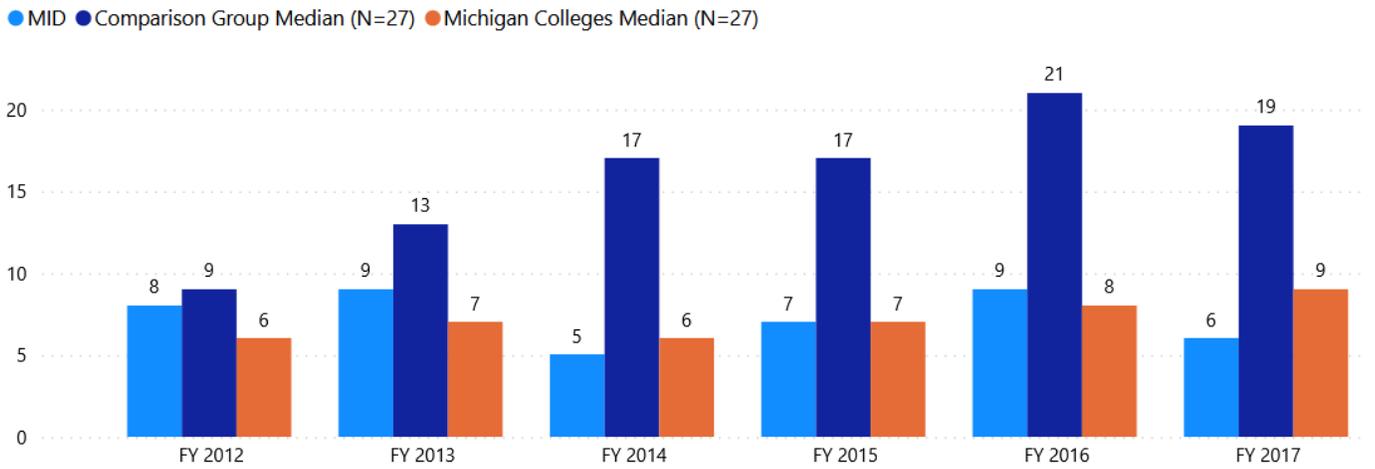


Figure 11.1 Graduation rates at normal time to completion

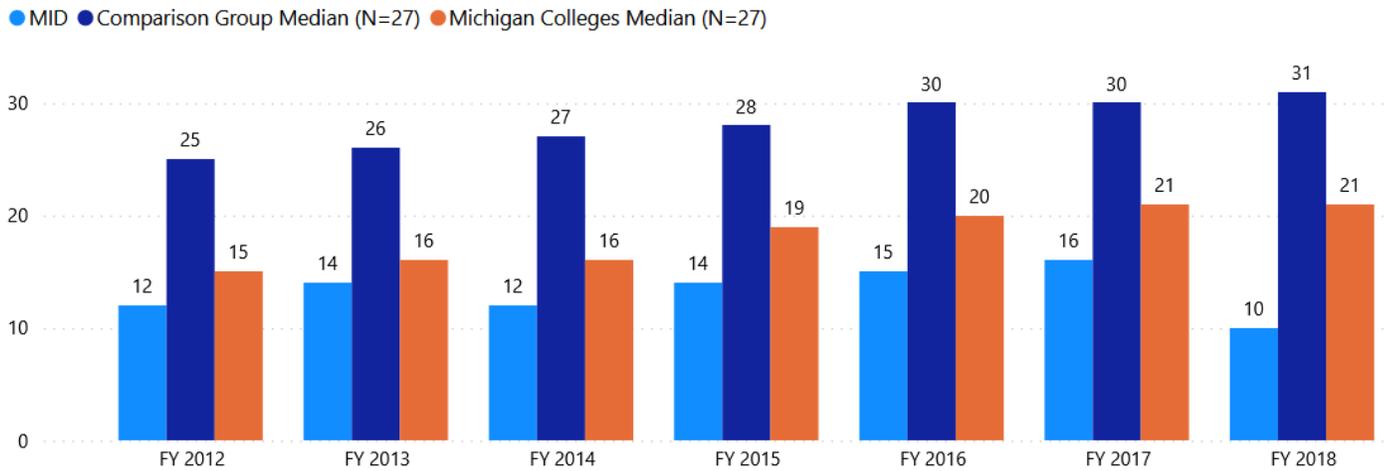


Figure 11.2 Graduation rates at 3 years

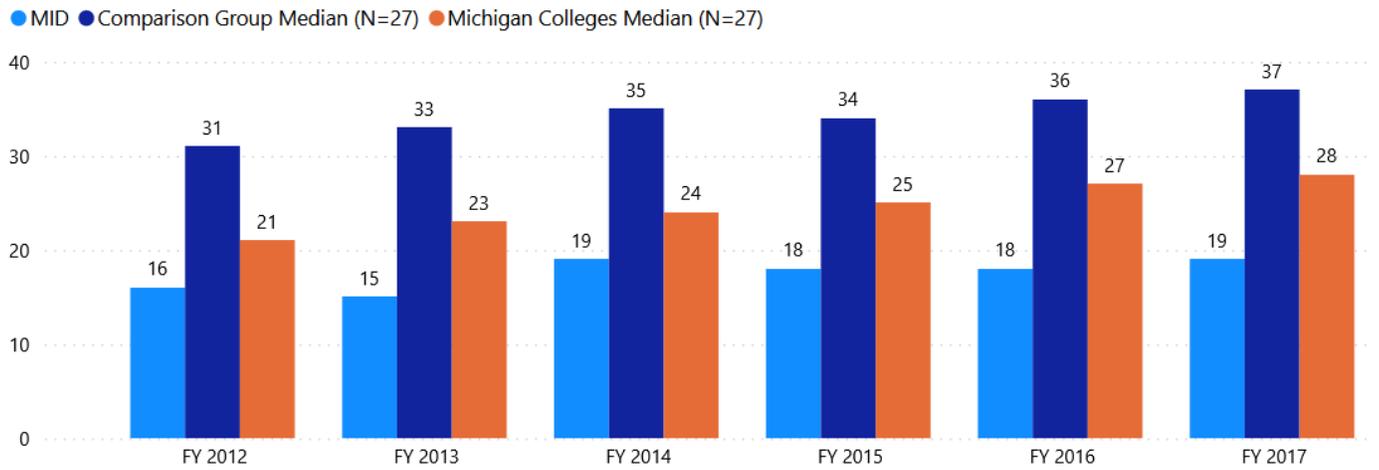
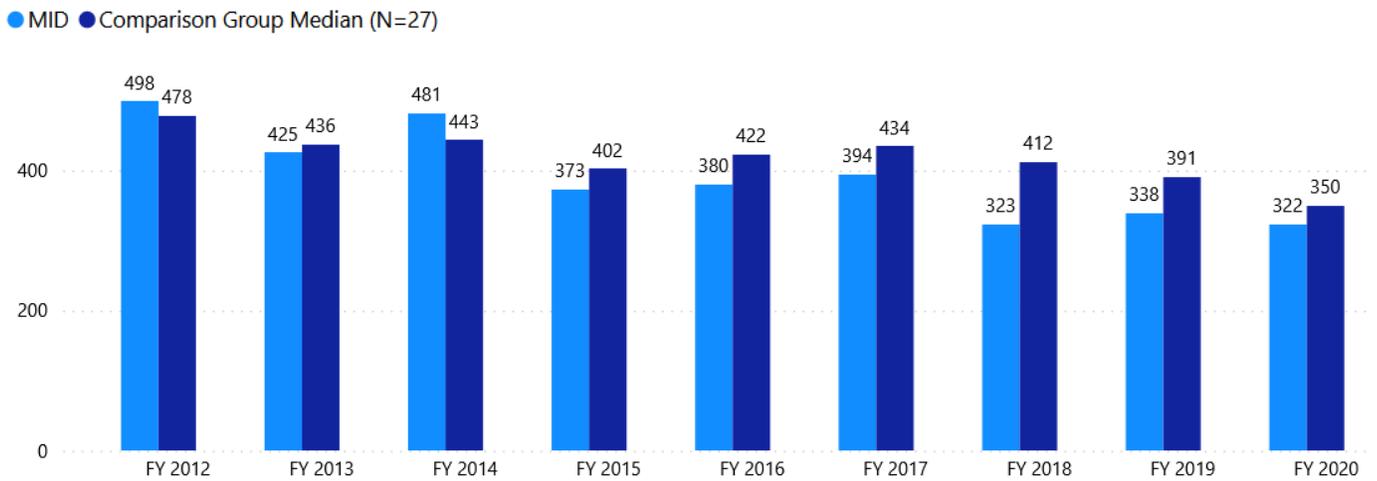


Figure 11.3 Graduation rates at 200% of normal time



** IPEDS Comparison Group N=27 includes 16 peer colleges in Michigan.

Figure 11.4 Associate's degrees awarded

Student Success at Mid Compared to All Other Michigan Community Colleges

Mid student success at 2, 3, and 4 year post entry to Mid, compared to all Michigan community colleges. Student success by this state-calculated metric is achievement of a certificate or associates degree or transfer to a public university. Mid gained a bit of ground compared to our peers. In 2021-22 our 2, 3, and 4 year success rates were 19%, 28%, and 34% respective. That's compared to 22%, 35%, and 42% respectively for our peers. Compiled by Institutional research from MISchool Data.

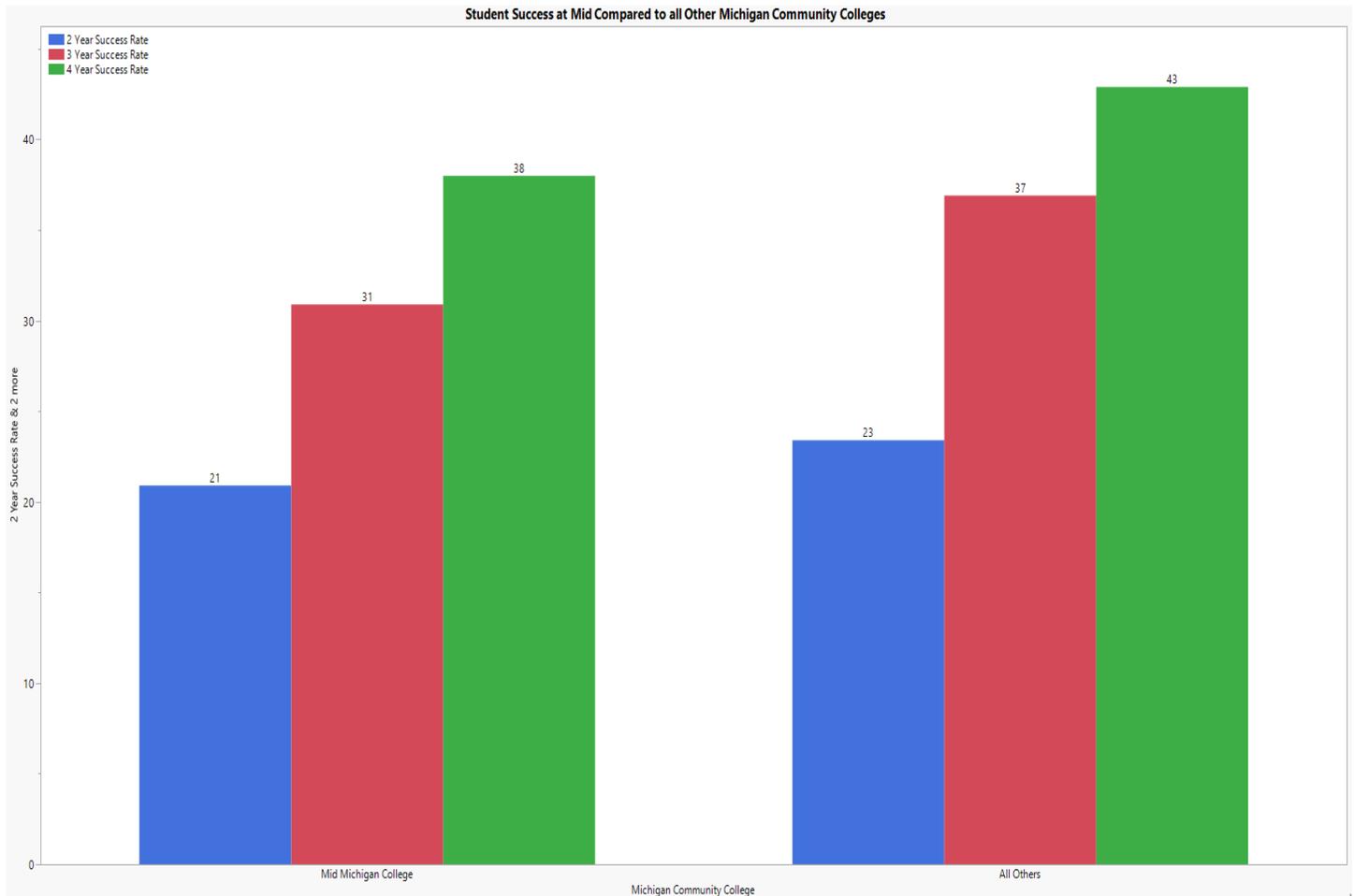


Figure 11.5 Two, Three, and Four Year Student Success at Mid

Two year student success at Mid, compared to success of students attending all other Michigan community colleges. Student success by this state-calculated metric is achievement of a certificate or associates degree or transfer to a public university. Data are from a starting entry year and measured after two years have passed. Data compiled by Institutional Research from MISchool data.

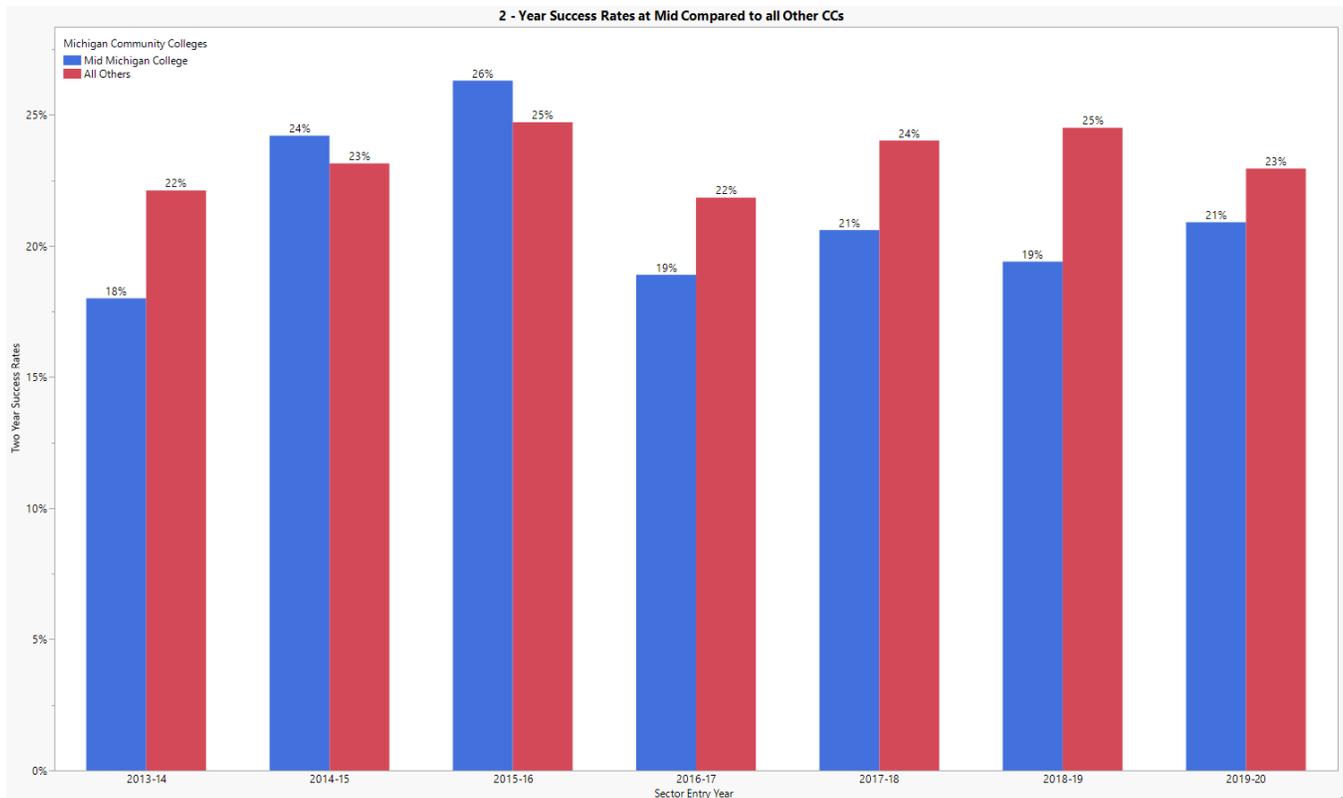


Figure 11.6 Student Success at Mid

12. Assessment Data

The above data and charts focused on easily quantifiable descriptive data. While they certainly are helpful in providing snapshot type data, they do not provide detailed information on student learning. Assessment is defined by the Higher Learning Commission as “a participatory, iterative process that provides data institutions need on their students’ learning, engages the college and others in analyzing and using that information to confirm and improve teaching and learning, produces evidence that students are learning the outcomes the institution intended, guides colleges in making educational and institutional improvements, evaluates whether changes made improve/impact student learning, and documents the learning and institutional efforts.”

Mid utilizes the Degree Qualifications Profile (DQP) as a framework for our assessment. The DQP was developed by the Lumina Foundation and is used by over 400 higher education institutions. The framework consists of five proficiencies, with Intellectual Skills being further divided into six sub-categories.

1. Specialized/Industry Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills

- a. Analytic Inquiry
 - b. Use of Information Resources
 - c. Engaging Diverse Perspectives
 - d. Ethical Reasoning
 - e. Quantitative Fluency
 - f. Communicative Fluency
4. Applied and Collaborative Learning
 5. Civic/Democratic and Global Learning

While all departments engage in assessment activities, the general education program will be the focus of this instructional report. General education courses make up the largest portion of Mid's curriculum and focuses on Intellectual Skills.

General Education Mission Statement:

The General Education Program at Mid Michigan College provides students with the broad knowledge and intellectual skills to be successful in life as well as their career. This mission aligns and supports Mid's mission to "develop knowledge and ability to empower learners and transform communities."

The General Education Committee has set the benchmark for proficiency at 80%, meaning that 80% of the students being assessed receive the necessary outcome to be deemed proficient in whatever intellectual skill is being assessed.

General Education Program Student Learning Outcomes:

1. Identify complex problems and analyze them in effective ways (Analytic Inquiry)
2. Locate, evaluate, and cite information resources to complete projects (Use of Information Resources)
3. Explore concepts from different perspectives (Engaging Diverse Perspectives)
4. Describe ethical issues in societal problems to inform decision making (Ethical Discourse)
5. Interpret and use quantitative information to solve problems (Quantitative Fluency)
6. Communicate ideas in writing (Written Communicative Fluency)
7. Communicate ideas orally (Oral Communicative Fluency)

Figure 12.1 is a visual representation of our general education assessment results over the past three semesters. Each of the Intellectual Skills assessed as part of the general education program met the goal of 80% competency with the exception of quantitative fluency in Fall 2022. On the surface it appears we declined in Oral Communication fluency. However, this is likely due to the small sample size, as assessment data for only 43 students were completed for Oral Communication Fluency in 2021 as opposed to 1,243 in Winter 2022 and 531 in Fall 2022. We hope to transition to a new assessment software this fall which will make it easier for faculty to collect, input, store, and analyze assessment data.

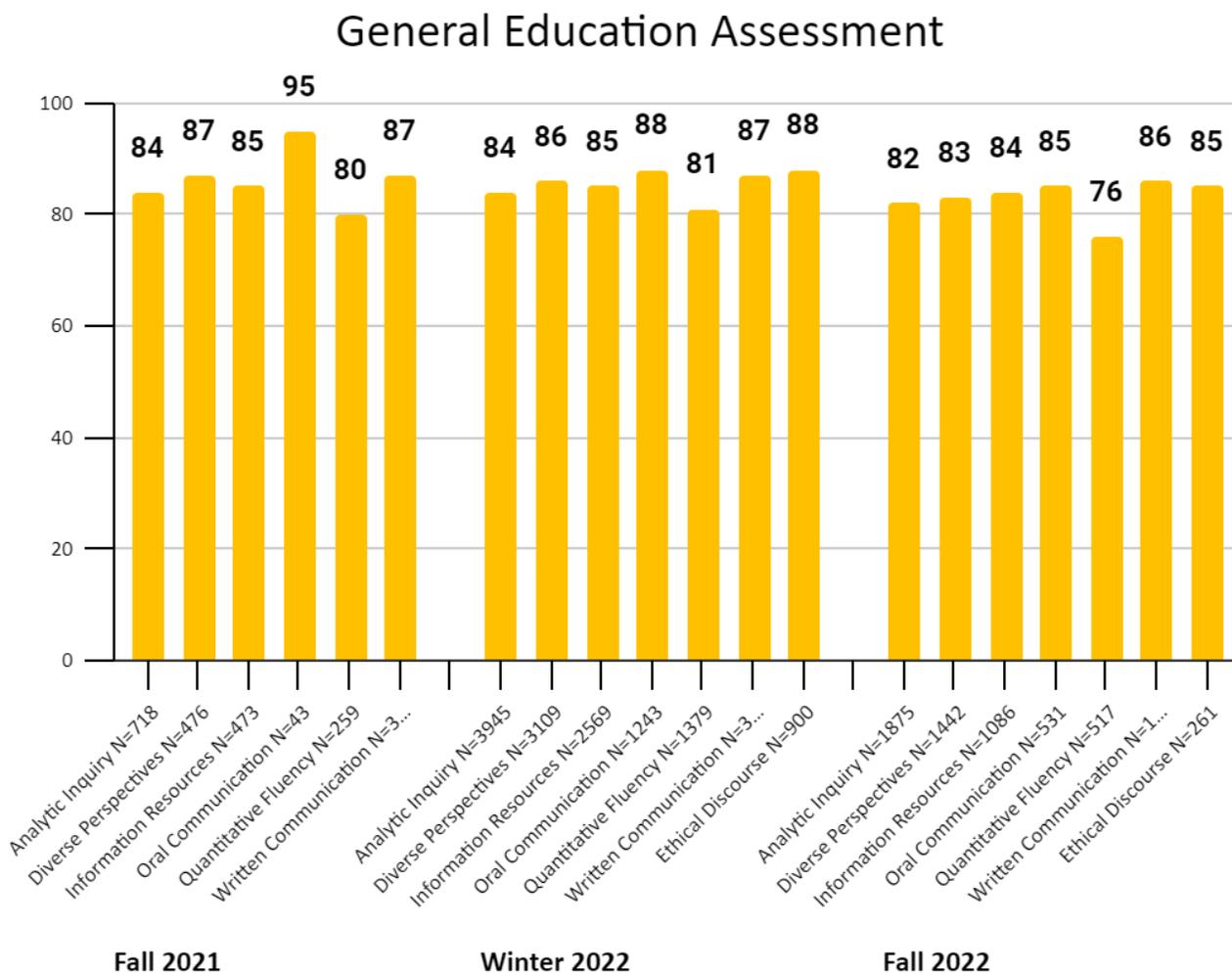


Figure 12.1 General education assessment

13. External Exam Pass Rates

Another key measure of student success is how well they perform on externally administered exams. This is particularly prevalent in the Health and Occupational areas where program-specific accreditation along with certification exams are common.

At Mid, Health Sciences includes: Nursing, Radiology, Physical Therapist Assistant, and Medical Assistant. The goal for all of these metrics is above the state and/or national average.

2021 was the first year that Mid RN Program has achieved 100% pass rate on the NCLEX-RN Licensure Exam (across both campuses). While the pass rate has dipped back to more of a historical average, it is still significantly higher than the state and national averages. Breaking down the pass rates by campus, 86% of the Harrison students and 83% of the Mt. Pleasant students successfully passed the exam.

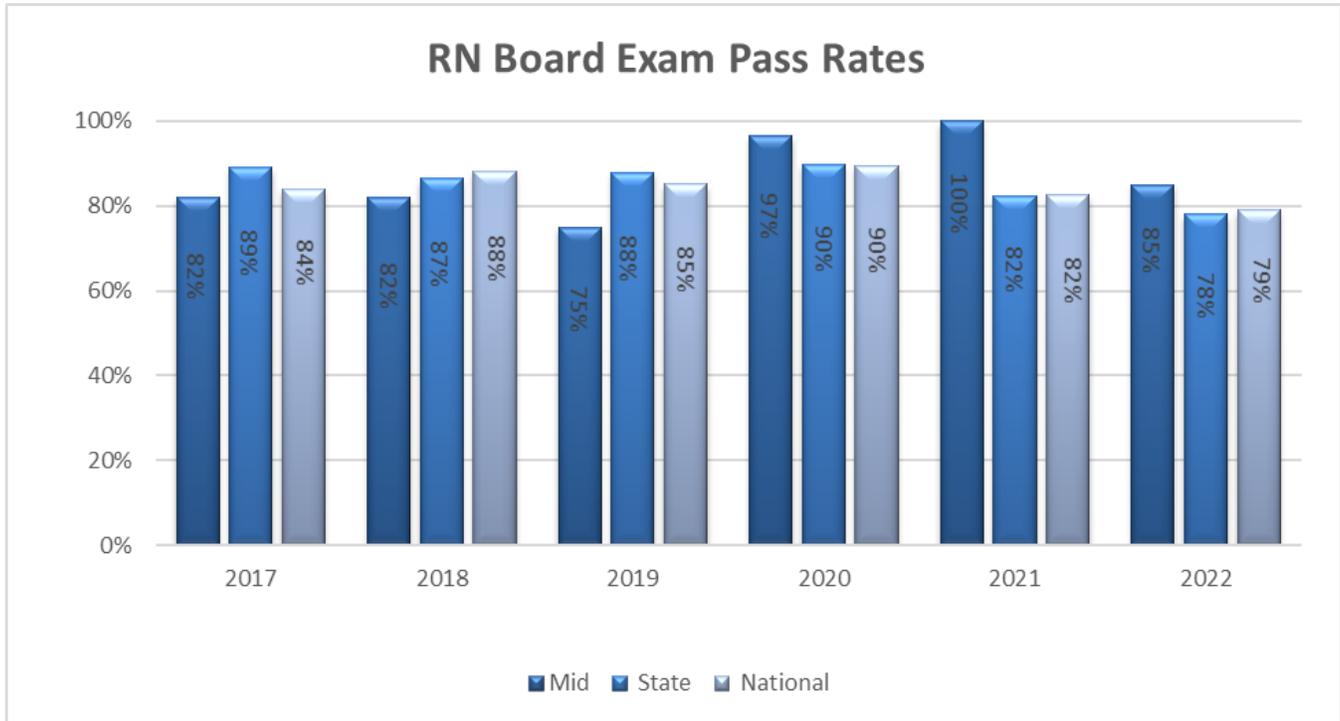


Figure 13.1 NCLEX pass rates

The American Registry of Radiologic Technologists (ARRT) is the exam utilized by Mid's Radiography program to assess graduate competency. For the Joint Review Committee on Education in Radiologic Technology (JRCERT), it is mandatory to report pass rates for the first attempt within 6 months of graduation. For the most recent year, Mid graduates passed at a 100% rate.

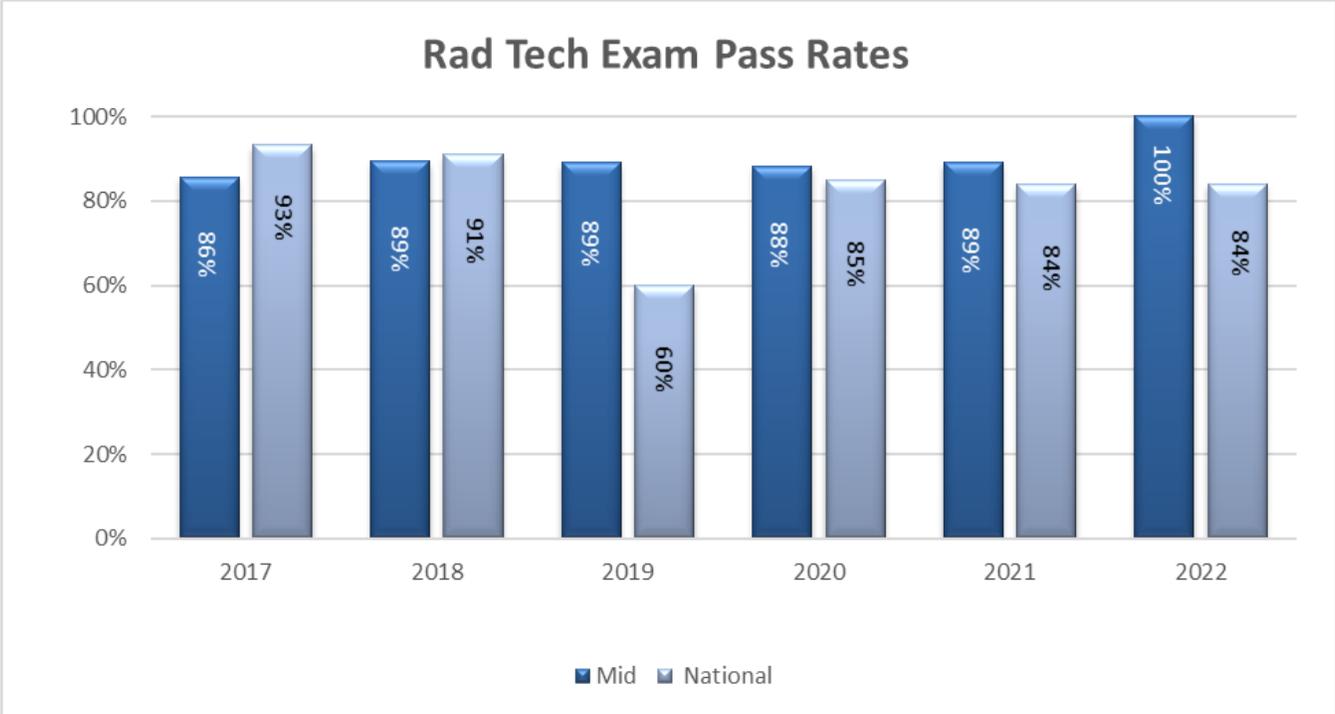


Figure 13.2 Radiography exam pass rates

The Radiography Licensure pass rates have significantly shown improvement since 2014. The Radiography program has used 3 different preparation software programs to assist students in preparing for the licensure exam which will improve the pass rate. In addition, faculty are assuring that all course learning outcomes are being thoroughly covered in the class, lab and clinical in all of the program courses.

During the 2021-22 academic year the Physical Therapy Assistant (PTA) program made some revisions to the curriculum to assist with improving the NPTE (National Physical Therapy Examination) scores and entry level skills of the PTA graduates. Certification exam pass rates declined during the pandemic but have since rebounded and are now back above the national average, which is the program's stated goal.

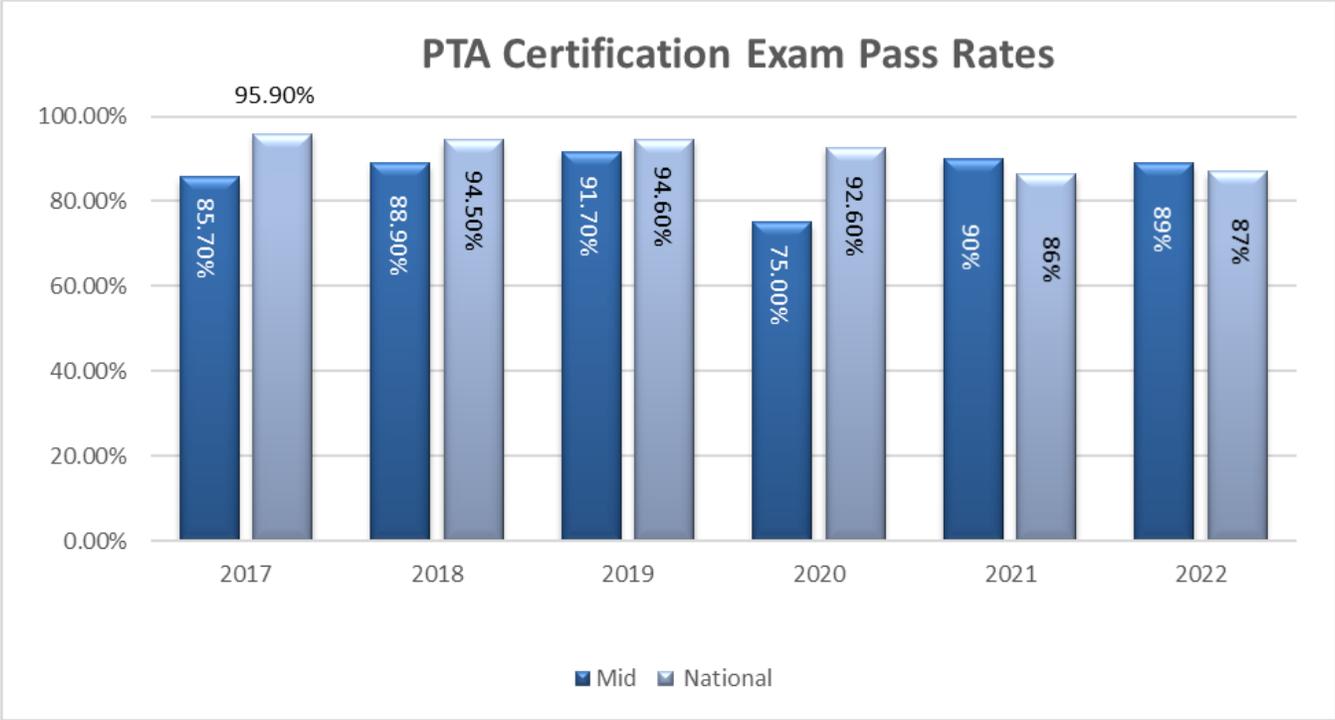


Figure 13.3 Physical therapy assistant exam pass rates

The Certified Medical Assistant Exam is the primary instrument used to assess program competency for the Medical Assistant (MA) program. Mid continues to enjoy pass rates in excesses of the national average. The 2021 National Exam Pass Rates Report does not go out to Program Directors until June 2023, so those data will not be available until later in summer 2023.

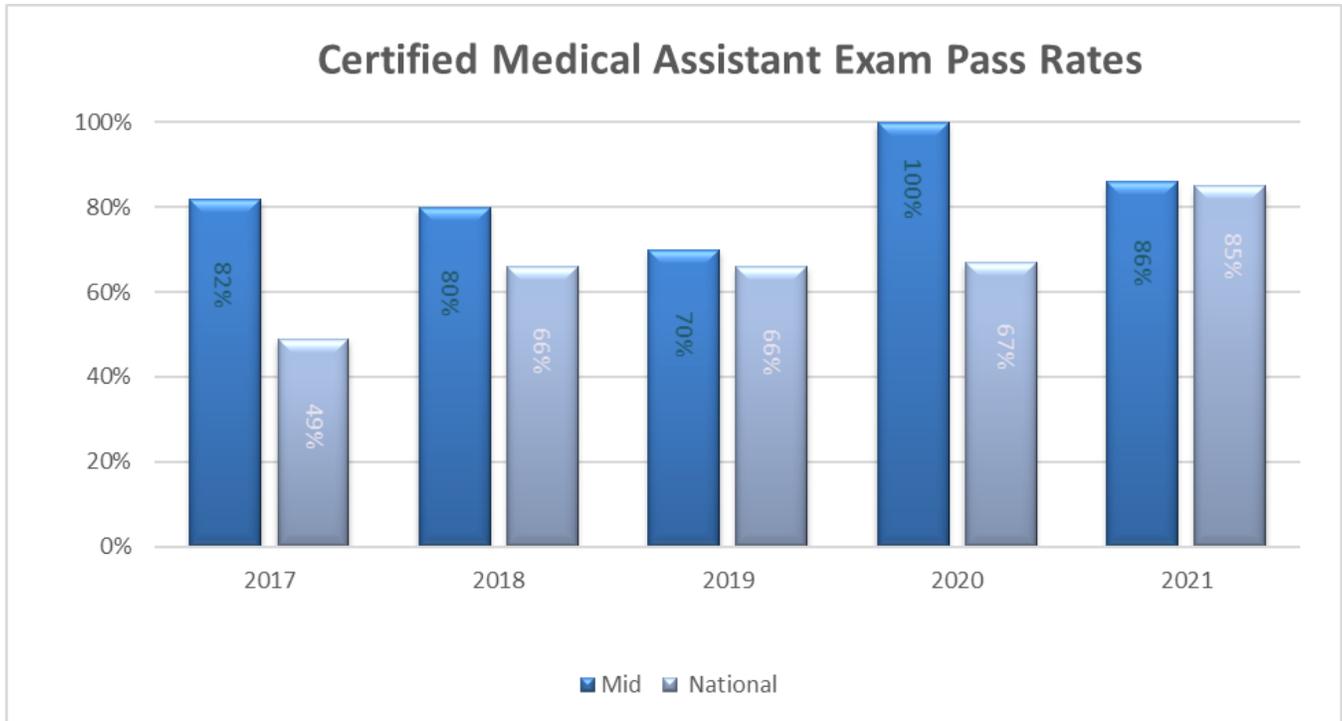


Figure 13.4 Certified medical assistant exam pass rates

In Occupational areas, our Computer Assisted Drafting and Design program utilizes the Certified SolidWorks Associate Exam for program assessment. In 2021-22, the passing rate had dipped to below the historical average. The number rebounded this year with 100% of students passing the certification exam.

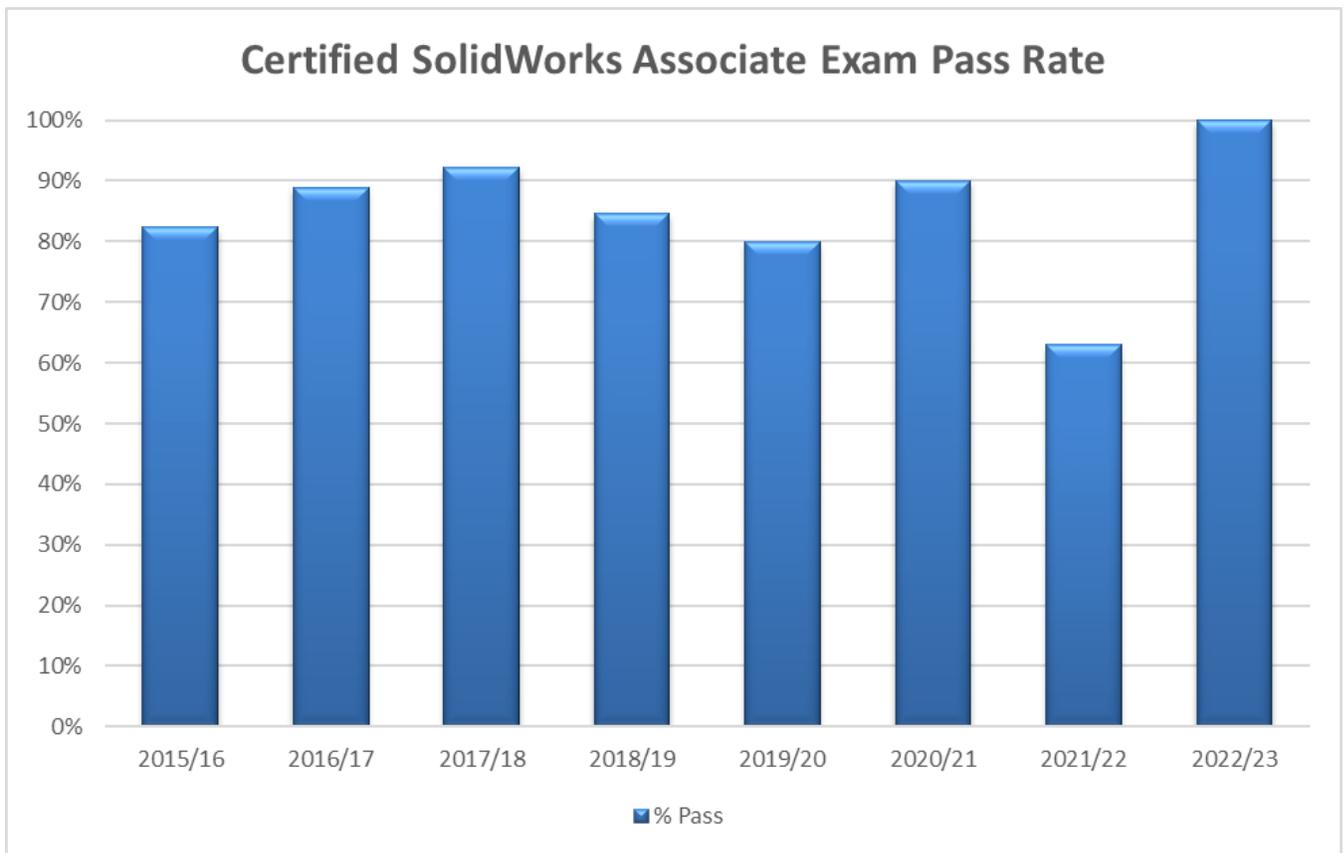


Figure 13.5 CAD solidworks exam pass rates

The Residential Air Conditioning and Heating competency exam is the primary tool used to assess program competency for the Heating, Refrigeration, and Air Conditioning (HRA) program. For instance, results of the industry competency exams indicated that students were not performing as well in two areas of focus: Low Pressure Chillers and Fuel/Oil Furnaces. Ron Holmes, faculty member in the program, integrated concepts in these areas of study into the curriculum in hopes of improving student performance. Despite this, Mid students continued to outpace students across the state and nation.

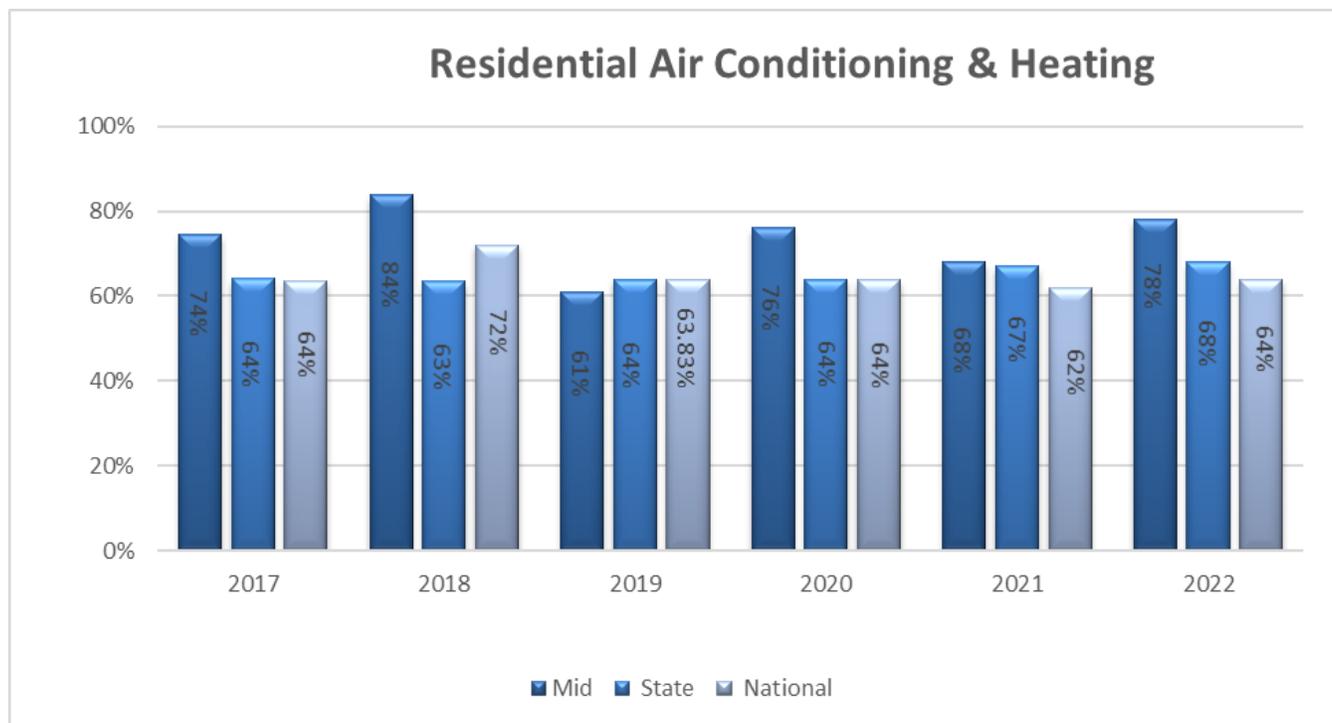


Figure 13.6 Residential air conditioning and heating exam pass rates

14. Transfer Rates

Since many of our students transfer to four-year institutions, another important measure is how they perform after they transfer. This information is an indicator of how well Mid prepares students for the four-year setting. The following series of charts provides information on transfer performance of Mid students in comparison to native students at Mid's three largest transfer partners. On average, the performance of Mid students remains very comparable to the performance of native students at our three largest transfer partners. This is consistent with national data that confirms few if any statistical differences between the grade point averages of community college transfer students and native four-year college/university students.

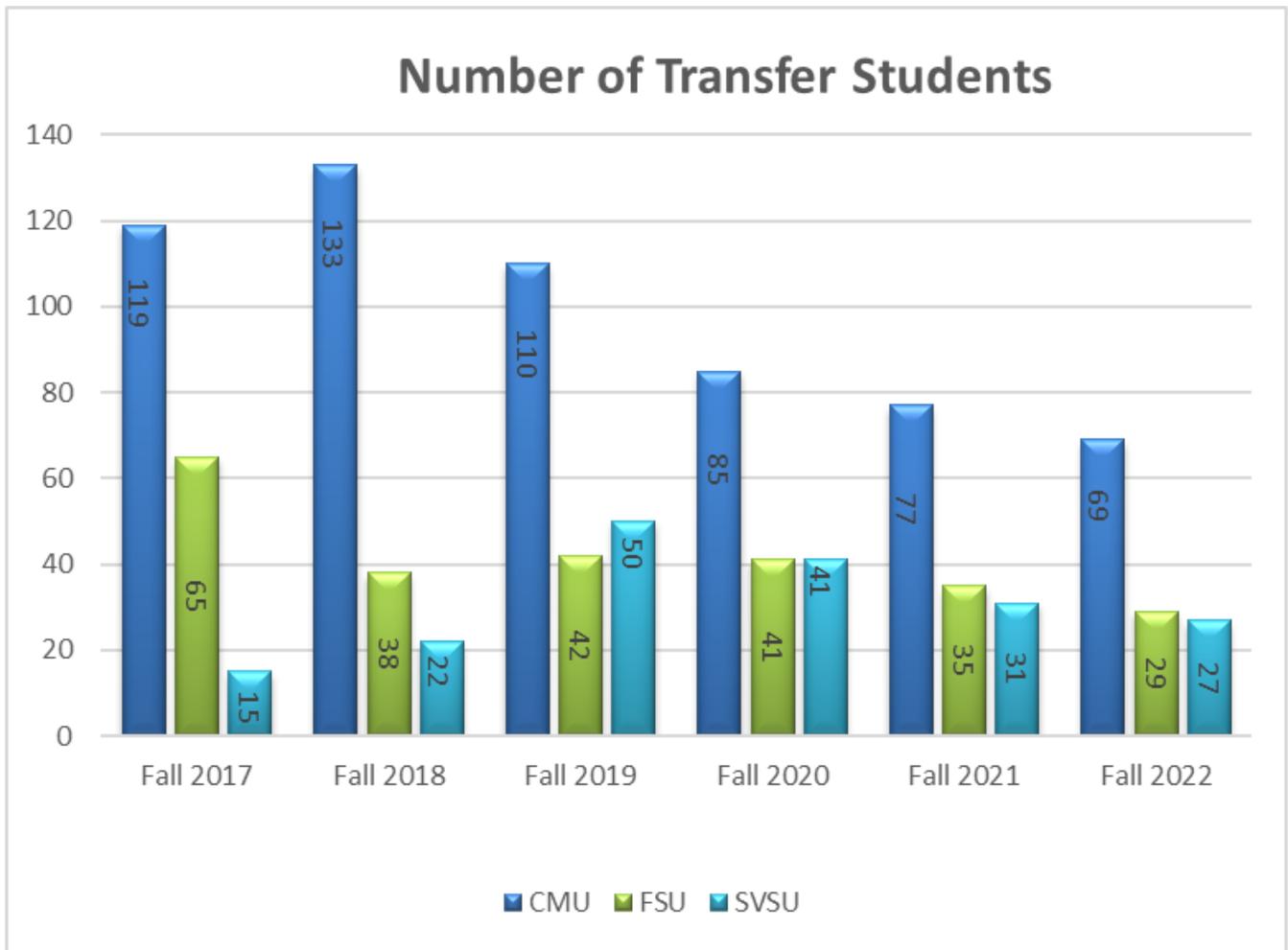


Figure 14.1 Number of transfer students

MID TRANSFER STUDENT PERFORMANCE AT CMU AFTER 1ST SEMESTER

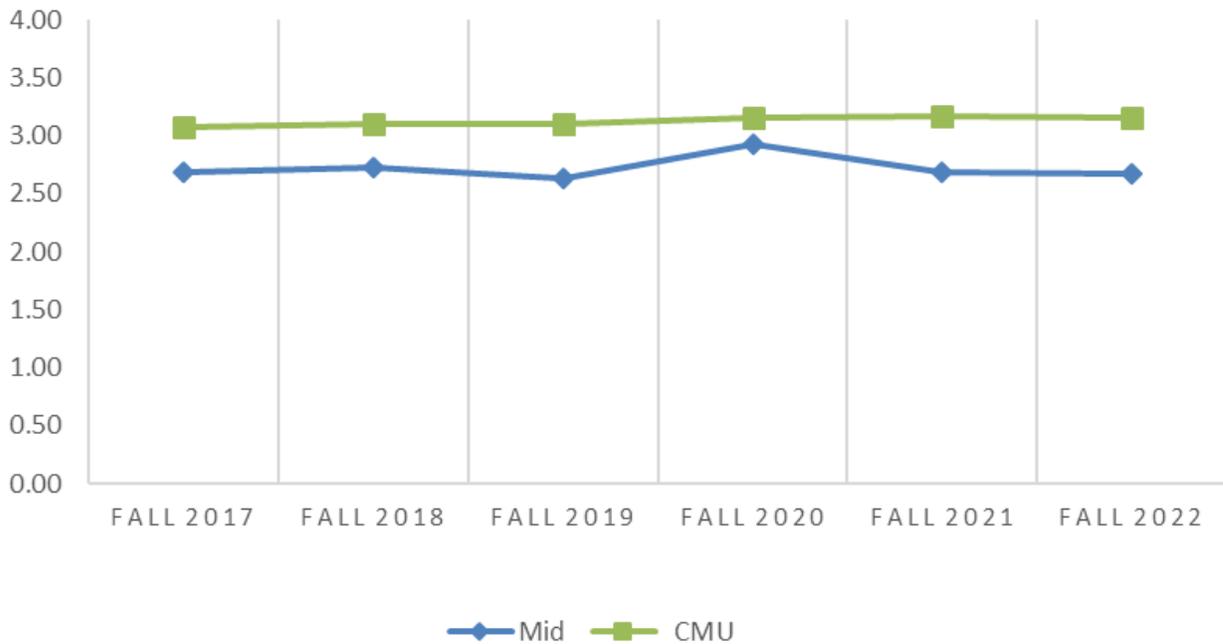


Figure 14.2 Transfer performance at Central Michigan University

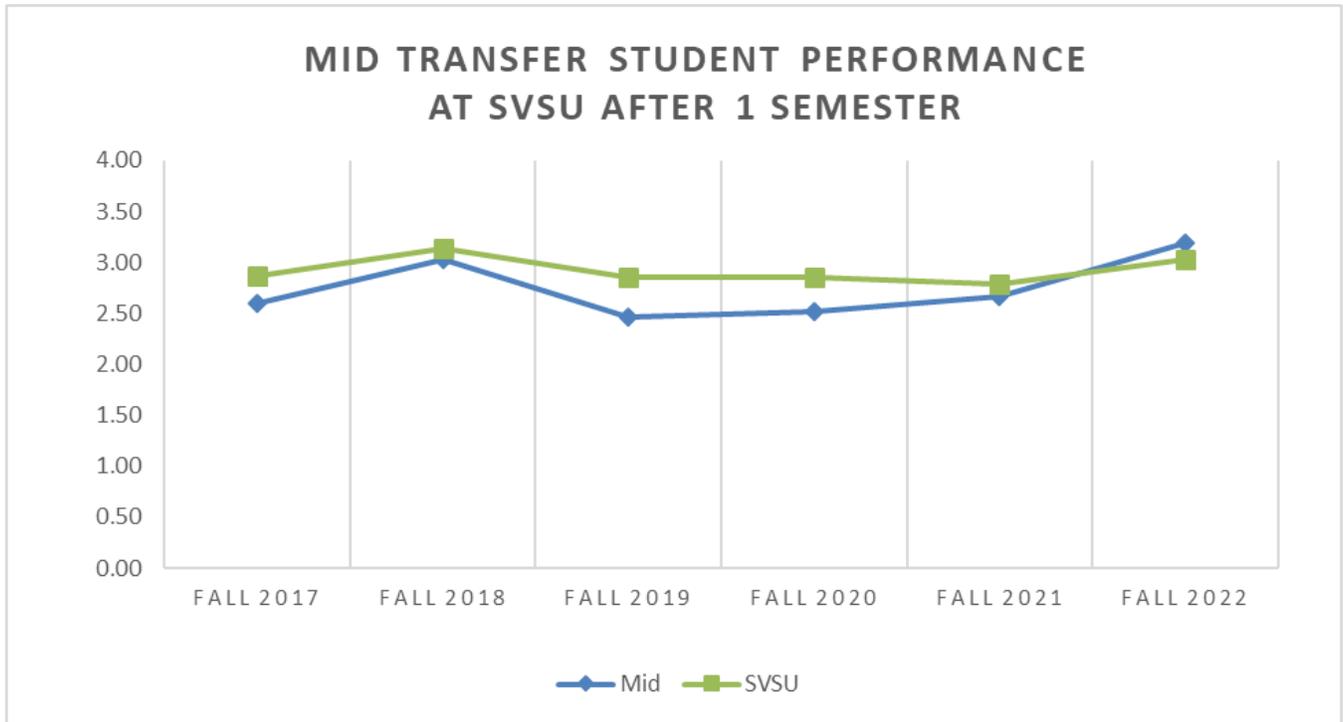


Figure 14.3 Transfer performance at Saginaw Valley State University

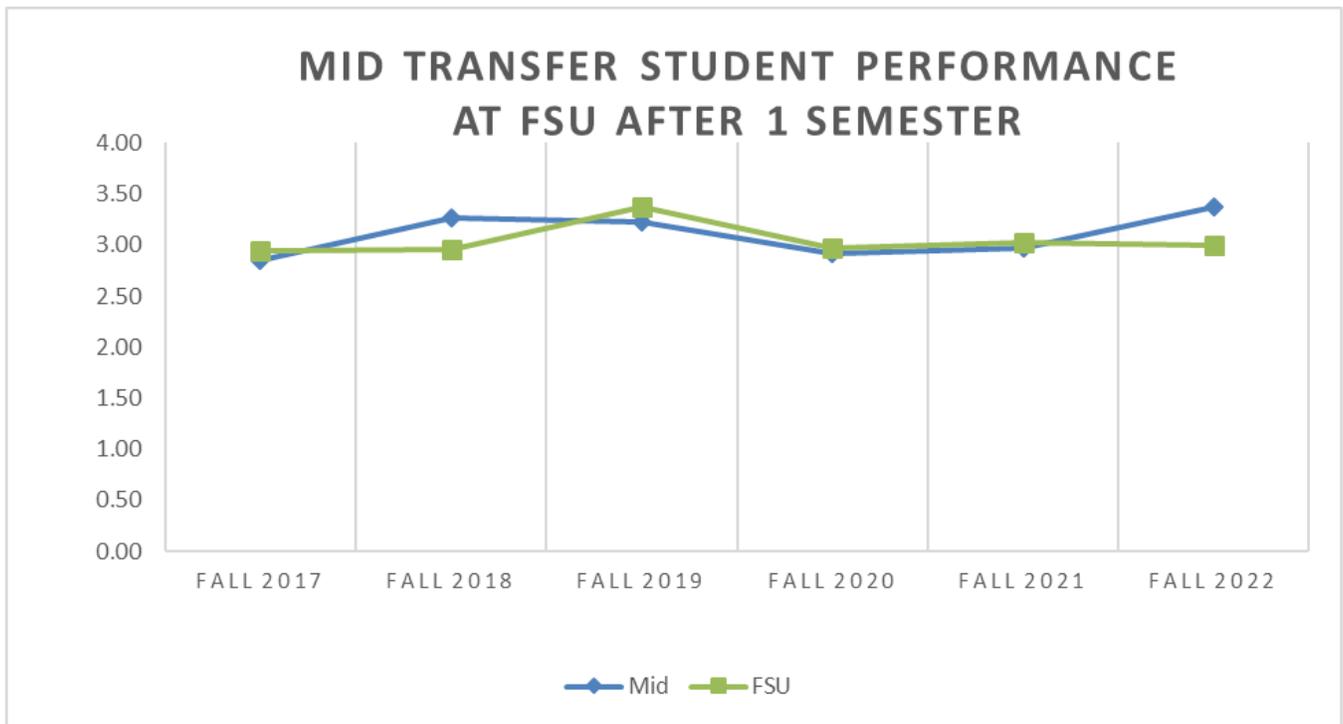


Figure 14.4 Transfer performance at Ferris State University

Three-year transfer-out rates of Mid, compared to IPEDS peers and all other Michigan community colleges. The IPEDS comparison group is a group of 27 schools, including 16 of our Michigan community college peers, and the Michigan College group contains all of our Michigan community college peers. By Institutional Research.

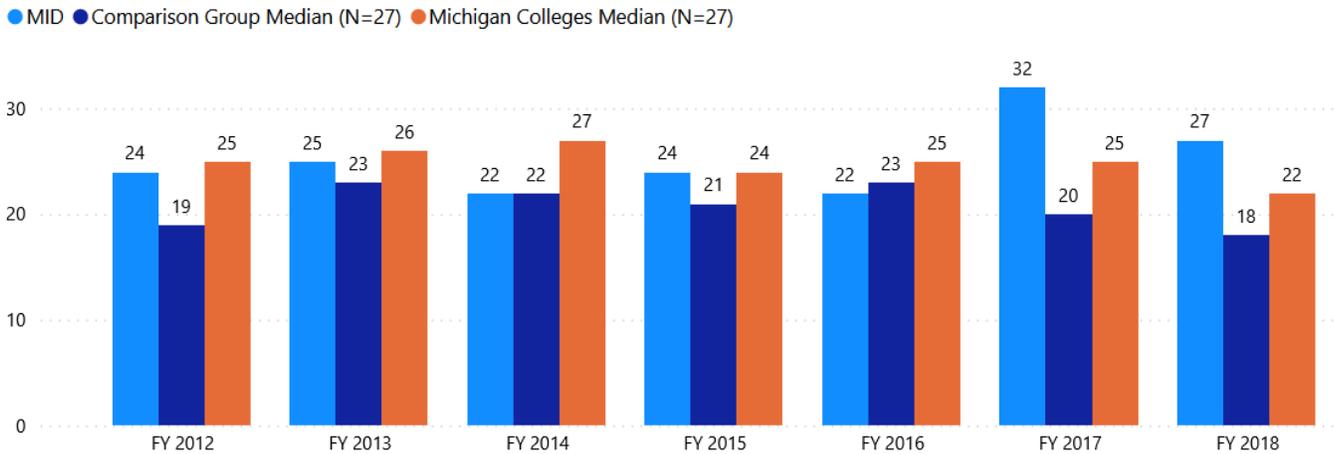


Figure 14.5 Three-year transfer out rate

15. Strategic Plans and Departmental Highlights

Mid Michigan College completed a robust process in the winter of 2022 which led to the development of a brand new strategic plan for each division of the college. Strategic Plans for each division are located in the [Mid Michigan College Strategic Plan 2022-2025](#). The strategic plans form a roadmap so to speak for how each division intends to address the goals set forth in the overall college strategic plan. While the college was technically without a strategic plan for much of the 2022-23 year, each of the academic divisions has listed a series of highlights that were accomplished during that time.

15.a. Arts and Sciences

Division of Arts and Sciences, Lead by Dean Steve Amidon

Enrollment in the Division of Arts and Sciences remains strong. In the Fall of 2023, 412 students were enrolled in Associate of Arts (AA) transfer programs (Liberal Studies Transfer, and Visual Arts Transfer), 79 students in Associate of Science (AS) transfer programs (Math/Science Transfer). 63 students in Associate of Applied Science (AAS) Programs (Graphic Design, Hunting and Angling Studies, and Engineering Technology) and two students in the expiring Web Design Certificate Program. In the Winter of 2023 there were 348 students in AA degree programs, 58 students in the AS degree programs and 49 students in the AAS degree programs. Looking forward to 2023-2024, new AAS degrees in Agriculture Business and Farm Management and Operations, as well as training credentials will be offered. Additionally, AS degree in Agriculture Science will be offered. The first agriculture courses taught through Mid began in the 2022-2023 academic year with 40 students enrolled.

The faculty in Arts and Sciences continue to make strong connections with the community. For the first time in two years, we are able to hold our student showcase on the Harrison and Mt. Pleasant campuses where our students are able to share some of their best work with the larger community. We

also were able to return the entirety of the Science Olympiad events to our campus, which brings students and parents to our Mt. Pleasant campus. Another huge accomplishment was a Biology course offered in the Florida Keys studying marine ecosystems, which gave a high impact experience to nearly 30 students. This summer we are offering similar trips to both the Florida Keys, and Belize, with 32 students registered. Full-time faculty in Biology Trish Finerty received Mid Michigan College's Full-time Faculty Award of Excellence for creating these educational opportunities in Biology, as well as other accomplishments.

Another big event was Indigenous People's Day, which brought together Mid students and faculty, the local community, members of the Saginaw Chippewa Tribe, local political leaders, and leaders from several other Michigan Tribes.

Arts and Sciences faculty also worked with the Division of Library and Learning Services to offer to Math, Science, and Writing support in Mt. Pleasant, Harrison, and Online. James Paquin, an adjunct faculty in Mathematics received Mid Michigan College's Adjunct Faculty Award of Excellence for his work in the Math Lab, as well as his teaching.

Finally, several other full-time and part-time in the division deserve special recognition for exemplary service:

1. Jackie Justice for conducting "Bridging Differences" seminars, to improve communications between faculty, staff, and administrators.
2. Iliana Miller and Jacob Hamric for leading a grant-writing team that wrote a grant application to the Midwest Institute for International/Intercultural Education that may lead to more study abroad opportunities for our students.
3. Martin Elzroth and Adam Van Dyke for directing the Regional Science Olympiad.
4. J.J. Mertz for directing the Hunting and Angling Scholars program.
5. Bob Elmore, Rod Elmore, Jordan Webster, J.J. Mertz, Iliana Miller, Anthony Sassin, and Matthew Moffett for teaching and designing curriculum to help students who struggle with Math and/or English, through the grant-funded College NOW! summer bridge program.

15.b. Business and Professional Studies

Division of Business and Professional Studies, Lead by Dean Amy Fisher

The Business and Professional Studies division which includes Business, Accounting, Economics, Computer Information Systems, Criminal Justice, and Early Childhood Education worked throughout the 2022/2023 academic year to identify opportunities for improvement within each program, and used those items to establish the components of the department's strategic plan. After reviewing the components of our strategic plan we have the following updates to report

Goal 1: Develop a pilot program in conjunction with student services to improve retention and completion numbers for Business and Professional Studies students.

Our goal of using Target-X and Moodle to develop a pilot program to improve retention and completion numbers ran into some barriers related to technology, so we shifted and narrowed Goal 1 to focus on the success of first-time freshmen in online courses. Data obtained from our

institutional research department indicated the pass rates for students taking online courses during their first semester were lower than students taking the same courses face to face. Mid does not currently require students to participate in any training prior to registering for an online course, and our thought was that students in the online courses did not have a clear understanding of what is required to be successful in an online course or the amount of time they needed to spend on the content in order to be successful.

Our pilot program, which will begin Fall 2023, will require students who are taking an online section of BUS.151 Introduction to Business completes Module 0 in Moodle prior to being allowed to begin the course. We are currently working with our online learning department to create the module which will include content on navigating moodle, time management techniques, detailed information on how to effectively use the tools in an online course, as well as an explanation of how much time is required to successfully complete the course. We will compare student grades in the section requiring Module 0 to the section of BUS.151 that does not require Module 0 to see if students are more successful if they complete an online module prior to beginning the course. We hope to restart our original pilot with Target-X once the technical issues have been resolved.

Goal 2: Lower degree requirements to a minimum of 60 credits and reduce the number of General Education credits required from 21 credits to 15 credits.

Our initial goal of lowering the number of credits required for our Associate in Applied Science degrees to 60 was not an attainable goal based on the courses required in the program and the credits associated with each course. We were able to achieve this goal for our AAS.ECE degree and have made the appropriate updates which will be effective beginning Fall 2023. When we reviewed our AAS. BUS and AAS.CIS programs, we were not able to lower the credits to 60 due to the Accounting courses that are required, which are four (4) credit courses. For the five (5) degrees that require Accounting, we were able to lower the credits required to 62 credits. The second piece of this goal was to lower the number of general education credits from 21 to 15 and we have achieved this goal for two (2) of the nine (9) programs

We have two remaining degrees in our Criminal Justice area: Criminal Justice Pre-Service, which has 64 credits, and Criminal Justice - Conservation Officer which has 67 credits. We are going to review both degrees in the 23/24 academic year to determine whether or not the credits required to complete the degree can be reduced.

Goal 3: Improve transfer opportunities for our students by establishing more articulation agreements with university partners and developing transfer pathways to support those articulation agreements.

Our goal is to create as many seamless partnerships as possible for our students intending to transfer to a university. In 2020 we started a project with Central Michigan University to create seamless transfer pathways into their education programs. We began our project by aligning our Early Childhood Education pathway to CMU's Early Childhood Development and Learning (ECDL) degree, which will allow students to obtain their Bachelors degree at CMU and become certified as a Birth-Kindergarten instructor. In 2022 we expanded our project to include the Elementary Education pathway which will allow students to transfer into CMU's Early Childhood Development and Learning (ECDL) program and become certified as Elementary teachers. We

also created a new Elementary Education degree at Mid that aligned better with CMU's program and will allow students in the education program to graduate from Mid with an Associates in Arts - Elementary Education degree instead of the Liberal Studies Transfer degree they had previously earned. While many of the courses in the new degree are the same, having their diploma reflect the career they are entering instead of a general degree better identifies the core content of the program and solidifies their choice to go into education. We are currently working on establishing a pathway that aligns with CMU's Secondary Education program, and should have that pathway finalized at the end of the 23/24 academic year.

Creating the pathways and aligning our partnership with CMU' education program has allowed us to assist our Dual Enrollment partners who are trying to create opportunities to "Grow their Own" teachers within their districts. We are currently offering our education programs at our dual enrollment site in Clinton County and are working to facilitate partnerships with other districts.

In addition to our education programs, we are working to expand articulation agreements with Ferris State University (FSU) Cybersecurity program, and signed our first articulation agreement for our IT Infrastructure and Cybersecurity degree in 2022. This agreement will allow students from Mecosta Osceola Intermediate School District (MOISD) to continue taking dual enrollment courses with Mid and FSU and seamlessly transfer into Ferris's Cybersecurity program. Jobs in Computer & Information Systems Management have been identified as one of Michigan's Hot 50 jobs with a projected increase of 7.6 % and annual wages of \$49-\$78 per hour. In an effort to expand our partnership with Ferris, we are working on developing a course in Cloud Computing. This course was approved through the most recent curriculum cycle and will be developed over the Summer of 2023. Once the course is developed we can work on another articulation agreement with Ferris for Artificial Intelligence (AI) . As of our last conversation with Ferris, we would be the only community college to have an articulation agreement for AI with Ferris, which would be a great opportunity for our students.

Goal 4: Optimize opportunities for persistence and retention for dual enrollment students. Mid has a number of students that participate in our dual-enrollment program. One of the objectives to support students and encourage them to continue their education at Mid is to expand existing dual enrollment programs into Early Middle College (EMC) programs, which would allow students to complete Mid coursework throughout their junior and senior year of high school and complete an additional year of coursework at Mid to earn their associate's degree.

Mid currently has an Early Middle College program for Early Childhood Education at CCRESA and is working to establish additional opportunities for an Early Middle College program for Cybersecurity and Education at MOISD. We feel our best opportunity for retention and completion in our dual enrollment program is through the structure of an Early Middle College program which has a focused pathway to keep students on track.

Corrections Program Update

The Michigan Community College Association (MCCA) is working with the Michigan Department of Corrections (MDOC) to administer the Michigan Corrections Officer Grant Program. The MDOC requires that corrections officers earn 15 college credits within 24 months of employment and the Michigan Corrections Officer Grant Program will support tuition and fees for corrections

officers enrolled at a Michigan Community College. In order to create flexibility for students within the program, all of the courses within the corrections program at Mid have been developed for the online environment and students completing 15 credit hours in Corrections will receive a Certificate in Criminal Justice - State Corrections. There are currently 31 prison facilities in the State of Michigan and according to the MDOC they currently have over 800 vacant positions with most of those positions being Corrections Officer positions. According to the Bureau of Labor Statistics (BLS) the average wage for a corrections officer is \$47,920 per year.

15.c. Health Sciences

Division of Health Sciences, Lead by Dean Barb Wieszcieski

Mid Michigan College graduated the first JNEP (Joint Nursing Education Partnership) students from program in May 2023. The graduates are now eligible to sit for the NCLEX-RN licensure exam. As per the JNEP agreement, the graduates will return to CMU to complete their BSN degree. The advantage to the graduates and workforce is that they can start working now as a RN while completing their BSN program.

Mid Michigan College Nursing works closely with workforce partners to provide career ready graduates. Employee feedback acknowledges all of the work of the graduates and faculty at Mid. Examples of employer satisfaction:

Mitchell Nash, BSN, Nursing Manager PCU, MyMichigan Health Midland; "I just hired 9 graduates and wish I had more Mid graduates to hire."

Jackie Whitmer, BSN, Nursing Manager, Neuromedical unit, MyMichigan Health Midland; "I prefer a Mid grad over any other grad; they are the best grads ever. Mid grads are well organized, excellent critical thinking skills and clinical judgement skills. I wish all grads were like the Mid grads."

Amy Snyder, BSN, Clinical Supervisor, MyMichigan Health Midland; "As a clinical supervisor, I get the new grads on the night shift and work 1:1 with them. Mid grads are by far ahead of any grads we hire. They are ready on day one! I find that the Mid grads have excellent clinical judgment skills and their clinical skill set is superb."

Colleen Markel, DNP, SHRM-CP, System Director of Education Services, Workforce Development, and Volunteer Services, Human Resources, MyMichigan Health; "MyMichigan Health hires and employs more Mid graduate nurses than graduates from any other schools across the system. The Mid grads are prepared exceptionally well and ready to start as a graduate nurse on day one; they have excellent clinical skills. Many of our leaders across the system are Mid grads working to serve the community."

Kelly Debolt, CEO Select Specialty Hospital, Saginaw; "we enjoy the enthusiasm and excitement the Mid students and grads bring to Select. Their preparation for practice is exceptional which is evidenced by the excellent patient care they provide."

Maria Nunez, MSN, Elsevier Course Administrator; “I found that the Mid graduates are the most advanced group of students I have ever taught the HESI Live Review to across the country. I can tell they have received an excellent education in their curriculum at Mid. “

Strategic Plan Update:

Goal 1: Optimization of institutional instruction and student success via creation of an IPE Health Education Center

Our goal for designing and creating a separate robust Health Education Center ran into barriers related to lack of funding and the sale of the Pickard Building. Instead, we have shifted this goal and will apply to the State of Michigan ADN/BSN Initiative Grant and utilize that funding to upgrade the skills labs to state-of-the-art equipment. We will redesign the sim labs and add an additional sim room at each campus. With the renovations, this will allow for the students to collaborate with all health science programs to create Interprofessional learning activities.

Goal 2: Enhance Community Engagement with the Health Science Programs

The health science programs participated in the Senior Focus Day on the Harrison campus. There was a lot of student involvement and interest in the programs at Mid. Several simulation activities were demonstrated for students which drew their interest.

Health science representatives participated in a in live stream round table conversation to the high schools regarding information about health occupations. Students were able to hear from health occupation experts, interact, ask questions and hear a brief overview of different health occupation careers.

Health science representatives participated in the MyPlace in Healthcare event at MyMichigan Health Midland which was geared to high school students interested in health careers. Students from the local high schools were invited to attend and were provided information about different health science careers.

We ran into barriers to organize a career fair at the college for interested students due to COVID restrictions. The plan is to revisit this activity in 2023.

Nursing

Mid Michigan College Nursing has applied for a \$2 Million grant through the state of Michigan as part of the Associate Degree in Nursing to Bachelor in Science Completion Initiative. The purpose of the grant is to significantly increase the number of nurses with bachelor's degrees by creating additional opportunities for nurses with associate degrees to seamlessly complete their Bachelor of Science (BSN) on the community college campuses. This is a collaborative effort among the state's four-year postsecondary institutions, community colleges, and nursing workforce stakeholders. Mid Michigan College will partner, exclusively for the grant purpose, with Central Michigan University and will focus on attainment, access, and affordability.

Radiography, Magnetic Resonance Imaging, and CT

Achieved a 100% employment rate in all 4 programs for 2022.

Physical Therapist Assistant

Crystal Parker, PTA retired at the end of the fall 2022 semester. Crystal Meister, PTA, BBA was hired as the new Clinical Coordinator for the PTA Program. She has over 16 years of experience in long term care, outpatient pediatrics and acute care. She currently still works at Mary Free Bed @ Covenant Healthcare. In fall of 2022 we implemented our new expanded curriculum with additional content in cardiopulmonary, prosthetics/orthotics, pediatrics, geriatrics and neuromuscular interventions and pathologies. The Commission on Accreditation in Physical Therapy Education (CAPTE) will be here in August of 2024 for their accreditation site visit. Reaccreditation visits occur every 10 years for the most part in PT and PTA education. CAPTE is also revising its Standards and Required Elements for PTA Programs. These will be implemented in January of 2024. The program continues to work to expand acute care clinical education placements and to return students to placements in long term care. The COVID testing policies and guidelines in long term care are constantly evolving, so those places are challenging at this time.

Medical Assistant

Mid Michigan College's Medical Assistant Director, Janice Noteboom has created a 10-Month Training Credential for Medical Assistant (TC.MA). 2022 is the second full year that this option has been available to students. (NOTE*-The 2-Year Associate in Applied Science for Medical Assisting (AAS.MA) still continues to be available to students). In Summer 2020 the AAS.MA accreditation through The Commission on Allied Health Education Programs (CAAHEP) was changed to cover the 10-Month TC.MA portion. This change was approved and the status changed in Fall 2020 so that students entering the Medical Assistant Program could complete the Core Courses in the program, including their capstone Medical Assistant Externship and be eligible to sit for The National Certified Medical Assistant Examination through the AAMA. Once students have completed this TC.MA requirements, they are eligible to go to work in the medical industry. Students can also decide to finish the other AAS.MA classes to earn their AAS.MA degree. This addition and accreditation status of the TC.MA has increased enrollment numbers in both the TC.MA and the AAS.MA at Mid Michigan College. As stated and shown in the number of students who applied for the MA Program in the Fall 2022 semester. This enrollment increase also helps to fulfill our Community's desperate need for these Health Care Professionals! Mid is still offering both of these MA Program options to students at the Huron Intermediate School District in Bad Axe. Discussions took place last Fall to increase/expand our advertising for the Medical Assistant Program in that area. The hope is to reach students in that area and train them to fulfill the need for Medical Assistants in that area. Mid Michigan College also has an Adjunct Faculty Member who will be teaching the Core Courses in the TC.MA and AAS.MA Programs.

Table 15.c. The “Health” of the Current Health Sciences Programs

Program	2017	2018	2019	2020	2021	2022
Computed Tomography	n/a	11 Applied 11 Accepted	4 Applied 4 Accepted	3 Applied 3 Accepted 8 total from all consortium schools	4 Applied 4 Accepted	4 Applied 4 Accepted
EEG	n/a	n/a	8 Applied 8 Accepted	8 Applied 8 Accepted	5 Applied 5 Accepted	4 applicants; 2 pulled apps, 2 eligible, 2 accepted
MRI	12 Applied 5 Accepted (Allotted for Mid)	21 Applied 7 Accepted	13 Applied 7 Accepted	18 Applied 12 Accepted (2 accepted RAD)	18 Applied, 2 withdrew application, 2 incomplete prerequisites, 1 no response; 13 eligible and 13 accepted	18 applicants; 5 pulled apps, 2 incomplete prereqs, 11 eligible, 11 accepted
Medical Assistant	12	18	7 Applied 5 Accepted	21 Applied 21 Accepted	22 Applied 18 Accepted	27 Applied 21 Accepted
Nursing	Fall=49 Winter=71	WI18 = 60 Applied/ 48 Accepted FA18 = 83 Applied/ 48 Accepted	WI19 = 76 Applied, 48 Accepted FA19 = 62 Applied, 48 Accepted	WI20=, 49 applied, 43 accepted FA20= 56 applied, 44 accepted	WI21=76 applied FA21 = 48 applied	WI 2022 76 applied, 48 accepted FA 2022 57 applied, 48 accepted Total for 2022 both campuses: 133 applied, 96 accepted

Pharmacy Technician	1	18 Applied 18 Accepted	11 Applied 9 Accepted	11 Applied 9 Accepted	12 Applied 10 Accepted	7 Applied 3 Accepted
Physical Therapist Assistant	48	38	42 Applied 18 Accepted	25 Applied 18 Accepted	24 Applied 18 Accepted	19 applied, 15 were qualified, 11 accepted seats
Radiography	29 Applied 18 Accepted (accepted all who met the min. requirement)	40 Applied 21 Accepted	30 Applicants 18 Accepted	22 Applied 20 Accepted (2 accepted MRI)	37 Applied 1 accepted MRI, 8 pulled applications 6 incomplete prerequisites; 22 eligible and 20 accepted	25 applicants; 2 pulled apps, 3 incomplete prereqs, 20 eligible, 20 accepted

15.d. Career and Workforce Development

Career & Workforce Division, Lead by Dean Shawn Troy

Division Vision Statement

- ***Mid Michigan College Career & Workforce Education division seeks to prepare students for high skill jobs within a diverse and globalized world by building a competency based curriculum that emphasizes third party, industry-recognized certifications that go beyond the traditional credit hour.***

Strategic Planning Updates:

Goal 1: Sustain and or Increase Enrollment across Divisional Programs

- Encouraging our Community
 - Educating local K-12 students, Counselors, and parents, on the value of a Skilled Trades credential in hopes of retaining talent for local and regional employers.
- Encouraging Student Success
 - Improve access to resources to help students get exposed to non-academic pathways.

1.1 Create and participate in on and off campus recruiting events

During the 2022/2023 Academic Year, I have represented Mid and the Career & Workforce Division at 5 recruiting events. This includes in-district events at Shepard High and the Mt. Pleasant Tech Center, and the MiCareer Quest event at Saginaw Valley State (SVSU) where 7,000 High School students from the region attended.

1.2 Increase Footprint for Career & Workforce Programs (Statewide)

- The Division expanded its off-campus footprint during the 22/23 academic year by offering the Dual-Enrolled WLD classes at Ovid-Else High School.
- In 23/24, the Division will be expanding again with the partnership with GI-Tech (Gratiot/Isabella RESD). Both WLD and Auto classes will be offered at both their Mt. Pleasant, and Alma locations.

1.3 Build pipeline to meet the demands of local and regional employers

- Starting in FA 2023, Alma Tire will be sending 2-3 employees to Mid's Auto program for the RTI (Related Trade Instruction) portion of their new Apprenticeship program.
- Expanded off-campus offerings at Ovid-Else (FA 22) and Gratiot/Isabella RESD (FA23)

Goal 2: Produce students with the foundational, real-world knowledge and skill sets to thrive within industry once they have completed a credential or degree at Mid.

Aligns with one or more priority areas identified under Mid's Enduring Goal(s):

**You can find Mid's Enduring Goals in the [Mid Michigan College Strategic Plan](#)*

(List out the Enduring Goal(s) here that align with the goal you have identified)

- Encouraging Student Success
 - Ensure students have the right competencies and skills that match the needs of local and regional employers.
- Insuring Institutional Effectiveness
 - Ensure financial, capital, and human resources are aligned with institutional priorities and allocated effectively.

2.1 3rd Party Industry Certs

- The Career & Workforce Division issued over 400 industry recognized certs during the 22/23 academic year.
- Students on average passed our NC3 certification test at a rate of 88% on the first attempt (75% is minimum)

2.3 Creating an Alumni network for program graduates

- The Division was able to attain approximately 85% of the graduates personal information upon exit this past year (22/23) (75% was goal)

Divisional Highlights

During the 2021/2022 Academic year, the Career & Workforce Division issued 257 NC3 (National Coalition of Certification Centers) Industry sponsored certifications within Manufacturing, HVAC & Facilities, and Auto & Diesel Service. Overall, the division issued over 400 Industry recognized certifications over all subject areas during the 2022/2023 academic year.

Administrative Assistant Professional (AAP)

As one of the loan programs that operate 100% online here at Mid, the AAP program continued to diversify during the 2022/2023 academic year. In FA 2022, the program started the first year of its new Virtual Assistant pathway under the umbrella of the AAP program. The Virtual Assistant pathway, which is also 100% online, is set up to train individuals to operate as office managers and professionals in a virtual environment. In addition to this, the AAP program also introduced new curriculum that allows students to learn how to leverage various social media applications to market a place of work. The program, including all program related pathways, is particularly set up for working people, with 8 week fast-track courses that are all offered 100% online.

Auto & Diesel Service

The Auto and Diesel program at Mid continues to adjust to the ever changing world of transportation. The program moved into a new lab at the Magnus Center, which offers state of the art diagnostic equipment, in FA 2019. The program and lab are sponsored by numerous corporate partners such as Snap-On Tools and Ford Motor. The program is currently the only college in the state to offer the Ford Ace program, which allows students to earn Ford certifications prior to working at a Ford sponsored dealership. Starting in FA 2022, the program shifted to all late afternoon and evening classes in order to meet the demands of our students who are out working. This, along with the current fast-track format, will allow students to complete the Training Credential in 9 months. Initial results of this change were positive, as the Auto program had a 5 year high in enrollment, with close to 40 students enrolled in FA 2022 (afternoon and night classes). The program was also the benefactor of a generous donation from Midland Ford, who donated a 3.7 liter engine to the program. The program also developed a new EV (Electric Vehicle) course that will be offered in WI 2024. This new EV course represents the future of what the program will evolve into as the world of autos and transportation prepares for a more electrified future. The program also continued to issue a variety of industry certifications, including a new small engine certification from Briggs and Stratton that students earned in the Small Engine class. Lastly, although the Magnus Lab is relatively newly updated and offers students an opportunity to learn on high tech equipment in a nice environment, the lab itself has some size limitations that will prevent the program from growing and adding more diverse curriculum such as boat engine repair, an expanded small engine pathway, and potentially EV technologies. The auto program was recently awarded the Master Automobile Service Technology Accreditation – the highest level of program accreditation recognized by the National Institute for Automotive Service Excellence (ASE).

Advanced Integrated Manufacturing (AIM)

The Advanced Manufacturing program at Mid continued to grow in 2022/2023. The dual-enrolled program that serves students from the Clare/Gladwin RESD enrolled 19 students this past year, and has 19 students signed up for FA 2023. The program rolled out new CNC pathways in FA 2022, and started to integrate over 1 million dollars of Industry 4.0 equipment that was purchased during the 2021/2022 academic year. Due to this investment in Industry 4.0 labs, the college will be offering an updated Automation/Electronics pathway starting in FA 2023, which includes 3 Automation courses, and new courses in Mechatronics, PLC, and AC/DC Technologies. These updated changes were also supported by the program's largest supporter, the CMMA (Central Michigan Manufacturers Association).

Welding

The Welding program saw robust enrollment this past academic year, with close to 90 students enrolled in the program cohort. The program continues to be a Lincoln School of Choice, which means we can purchase the program's raw materials from Lincoln at a discounted price. The program continues its

legacy of community engagement with the local Mascot project. For the 2021/2022 school year, the Welding program fabricated a Beaver mascot for Beaverton High School that was donated during the FA 2022 semester. Lastly, the Harrison Campus welding lab will undergo \$100,000 in upgrades during the summer of 2023. These upgrades are vital for the lab's infrastructure, which includes the addition of 14 new multi-process welders for the program.

Computer Aided Drafting (CAD)

Approximately a year and a half ago, the CAD Program at Mid Michigan College partnered with a commercial 3-D printing company, Lyseon. This partnership made it possible for over \$750,000 of production size and professionally quality 3-D printers to be added to the MIDCAD Product Design Lab at the Harrison Tech Center. Due to the enhanced equipment that our students have access to, the MIDCAD program was able to develop a brand new national certification level 3-D printing class to the Associate Degree curriculum. CAD 217 "3D Printing Applications" is a course designed to give students advanced level training with high end 3-D printers that will cover different 3-D printing equipment, materials, and applications. This course will also prepare students to take the national Stratasys Additive Manufacturing Certification Exam. Upon graduation, students in the MIDCAD program will have their Associate Degree in CAD, national certification in the Solidworks CAD software, and now national certification as a Stratasys 3D Printing expert. The collaboration with Lyseon has already shown amazing results and immediate improvement preparing students for related careers after graduation.

HRA/Facilities

For the HRA/Facilities program, Mid offers a variety of pathways to meet your goals and interests. With an expanded focus that includes facilities maintenance, electrical, and plumbing you'll gain a well-rounded knowledge base. Mid offers a 100% internship placement rate and graduates have achieved a 97.5% pass rate on industry licensure tests, meaning you'll be well prepared for real-world work. Students entering the program earn 2 Training Credentials in 10 months, and 100% job placement for those who complete the program.

Career Center

Career Center – Lead by Amy Dykhouse, Director of Career Center and Accommodations
Career Center – Led by Amy Dykhouse, Director of Career Center and Student Accommodation Services. Mid's Career Center has been in operation since summer of 2017. The Center serves students covered under the Perkin's Grant, as well as the general student population, accommodations students, TRIO-Student Support Services (SSS) students, incoming students, and area high school students in a wide range of career preparation needs. The Center also works closely to support and mentor students in programs which include internships in a variety of skilled trade and Perkin's supported programs.

Students receiving accommodations, Vocational Educational Assistance Program services, and enrolled in the TRIO program commonly have increased needs for assistance, career mentoring, and other advising needs, so connection and communication is a priority for the Center. The Center utilizes multiple modes of communication to most effectively meet the needs of students to connect them with services like mock interviews, resume reviews, and job and internship searches.

Prioritization of communication is evidenced by our continued focus to increase contacts. Contacts through large events have increased dramatically as we exit the peak of the pandemic. Our annual goal to increase contacts to students by 20% was met this period, most importantly due to large increases to in-person events hosted by the College, as well as being able to present at other large off-site events. The Center’s contacts totalled 3,857 between April 2022 to March 2023. This is over 1,000 more contacts than the 2020 to 2021 period during the height of the pandemic.

Fall of 2022 was the fourth year for the Center to host the College Career Fair. This event was hosted with collaboration of Michigan Works Great Lakes Bay in the Community Room of the Mt. Pleasant Campus. Improvements over the 2021 event were seen in nearly all of our data tracking points. We saw an increase from 30 job seekers in 2021 to nearly 50 who attended our indoor event on September 21st. Job seekers were able to interview and gather information about opportunities from the 25 registered employers and local agencies including manufacturing, health, business, and customer service industries. In comparison to 2021, employer feedback showed that the average number of on-site interviews increased by 50%. Employer ratings on a 5 point scale showed that job seeker preparation increased by .5 points, job seeker skill improved by .3 points, and rating of number of job seekers at the event increased by .2 points. Presence of Mid and Michigan Works Staff was overall rated 4.5 out of 5. Being able to host the event indoors in Mid’s Community Room was a favorite for our employers who said it provided a professional location for conducting interviews and was much easier to prepare for than an outdoor event. Additional positive feedback from employers included "The entirety of the career fair was well coordinated; from registration to getting set up, we had no complaints!" Other employers said, "The table design was conducive for good traffic flow." All employers said they would participate again next year in the event.

Mid Michigan College is in the third and final year of having received \$93,500 in Federal Work-Study Grant funds to assist local businesses in offsetting costs associated with paying wages to Mid students as interns. Through this grant, 16 students have had wage-sharing support on their internships over the past year. We saw many new partnerships develop with both local businesses and non-profits due to this grant. We look forward to continuing these relationships in the future, as employers see the superior skills and training our Mid students have to offer. Our future goals include seeking to continue to grow internship opportunities as well as Career Fair participation as key opportunities for both regional employers and students to build meaningful student - employer connections.

Table 15.d.1 Career Center Usage

Population Served (Method)	Time Period	Number Served	Time Period	Number Served	Time Period	Number Served
General Student Population (Office, Email, Phone, Text, Zoom, Classroom Presentations)	4/2019 to 3/2020	222	4/2020 to 3/2021	957	4/2021 to 3/2023	785
Perkin’s Grant: accommodations and VEAP (Office, Email, Phone, Text,	4/2019 to 3/2020	1,176	4/2020 to 3/2021	1,821	4/2021 to 3/2023	1650

Zoom, Classroom Presentations)						
General Student Population (New Student Orientations)	4/2019 to 3/2020	581	4/2020 to 3/2021	0	4/2021 to 3/2023	0
High School Students (visits/Presentations)	4/2019 to 3/2020	130	4/2020 to 3/2021	51	4/2021 to 3/2023	50
Total Contacts		2,109		2,829		2,485
Employers Posting to Center Website	4/2019 to 3/2020	58	4/2020 to 3/2021	63	4/2021 to 3/2023	377
College Career Fair Job Seekers	2019	78	2020	5	2021	27
College Career Fair Employers	2019	35	2020	12	2021	14

TRIO

Lead by Jillian Moomaw, Director of SSS/TRIO

The TRIO office has been working hard over the last year. One area we were focused on was increasing our general contact numbers with TRIO students. Below is a comparison chart for the last few years. The numbers shown are the number of students (in our cohort of 140) that have received that service:

Table 15.d.2 Trio Activity

Activity	2020-2021	2021-2022	2022-2023*
Advice and assistance in postsecondary course selection	108	114	98
Assistance in completing and applying for Federal Student Aid	47	61	61
Campus Visit	4	15	13
Education/counseling to improve financial and economic literacy	8	60	32
Information in applying for Federal Student Aid	3	58	35
Overall Total Contacts	1,481	3,235	1,638

*2022-2023 Contact reflect contacts up to March 20,2023; once our Winter 2023 TRIO course ends, these numbers will all increase fairly significantly.

Contacts with our TRIO students have steadily continued to increase each year; a result of hard work by the TRIO staff making as many contact touch points as possible with our student cohort. All numbers in the 2022-2023 column will continue to increase until the end of our grant year on August 31, 2023.

TRIO also recently completed our submission of the Annual Performance Report where we were proud to show that we met all objectives for the 2021-2022 year:

Goal	Actual
Persistence Rate (60%) Percentage of all project participants serve by the project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.	84.29%
Good Academic Standing (80%) Percentage of all project participants serve by the project will meet the performance level required to stay in good academic standing at the institution.	86.99%
Graduation Rate (30%) Percentage of all project participants serve by the project will graduate with an associates degree or certificate within four (4) years.	57.14%
Transfer Rate (20%) Percentage of all project participants serve by the project will transfer with an associates degree or certificate within four (4) years.	20.24%

Other updates include: Two current TRIO-SSS students were awarded academic scholarships from MI-CAPP, the Michigan organization for TRIO staff and students. TRIO-SSS has also led two trips off-campus with students – a weekend visit to Lake Superior State University and Mackinac Island, as well as attending the MI-CAPP Student Leadership Summit – that has resulted in additional contact and interaction with students. TRIO-SSS will take a group of 20 students to Chicago for four days in May 2023 to visit four-year institutions and experience a large city.

15.f. Multimedia Production

Lead by Noah Lueke, Multimedia Production Coordinator

The studio has had a great year of work spanning several departments at the college, including: Strategic Communications, Online Learning, Academics, The Mid Foundation, Admissions, The Library, Athletics, Career Services, Mid Mentors, Student Services and more. I have also completed work directly with our Professors and Students. Here is a quick list of some projects delivered by the Mid Michigan College Studio so far during the 2022 - 2023 school year:

Mid Michigan College Indigenous Peoples' Day Live Stream
Admissions Criminal Justice Live Stream
Admissions Skilled Trades Panel Discussion Video
Admissions Graphic Design & Arts Live Stream
Admissions Careers In Education Live Stream
Mid Michigan College 2022 Holiday Video Card
Nurse Pinning Ceremony Video

BIO 101 Course Instruction Video Series
BIO Lab Instruction Video Series
Financial Aid Navigation Walkthrough Video
Mid Michigan College Board Tour Video
Mid Michigan College Board Headshots Updates
CAD Tour Photos
Strategic Communications Student Testimonial Video
Strategic Communications Happy Birthday Animated GIF
Strategic Communications Basketball Banner Photoshoot
Strategic Communications Influencer Marketing Videos
Strategic COmmunications Proof of Concept (Graduate Promo Video)
Speech Etiquette of Communication Audio Project
Early Childhood Education Marketing Videos
Early Childhood Education Course Introduction Videos - Julie Ehle
SPN 101 Course Introduction Videos
Solidworks 211 Course Introduction Video
EGR101 Course Introduction Video
Kevin Nehil Course Introduction Video
Spotify Commercial Audio Project
HIS223 & HIS230 Course Introduction Video
PSY Course Introduction Video
COMM Course Introduction Videos
ECE 101 Course Introduction Video - Heather Dubois
REL 111 Course Introduction Videos
Mid Michigan College Foundation Awards Video Series
Mid Michigan College Foundation Athletics Fundraising Video Series
Registration and Records Photo Shoot
President Hood Welcome Back Speech Video
PSY 101 Course Instruction Video Series
PSY 201 Course Instruction Video Series
Athletics Men's Basketball Media Team Photos, GIF, & Videos
Athletics Women's Basketball Media Team Photos, GIF, & Videos
Athletics Men's Baseball Media Team Photos, GIF, & Videos
Athletics Softball Media Team Photos, GIF, & Videos
Athletics Men's Bowling Team Photos, GIF, & Videos
Athletics Women's Bowling Team Photos, GIF, & Videos
Athletics Cross Country Videos
Athletics Bass Fishing Video
Mid Mentors Video Series
Mid Young Leaders Photos
President Hood United Way Video
Constitution Day Lecture Video
Brecken Corp Promotional Videos
MCAN Conference Video
Men's Basketball Press Conference Video
MACTV Commercial Update Video Footage

Study Abroad Promotional Video
 Rod Elmore Course Instruction Video Series (MATH)
 Statistics (Last Week Tonight) Course Instruction Video
 Women’s Basketball Team Photo
 MSU Tragedy Support Photoshoot
 Online Learning Dept Video Intro
 Array of Studio Headshots for Employees and Staff

15.g. Library and Learning Services

The Library and Learning Services is lead by Corey Goethe, Director of Library and Learning Services

Table 15.g.1 Overall SI Data

	2021	2022
Percentage of students who attended SI	33.12%	33.2%
Percentage of SI students who attended 5+ sessions	41.5%	30.7%
Drop Rate among SI students	1.3%	.84%
Drop Rate among non-SI students	11.9%	16.5%
Grade of C or better rate (among remaining SI students)	97.8%	81%
Grade of C or better rate (among remaining non-SI students)	45.8%	45%

Library Database Data

Below is information in regards to the Electronic Research Database usage numbers from July 2021-June 2022. The numbers indicate how many searches were performed by students during that time.

Table 15.g.2 Database Statistics

	2021	2022
Proquest	54,269	55,130
Ebsco	56,832	68,546
Total Unique Searches	111,101	123,676

15.h. Online and Distance Learning

Michael Schram, Associate Dean of Online and Distance Learning

Kaitlyn Hawald, Instructional Designer

Evie Barber, Instructional Designer

Sky Duke, Online Learning Intern

Strategic Planning Update:

Objective 1: Curate artifacts based on the C-RAC guidelines in preparation for the HLC visit 2023 and Revise Departmental processes and workflows.

We have developed CRAC and HLC matrices and are still in the process of reviewing departmental processes to update these. Course developments processes and associated materials have been updated.

88% Completion

Objective 2: Create updated workflows for new adjuncts, in terms of teaching at Mid and update Moodle/online learning Training Modules for Faculty and Students (Orientation to Moodle, etc. by 2023FA).

A great deal of thanks to Rick who built the new adjunct onboarding session and handbook, however we have established new protocols for reaching out to new adjunct faculty and getting them one on one support related to Moodle, gradebooks, and now simple syllabus.

We still need to update our training shells for LVL.101, Moodle for Faculty, and Moodle for Students, this will not be done until we switch from Moodle 3.9 to Moodle 4.0. So we are holding on these items but are otherwise complete.

67% Complete

Objective 3: Increase online offerings by 33% by 2024WI.

From the 2022FA development cycle to 2023SU, we have increased online offerings by approximately **25%**. 33% may have been an ambitious goal as with CARES funded developments complete, this progress is likely to slow down, but we have with faculty's help made a huge impact in the number of courses which are now fully asynchronous online.

76% Complete

Objective 4: Pivot faculty training to synchronous Web-based training and provide at least 2 new trainings per semester

We have offered training on accessibility and student engagement, but are working to tailor this objective. Recently, we conducted a survey asking faculty and students what they want/need in terms of training to better understand what we need to offer.

Currently, we have a new accessibility video series in the works, faculty committee to discuss online learning trends starting 2023FA, and intend to start a monthly series on various topics and trends including AI in the Fall.

Hard to stamp a completion percentage on this objective, because it is shifting as we go through each semester. This has also taken somewhat of a back seat to the Moodle cloud transition as it is more of a “nice to have” than a required operation.

Objective 5: Increase student and faculty engagement with the studio by expanding the amount of opportunities related to personal and professional media development to support course engagement and post graduation success.

This has been very successful in relation to faculty projects as we have seen a great deal of faculty involvement in more media projects with Noah. In terms of student engagement, we have not had as much as we would have liked as Noah has not had any come down for media projects and only 15 students come in for professional headshots. This is something that we intend to keep offering as it only expands the services we offer and doesn’t slow down our work on other media projects.

Completion: Ongoing

Vision 2020 included as a goal, a focus on reducing the cost of textbooks through Open Educational Resources (OER). Evidence of the successes in OER adoption can be found in Table 2.d.2. Student Savings Through OER by Course.

For Winter 2023, we have saved students a total of \$253,700.00, bringing our total cost savings to \$2.9 Million since 2016.

Table 15.h.1 Student Savings Through OER by Course

Semester	Course Name	Number of Sections	Students Per Section	Actual Number of Students	Cost of New Textbook at Bookstore	Total Savings for Students
2023WI	AAP.264	1	29	27	\$100.00	2,700.00
2023WI	BIO.100	1	24	7	\$100.00	700.00
2023WI	BIO.101	8	24	106	\$100.00	10,600.00
2023WI	BIO.103	6	24, 25	98	\$100.00	9,800.00
2023WI	BIO.107	2	25	24	\$100.00	2,400.00
2023WI	BIO.138	5	24	76	\$100.00	7,600.00
2023WI	BUS.171	1	30	17	\$100.00	1,700.00
2023WI	CHM.111	2	24	7	\$100.00	700.00
2023WI	COM.101	21	24	396	\$100.00	39,600.00
2023WI	COM.257	1	24	16	\$100.00	1,600.00
2023WI	ENG.110	2	24	22	\$100.00	2,200.00
2023WI	ENV.200	5	24	52	\$100.00	5,200.00

2023WI	GEL.101	2	24	31	\$100.00	3,100.00
2023WI	EGR.101	0	0	0	\$100.00	0.00
2023WI	HIS.101	10	25	145	\$100.00	14,500.00
2023WI	HIS.102	3	25	50	\$100.00	5,000.00
2023WI	HIS.211	4	25	60	\$100.00	6,000.00
2023WI	HIS.212	2	25	22	\$100.00	2,200.00
2023WI	HIS.230	1	25	10	\$100.00	1,000.00
2023WI	MAT.101	3	25	22	\$100.00	2,200.00
2023WI	MAT.104	11	25	158	\$100.00	15,800.00
2023WI	MAT.105	8	25	137	\$100.00	13,700.00
2023WI	MAT.114	2	25	12	\$100.00	1,200.00
2023WI	MAT.124	5	25	70	\$100.00	7,000.00
2023WI	MAT.126	2	25	32	\$100.00	3,200.00
2023WI	MAT.170	2	25	17	\$100.00	1,700.00
2023WI	MAT.212	11	25, 40	171	\$100.00	17,100.00
2023WI	MAT.225	1	24	10	\$100.00	1,000.00
2023WI	MAT.226	0	0	0	\$100.00	0.00
2023WI	MID.150	2	25	32	\$100.00	3,200.00
2023WI	PHY.105	1	24	5	\$100.00	500.00
2023WI	PHY.106	1	19	3	\$100.00	300.00
2023WI	PHY.211	1	24	5	\$100.00	500.00
2023WI	PHY.212	1	5	2	\$100.00	200.00
2023WI	PSC.101	5	12, 24	57	\$100.00	5,700.00
2023WI	PSY.101	16	25	239	\$100.00	23,900.00
2023WI	PSY.103	3	25	45	\$100.00	4,500.00
2023WI	SOC.101	15	25	257	\$100.00	25,700.00
2023WI	SPN.101	5	25	97	\$100.00	9,700.00
Total						253,700.00

15.i. Workforce & Economic Development

Workforce & Economic Development is led by Autumn Matthews, Director of Workforce and Economic Development

1. Significant increase in customized trainings provided to local employers. Tim Booms working in this area since August 2022.
2. Decrease in short term training students this year is due to CDL program changes. Classes have not been offered since October 2022. New partnership with Regen Trucking School and new classes began in May.
3. We are still enrolling for classes that begin over the next 6 weeks. 2022-23 numbers will change.

4. Note on historical data, 2017-18 was a really strong year with Going Pro. Grant became very competitive after.
5. Decline in 2020 with Covid affecting trainings.

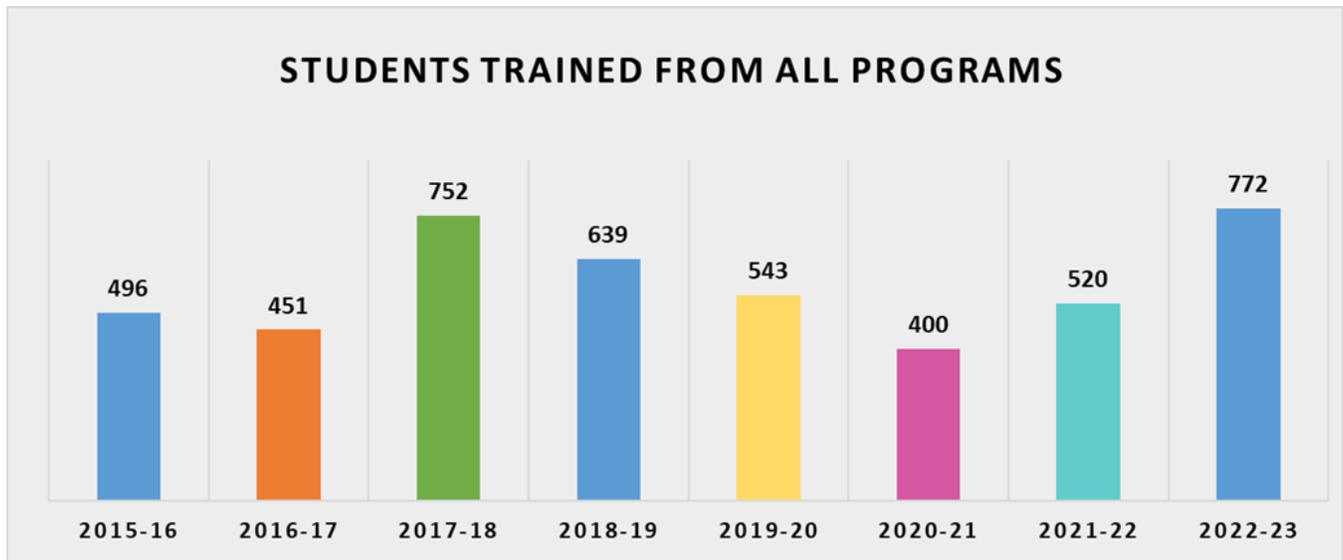


Figure 15.i.1 Workforce and economic development total students trained

Students Trained in 2022-23 by Program

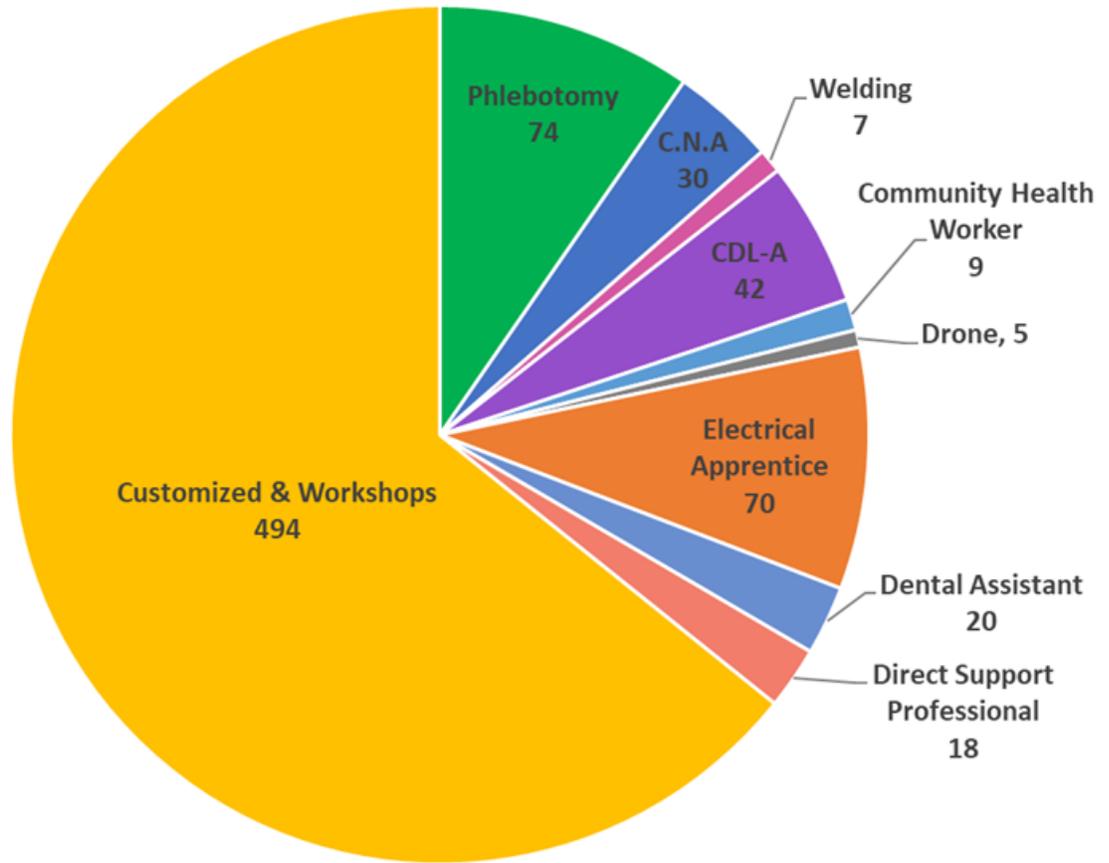


Figure 15.i.2 Workforce and economic development students trained by program

Table 15.1.1 Number of classes and students

Number of Classes Scheduled			
	Customized Trainings	Short-Term Trainings	Total
2020-21	13	59	72
2021-22	18	63	81
2022-23	52	43	95

Number of Students			
	Customized Trainings	Short-Term Trainings	Total
2020-21	111	289	400
2021-22	238	282	520
2022-23	494	278	772

Strategic Plan Update:

Objective One

- Public Works training program – Surveying, Reading Plans, Bridge Maintenance for Public Works Employees first class offered April 2022. Second class offered March 2023. Awareness is spreading upon the county road commission about the training opportunity and value. Goal to have another class Fall 2023.
- Expanded community based workshops – Mental Health First Aid has been offered in partnership with Community Mental Health for Central Michigan

Objective Two

- Expand Partnerships to include 1 new healthcare facility, offer programs in new modalities here possible and to new geographic locations with existing – This is in progress with Phlebotomy expanding to Munson Health hospital in Traverse City and MyMichigan hospital in Sault Ste Marie. Instructors are hired and it is expected to have their first classes in the Fall 2023.
- Present grant training opportunities to local employers and assist in securing and training under those funds – We work with companies and Michigan Works annually for the Going Pro grant. We collaborated with CMMA on a Going Pro Industry Led Collaborative (ILC) in 2022 which was awarded. In the process of a 2023 ILC application with CMMA. The Regional Talent Innovation Grant through MMDC opened with applications in October 2022 and training scheduled to be completed by end of May 2023. Training was focused in areas related to advanced manufacturing. We’ve trained 134 individuals through this grant.

15.j. Title III

Title III is led by Michele Reynolds, Title III Program Director

The Title III grant is now in its third year and has been an asset to the college. The following are milestones reached during this time.

- Two additional Mid Mentors. These mentors each work with a cohort of 150 students guiding them through their journey at Mid. Together, the two Title III mentors also planned workshops for the 22/23 academic year. These workshops are focused on topics like time management and financial literacy.
- Implementation of a new CRM (Target X). The implementation team experienced a lot of turnover in the early stages but has been able to make great progress starting in the fall of 2021. We contracted the help of Kennedy & Company to help us accomplish this. In early 2022, Mid went live with an online admission application in Target X. The system is also now being used for appointment scheduling, information tracking, and texting. Meghan has been working to create frequently used forms, as well as bulk email templates. TRIO, Financial Aid, and the Registrar have started using Target X, and we will soon have an account for the Math Lab. Finally, Peter is learning about Target X to use it in his work.
- The hiring of a full-time counselor/wellness director. After a counselor shortage resulted in failed searches, we were able to hire Amy Campbell in 2022. In the short time she has been at Mid, Amy is meeting with students and creating programming to benefit their mental/emotional health.
- In 2022 Mid offered optional SIOP training that received interest from nearly 30 faculty. 6 were able to complete the work, and I'm told many others are just awaiting final approval of their tasks. Title III funds allow us to compensate them for this work.
- Accessibility Assistants. The college hired three part-time assistants who help with accessibility projects at the college, as well as proctoring exams in the library.
- The college examined the retention rates of those students in a Title III cohort. The fall-to-fall retention rate was 79.5% compared to 38.2% for the rest of the institution. The winter-to-winter retention rate was 82.6% for Title III students compared to 38.8% for the rest of the college.

15.k. Off-Campus Instruction

Off-Campus Instruction is led by Rick Smith, Associate Dean of Off-Campus Instruction

Goal 1: Enhance advising support to Early/Middle College (EMC) partners, such as providing multiple advising options and developing Educational Development Plans (EDP's) for students, and consult on the development of new EMC programs.

1.2 Deliver Target X EMC Tracking Communication: Lindsay Golden and Kati Sellers are still working on the actual documents that will be used for tracking. Target X issues have been delaying this process.

1.3 Deliver Electronic Registration Form/Online Enrollment Capabilities: There is a form in place now. The Dual Team has been testing the form with select school districts before opening the form up for use with all partners. Good progress has been made though.

1.4 Collaborate/Consult with New EMC Partners and Attend Cluster Workshops/Conferences: Mid Mentors have been attending MEMCA meetings/workshops scheduled in March 2023. Several new EMC partnerships are anticipated to be in the works for 2023-2024.

Goal 2: Increase dual and concurrent enrollment retention rates and pull-through.

2.3 Conduct Annual Check-In Meetings with School Districts: Check-in meetings were held in the spring of 2023, so all meetings used for planning in 2023-2024 are complete.

2.4 Create and Conduct Advisory Committee Meetings Twice Per Year (Fall and Winter Semester): The first Central Michigan Dual and Concurrent Enrollment Advisory Meeting was held on April 28, 2023, and was very well attended. In addition, the Thumb Advisory Committee Meeting was held on October 22, 2023. Fall 2023 meetings for Central Michigan and the Thumb will be scheduled shortly.

Goal 3: Increase dual and concurrent enrollment headcount, contact hours, and expand course offerings and partnerships.

3.1 Faculty and Staff at Mid Collaborate with High Schools in Annual Recruiting Efforts: The Dual Team has been involved with focus groups at selected area high schools and the Team has acquired promotional items to present at Parent Meetings, etc. Parent meetings have been attended frequently by Mid Mentors in the spring of 2023.

3.2 Conduct Annual Check-In Meetings with School Districts: Check-in meetings were held in the spring of 2023, so all meetings used for planning in 2023-2024 are complete.

3.3 Create and Conduct Advisory Committee Meetings Twice Per Year (Fall and Winter Semester): The first Central Michigan Dual and Concurrent Enrollment Advisory Meeting was held on April 28, 2023, and was very well attended. In addition, the Thumb Advisory Committee Meeting was held on October 22, 2023. At the Central Michigan Dual/CE Advisory Meeting, there was a great deal of discussion about how Mid can pull through more dual-enrolled students and get them to attend full-time and complete at Mid. Currently, only about 10.2% of dual students pull through. The fall meeting will focus more on developing a collective plan to improve these rates.

Goal 4: Develop a combined dual enrollment, concurrent enrollment, and off-campus program department or division at the College.

4.1 Evaluate the current structure of Mid's dual, concurrent, and off-campus programming and research the structure of other community colleges: The structure of different institutions has been researched and a report will be provided to the Provost by June 30, 2023.

16. Conclusions and Discussion

In addition to what has been previously reported, the Academic Affairs division implemented several large endeavors this past year. While they were ambitious and taxing, some were deemed critical with an upcoming Higher Learning Commission comprehensive visit looming (February 2024). Below is a summary of some of the larger projects that were accomplished division-wide.

Simple Syllabus

Simple Syllabus is a centralized, template-driven platform that enables instructors to quickly personalize and publish interactive class syllabi—directly within the learning management software. With a high percentage of adjunct faculty, and multiple sections taught in off-campus locations, it is unfortunately fairly common for syllabi to be inconsistent (even for the same class). Mid has implemented several strategies to correct the issue with little success. After contracting with Simple

Syllabus, we worked with a 10-member faculty implementation team to build the system consistent with faculty needs. The system was optional in 2022-23 but will become mandatory in fall 2023 after signing an Letter of Agreement with the faculty senate. Implementation of this system will help ensure that syllabi across all modalities are consistent, containing the same learning outcomes, along with up to date policy language in a uniform look.

SPOL

Assessment of student learning outcomes is an area frequently cited as problematic by the Higher Learning Commission, both within our region and our college. Starting in 2022, the college contracted with SPOL collect, store, and analyze assessment data, particularly course-level data. Much like Simple Syllabus, SPOL was selected, built, and eventually implemented with the help of a faculty team. The goal is to fully implement the system in fall 2023. Therefore, we will be able to demonstrate the the Higher Learning Commission our commitment to improve this process and make better use of the data that we collect.

Tutor.com

With students increasingly selecting online/remote courses, we sought out new student support services to assist these students. Tutor.com is an online, 24/7 tutoring service that pairs qualified tutors with students virtually. Students can request tutors any time of day and therefore receive help even when the college is closed. Early results showed impressive results. For those students that used the service, 74% earned a grade of C or above in the class for which they sought tutoring. The withdrawal rate for these students was 7.4%. This is compared to a C or better rate of 49% and a withdrawal rate of 20% for students who utilized our face-to-face tutoring service. This new service is not intended to replace our current tutoring support service, but rather, provide a different option for students needing service outside normal business hours.

Higher Learning Commission Additional Location Visit

Near the end of the winter 2022 semester, Mid hosted a reviewer from the Higher Learning Commission to evaluate our operations in our off-site locations. This is part of our 10-year accreditation cycle and is a lead up to our comprehensive visit scheduled for February 2024. Below is the summary provided by the reviewer:

“Mid Michigan College utilizes its strategic plan to guide college and departmental activities related to additional sites and carefully researches areas for future development. Budget, capacity, physical facilities, and manpower are considered when planning for growth. The additional sites visited provided evidence of adequate facilities related to student needs. The college demonstrates effective oversight of instruction at the additional sites. Staffing, faculty, and student support are in place at all sites visited. Evaluation and assessment are conducted in accord with the program review guidelines of the college as well as the National Alliance of Concurrent Enrollment Partnerships. Several continuous improvement projects have been implemented to improve student success. Overall, the additional sites are well managed and provide a needed service for the communities in which they are located.”

It took a very high level of collaboration to implement the aforementioned projects. And overall, Mid has much to be proud of. However, there are several areas that will be a focus moving forward.

Retention/Completion

Mid's fall-to-fall retention rate has experienced an increase over the past two years, reaching 57% for first-time full-time students and 46% for first-time part-time students in the most recent report (this is up

from 53% and 41% respectively in the previous year). While these gains are significant, much more work still remains. Currently there are several major endeavors that are set to be implemented this fall.

- Examination of faculty grade distributions: A team of faculty along with Dr. Peter Velguth, our Assistant VP of Institutional Research digging deeper into their grade distributions and attempting to identify trends/interventions to help better support students and faculty;
- Restructure of the Enrollment Management team to focus more on pull through of students who have completed dual enrollment courses but do not continue to Mid;
- Building a comprehensive retention plan with the help of a consultant that will engage all of those across campus involved in this work.

Student Success

While we have much room for improvement regarding retention and completion, the news is not all negative. Our students are still performing well in the classroom, with A-C success rates, withdrawal rates, and overall GPA remaining consistent despite COVID. Additionally, the performance of our students at transfer institutions compares favorably to native students. Furthermore, overall performance on state and/or national certification exams remains strong (and in fact rebounded well from pandemic-related dips). And students completing general education classes met or exceeded the assessment competency goal of 80% in each of the intellectual skills areas. These are all significant achievements that included work from many individuals around the college.

Footprint Expansion

Over the past three years, Mid has been working toward expanding operations in the Thumb, Mecosta-Osceola, St. Johns and Alma. Overall, Mid offered classes in 18 different off-campus locations. We have also expanded offerings at the Clare-Gladwin RESD (Agriculture) and are in discussions to expand offerings in Welding, Auto, and Drafting at the Gratiot-Isabella RESD. Much of the enrollment at these sites includes dual enrolled students. And while it is important to provide opportunities for high school students to get an early start on college, it does not come without challenges. Recruiting qualified faculty is exceedingly difficult in rural areas, especially since many of these sites have indicated a preference for face-to-face instruction. Additionally, four-year universities have begun to increase their efforts to court the dual enrollment market, offering scholarships and financial incentives for students and K-12 districts. Finally, with only two mentors assigned to the over 1300 dual enrolled students, we run the risk of being understaffed at a very critical time. These are issues Mid will have to address in the very near future.