Mid Michigan College

HLC ID 1348

OPEN PATHWAY: Reaffirmation Review

Review Date: 2/12/2024

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Context and Nature of Review

Review Date

2/12/2024

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Mid Michigan College (Mid) has two campuses, Harrison and Mt. Pleasant, and was established in 1965 as Michigan's 25th community college. Mid's main campus is in Harrison.

Mid's Mt. Pleasant campus opened the Herbert D. Doan Center for Science and Health Technologies in 2008, the Center for Liberal Arts and Business in 2014, and the Morey Technical Education Center in 2015. From 2018 to 2020, the main classroom building of the Harrison campus underwent a $13 million renovation to accommodate future enrollment growth. An Outdoor Education Center in 2019 was established to utilize its 560 acres forested area. This amenity is open to Mid students and employees as well as to the community. According to the Assurance Argument, in 2021, residents of the Mt. Pleasant Public School District voted to join the College's in-district service area in an annexation vote. Mt. Pleasant joined Beaverton, Clare, Farwell, Gladwin, and Harrison school districts to make up the College's new district.

Students receive a full range of services at either campus location. In early 2018, Mid's Board of Trustees approved a resolution to change the name of Mid Michigan Community College to Mid Michigan College. This change reflected the wider range of locales and more diverse student population the College serves. In addition to the two campuses, Mid offers classes at 17 different off campus locations to service students in rural areas. According to Mid, only 50% of the geographic territory of Michigan is within a community college district with limited higher education options. The College services about 3500 credit-seeking students in its 100 degree and certificate programs. Included in these enrollment figures are 1300-1400 dual-enrollment students. Mid enrolled an additional 1000 students in the 2022-2023 academic year for short-term or customized training programs. Mid plays an important role for the local economy, as it supports one out of every 43 jobs with an estimated economic impact of over 69 million dollars (Mid Michigan College, 2023).

As of September 2018, Mid Michigan College aligns with the Open Pathway guidelines. Prior to this time, Mid was an AQIP institution (2001) and participated in HLC conferences and Strategy Forums and joined the Continuous Quality Improvement Network (CQIN). The College engaged in numerous internal and external quality initiatives,

providing benchmarking data and measurements to help inform decisions. While Mid is not a research institution by mission, it supports research and inquiry by faculty particularly in the scholarship of teaching and learning.

The College is committed to maintaining a safe and positive learning environment. The Office of Student Oversight exists to construct policies and procedures that keep the college community secure and in compliance with mandated laws and policies. Mid contracts for on-campus security at both the Harrison and Mt. Pleasant locations. This office ensures that the College remains up-to-date with MIOSHA rules, regulations, and requirements and complies with all safety mandates.

Based on information gleaned from the College, Mid receives approximately 98% of its operating revenue through tuition and fees, state appropriations, and local property tax dollars. The remaining 2% comes from auxiliary services (i.e., college bookstore, investment revenue, and grant monies). Approximately 62% of the current audited budget has been dedicated to access, student learning and success, providing evidence of sufficient support for its educational purposes. The College is well organized as the budgeting process is closely aligned with the Strategic Plan and the Master Plan.

Interactions with Constituencies

College President

College Provost

Academic Assistant to Deans

Administrative Specialist to Deans of Health Sciences and Liberal Arts

Administrative Specialist to Workforce and Economic Development

Administrative Assistant for Academic Affairs

Admissions Representative

Analyst, Financial Aids (2)

Analyst, Registration and Records

Associate Dean of Off Campus Instruction

Associate Dean of Online and Distance Learning

Associate Vice President, Dean Arts and Science

,Associate Vice President, Human Resources

Associate Vice President, Institutional Research

Board of Trustees (4)

Consultant, Small Business Development Center

Dean, Business and Professional Studies

Dean, Career and Workforce Education

Dean, Health Sciences and Director of Nursing

Developer, Workforce Development Solution

Director, Accounting

Director, Admissions

Director, Applications

Director, Athletics and Student Conduct

Director, Career and Student Accommodations

Director, Compliance and Ethics

Director, Counseling and Wellness

Director, Community Relations

Director, Executive of the Foundation

Director, Facilities

Director, Financial Aid

Director, Imaging Sciences

Director, Information Technology

Director, Library and Learning Services

Director, Marketing and Public Relations

Director, Mentoring and Advising

Director, PTA Program

Director, Small Business Development Center

Director, Student Life and Veteran Resources

Director, Talent Acquisition

Director, Title III

Director, TRIO-SSS

Director, Workforce and Economic Development

ESPA President

Faculty, Astronomy and Physics

Faculty, Automotive

Faculty, Biology/A&P

Faculty, Biology (2)

Faculty, Business

Faculty, Communication (Faculty Senate, President)

Faculty, Economics and Law (Faculty Senate, Treasurer)

Faculty, English and Education (Post Grievance Chair and Past Parliamentarian)

Faculty, English and Humanities (Past Faculty Senate President and Current Grievance Chair)

Faculty, English and Humanities

Faculty, History and Political Science (Faculty Senate, President Elect)

Faculty, Mathematics (Negotiation Chair, Faculty Senate)

Faculty, Psychology

Faculty, Psychology (Former Faculty President)

Faculty Science (Part-time 3)

Faculty, Sociology

Instructional Designers (2)

Manager, Accounting

Manager, Custodian

Manager, Maintenance

Mentors (3)

MCAN College Completion Coach

Registrar

Students (5), PTK members or officers

Student Services Specialist, Financial Aid

Vice President, Finance and Administration

Vice President, Student Services and Advancement

Additional Documents

Additional documents were requested by the review team and submitted as addenda or email.

Additional information submitted:

Action Plan for Part-time Faculty

Assessment Committee Agenda Minutes 2023

Assessment Cycle Document

Compliance Reports 2-2022 and 9-22

Curriculum Committee Meeting Minutes and Changes for 2021-22, 2022-23, and 2023-24 to include Yearly Summaries of 2021-22 and 2022-23.

Documentation (adverse actions) from the Specialized/programmatic Accreditation currently held for Physical Therapy Assistant, Radiography, Nursing.

Documentation of Program Review Changes from Liberal Arts and Sciences areas, Accounting, Business and Professional Studies (strategic planning notes).

 NACEP Feedback and Documentation (approval letter, commission findings)

Organizational Chart

Program Review Action Plan/Steps

Race/Equity Data Document relating to Student Achievement

Syllabi (Selected)

Additional Information On-Site:

DQP Presentation

General Education Meeting Minutes and Schedule

Instructional Report 2023

Program Assessment Results by Program

SPOL System (Screenshot)

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Mid Michigan College's (Mid) mission is articulated publicly and operationalized throughout the institution. Discussions on campus indicated that employees demonstrated familiarity with the mission and described how it is operationalized. The mission statement was publicly displayed on the College's digital bulletin boards, website's landing page, subsequent webpages, college catalog, Strategic Plan, and elsewhere.

Mid shows evidence of having developed its mission, vision, values, and strategic goals through a detailed and lengthy planning process which included extensive input from internal and external stakeholders. This mission statement was developed in the fall of 2017 and revised in 2021 in accordance with a new three-year strategic plan (2022-2025).

Mid interacts with community members to ensure that courses are relevant to community needs. Since the COVID pandemic, many of the in-person courses have moved to an online delivery mode. The College has adapted to this change and provides support services to faculty teaching in an online environment. Examples include the expansion of lecture and lab classes as well as dental assisting and phlebotomy programs offered through Mid's Workforce and Economic Development Division.

Mid has two campuses, Harrison and Mt. Pleasant. The College has served its community since

1965. The College enrolls between 3300 and 3500 credit-seeking students in more than 100 degree and certificate programs. Included in these enrollment figures are 1300-1400 dual-enrollment students. Mid enrolled an additional 1000 students in the 2022-2023 academic year for short-term or customized training programs.

The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities through the website, college catalog, employee handbook and orientation checklist. A recent Board of Trustees meeting highlighted the core values of the institution. Advisory committees assist in guiding institutional priorities and program decision-making, as do community surveys. Survey results have contributed to the design of the most recent Strategic Plan and Master Plan.

While Mid is not a research institution by mission, it supports research and inquiry by faculty, particularly in the scholarship of teaching and learning. During the visit, stakeholders provided examples of College-funded research projects.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Mid Michigan College (Mid) provided evidence that demonstrates its commitment to the public good. The written argument, supported by the on-site visit, provided ample evidence that its actions and decisions support its educational role. Examples include Mid's presence in rural areas and services at 17 different campus locations. To reduce textbook costs, Mid offers Open Educational Resources (OER).

The president described the growing importance of workforce programs and the critical role employers and other external stakeholders play in the community. According to the Assurance Argument, Mid partners with the Great Lansing Food Bank. The Small Business Development Center (SBDC) has supported 1,159 jobs and 30 new businesses in 2022-2023 alone. Mid also houses the Central Michigan Manufacturers Association, which includes members like the Great Lakes Safety Training Center, East Jordan Plastics, and Case Systems.

As a public entity, the College does not generate financial returns to serve investors or any superordinate entity. Moreover, in discussions with members of the governing board, trustees confirmed and spoke sincerely about the important role the College serves in the community, developing employees in sectors such as health care and manufacturing, and providing access to students in a rural region. The trustees' eloquent descriptions of the College's value to the region illustrate the primacy of the institution's educational role.

As mentioned above, Mid engages with the community in a number of ways. While developing the Strategic Plan and Master Plan, the College sent out surveys to community members and groups like local chambers, governmental offices, as well as various industry groups. Mid has many advisory committees that meet on a regular basis that provide necessary guidance in keeping existing programs current and relevant. Mid is represented at local service clubs such as the Clare and Gladwin Rotary Clubs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Mid encourages curricular activities that prepare students for informed citizenship and workplace success. One such example is the Degree Qualifications Profile (DQP) that lists civic/democratic and global learning as one of its competencies thereby supplementing the academic curriculum. According to the College, over 70 courses mandate this competency as a learning outcome. Another example is Mid's participation in voter engagement. The College participated in the 2020 Michigan Collegiate Voting Challenge. As one of the 34 campuses across Michigan who joined the Challenge, Mid's Wellness and Equity team encouraged students to register to vote and to be engaged in upcoming elections.

Mid provided evidence of processes that foster inclusive and equitable treatment of diverse populations. For example, Mid's Non-discrimination Policy ensures, "...a safe and healthy environment that is nondiscriminatory in nature and in which all individuals are treated with respect and dignity." The College's Office of Compliance and Ethics enforces this policy.

Mid demonstrates a climate of respect among students, faculty, staff and administrators from a range of diverse ideas and perspectives. On campus, faculty spoke of positive collaboration between faculty and administration as well as financial support for research projects. During the site visit, the Inclusion Diversity Equity Action (IDEA) Committee spoke of Mid's Safe Zone Ally training, which creates a safe space for all students, faculty, and staff. This training program aligns with Mid's five core values. Another example is Mid's Accessibility Collaborative where students with accommodations are paired with faculty who have agreed to make their courses more accessible through the Moodle Learning Management System. The College demonstrates its institutional commitment through dedicated funding to the IDEA Committee and related programming that emphasizes diverse perspectives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Mid-Michigan College's (Mid) mission is articulated publicly and operationalized throughout the institution. Discussions on campus showed that employees demonstrated familiarity with the mission and described how it is operationalized. The mission statement was publicly displayed on the College's digital bulletin boards, website's landing page, subsequent webpages, college catalog, Strategic Plan, and elsewhere. Mid shows evidence of having developed its mission, vision, values, and strategic goals through a detailed and lengthy planning process which included extensive input from internal and external stakeholders. Mid interacts with community members to ensure that courses are relevant to community needs. While Mid is not a research institution by mission, it supports research and inquiry by faculty, particularly in the scholarship of teaching and learning.

The written argument, supported by the on-site visit, provided ample evidence that its actions and decisions support its educational role. Examples include Mid's presence in rural areas and services at 17 different campus locations. The president described the growing importance of workforce programs and the critical role employers, and other external stakeholders play in the community. Mid has active advisory committees that offer necessary guidance in keeping existing programs current and relevant. Mid is represented at local service clubs.

Mid encourages curricular activities that prepare students for informed citizenship and workplace success. One such example is the Degree Qualifications Profile (DQP) that lists civic/democratic and global learning as one of its competencies thereby supplementing the academic curriculum. Mid provided evidence of processes that foster inclusive and equitable treatment of diverse populations. On campus, faculty spoke of positive collaboration between faculty and administration as well as financial support for research projects. During the site visit, the Inclusion Diversity Equity Action (IDEA) Committee spoke of Mid's Safe Zone Ally training, and the Accessibility Collaborative where students with accommodations are paired with faculty.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Mid Michigan College (Mid) provided sufficient evidence to demonstrate that it follows clear and ethical processes. Its mission statement is clearly visible on the Mid website. Meeting with the Board of Trustees, president, administration, and employees confirmed that Mid is consistent in delivering its mission to empower learners and transform communities. This mission statement is accompanied by a set of core values that include people, integrity, learning, community, and excellence.

Mid demonstrated a commitment to ensuring that the institution carries out its purpose of educating learners through general education courses and programs, career and technical education and workforce development partnerships. Currently, all full-time, part-time, and dual credit faculty are required to meet HLC credentialing requirements.

The 2022-2025 Strategic Plan provides Mid with a living document for accomplishing operational goals. College departments use the Strategic Plan as a framework to develop their operational goals. Mid regularly reports updates of its progress on the Strategic Plan to the Board of Trustees. During the site visit, the board confirmed that these updates educate them on College operations so they can perform their duties more effectively.

Mid has a number of policies and procedures, clearly accessible on its website, that govern its institution. Labor agreements between the College and its two collective bargaining units (one faculty unit and one hourly employee unit) also specify employee rights and responsibilities. Human Resources provides a clear process for on-boarding new employees and provides each employee with an Employee Handbook. The College also strives to maintain integrity in its hiring processes. Fair and ethical behavior documents include Conflict of Interest Disclosure, Authority and Responsibility Policy, Rights and Responsibilities Policy, and Code of Ethics. Mid successfully completed the Federal Compliance Review and is in good standing with local, state, and federal laws.

The Office of College Compliance and Ethics manages students' and employees' formal complaints. All complaints are documented in the Maxient system for reporting and process compliance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Mid identifies the college website, college catalog, public relations and marketing efforts as tools for representing the College to the public. Mid's website clearly articulates its academic programs and course offerings. The College has identified over 100 degree and certificate programs. Mid identifies clear pathways and course requirements for each program. All first-semester students are required to meet with a Mid mentor (advisor) to ensure they have the correct pathway for their degree program. The website shares the cost of tuition and potential career earnings.

Institutional Research collects and organizes data for a number of college metrics including assessment data, degrees and certificates awarded, employment outcomes, graduate survey results, licensure and transfer rates, fall-to-fall retention and fall-to-spring persistence. The Annual Academic Affairs Report serves as evidence for providing academic progress reporting to the Board of Trustees.

All faculty must be credentialed according to the College's faculty credentialing policies and in alignment with HLC guidelines for teaching. The College evaluates the quality of instruction and coursework through the program review process, assessment of student learning, faculty observations, and student course evaluations.

Mid has a strong connection to workforce development through its community partnerships. There are a number of academic programs connecting students to workforce opportunities through direct employment and internships. From the on-site visit, it is evident that Mid continues to build and expand its economic impact in the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

From the on-site visit, it is apparent the governing board is very involved with the College while maintaining its autonomy from College operations. In a session with members of the Board of Trustees, the board spoke of training opportunities they have participated in as professional development for learning about their role as board members. The institution presented evidence of board policies and a training plan for on-boarding board members.

Board members gave examples of monthly professional development workshops they have attended where College updates are given on the Strategic Plan priorities. The board gave examples of their liaison work with community organizations to promote Mid. Overall, the visit confirmed the board's understanding of its role, support for the president in providing college leadership for day-to-day operations, and a strong commitment to furthering the educational mission of Mid in the community.

Evidence was provided that all new board members sign a Conflict of Interest form to ensure integrity in decision-making and governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Review of the Faculty Master Agreement confirms Mid's policy on academic freedom. In the on-site visit, faculty sessions confirmed examples and evidence of academic freedom in course teaching and learning.

The Student Code of Conduct and Student's Right to Know list the Policy on Freedom of Expression. In an on-site session with students, it was confirmed that students feel they experience academic freedom and expression in course learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

During the on-site visit, the College indicated that the Degree Qualifications Profile (DQP) is a tool used for the assessment of student learning. The Assurance Argument and evidence provided during the site visit affirmed that students are assessed on the competency of "Use of Information Resources" in 166 Mid courses, and "Ethical Reasoning" in 88 Mid courses. All students are required to meet these competencies for graduation. The Library and Tutoring Centers support academic research and student success.

Mid's Student Code of Conduct and the Student Right-to-Know websites outline the expectations for academic honesty and integrity in coursework. The Assurance Argument states, "A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching." The Director of College Compliance and Ethics oversees the Academic Honesty and Integrity Policy and provides direct communication to all students by email at the start of each semester. The Assurance Argument confirms all faculty syllabi must contain a statement on academic dishonesty and a link to the college catalog section on academic dishonesty.

The College's Institutional Research Board, comprised of faculty members, provides guidance in the use of ethical research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

In the Assurance Argument and during the on-site college visit, Mid provided sufficient evidence to demonstrate that it establishes and follows clear, ethical processes. Mid clearly defines its mission and vision on its website, and is consistent in delivering its mission through strategic planning and operational and departmental goal setting. Mid demonstrated a commitment to ensuring that the institution carries out its purpose of educating learners in ethical and responsible ways. Mid demonstrates in policy that Academic Freedom and Expression is clearly supported in learning.

The on-site team observed that the Board of Trustees is actively involved at Mid, and appears to be regularly trained in understanding its autonomous role. Mid's policies provide a clear guide in how the Board of Trustees and the College conduct business. The website confirms that policies are clearly accessible. The Board of Trustees is actively involved with strategic planning. Mid regularly reports updates of progress on the Strategic Plan to the board.

It is noted that Mid successfully completed the Federal Compliance Review and is in good standing with local, state and federal laws. Overall, the on-site visit confirms that Mid acts with integrity in conducting College affairs.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Mid Michigan College (Mid) programs and courses meet quality standards established by the Higher Learning Commission as well as several specialized program accreditors related to career and technical education and dual enrollment. Other entities, such as program advisory boards, the statewide MiTransfer Pathways network, the Michigan Transfer Agreement (MTA), the local program review process, which is conducted every four years, and the internal online course development and review process, also help ensure that Mid's programs and courses are routinely reviewed for currency, accuracy, and quality.

The associate degree-level DQP informs a considerable amount of Mid's assessment of student learning and the student experience. Five DQP competencies constitute the broad range of skills that Mid aspires to instill in its students. Program and course-level outcomes align with these proficiencies. These competencies and their related learning outcomes are evident on course syllabi. Mid's Assurance Argument cites seven general education learning outcomes. Learning outcomes reviewed in evidence and on-site reflect the appropriate level of learning for the degree level.

Mid aligns its curriculum across different delivery modes, including in-person, hybrid, and online. A combination of oversight from The Office of Online and Distance Learning and an Ad Hoc Committee's use of Quality Assurance Rubric, adapted from the Quality Matters rubric, helps Mid ensure that online courses meet the same criteria as those courses offered in-person. To establish consistency in interstate distance education offerings, Mid is approved by the National Council for State Authorization Reciprocity Agreements. Off campus courses, largely taught at area high schools, include the same course objectives, textbooks, and evaluation metrics as courses offered at the Mt.

Pleasant and Harrison campuses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Mid has seven general education learning outcomes that constitute the skills students should be able to demonstrate after successful completion of the courses within the general education program. The general education program aims to produce "T" shaped learners and professionals who think both broadly and deeply about knowledge, ethics, diverse perspectives, communication, quantitative reasoning, technology, and research. The DQP informs and provides a framework to align the general education program learning outcomes and subsequent outcomes at the course level.

Faculty and administrators comprise the College's General Education Committee, which also oversees assessment of general education learning outcomes every semester. The general education program also includes subcommittees that address special topics and projects.

Mid demonstrates its commitment to human and cultural diversity, which are embedded in two of the College's DQP competencies, through a variety of cultural events organized by the College's Committee on Inclusion, Diversity, Equity, and Action (IDEA), student projects presented at an annual showcase, and study abroad opportunities. Evidence presented by Mid indicates that the majority of courses include the DQP competencies of "engaging diverse perspectives and civic/global learning."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Mid employs sufficient faculty to meet its students' needs and provide non-instructional services to the College, such as assessment, curriculum, and related work. The College reports relatively low turnover rates among full-time faculty while part-time faculty numbers have been less consistent and reflect enrollment trends. Mid adheres to faculty credential guidelines set by its institutional and programmatic accrediting bodies. Credentials for dual enrollment instructors are identical to those of faculty teaching at the Mt. Pleasant or Harrison campuses. These standards are managed by academic administration and the Human Resources Office where employee records, transcripts, and related certifications are maintained.

As outlined in the faculty bargaining unit contract, Mid evaluates instructor performance regularly through course evaluations and the Professional Responsibilities and Faculty Effectiveness Portfolio (PRFEP), a review system for full-time faculty members. New full-time faculty hires undergo a five-semester orientation period where they contribute to the PRFEP at the end of each semester. If the faculty member meets the standards at the end of the fifth semester, then they complete annual PRFEPs. The PRFEP consists of a portfolio of related content, classroom observations, and student evaluations.

All faculty, regardless of full- or part-time status, undergo course evaluations for each of their

courses. On-site meetings confirmed each academic dean's review of course evaluation results with each faculty.

Mid offers annual professional development funds for full-time faculty members. Faculty must propose one professional development goal as a component of their annual PRFEP. The College hosts additional professional development opportunities through programming like online faculty orientation, the Welcome Back Day Event, and on-site training on special topics and initiatives. As confirmed in the Faculty Master Agreement, Mid full-time faculty are required to keep minimum five office hours per week and maintain availability via electronic communication.

Supplemental student support staff, such as tutors and writing consultants, have less stringent qualifications than faculty but the Assurance Argument indicates they must meet certain qualifications as detailed in position job descriptions. Those qualifications vary depending on the status and responsibility of the support role and are determined by Human Resources.

Mid recognizes the need for a formal plan to attract greater diversity to its workforce. Its personnel largely reflect the demographic makeup of the communities it serves. In its Assurance Argument and during the site visit, the College mentioned its desire to attract more diverse candidates that exceed the diversity numbers from the three primary service counties. The College has an opportunity to be more intentional about its commitment to diversity. Initiatives discussed during on-site meetings include formalizing plans related to hiring more diverse faculty and staff, such as reviewing job descriptions for more inclusive language, setting goals for recruitment and hiring, and adding a diversity value statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Supporting a largely rural population with low educational attainment and relatively high poverty, Mid provides sufficient support services for a college of its size. In recent years, the College has adopted a high-touch approach to student support services. Academic advisors are known as mentors as they provide academic and guidance services, directing students to appropriate academic and Mid support resources. Mid has nine mentors on staff who support student learners. The mentors are funded by a combination of general college funds and grant money. As these mentors appear to be more involved roles than most traditional academic advisors, the College should explore sustainable means to secure their place at Mid so they can continue to serve students in a thoughtful, dynamic way.

As the result of Title III grant funds, the College recently hired a full-time licensed counselor to support and promote students' wellness and mental health. At a time when mental health is in high demand, the counselor is an important hire.

Mid employs a multiple-measures approach to course placement, a relatively new development supported by research and best practices in the community college sector. Implementing another evidence-based practice, Mid has also moved to a guided pathways model to enable clearer curricular choices for students and accelerate their time to degree completion. Mid has shifted away from the pre-requisite model to introduce a co-requisite model for student enrollment in credit classes. The implementation of the co-requisite model is recent, and the College is awaiting enough longitudinal evidence to determine this practice's effectiveness.

Mid's facilities and support services appear to meet its current enrollment demands. Both the Mt. Pleasant and Harrison campuses include modern and discipline-specific classroom and laboratory space, libraries, and study areas. The increase in online lab classes may be supported by additional lab support and established safety protocols. The Morey Technical Education Center, a relatively new

addition to the Mt. Pleasant campus, houses welding and manufacturing programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Mid's educational resources and support for teaching and learning reflect a commitment to quality. The College offers in-person classes at two primary campuses, Mt. Pleasant and Harrison, as well as dual credit classes at 17 locations within its service area. Mid's courses align: The same outcomes and objectives are found across all course modalities. Mid belongs to the MiTransfer Pathways Network and adheres to the Michigan Transfer Agreement to ensure that the bulk of credit awarded at Mid will transfer to other postsecondary institutions throughout the state of Michigan. Mid's internal program review and online course review provide quality control measures for courses and programs.

The DQP is the main architecture for much of Mid's assessment efforts. The DQP competencies inform course outcomes at the general education, program, and course-levels throughout the College curriculum. Comprised of faculty and administrators, the College's General Education Committee serves as the primary assessment decision-making body on the campus. Two of the College's DQP competencies concern diversity as well as civic and global learning. These competencies are demonstrated in a variety of ways, including culturally informed programming like local showcases and study abroad opportunities.

Mid demonstrates its commitment to quality teaching through its faculty credentialing process, the Professional Responsibilities and Faculty Effectiveness Portfolio (PRFEP), and professional development opportunities. Faculty are required to keep regular office hours and communicate with the students through email outside of regular instructional class time. Mid supports its students through a variety of non-instructional services like academic mentoring, counseling and wellness initiatives, library services, and technology support.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Mid Michigan College (Mid) has a systematic program review process that details a four-year rotation for each academic program. The program review template used reflects best practices of analysis of the following program components: enrollment trends, employment trends, a description of the courses in the program, a SWOT analysis of the program, and a summary of action plans developed as a result of the program analysis. Student success data was disaggregated by location to provide additional analysis. Upon review of the 2021-22 program review from business, the action plan listed several steps, but no progress or timelines for achieving these steps were provided. This is also missing in the other program reviews that were submitted. Mid would benefit from adding sections to the program review template that capture timelines for designated continuous improvements so that progress can be monitored and updated as needed. On campus meetings verified faculty involvement with program review.

The College has several ways for students to earn Credit for Prior Learning (CPL). These are detailed on the College's website. There are also dedicated forms for students to complete for the credit and faculty/administrative oversight is provided through the hierarchy of required approvals. During the on-campus meeting, it was verified that faculty are a key part of any CPL decisions by reviewing student portfolios and/or approving credit thresholds and crosswalks.

Mid has established policies for acceptance of transfer credits. The Board of Trustees approved policy 301.08 which details transfer guidelines.

Several programs at Mid hold specialized accreditation. This serves as an external validation of the academic program's quality. Each of the programs was reviewed and found to comply with the accreditor's standards. Additionally, the College has held NACEP accreditation since 2017, which provides an external analysis of the quality and consistency of curriculum, assessment, and faculty qualifications.

The College provided data that shows transfer students are prepared for their four-year program and have achieved success. The Academic Affairs Annual Report 2022-2023 showed GPA data for students who transferred to peer institutions. IPEDS data was used for a total of 27 comparison schools. An additional source of data for student success is an analysis of externally administered exams. Several examples from the health programs were provided, referencing certification exam scores with longitudinal analysis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

Assessment processes at Mid reflect good practice, primarily using the Degree Qualifications Profile (DQP) as its framework for general education and also to ensure these core competencies are infused throughout the curriculum, regardless of academic program. A detailed map of how DQP competencies are aligned within academic programs is shown in the program review template. Several examples (accounting, business, and radiography) were reviewed on-site. Data is collected each year from the identified courses and reported in the Academic Affairs Annual Report. Evidence was reviewed that the assessment cycle is being utilized at Mid: data collection, analysis, and closing the loop. The College Assessment Committee is comprised of approximately a 50/50 membership of faculty and academic leadership. Assessment is designed to be faculty-led and more oversight of the assessment process by faculty with primary representation on the Assessment Committee would increase faculty buy-in and collaboration for continuous improvements.

Faculty were educated in the DQP framework and reporting process, as confirmed in on-site meetings. Evidence was provided of DQP faculty training provided by an external trainer. The College's Assessment Committee also described DQP rubric development by its members as well as norming activities to maximize the effectiveness of the rubrics.

The College has also committed financial resources to move towards greater standardization of assessment. In the past few years, the College contracted with Simple Syllabus to house all course syllabi to ensure standardization and integrity of the course information. This automated system with a set syllabus template was designed to incorporate the specific DQP competencies and align them with course outcomes. The aligned DQP competencies are now included in each course syllabus. Each course has a champion to lead the development of the master syllabus. A ten-person faculty implementation team chose the vendor.

While the faculty and academic leadership of the College were well-versed in DQP, the students interviewed on-site were not aware of DQP. They acknowledged that it may be included in the syllabus, but was never discussed by the instructors. Stronger communication with students about

DQP competencies and how students gain the competencies throughout their academic experience would benefit the College as it makes improvements in assessment processes.

The College has also invested in an assessment repository through SPOL. The Assessment Committee identified an inability to organize and house assessment data, so SPOL was identified as the best external solution. The College also anticipates the use of dashboards to track DQP framework, as well as program assessment. The College plans to integrate Moodle course data into SPOL for analysis. SPOL was soft-launched in fall of 2023, so the College will have the opportunity to report detailed, longitudinal assessment analysis using SPOL in their next accreditation reporting cycle. During the soft launch, 54% of all sections reported data to SPOL. The College could benefit from continued training for both full-time and part-time faculty in the use of SPOL to increase usage.

An area of focus for Mid is co-curricular assessment. The College understands that it is in the beginning stages of co-curricular assessment. Efforts need to be fully developed and implemented to reflect good practice. Mid's Co-curricular Assessment Form is well designed with the following components: Institutional Learning Competencies, Program Learning Outcomes, Evidence Artifacts, and Outcome Results. Use of the form is sporadic and incomplete as reviewed in evidence and determined through on-site meetings. Inconsistent results reported on the forms reviewed only included service hours and attendance. There was no evidence of students gaining the associated learning outcomes.

The College may establish a standardized, intentional co-curricular assessment plan. Student Life, the IDEA Committee, and faculty could all contribute to the plan and provide a foundational framework. Informational sessions conducted in the use of the form referenced above would help ensure complete and intentional reporting of student achievement of intended competencies with their programming. There were pockets of co-curricular activities discussed on-site, but the evidence was not provided of capturing assessment data or student feedback.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

On-site discussions and an evidence review demonstrate that Mid has defined goals for student retention, persistence, and completion. These metrics are tracked, and the data analysis is used for continuous improvement.

The Academic Affairs Annual Report details retention, persistence, and completion analysis. Fall-to-fall retention rates are disaggregated by full-time and part-time students. Also, completion rates at 100%, 150%, and 200% are detailed along with comparison groups such as IPEDS peers and all of Michigan's community colleges.

The College has not met its goals for these metrics and has implemented several processes to meet its target goals.

Several external partners have been funded to assist in providing enhanced data as well as focused plans for enrollment activities. A CRM system was purchased to assist Mid mentors (advisors) as they work with students to build relationships and communication channels as key retention efforts. Also, EAB was contracted to provide an enrollment plan with the intent of more focused entry strategies to enhance student success. Ellucian also provides limited data analysis upon request.

On-site discussions indicated tracking of these key metrics every term. Results are communicated regularly at the administration level. The College would benefit from increased communication with other College groups, primarily faculty to better involve them in efforts to positively impact these metrics.

An area of focus for the College is in Institutional Research (IR). On-site meetings revealed that the one full-time IR staff is retiring in Spring 2024. This person is responsible for some compliance reporting but also enhanced reporting as it relates to key metrics as well as other data-driven processes. A search is underway to fill the position. The College is encouraged to enhance the IR area to ensure continuous access and reporting of data as well as improvement of analysis to include enhanced disaggregation of data to represent key student populations and characteristics.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Mid has a systematic process in place for program review. All academic programs are on a four-year rotation to submit data, analysis, and action steps. Program reviews were complete and on cycle.

Co-curricular is an area of focus for Mid as the College continues to implement a systematic process for assessing the many activities and projects on campus. Mid has a standardized form, which will need to be communicated widely with staff/faculty training to ensure consistent completion.

Academic assessment at Mid is at an evolving stage as the College begins new processes with new external partners, Simple Syllabus and SPOL. The College will continue to report out the full assessment cycle as faculty are trained and increase the utilization of these tools in addition to the processes in place. Faculty are encouraged to increase their presence in the College Assessment Committee to ensure faculty-led oversight of all assessment processes.

The College has several data processes in place to monitor their key metrics.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

The College demonstrated the administrative competency and capacity to meet its mission, including evidence of shared governance, use of data, and appropriate levels of decision-making.

Mid identifies the College Council as the primary vehicle for shared governance. The Council comprises representatives from across the College.

Leaders described that the purpose of the College Council is to engage with members, rather than to hold meetings driven by agendas and PowerPoint presentations. Recommendations emanating from the council are directed to administration for further consideration and action. The president described the intent for leaders to remain "influenceable" as they share governance with employees. The Council also vets administrative policies (as distinguished from board-approved policies), providing input that shapes these procedures. The Council appears to serve as a clearinghouse for input and discussion from various perspectives, rather than a decision-making body. While the team saw evidence of shared governance and decision-making in its committee structure, the College may benefit from more representative membership and involvement on the College Council to ensure it is engaging its various internal stakeholders.

Outside of the College Council, an example of shared governance is the Human Resources Task Force. The task force includes representation from various employee groups including union

leadership. The group is charged with making recommendations related to employee benefits. Those recommendations are presented to the Council, then moved to administration for action.

The president described the use of ad hoc task forces as another vehicle for gaining input and participation from employees, distinct from standing committees on campus. Employees described various opportunities to raise issues of institutional concern and make recommendations for consideration by the administration. A recent example cited is work on a remote work proposal. While not ultimately approved, employees were satisfied that there were discussions and sufficient opportunities to raise issues for consideration.

The institution is moving along the path of becoming a data-informed organization. Ample evidence was provided that data are utilized to inform individuals or initiatives. Leaders described the institution's level of maturity as systematic when it comes to broadly distributing data for decision-making. Key Performance Indicators have been identified at the direction of the Board of Trustees; however, some of the data were incomplete or dated in the assurance argument.

Employees in multiple settings cited Informer as beneficial and powerful software for generating analyses using data from Ellucian Colleague. Institutional Research generates reports as needed to guide decision-making. Microsoft PowerBI is utilized for these reports, including data visualization for end users. However, it was also evident in discussions with staff that robust use of Informer is sporadic.

The College provided evidence that faculty are appropriately involved in setting academic requirements, policies, and processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

The institution's resources support its offerings and position the College to continue fulfilling its mission in the future.

The College provided evidence that it has qualified and trained staff to support its operations. Hiring and credentialing processes are appropriate for the institution. Staff indicated that hiring and retaining qualified employees is a continued challenge, with employee benefits cited as one way to maintain competitiveness.

The institution has utilized the Facilities Master Plan to guide decisions about infrastructure and the physical plant. Recent allocations include $13 million for the Harrison campus, including $9 million for building upgrades. Staff indicated that the focus is now on repurposing existing space, as opposed to pursuing new construction. The Life Expectancy Report--part of the Master Plan--is utilized to plan for pending infrastructure improvements. The site visit reflected professional, well-maintained facilities for students.

Goals incorporated into the mission, Strategic Plan, departmental plans, and elsewhere are appropriate and realistic for the institution, as evidenced by the materials supporting the Assurance Argument.

Mid utilizes a traditional budgeting process that includes broad input from budget managers, ties to the institution's Strategic Plan, and appears reasonable in light of its resource base. Budget decisions are approved by senior administration, with the full budget approval resting with the Board of Trustees. Administration, staff, and the governing board regularly monitor finances. If necessary, budget amendments can be presented within the fiscal year to account for significant, unanticipated changes in revenue or expenses. Staff indicated the first response would be reallocation of resources before formally modifying the budget mid-year.

Fiscal allocations reflected in the budget and financial statements are appropriate and adequate to support Mid's educational purposes. The general fund comprises Instruction, Information Technology, Workforce Development, Instructional/Academic Support, Student Services, Institutional Administration, Physical Plant Operations and Auxiliary Services. Outside of the general fund, budgets are maintained for Student Financial Aid, Other Restricted Grants, Building and Site, and the College Foundation. The institution shares staffing costs for the Foundation and provides office space for the organization.

The general fund budget indicates 62% of available resources are dedicated to access, student learning and success, providing evidence of sufficient support for its educational purposes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The College provided evidence in its Assurance Argument and on-site that it engages in systematic planning and improvement.

Mid allocates resources in conjunction with its Strategic Plan. Departments build plans consistent with the institutional plan, then submit projected budgets that support those initiatives. The College budgeting process includes provisions to connect spending and planning. For example, requests for new funding are required to be tied to the Strategic Plan. The executive team reviews requests and makes final administrative decisions on funding, pending approval of the budget by the Board of Trustees.

The College utilizes the Strategic Initiatives Fund for large initiatives. This source of revenue is funded with year-end allocations based on revenue over expenses, which may range between 3-5% of the general fund. The fund now consists of approximately $1 million to support approved projects for up to three years. A recent example is the creation of an agriculture program. The College also invests $40,000 annually in the Innovation Fund to encourage faculty to make innovative changes to their courses, including the development of online sections.

Despite these processes, employees on-site acknowledged that linking assessment, planning, and budgeting is a continual challenge. Primary responsibility rests with the Cabinet. Members indicated it is important to be aware of fiscal resources, but to also understand the impact of decisions on students.

The institution attempts to utilize data to guide decisions related to assessment, planning, and

budgeting. Institutional Research is the primary source of program data, including student outcomes. The institution cited the use of Key Performance Indicators.

Mid engages internal and external stakeholders for long- and short-term planning. Surveys are used to gain input on the Strategic Plan and Facilities Master Plan. Stakeholders surveyed included students, faculty, staff, and community members. Mid has advisory committees for its career and technical programs. There are also advisory committees for the Tech Center and dual enrollment. The College provided evidence of its engagement with educational partners on initiatives such as statewide transfer and articulation.

In response to years of enrollment declines, the College dismantled older facilities and renovated space that remained. Facilities now include capacity for 25% growth. In addition to facility modifications, the College reduced staff in late 2020. The College illustrated in its Assurance Argument that layoffs were focused "in places where capacity would not be significantly impacted by the loss of staffing." Faculty positions were not reduced.

Historically, the largest revenue source for the College has been tuition and fees. In 2020-21, tuition and fees represented 60% of general revenue. Recognizing the potential impact of enrollment declines on the College budget, Mid implemented a successful campaign to annex the Mt. Pleasant School District into the College service area. This increased annual property tax revenue by nearly $1.7 million. The net increase helped stabilize general revenue and reduced the share of funding attributed to tuition.

Budget planning includes enrollment projections conducted internally. Throughout the year, revenue and expense projections are compared to actual, with significant variances addressed administratively.

The most recent audit indicated positive net position of $29.7 million. Further evidence of the College's fiscal position is reflected in the 2020 Moody's bond rating of Aa3. Moody's cited a healthy fund balance, liquidity, and low debt burden in support of its rating.

Mid provided evidence that its planning processes took into account external factors such as demographic shifts, state support, emerging issues, and stakeholder demand. As an example, enrollment projections consider unemployment, workforce development funding, dual enrollment activity, and demographic shifts. Staff on-site indicated a clear understanding of issues such as population declines and changing college-going rates.

Mid is responding to technological advances by utilizing federal Title III funds to mentor and train faculty in synchronous and asynchronous course delivery, supported by two instructional designers. The College indicated student demand and demographic changes were primary influencers of this investment.

Discussions with staff provided evidence that Mid is intentional about planning for a range of threats related to campus safety, security, and cybersecurity. Staff comprehensively identified both challenges and responses in each of these critical areas.

The College operationalizes its strategic plans primarily through the use of departmental planning, each of which is designed to address the relevant "enduring goals" of the Strategic Plan. Accountability for these plans flows through the governing board. Throughout the year, departments provide updates to the Board of Trustees on the progress on their strategic plans.

Mid provided evidence that its processes are designed to improve student outcomes. The Drop Rate report developed by Institutional Research is one example.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

The College provided evidence that its resources, processes, and planning enable it to meet its mission, improve quality, and respond to future challenges and opportunities. The institution also demonstrated a responsible level of self-awareness, recognizing areas where it can improve on each of these dimensions. The recent annexation of the Mt. Pleasant region has helped stabilize one source of its general revenue. The Strategic Initiatives Fund is another example of resources that enable the institution to support new projects that meet the College's priorities. Shared Governance is demonstrated by use of the College Council, standing committees, and ad hoc task forces. Planning processes engage various stakeholders and are based on data. The College acknowledged that it plans to continue on its path to becoming truly data-informed, and will benefit from more robust use of disaggregated data and broadly distributed analyses to support decision-making.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- FedCompFiling_2023_FRM_(1)-combined

Rationale

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion:

The institution meets HLC's requirements.

Rationale:

A review of relevant policies and procedures regarding credit hour compliance, program length, and tuition demonstrates Mid Michigan College complies with relevant Federal requirements. The College's definition of a credit hour requires a minimum of 800 minutes of instruction, which translates to an acceptable number of hours for a single college credit. The definition also incorporates credit hours for labs, clinicals, and similar non-lecture-based learning. Compressed courses are also scheduled in a manner that ensures the required length of time is present.

In terms of course syllabi compliance with the College definition, a review of multiple course syllabi for face-to-face, online, compressed, and other variations of class instruction was conducted. Results of this analysis demonstrate compliance. A review of course syllabi from a variety of disciplines demonstrated some degree of variance in terms of weekly schedules and performance engagements for validation of student participation and demonstration of objectives. Holistically, the course syllabi, regardless of modality or scheduling variance, support a general approach in adhering to the expectations of the credit hour rule, particularly when held up against the State of Michigan's and subsequently College's policy on minutes required per credit hour. A strong example is PSY 101 (Elzroth).

2. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion:

The institution meets HLC's requirements.

Rationale:

Federal compliance requirements for handling student complaints at Mid Michigan College are met.

A review of current policy found that the College provides reporting options for students who have complaints. Types of reports are provided, including reporting a grade concern, personal or safety concern, file a complaint, disclose a grievance, or simply to provide feedback to the College. A list of specific concerns is listed on the Campus Life link on the College website. When a student clicks on one of the types of complaints or reports, that student is then taken to a site that explains in detail the process for reporting as well as contact information.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

Mid Michigan College complies with the Federal Compliance requirement of clearly publishing transfer policies. A review of the policy can be found on the College website under "academics" and then under "transfer." Clear transfer paths are presented, including transferring to the College, transferring from the College, transfer degree agreements, Michigan transfer pathways and agreement, reverse transfers, etc. Transfer Mentors are assigned to help students transfer to universities, and contact information is provided. A statewide transfer course search by sending and receiving institutions is also provided. Prospective students may find all this information as well. Additionally, the College posts high school articulated credit on its website in the student resources section under credit for prior learning and high school credit. An application for high school and career tech articulation is provided, although the form is from 2018 and may need at a minimum tertiary review for possible updates.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion:

The institution meets HLC's requirements.

Rationale:

A review of the practices for verification of student identity by Mid Michigan College revealed a legitimate plan to assure proper identification as well as to protect student identification. A standard process is followed for all new students be they in-person or online. Standard safeguards include practices such as one-time access codes, recovery e-mail addresses, password reset links, College helpdesk, verification questions for call ins, etc. The College uses the Respondus lockdown browser to administer exams in online courses. Testing centers require ID checks. Costs for any proctoring are disclosed prior to when registration occurs. Those costs are found on the College website for the public and students.

5. PROTECTION OF STUDENT PRIVACY

Conclusion:

The institution meets HLC's requirements.

Rationale:

The College demonstrates compliance with Federal Compliance requirements regarding student privacy in generally accepted manners. FERPA compliance, Student-Right-To-Know, and relevant privacy safeguards are cited publicly by the College. Students are provided clear information regarding their rights with respect to their educational records. Complaint contact information with the Department of Education is also provided to them. The College's Privacy Policy meets the requirements of the Perkins Act and the Workforce Investment Act. The College explains in print how it uses student information in light of these legislative acts. An opt out process is provided with campus contact information. A review of the Colleges Release of Information Policy details how student prior consent is needed for such release. Exceptions for release of some information are provided in print, with such exceptions as compliance with a lawful subpoena or judicial order, accrediting organization, receipt of financial aid, etc. As for privacy training, the College requires new employees to complete a module on FERPA. A time limit is placed on new employees to complete this training. A detailed list of information for students, including Title IX, refund policy, career center, code of conduct, financial assistance, and more is listed on the College website under the "community" link.

6. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion:

The institution meets HLC's requirements.

Rationale:

A review of College data on student outcomes is appropriate to generally accepted standards and practices. Data is presented in plain language and easy to understand. Data reviews included the following from the Academic Affairs Annual Report (2022-2023):

Retention/Completion:

- *Course success rates, withdrawal rates, and average GPA*
- *Transfer Rates and in particular at regional senior institutions*
- *FT and PT student retention rates*
- *Athletic student aid and participation rates*

Licensure Exam pass Data:

- *Pass rates for: NCLEX, Radiography, PTA, CMA, CAD, and HVAC*

7. **STANDING WITH STATE AND OTHER ACCREDITORS**

Conclusion:

The institution meets HLC's requirements.

Rationale:

The College lists its standings with the following accrediting agencies in its Federal Compliance Report and on its website:

- *CAAHEP (Medical Assistant)*

- *ASHP (Pharm Tech)*
- *CAPTE (PTA)*
- *NLN (ADN)*
- *NIASE (Auto)*
- *NACEP (Dual Credit)*
- *NAACLS (Phlebotomy)*
- *Michigan Department of Licensing and Regulatory Affairs (CNA)*
- *HLC (Institutional Accreditation)*

The College provides on its website the accreditors logos, links, and verification of status for the HLC and NACEP. It might be a useful suggestion to improve transparency to include the verification of status and links to the other specialized accrediting agencies on the College website, yet compliance is achieved without it.

8. **RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES**

Conclusion:

The institution meets HLC's requirements.

Rationale:

Mid Michigan College complies with generally accepted recruiting, admissions, and basic enrollment practices. The College provides all financial aid staff with annual training to keep abreast of changes. The Financial Aid Office also has a loan code of conducts. Accessibility needs of students who may be disabled are addressed via proactive training and communication. Students are informed of changes to the enrollment management process via regular communication on the website. A review of the website demonstrates that Mid Michigan College has detailed information regarding admissions, aid, academics, student resources, campus life, among other valuable information. The accessibility link, for instance, provides students with information about web accessibility policy. Additionally, links for ADA, non-discrimination, EEO, and safety items are presented on that Accessibility weblink. Other website links provide step-by-step process for enrolling and contact information is available.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered

any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer (Choose one response and delete the other)**:**

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Conclusion

Mid Michigan College's (Mid) mission is articulated publicly and operationalized throughout the institution. Discussions on campus showed that employees demonstrated familiarity with the mission and described how it is operationalized. Mid shows evidence of having developed its mission, vision, values, and strategic goals through a detailed and lengthy planning process which included extensive input from internal and external stakeholders. Mid interacts with community members to ensure that courses are relevant to community needs. Advisory committees aid in guiding institutional priorities and program decision-making.

Mid provided ample evidence that its actions and decisions support its educational role. Examples include Mid's presence in rural areas and services at 17 different campus locations. The president described the growing importance of workforce programs and the critical role employers, and other external stakeholders play in the community.

Mid demonstrates in policy that Academic Freedom and Expression is clearly supported in learning. Mid provided evidence of processes that foster inclusive and equitable treatment of diverse populations. Two of the College's Degree Qualification Profile (DQP) competencies concern diversity as well as civic and global learning. These competencies are demonstrated in a variety of ways, including culturally informed programming like local showcases and study abroad opportunities. During the site visit, the Inclusion Diversity Equity Action (IDEA) Committee spoke of Mid's Safe Zone Ally training, and the Accessibility Collaborative where students with accommodations are paired with faculty who have agreed to make their courses more accessible.

The Board of Trustees is an essential link between the College and the community and is actively involved in strategic planning. The board participates in workshops to understand its autonomous role. Mid successfully completed the Federal Compliance Review and is in good standing with local, state and federal laws. Overall, the on-site visit confirms that Mid acts with integrity in conducting College affairs.

Mid's educational resources and support for teaching and learning reflect a commitment to quality. The College offers in-person and online classes as well as dual credit classes within its service area. Mid's courses align the same outcomes and objectives found across all course modalities. Mid supports research and inquiry by faculty. On campus, faculty spoke of positive collaboration between faculty and administration as well as financial support for research projects.

Mid belongs to the MiTransfer Pathways Network and adheres to the Michigan Transfer Agreement to ensure that the bulk of credit awarded at Mid will transfer to other postsecondary institutions throughout the state of Michigan.

The DQP is the main architecture for much of Mid's assessment efforts. The DQP competencies inform course outcomes at the general education, program, and course-levels throughout the college curriculum. Comprised of faculty and administrators, the College's General Education Committee serves as the primary assessment decision-making body on the campus.

Mid demonstrates its commitment to quality teaching through its faculty credentialing process, the Professional Responsibilities and Faculty Effectiveness Portfolio (PRFEP), and professional development opportunities. Faculty are required to keep regular office hours and communicate with the students through email outside of regular instructional class time. Mid supports its students through a variety of non-instructional services like academic

mentoring, counseling and wellness initiatives, library services, and technology support.

Mid has a systematic process in place for program review and online course review that provides quality control measures for courses and programs. All academic programs are on a four-year rotation to submit data, analysis, and action steps. Program reviews were complete and on cycle.

Co-curricular is an area of focus for Mid as the College continues to implement a systematic process for assessing the many activities and projects on campus. Mid has a standardized form, which will need to be communicated widely with staff/faculty training to ensure consistent completion.

Academic assessment at Mid is at an evolving stage as the College begins new processes with new external partners, Simple Syllabus and SPOL. The College will continue to report out the full assessment cycle as faculty increase skills in the utilization of these tools in addition to the processes in place.

Faculty are encouraged to increase their presence in the College Assessment Committee to ensure faculty-led oversight of all assessment processes. The College has several data processes in place to monitor their key metrics.

The College provided evidence that its resources, processes, and planning enable it to meet its mission, improve quality, and respond to future challenges and opportunities. The institution also demonstrated a responsible level of self-awareness, recognizing areas where it can improve on each of these dimensions. The recent annexation of the Mt. Pleasant region has helped stabilize one source of its general revenue. Shared Governance is demonstrated by use of the College Council, standing committees, and ad hoc task forces. Planning processes engage various stakeholders and are based on data.

The College acknowledged that it plans to continue on its path to becoming truly data-informed, and will benefit from more robust use of disaggregated data and broadly distributed analyses to support decision-making.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

No Interim Monitoring Recommended.

INTERNAL

Higher Learning Commission

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Mid Michigan College, Michigan

Type of Review: Open Pathway - Comprehensive Evaluation Visit

Description: Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 02/12/2024 - 02/13/2024

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015
Year of Next Reaffirmation of Accreditation: 2023 - 2024

☐ No Change
✓ Recommended Change: 2033-34

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Open Pathway

✓ No Change
☐ Recommended Change:

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	41	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:

Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	26	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

No Contractual Arrangements

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Alma High School, 1500 Pine Avenue, Alma, Michigan 48801 UNITED STATES

Huron Intermediate School District, 1160 S Van Dyke, Bad Axe, Michigan 48413 UNITED STATES

Mecosta-Osceola Intermediate School District, 15760 190TH AVE, Big Rapids, Michigan 49307 UNITED STATES

Tuscola Technology Center, 1385 Cleaver Road, Caro, Michigan 48723 UNITED STATES

John C. Magnus Center, 4041 E. Mannsiding Road, Clare, Michigan 48617 UNITED STATES

Farwell High School, 399 E. Michigan St., Farwell, Michigan 48622 UNITED STATES

Marlette High School, 3051 Moore Street, Marlette, Michigan 48453 UNITED STATES

Herbert D. Doan Center for Science & Health Technologies, 2600 S. Summerton Rd, Mt. Pleasant, Michigan 48858 UNITED STATES

Shepherd High School, 321 S. Fourth Street, Shepherd, Michigan 48883 UNITED STATES

Clinton County Regional Educational Service Agency, 1013 Old U.S. 27 Suite A, St. Johns, Michigan 48879 UNITED STATES

✓ No Change
☐ Recommended Change: