SYSTEMSPORTFOLIO

Mid Michigan
Community College

MMCC

Contents

MID MICHIGAN COMMUNITY COLLEGE
INSTITUTIONAL OVERVIEW

O1: The institution's Mission, Vision, Values and Strategic Vision

Figure O1

Mission	The purpose of Mid Michigan Community College is to provide educational and community leadership for the development of human ability. To this end the College provides post-secondary education and services to enable students and the community to achieve success in a global society
Vision	Mid Michigan Community College dedicates itself to being a learning organization that connects and partners with its community for the success of its members.
Values	Learning, Quality, Respect, Integrity, Collaboration, Diversity
Enduring Goals of Strategic Plan	1) enabling student success, 2) enhancing employee success 3) engaging the community, 4) ensuring institutional effectiveness

O2: Student, Faculty and Staff Base

Figure O2

Student Numbers and Types			
Ethnic Background	**Fall 2010**	**Class Designation**	**Fall 2010**
American Indian/Alaska Native	73 (1.4%)	Degree Seeking	4,484
Asian	9 (.17%)	First Time	1,048
Hispanic/Latino	128 (2.5%)	Transfer In	1,401
White, non-Hispanic	4,457	Other	2,032
Black, non-Hispanic	116 (2%)	Non-Degree	697
Non-Resident Alien	9 (.17%)		
Native Hawaiian/Other Pacific Islander	49 (.9%)		
2 or more Races	0		
Unknown	246 (4.7%)		

Figure O3

Employee Group	**Number**
Full-time Faculty	46
Part-time Faculty	216
Full-time Administrator	64
Part-time Administrator	6
Full-time Hourly Staff	51
Part-time Hourly Staff	61
Total Number of Employees	444

Figure O4

Academic Program	**Number of Students**
Nursing	1,254
Business	707
Criminal Justice Systems	281
Business Administration	257
Education	243
Radiography	238
Computer Information Systems	210
Physical Therapy Assistant	202
Psychology	190
Accounting	187

O3: Level and Scope of Academic Offerings

MMCC offers certificates and degrees up through the associate degree level. The scope of offerings includes programming in three broad areas: General Education, Career & Technical Education, and Transfer Education. Figure O4 indicates the top ten enrolled programs for fall 2011.

O4: Campuses and Additional Instructional Locations

MMCC has one campus in Harrison, MI and two additional locations in Mt. Pleasant, MI which is approximately 25 miles from the Harrison campus. We also have collaborative relations with several area high schools where we offer courses.

O5: Distance Delivery Programs

MMCC submitted a change request for approval to offer full degree programs via distance delivery in May of 2012 and is scheduled for a corresponding site visit for September 2012. The college has offered online courses for over 12 years.

O6: Other Key Campus Programs and Resources

MMCC is involved in several key initiatives aimed at helping students succeed. Two should be noted here to help understand the current context for the college. First, the college was awarded a Title III grant focused on improving student retention. Numerous action plans involving collaborations between faculty and student service personnel are in place to meet the goals of the grant. Second, because the college receives an alarming number of under-prepared students, there are collaborations with area high schools focused on helping students make the transition to college more successfully. These include innovative uses of Early and Middle College models as well as other dual enrollment opportunities that include wrap around support for students. MMCC also received a Talent Search grant that focuses on identifying and working with students as early as their junior high years to increase their likelihood of completing a college degree.

O7: MMCC's Quality Journey

MMCC joined the AQIP pathway in 2001. The early challenge of achieving a college wide understanding of quality improvement was followed by the challenge of addressing the need to achieve alignment among the key operational processes of the college--especially the various planning processes. The current structure for strategic planning, and the alignment of planning timelines, have paid off by resulting awards of grants and capital outlay support from the state. Transitioning from a relatively small, rural community college to a mid-sized institution with multiple locations serving a broader spectrum of students was a challenge that was compounded by a period of extreme enrollment growth. These factors had a double-edged effect: they forced the institution to understand itself in terms of interrelated systems which needed to be coordinated, monitored, and improved. These same factors served as a setback, because more time and effort had to focus on ensuring basic operations ran smoothly. The rapid growth stretched limited resources allowing less time to focus on identifying, understanding, and planning for strategic matters. Fortunately, the college leadership was able to maintain sufficient strategic planning to address some basic matters with facilities, programming, and service improvements. Foundational to the college's maturation with regards to quality improvement was the adoption of key performance indicators (KPIs) at the institutional level. Indeed, this has gone to the extent that several of the KPI's now serve as factors in the compensation for faculty, staff, and administrators. Agreed upon targets for measures such as retention rates, student satisfaction, and degree completion/transfer rates, are used to determine compensation increases.

In the area of assessing student learning, the college has made an interesting accomplishment. While there are academic departments that still need greater attention to their assessment efforts, the college as a whole has reached a point where assessment has allowed us to rethink what our product is. A recent Action Project focused on revising our degree and program structure was underway when the Lumina Foundation published their work on the Degree Qualification Profile. This document helped faculty and academic administrators to understand our product as a set of competencies which could be packaged in various ways under different degree and program titles. Some of the competencies are common to all degrees, while others are unique to a specific program. Achieving this perspective on our product has, in turn, led to a reexamination of just what should be assessed and how. This exploration will be some of the work we engage in over the course of the next couple of academic years. Additionally, the college has signed on with a recently formed consortium of community colleges to work on issues stemming from

the Degree Qualification Profile unique to community colleges.

In sum, the college has achieved a self-understanding that positions the institution well for taking advantage of quality improvement principles, and has applied these principles to the structure of the college. Figure 5b depicts our understanding of the connections among the college's leadership structure, stakeholder support systems, processes, and significant measures. In addressing previous feedback for the need of a more consistent use and analysis of data, the college has established KPI's at the institutional level. There have been college wide efforts to identify and use data for improvement purposes. The recent establishment of the DREAM Team (Data Reporting Evaluation Analysis and Management) will further advance the institution's capabilities in using appropriate data for improving operations.

CATEGORY ONE:
HELPING STUDENTS LEARN

CATEGORY INTRODUCTION

Processes for Helping Students Learn at MMCC emerge from our academic climate of developing student abilities for independent and collaborative inquiry. Within this academic climate MMCC displays a range of maturity levels. Processes associated with common learning outcomes are found in the three key areas of instructional programming: general education, career preparation, and transfer preparation. Each of these three areas has their respective focus and program specific learning outcomes. General education at MMCC is aligned but coordination between some academic programs remains siloed. The faculty understand that general education goals are foundational for creating the academic climate at MMCC. These goals apply to all students, regardless of their program. They are foundational because these common core competencies are built upon and reinforced in the learning outcomes of the specific technical or transfer programs. In the evolution of the general education goals, which were revised in 2009, the college perspective has shifted to view general education as a program. That is to say, that general education has goals that go beyond the content objectives of the individual courses. The Dynamic Criteria Mapping (DCM) assessment project began the process by forcing the faculty to look at common learning outcomes across the curriculum. This has brought us to the point of viewing general education as a set of complex learning and thinking goals that can be supported, developed, and assessed in diverse but complementary learning environments. An initiative is underway to use the assessment of the general education program as the tool to break down silos of resistance and participation in general education.

Processes for designing new academic programming and monitoring the effectiveness of current programming are aligned, but improvements can be made in defining goals and measures. The Academic Services Division, led by the Assessment and Curriculum committees, is engaged in re-defining program goals, outcomes, and their related

assessment. During the 2011-2012 academic year an Institutional Action Project restructured and realigned the academic degree programs. This project has provided the impetus to evaluate and improve existing processes.

Processes for determining and assessing learning outcomes at the program level are systematic in their design, as each academic program develops and implements its own assessment plan. All programs have worked through a DCM process to evaluate program level learning outcomes. In practice, the process should be considered reacting but moving toward systematic. Some academic departments have very aligned assessment processes and some are still developing. Progress toward a broad-based systematic assessment has been hampered by significant turnover and restructuring of the academic deans and by the degree restructuring Action Project. These significant changes have been foundational in the approach to overall assessment efforts. We were able to clarify the degree programs, especially in transfer areas, which will allow us to have clearer statements of learning outcomes and better defined assessment points. The result is that we will have new baseline data to identify. Further plans are underway with the assessment committee and the academic deans to develop an assessment portal where assessment plans, measures, outcomes, and results will be available for comparative analysis.

Processes related to identifying and supporting student needs are systematic, and with the assistance of a Title III grant, they are broadening and maturing. As part of the Title III initiative we have implemented a focused developmental education program that incorporates key student support services into a transition program that integrates developmental and college-level study. Additionally we have developed a retention system where faculty can alert retention staff to connect students to additional student support resources. While the general education goals define the desired academic climate, MMCC encounters a problem in achieving this climate because of the fact

that a high percentage (Figures 1b-c) of our students are underprepared for successful college-level study. Consequently, we must address developmental education needs. In a 2010 Action Project we began exploring the high school to college transition as a way to address adequate preparation for college-level work for incoming students. Dual enrollment opportunities are expanding in a controlled manner that focuses on bringing high school students into a college experience where they can be successful in navigating college expectations.

1P1: DETERMINING COMMON STUDENT LEARNING GOALS

Mid Michigan Community College asserts that all students receiving an associate degree should be exposed to similar educational experiences regardless of whether a student is in an occupational, technical, or transfer degree program. The college utilizes a faculty led general education committee that is open to all faculty and administrators for input to determine the size, scope, and congruency of the courses and shared learning outcomes that make up the general education program at MMCC. The faculty have

Figure 1a

100 Level Courses	General Learning Outcomes	Common Learning Outcomes
ENG 111	Ability to write, do research, organize, identify appropriate audience, produce acceptable academic prose	Ability to employ both critical and creative techniques in learning.
SPE 101	Ability to do research, organize, identify appropriate audience, and speak effectively both in small groups and to groups.	Ability to accurately represent/analyze the ideas of others.
CIS 100	Ability to use computers as a learning tool to produce academic work	Ability to express ideas clearly and in a manner consistent with the context and the audience.
MAT 104 or MAT 105	Develop computational and mathematical reasoning skills	Ability to recognize personal frame of reference and display self-reflective skills.

200 Level Courses	General Learning Outcomes	Common Learning Outcomes
HUM 200	Information Literacy Research Collaborative Work	
SSC 200	Service Learning Applying multiple theoretical perspectives to problem solving Arraying the conceptual foundation of disciplinary emphasis	Global Awareness
SCI 200	Scientific Literacy Ability to establish empirical approach to scientific analysis Understanding Scientific rationality as only one form of human rationality	

developed a series of seven courses which make up the general education program, four 100-level courses and three 200-level courses. The committee selected a lead faculty in each subject area to be responsible for developing these courses around an agreed upon set of common learning outcomes. Figure 1a depicts the learning outcomes for each general education course and the common learning outcomes.

The general education committee holds meetings on the third Friday of each month during the fall and winter semester. All faculty are encouraged to attend general education meetings, meeting minutes and agendas are emailed to each faculty member by the general education committee chair. Information regarding MMCC's general education program learning outcomes and infusible goals are listed on the college intranet site and are available to all faculty and administrators. The general education committee monitors assessment of learning outcomes on a semester basis. The 100 level general education sub committee works with the academic deans and departmental faculty to ensure the application of the four common learning outcomes, commonly referred to as the infusible goals. These learning outcomes are: 1) effective thinking using multiple perspectives, 2) critical information literacy through source selection, 3) audience awareness and rhetorical choices, and 4) self-reflection. The 200 level general education sub committee embraces the 100 level learning outcomes and infuses an understanding and respect for the diversity of our global society.

1P2: DETERMINING PROGRAM OBJECTIVES

The process for determining specific program learning objectives begins with full time faculty. The faculty design courses in conjunction with their academic dean and/or program director following the DCM format. All occupational and technical programs have an advisory committee in place to routinely review program requirements and recommend curriculum changes. Many of these programs also have an accrediting body or certification exam(s) which help guide the faculty in developing program specific learning objectives. In the transfer programs we attempt align objectives with 4-year institutions to create value for the students. With these influences

in mind, the lead faculty or content champion will develop program specific outcomes using the DCM format.   Additionally, the general education goals are to be infused in the program learning outcomes. The faculty are responsible for developing program specific learning objectives and are encouraged to take an active role in developing and updating the curriculum. The faculty work with their dean and the Assessment Committee to review the learning outcomes and assessment plans of the program. The dean and the Assessment Committee provide feedback and support to the lead faculty in determining program specific learning objectives.

Ultimately, all curricular and academic standards are processed through the college's Curriculum Committee which reviews and approves the design and implementation of new courses and programs. According to the Curriculum Committee bylaws and faculty contract, the committee is comprised of the Chief Academic Officer, Library and Learning Services lead instructor, Transfer Counselor, seven faculty (appointed by the Faculty Senate, and six administrators (appointed by the president).   The six administrators are traditionally comprised of the academic Deans, the Registrar and an Occupational program director.

1P3: DESIGNING NEW PROGRAMS AND COURSES

New programs and courses begin with an idea that may have been generated by the college's strategic plan, an advisory board meeting, faculty pedagogical research, faculty conference attendance, a change in technology, or a specific community need. Regardless of the inspiration source, all new courses and programs are approved through the Curriculum Committee. In accordance with the Curriculum Committee bylaws, the proposal process begins with the lead faculty and dean presenting an overview of the program to the Curriculum Committee.   The overview is expected to include an evaluation of similar programs at institutions of similar size, often this is accomplished through professional organization listservs such as the Michigan Occupational Deans Administrative Council (MODAC) or the Michigan Liberal Arts Deans organization (MLAD). An evaluation of the health and

scope of competitive programs in close proximity to MMCC should also be included in the overview. The Curriculum Committee would approve an outline for the development of the program based on this information and its appropriateness in conjunction with college goals.   Individual courses and their assessment plans would then be presented to the committee. If the courses are approved, the new program could be approved for implementation. Course revisions are also subject to the Curriculum Committee approval process.

1P4: BALANCING STUDENT'S GOALS AND NEEDS WITH EMPLOYMENT MARKET

The academic programming design process at MMCC takes into account the career needs of students and the employment market they will be entering when developing learning goals. As addressed in 1P3, the curricular design process is governed by the Curriculum Committee and all new courses are determined by student interests, job market needs, and faculty vision of offerings that should be in their program.   Faculty develop learning outcomes at the certificate level and the associate degree level based on input from employer surveys, competitor comparisons, advisory boards, accrediting agencies, certification exam results, transfer rates, and graduate surveys. The faculty use these inputs to prioritize and determine the learning outcomes best suited for their program and incorporate them into their curriculum committee proposal. Once approved by the Curriculum Committee, program learning outcomes may be found on the Curriculum Committee website, departmental websites, and in course syllabi.

In our Mission Statement, MMCC recognizes that students are preparing to participate and succeed in a global society. As mentioned in 1P3, all academic programs at MMCC are based upon the general education program which infuses global awareness components into the 200 level general education courses. Because of career needs or job choices, many students earn college credit from multiple institutions. Evaluating this external credit and work/life experience for applicability in the general education and degree programs can be challenging. Incoming

transcripts are evaluated by a full time Transcript Coordinator. Catalog descriptions of transfer courses are reviewed to assess their "match" to a current MMCC course and MMCC only accepts transfer credit from colleges and universities accredited by one of the main regional accrediting agencies. If there are no catalog course descriptions, MMCC will call the college and request syllabi. If it is unclear whether the transfer course meets specific course objectives, then the course description and syllabi are referred to the appropriate faculty member for review. Generally, if there is no equivalent at MMCC, and if the course is over 100-level from a regionally accredited institution, the course would be transcribed as general elective credit. MMCC does not accept experiential learning or other forms of prior learning credit from other college or universities.

Students wishing to apply for non-traditional credit for prior learning must complete an application and attach adequate documentation supporting their request. The application and supporting documentation are reviewed first by a faculty member who teaches within the discipline. The application is then reviewed by the academic dean over the instructional area, and finally by the Registrar. The decision to grant credit for prior learning must be unanimous.

1P5: DETERMINING STUDENT PREPARATION

MMCC is an "open door" institution which encourages admissions of all persons, regardless of age or educational background.   The college recognizes that a result of this admission policy is that many students are underprepared for college level work, particularly in math and reading as shown in Figures 1b-c. Incoming students are required to meet math and English placement standards.   Students can meet placement standards one of three ways: 1) prior college coursework of "C" level at another institution, 2) satisfactory ACT scores, or 3) through the ACCUPLACER computer-based placement test. Through one of these methods, advising staff will place students in the appropriate courses.

Course prerequisites are determined by faculty at the department level and reviewed and approved by the Curriculum Committee each time a course is proposed

or when significant changes to the course are made. Program changes are subject to the same Curriculum Committee process as described in 1P3 and 1P4. Students in some programs, such as nursing and radiography are admitted to the college, but are subject to program level selective admission requirements as set forth by each program. Students in these programs take courses toward degree completion and earn points toward admission into their program of choice based on the program's selective admission criteria.

MMCC works with local school districts to identify ways to improve outcomes for students entering college underprepared. The off campus coordinator and faculty liaison positions at the college work with high school faculty and administrators to identify ways to prepare students for the rigors of college level math, writing and academic skills. MMCC faculty invite local high school instructors to participate in departmental meetings, portfolio readings, and norming sessions.

1P6: COMMUNICATING REQUIREMENTS AND OBJECTIVES TO STUDENTS

Student preparation and expectation requirements are communicated to students and the public in many ways. Information regarding programs, courses, degree and credential requirements are located in the

Figure 1b

Percent Needing Remedial Courses based on Accuplacer scores

Figure 1c

Percent Needing Remedial Courses based on HS ACT scores

annual college catalog, which is available electronically on the website along with catalogs dating back to 2002. Program handbooks and websites contain information about required preparation for student assessment, placement, enrollment, attendance, and maintenance of satisfactory academic progress. At various intervals throughout the year, several programs have orientation sessions for students entering the program and information sessions for students considering entering the program. Each program also has a program guide listed on the college website, which contains program completion requirements and prerequisite information.

During the orientation, assessment, and enrollment processes, students are advised on course and program prerequisites and requirements. MMCC has converted to an appointment based advising system, where all incoming students are required to meet with an advisor prior to initial registration. When students choose a program of study, they receive a program guide and are encouraged to develop an educational development plan with their advisor. This allows students to monitor their progress toward completion of their degree. MMCC has implemented the Ad Astra software tool for scheduling and analytics, which when fully functional will aid the college in developing adequate course schedules by taking into account program enrollments and student
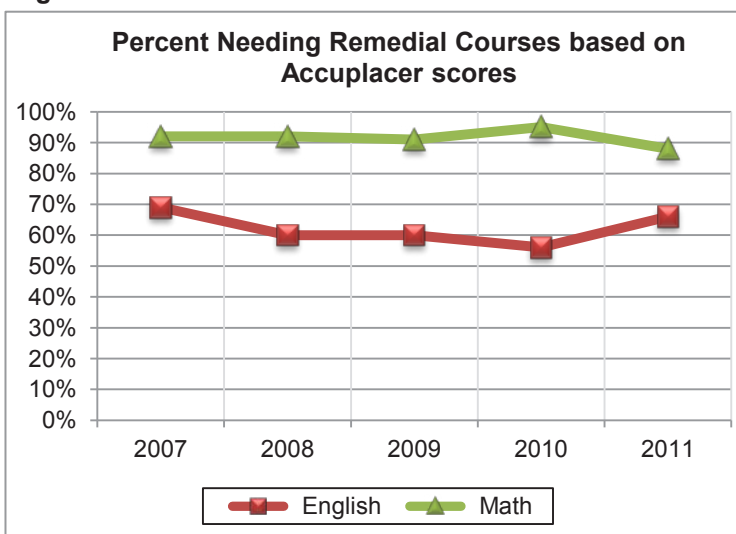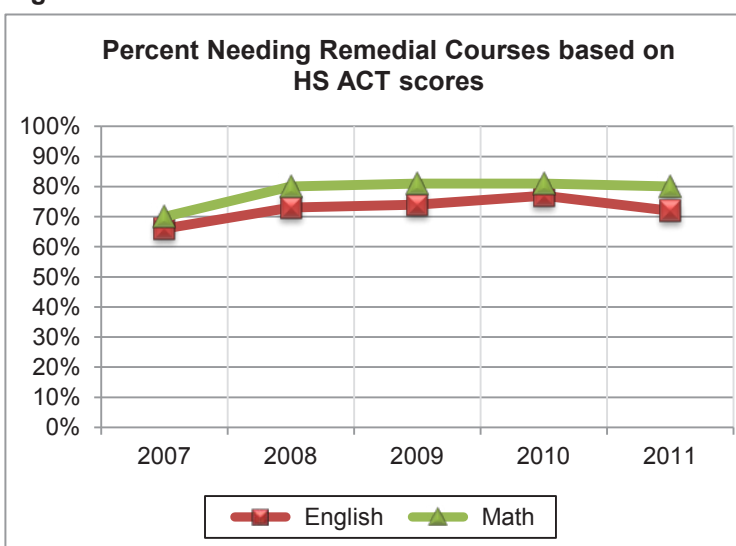
progress toward degree completion in calculating projected course demand.

Prospective students receive printed information during high school visits, college and community events, and other recruitment activities. Prospective students are asked to fill out an information card indicating their areas of interest. Based on their responses, the college provides students with additional information through mailings, email, and phone calls.

Students receive additional information on required preparation and learning objectives as a result of the placement exam process described in 1P5. Based on student test scores, college advisors and staff explain the level of preparation needed to be successful in courses with specific learning outcomes. College advisors and staff also provide students with information about services available to students such as: career exploration, advising, tutoring, supplemental instruction, and special needs.

Additional information regarding student preparation requirements is provided to students by faculty and through individual course syllabi. While not a requirement, many faculty provide students with DCM maps to clarify and explain academic expectations for individual courses and programs.

1P7: HELPING STUDENTS SELECT PROGRAMS OF STUDY

MMCC provides multiple opportunities and pathways for students to select programs of study that match their needs, interests, and abilities. Prospective students have opportunities to interact with college recruiters to select programs of study during events at local high schools, alternative education centers, technical centers, adult education sites, and local business and industry sites. Recruiters regularly travel with program faculty who present information regarding their programs of study. MMCC hosts an annual career day on campus for local high school students. During these events, recruiters and faculty begin the communication process with prospective students regarding their area of interest and provide them with information about program requirements, salary expectations, types of careers available, and future opportunities.

When students apply to MMCC, they schedule ACCUPLACER testing as discussed in 1P5, an orientation session, and their initial advising session. During the initial advising session the student and advisor discuss their placement scores and prior academic achievements. Advisors working with undecided students encourage students to explore the MMCC Career Services website and explore the career exploration tools available to help match their interests to a program of study. The advising staff also utilizes a dual enrollment advisor, a transfer counselor, a special populations counselor, and specialized advising teams dedicated to specific programs to meet the needs of various student populations. MMCC also offers four different MID courses in personal development to aid students in their program choice: 1) strategies for college success, 2) career exploration and development, 3) human relations, and 4) first year experience.

Students who test below the predetermined cut scores on the ACCUPLACER assessment are placed in developmental education courses. Students may also receive support from MMCC's Library and Learning Services (LLS) where they are provided learning style assessment and interpretation, special needs services, tutoring, collaborative learning groups, and supplemental instruction. The LLS provides students with guidance and assistance on the effective use of research and information outside of the classroom experience. Students can receive individual assistance or make use of online tutorials and resources. Additional descriptions of LLS services will be addressed in 1P8.

1P8: DEALING WITH UNDERPREPARED STUDENTS

As evidenced in Figures 1b-c a very large majority of our student population arrive at MMCC underprepared for college level coursework in English and math. In response to these deficiencies in college readiness, MMCC has been designing and implementing new developmental courses to improve student skills in English and math. To determine accurate placement for students in courses, MMCC utilizes the ACCUPLACER assessment as described in 1P5. Students who fall below English cut scores

can take an English self-placement quiz and following a discussion with an advisor, they may enroll in ENG 097 College Reading I. In this course, and in ENG 098 College Reading II, students work with a faculty facilitator in conjunction with the LLS reading and writing consultants to develop a strategic reading plan for one of their other college courses. For example, a student enrolled in ENG 097 and SOC 101 Introduction to Sociology would develop a strategic reading plan for their SOC 101 textbook. The faculty facilitator will work with the student to practice a variety of reading strategies to better understand what they read. In addition to strategic reading, an emphasis will be placed on critical thinking with reading, reading comprehension, reading flexibility, and expanding vocabulary. Students with low placement test scores can enter the college writing sequence with ENG 104 College Reading and Writing to prepare for the types of reading and writing they should expect at the college level. Students who are assessed near the cut score for English are encouraged to enroll in ENG 110 Academic Writing. This is a companion course to prepare students for ENG 111 Freshman English Composition and it focuses on how to read, annotate, and respond to academic texts while introducing students to strategies that will help them become better academic writers.

MMCC has developed a similar sequence for developmental math. Students with low math assessment are encouraged to take MAT 060 Math Study Skills in conjunction with another math course. This course has a faculty facilitator in conjunction with the LLS math consultants to work on issues like note taking, homework issues, how to study math, test taking, how to use the textbook, and math anxiety. MMCC has implemented two strategies for developmental math courses for students to choose from: 1) a modularized self paced approach (commonly called the ABC strategy) and 2) a two semester sequence (the XY strategy) that covers the materials from a traditional one semester course. These strategies are available to students in MAT 101 Basic Mathematics and MAT 104 Basic Algebra. The XY strategy is available to students taking MAT 105 Intermediate Algebra.

In addition to the English reading and writing center and math lab offered through the LLS, students can also receive individual tutoring services, group tutoring, study skills assistance, and supplemental instruction. Retention services are also provided through the LLS. Faculty can contact the Retention Coordinator through a website portal widget requesting services. The Retention Coordinator will contact students at the direction of faculty and facilitate additional academic resources for the student.

1P9: DETECTING AND ADDRESSING DIFFERENCES IN LEARNING STYLES

In 2009, MMCC utilized a provisional adjunct faculty coordinator position to work with adjunct faculty. One aspect of this position was to develop adjunct faculty instructional skills. Through this position, and at the departmental level, faculty have been encouraged to utilize learning style assessment tools with students to aid in both students and faculty in their recognition of learning style differences. On our Distance Education website, all students are encouraged to take the Smarter Measures assessment from Smarter Services (formerly READI assessment) to gauge their level of preparedness for online coursework. The Smarter Measures assessment contains a learning style assessment tool and a tool that assesses individual student attributes like procrastination, time management, willingness to ask for help, and academic attributes. Upon completion of the assessment, students receive a report that outlines the results of their assessment and it provides links to tools that may help strengthen areas that were identified as deficiencies. Students are encouraged to share this report with their advisor.

1P10: ADDRESSING SPECIAL NEEDS

Disability services are available to all students who require accommodations. Upon admission to the college and the completion of placement testing, students requiring accommodations are advised to review the Disability Services website, submit documentation of disability, and to schedule a meeting with the Special Populations Counselor to discuss eligibility, placement scores, academic

goals, reasonable accommodation, and to request services. Students are encouraged to meet with their instructors during the first week of classes to discuss their accommodation needs. Faculty are encouraged to have a disability services statement in their syllabi.

At MMCC all students are commuters and the college recognizes the importance of engaging students in the campus community. The college utilizes a Coordinator of Student Advancement position to coordinate student events, activities, and student groups. The student life and activities website contains information and links to the over 35 registered student groups on campus. These student groups range from lifestyle groups to common interest groups, and each group has a registered faculty advisor. The college also maintains a list of community resources that students may need and provides information on child care and transportation. Based on concerns raised by advising staff, the Retention Coordinator and faculty, Student Services has started a THRIVE group to bring together community resource organizations to develop ways to address non academic student needs that have the potential to negatively impact the academic performance of students.

1P11: EXPECTATIONS FOR TEACHING AND LEARNING

The recent degree restructuring Action Project at MMCC reaffirmed the three areas identified in the 2008 systems portfolio as the areas that define the effectiveness of the teaching and learning at MMCC: General Education, Technical and Occupational Education, and Transfer Education. Each student in a degree program at MMCC goes through the sequence of courses the faculty have identified as the seven core general education courses. Through the assessment of these courses, faculty are able to track what students learned and to use the general education core as a place to reflect on and model teaching effectiveness throughout the curriculum. As discussed in 1P1, the general education committee meetings are open to all college employees. At these meetings, faculty share assessment and teaching techniques that they find effective in these core general education courses. For example, a recent presentation from the beginning computer course (CIS 100) shared a tool that students

use in this course to evaluate and ethically use online information sources. Information literacy is one of the infusible goals of the general education program. In technical and occupational programs, effectiveness is assessed by the external communities being served. Each occupational and technical program has an Advisory Committee that assesses whether the program is producing graduates with the skills required for employment and advancement in the field. Several programs also participate in state or national licensing or certification examinations as a capstone indicator of teaching and learning effectiveness. MMCC also participates with other community colleges in Michigan to submit data on the effectiveness of teaching and learning in the occupational and technical programs. In the transfer programs, the college tracks the performance of transfer students to determine how well they perform at transfer institutions. The five year trend at the three most popular transfer institutions for MMCC students indicates that student performance is on par with the endemic student populations at those institutions (Figures 1q-s).

Expectations for teaching and learning are documented in several locations at MMCC. A faculty code of ethics that defines professional expectations is included as appendix A in the faculty senate's master agreement with the college, and is available on the HR intranet site. Professional expectations are listed in the HR adjunct faculty handbook, and they are listed on the adjunct faculty instructional resources intranet website. The college holds two orientation days and two professional development days each academic year, which are mandatory for full time faculty and highly recommended for adjunct faculty. The college policy on academic dishonesty and plagiarism is listed in the college catalog and on the adjunct faculty instructional resources intranet website. It is highly recommended to faculty to include this policy in each course syllabi. Students found in willful violation of the policy are to be reported to the Vice President of Academic Services and the Registrar. Faculty can enforce their academic dishonesty policy as listed in their course syllabus, the Registrar will document the incident in the student file and send a written letter to the student indicating that they have been found in violation of academic dishonesty policy and that

a meeting with the registrar is required. Students do have the right to file a grade grievance with the instructional administrator responsible for the subject area in accordance with MMCC's grade grievance policy.

1P12: BUILDING AN EFFECTIVE COURSE DELIVERY SYSTEM

MMCC reached its peak enrollment in 2011, after a decade of unprecedented growth. Now in the wake of declining enrollments, MMCC has invested time and resources into improving the efficiency of the college's course delivery system while minimizing the impacts on student needs. The academic deans are responsible for building the course schedule with input from the full time faculty. To determine the correct mix of course offerings amongst the three MMCC sites, online delivery, and off-site delivery, the deans collect 5 years of trend data to determine where and when demand exists for specific courses. The deans add additional courses where demand outpaces supply and remove courses where demand is weak. This process is currently manual and time consuming. The college has recently purchased course scheduling and optimization software to aid in improving this process.

There are cases where insufficient demand exists at the individual sites to meet organizational requirements to hold the courses due to chronic low enrollment. In these cases MMCC has utilized technology to allow the courses to run. Two strategies implemented by MMCC are Interactive TV (ITV) classrooms and hybrid courses. For ITV courses, two classrooms are connected virtually with one instructor and some students in a classroom at one site and the remaining students are located in a classroom at the other site using video conferencing technology. This allows the college to offer the course at two sites but incurs the cost of one instructor. Hybrid courses have a portion of the instruction on campus and a portion offered online, this frees up instructional space for peak demand times.

Online course delivery is another method utilized in MMCC's course delivery system. All new online courses must go through a development process. First the faculty must write a proposal that addresses specific criteria and rationale, and submit the proposal to their dean and the director of distance education. The dean will review the proposal and discuss its merits with the faculty and choose to approve or deny the proposal. The faculty then schedules a meeting with the director of distance education and the instructional designer to develop a project plan. Much of this plan will be framed within the Michigan Community College Virtual Learning Collaborative's (MCCVLC) online course development guidelines and rubric. The course development is to be completed 30 days prior to its implementation in the schedule. Once the faculty complete the development, Distance Education will assess the course using the MCCVLC rubric, provide feedback for the faculty, and make a recommendation to the dean to approve or reject the development work. Based on the feedback, the faculty can make adjustments to the course prior to the approval decision. The dean will make the approval decision and move approved courses to the upcoming schedule.

To ensure consistent delivery, all courses at MMCC, regardless of delivery method, must follow the DCM guidelines for the program goals, course goals, and learning outcomes as approved by the curriculum committee and the assessment committee. Master syllabi are provided to incoming adjunct faculty for courses they will teach. All faculty teaching online must complete MMCC's online instructor credentialing course or complete an alternate pathway to credentialing. General education course assessments are to be completed regardless of delivery method.

1P13: CURRICULAR CURRENCY AND EFFECTIVENESS

All programs at MMCC are required to complete a program review by the curriculum committee every four years. As illustrated in Figure 1d, the program review guide informs faculty about the four main categories that should be included in their review: 1) Mission, goals, and objectives of the program, 2) Program quality, 3) Program health, and 4) SWOT analysis (strengths, weaknesses, opportunities, and threats) and action plan. Faculty members in the department prepare a written report to address the quality, relevance, and consistency of the curricula.

Figure 1d

Program Review Process Key Elements			
Mission & Goals	**Program Quality**	**Program Health**	**SWOT**
• Alignment with College Mission • Need for the program	• Key student learning outcomes • How are SLOs assessed? • Assessment results • Comparison of online courses to traditional courses • Comparative data from other institutions • Transfer equivalency • SLO issues derived from assessment • Program support of DCM goals	• 3-5 year enrollment trend data • Average class size • PPRC rates • Transfer rates • Job placement rates • ROI • Other issues impacting the program not addressed in other areas	• Faculty qualifications, experience, turnover, adjunct ratio • Specific program elements that strengthen or weaken the program • Relevancy to labor market demand • Articulation agreements • Working relationships with stakeholders • Facility, technology, labs, etc.

In addition to the written report, program faculty provide an oral presentation to the curriculum committee which allows members to interact and ask questions of the departmental faculty. Because the committee includes both instructional and student services members, these discussions often result in valuable improvement suggestions and provides additional perspective on how well the curriculum meets student needs.

Many occupational and technical programs maintain specialized accreditation status with external accreditation bodies, primarily in health sciences. Some examples of accredited programs include: Nursing, Radiography, Physical Therapy Assistant, Health Information Technology, Pharmacy Technician, and Medical Assistant. All occupational and technical programs maintain an advisory committee to provide feedback to the program on the changes and trends in business and industry. Occupational programs also participate in the Program Review of Occupational Education (PROE) as required by the State of Michigan. The college encourages faculty to participate in state and national conferences as a means of staying current with developments in their subject area.

Changes in high school dual enrollment expectations and legislation have required the college take a systematic approach to dual enrollment to ensure programming is consistent, up-to-date, and effective. In our 2008 systems portfolio we described our high school liaison assignment where a full time MMCC faculty works closely with high school instructors to help them prepare students for college readiness. Additionally, MMCC has created an off campus coordinator position to work with high school counselors and administrators to develop course offerings that meet the needs of local high school students. MMCC has developed a dual enrollment program guide for dual enrolled students, this allows MMCC to focus on consistent quality programming. All courses, dual enrolled or standard, are required to follow the same course learning outcomes, standards, and rigor as set forth by the curriculum committee and departmental faculty. All faculty teaching dual enrollment courses follow the same standards and credential evaluation process as described in 4P2. In situations where high school teachers wish to teach an off campus course for MMCC at their institution, they would first be subject to the college's standard credential evaluation, screening, and interview process. The potential faculty would team teach the course with a current MMCC faculty. Alternatively, MMCC may request that the potential faculty teach an on-campus course prior to an off-campus assignment.

1P14: CHANGING OR DISCONTINUING PROGRAMS AND COURSES

All changes to programs at MMCC must be approved by the Curriculum Committee. When a course or program is deemed a candidate for discontinuation, the program faculty or the academic dean for the subject area will bring a motion to the floor of the curriculum committee meeting seeking to deactivate the program or course. The individual bringing the motion will provide an explanation of why the program or course is being discontinued to the committee. Typically the explanation will include data on graduation rates, enrollment, and transfer rates. If the motion has support, the committee chair will solicit discussion. Following discussion, the voting members of the committee will vote to approve or deny the discontinuation of the program or course.

All changes to courses or programs require the program faculty or academic dean to complete a program or course change form in accordance with the Curriculum Committee Guide for Proposing Curriculum Changes, located on the college intranet site. Figure 1e is the decision matrix used by faculty and academic deans to determine how to proceed

with curriculum change proposals. The faculty or dean will complete the proposal form and submit it to the curriculum committee chair for discussion and proposal at the next committee meeting. The proposal will include a clear explanation of what the change is and why it is being proposed. The proposal should also include data or projections of how the changes will be of value for students. There will be an explanation of how the change connects with program goals and objectives. There will be an explanation of how the change or course promotes the mission of the program and the college. The proposal will be discussed by the committee and a motion to accept the proposal will be made, or the proposal will be tabled. If the proposal has support, the committee will vote to approve or deny the proposal.

During MMCC's recent degree restructuring Action Project, several programs were modified or discontinued. The program faculty and academic deans analyzed enrollment trends, graduation rates, and transfer data through the lens of each program guide. In some cases we found that requirements for transfer degrees were too prescriptive as some courses held little transfer value for students. In these

Figure 1e

Form Decision Table				
No Form Needed	**Short Form**	**Long Form**	**Program Change Form**	**New Program Proposal Form**
• Grammar edits in course description • Typos in title or course descriptions, program guides, etc. • Program guide changes that reflect current practice or appearance / formatting updates • Course or program being de-activated	• Course title change (R) • Prerequisite / co requisite changes that do not change course / program objectives • Clarifying catalog course description • Reactivation of a course without changes to objectives (R)	Any changes that require a Long Form should also include an assessment plan for course. • Credit or contact hour changes (R) • Change of course objectives • New course (R)	• Program title change (R) • Prerequisite / co requisite modifications • Changing program elective options • Changing graduation requirements • Change to the General Education requirements • Changes to program guide that reflect articulation agreement changes (such as elective choices)	• New program (R) • Reactivation of a program (R)
(R) = Registrar signature required				

cases the previously described process was followed to change the program to expand elective coursework for transfer degree programs.

1P15: DETERMINING STUDENT AND FACULTY LEARNING SUPPORT NEEDS

MMCC utilizes multiple data sources to determine and address the needs of students including the Noel Levitz Student Satisfaction Inventory (SSI), the Noel Levitz College Student Inventory (CSI), the ACCUPLACER assessment, ACT scores, student evaluations, retention services feedback, and faculty feedback. The library is the information gateway of the college. The college recognized the synergy and importance of the library as the information gateway of the college and in 2011 Library Services merged with the Academic Support Center to form Library & Learning Services (LLS) to streamline delivery of academic student support. Figure 1f lists the support services offered by the LLS, student needs, and LLS goals and outcomes for students receiving services. The LLS has been collecting data on the academic performance of students who use LLS services. The resulting student performance is significantly better for students seeking services than for those who do not (more detail is provided in 1R5). The LLS staff are actively engaging with faculty to encourage them to recommend LLS services to their students. Funding for tutoring in the LLS has increased since 2008 as the volume of students seeking services has increased. The LLS monitors student traffic volume and adjusts staffing levels to meet projected peak demand times.

Figure 1f

Services Offered by the LLS		
Tutoring Services	Career Scope	Drop-in Support
Supplemental Instruction	Test Proctoring	Credit by Exam
Assessment Testing	Study Skills Workshops	Special Accommodations
Retention Services	Library Services	Research Assistance
Classroom Tutorials	Laptop Check Out	Interlibrary Loans
Why Students Visit the LLS		
Alternative Learning Environment	Help Developing Academic Skills	Workshops Based on Student Need
Test Proctoring & Assessment	Quiet Study and Gathering Environment	Friendly Approachable Staff
Multiple Resources	Career Exploration	Internet Usage
Research Assistance	Study Tips & Testing Tips	Student IDs
Faculty Driven	Place for Academic Support	Student Driven
What the LLS Does for Students		
Help to Create Independent Learners	Help to Develop Academic Skills and Attitudes	Build Trusting Academic Relationships
Collaborate with Fellow Students & Instructors	Facilitate Learning	Provide Tutoring in a Welcoming Environment
Provide a Comfortable Study Environment	Provide Library Services to all Campus Locations	Help Develop Research Skills
Retention Services	Library Services	Research Services
Provide Supplemental Support to Classroom Instruction		

Help desk staff are available to assist students and faculty with technology issues. The Information Technology (IT) department surveys students and faculty to determine how well the computing needs are being met within the college. Using survey data, the IT department can set staffing hours and make technology changes. Non-instructional, open computer labs are available to students whenever classes are in session at each site. Changes to the technology infrastructure can be proposed to the Institutional Technology Committee for discussion, refinement, and eventually an approval or denial of funding. The Institutional Technology Committee is comprised of faculty, staff, and administrators.

Faculty members have four in-service style development days per academic year, two orientation days before the Fall and Winter semesters begin and two mid-semester professional development days. Topics for the orientation days are determined by the academic administrators with input from faculty groups, such as the General Education Committee or the Academic Council. The agenda topics and planning for the professional development days are faculty driven and implemented through the Academic Council. Topics for professional development days work as a catalyst and a forum for faculty to discuss issues that impact student learning, development, and assessment. Topics surrounding the book *Academically Adrift* have held a great interest for MMCC faculty at recent in-service days. In addition, there are other standing committees that address technical needs and training of faculty as well as the learning and assessment activities.

Results from the Noel Levitz SSI have changed the advising process at MMCC. All incoming students now schedule an advising session prior to registration. Students are paired with an advisor based on their program of study. As part of the Title III initiative, faculty have served in a mentoring role with advising staff to help advisors better understand the programs of study. The advising process is addressed in more detail in 3P1 and 3P2.

1P16: ALIGNMENT OF CO-CURRICULAR GOALS AND CURRICULAR LEARNING OBJECTIVES

MMCC's process for aligning co-curricular development goals with curricular learning objectives is not well defined, particularly in areas where the co-curricular development goals could be categorized as an extracurricular activity. Co-curricular activities with a strong link to academics align with the infusible goals from the General Education program that seek to develop student perspectives, technology, theories, and skills to allow them to live, learn and work as citizens of the 21st century. In particular these goals tie back to the college mission to enable students to succeed in a global society and to the college's enduring goal of engaging the community. In the general education course SSC 200, students work through a service learning component of the course.

Examples of co-curricular development at MMCC include: internships, study abroad, student organizations, and athletics. In many occupational and technical programs students are provided an internship or co-op experience. Each department sets the criteria and procedures for their internships. The college uses a co-op coordinator to formally track and monitor student internship progress. In 2012, the college embarked on a study abroad program that is based in service learning. Students traveled to the Dominican Republic and worked with schools in impoverished communities to provide English instruction to K-8 students. Student organizations register with the college and receive guidance and faculty advising for their group. The purpose of each organization varies but all have common objectives of communication and community development. Athletics are a new part of campus life at MMCC with recently developed soccer, basketball, and hockey teams. Processes for integrating athletics into curricular learning objectives are slowly forming. In 2012 the college became a member of the National Junior College Athletic Association (NJCAA). MMCC athletic teams will be subject to NJCAA rules and regulations. Processes for academic performance reporting are in

place for each team and a faculty athletics liaison has been appointed to improve communication between athletics and the Academic Council.

1P17: DETERMINING IF STUDENTS LEARN

Programs with associated board, licensure, or certification exams use the aggregate student performance data as a way to verify and measure that students have met learning and development expectations. Additionally MMCC uses a survey of recent graduates, what we call the leaver survey, to collect data on student placement which is then reported to the State of Michigan on all technical certificates, credentials, and associate degrees. MMCC also has intermediary assessments in the general education programs at the 100 and 200 level that assist in determining if students are meeting learning expectations. For example, in ENG 111 students have a capstone portfolio writing project. The portfolios are read by a normed group of English faculty to determine if students have met the learning requirements of the course. In HUM 200 students complete a presentation project that serves as aggregator of 100 level general education skill acquisition. This project requires that students use presentation skills (SPE 101), technology skills (CIS 100), writing skills (ENG 111), and critical thinking and analysis skills.

As a result of the degree restructuring Action Project, MMCC now has degree programs that are specifically oriented for transfer students. This new structure allows for a more clear graduation path for students and for the development of an assessment plan for transfer degree programs.

1P18: DESIGNING PROCESSES FOR ASSESSING STUDENT LEARNING

The college continues to have a faculty driven student assessment process that provides academic departments with "local" control over their curriculum assessment of student learning. Individual faculty and their departments direct student assessment at the course level, departments direct assessment at the program level, and the General Education Committee directs assessment at the general education level. The

General Education Committee pioneered the Dynamic Criteria Mapping (DCM) approach to assessment at MMCC through student learning outcome maps and rubrics for general education goals. The broader faculty has adopted the DCM approach and developed DCM tools for their program level student learning outcomes. The two other bodies involved in the assessment process are the Curriculum Committee and the Assessment Committee. The Curriculum Committee is a broad based group with membership consisting of the chief academic officer, seven full time faculty, the academic deans, the transfer counselor, the registrar, and the LLS lead instructor. The Curriculum Committee is responsible for ensuring that all course and program proposals brought before the committee include appropriate assessment plans at the student, course, and program levels. The Assessment Committee consists of two full time faculty in consultation with the academic deans. The Assessment Committee assists in training faculty in assessment, offers guidance and advice to faculty driven assessment projects, oversees the inclusion of assessment plans in Curriculum Committee proposals, monitors the assessment in general education through the General Education Committee, and seeks to collect evidence of student, course, and program assessment within the college. The college has underutilized the Assessment Committee in the refinement of assessing student learning outcomes and in the alignment of course level learning outcomes with program level learning outcomes. The Assessment Committee and the academic administrators are engaged in redefining the role of the Assessment Committee in the ongoing process of refining and aligning student learning outcomes.

The faculty driven process of student assessment occurs at three primary levels: 1) course level assessment, 2) program level assessment, and 3) general education outcomes. Course assessment is most prominently promoted through the Curriculum Committee process for new courses or major modification to existing courses as described in 1P2 and 1P14. During the proposal process the party bringing the proposal must include an assessment plan. The proposal writers will discuss with the Curriculum

Committee how students will be assessed and how the course will be assessed. Prior to submitting their Curriculum Committee proposal, the proposal writers are encouraged to work with the Assessment Committee to determine the most appropriate methods to assess particular courses. The proposals need to include a statement, list, or diagram that relates the course goals and student learning outcomes to the program Dynamic Criteria Maps. In 2008 and again in 2010, the Assessment Committee provided training opportunities to faculty on the Dynamic Criteria Mapping process, methods of direct assessment, general assessment plan modeling, determining and writing student learning outcomes. Each program was charged with developing a DCM. Norming through DCMs, departmental meetings, and standard syllabi are promoted and encouraged across campus.

Program level course assessment is addressed routinely as part of the program review process. The Curriculum Committee is the body that oversees MMCC's program review process. The program review cycle is scheduled on a four year rotating basis as described in 1P13 and approximately four programs are reviewed per year. One key tenet of the program review process is program quality. As assessment is a faculty driven process at MMCC, each program is responsible for ongoing assessment and evaluation of their curricula and program. The program review is designed to be a report to the Curriculum Committee that provides qualitative and quantitative data which document the ongoing assessment and evaluation of the program assessment. For purposes of program review, MMCC historically defined a program as a subject area that granted a degree or certificate. The degree restructuring Action Project identified this as a weakness in the program review process as many subject areas were not accountable for a program review simply because they did not grant a degree. The faculty and academic administrators are engaged in redefining criteria for subject area program review requirements.

Assessment of the general education outcomes is conducted by the lead and adjunct faculty of each core general education course. The General Education Committee is responsible for the oversight, implementation, and review of general education student learning outcomes. The 100 level common learning outcomes identified in Figure 1a are collected and reported to the General Education Committee. The General Education Committee is open to all instructors and the committee determines the direction for the assessment of the specific general education objectives. The committee determines which core general education courses will be assessed and reviewed each year.

1R1: MEASURES OF STUDENT LEARNING AND DEVELOPMENT

In the annual instructional report to the MMCC Board of Trustees, we seek to provide a picture of how well the college is providing quality instructional services to students. A number of data measures are collected and analyzed to gain a better understanding of the preparation with which students are arriving at MMCC, how well they are performing once enrolled at MMCC, and how well students perform upon leaving MMCC. Figure 1g lists some of the data collected and analyzed in the annual instructional report.

In addition to data collected for the instructional report, MMCC collects and analyzes data from general education assessment rubrics. The results can then be tracked and monitored for making improvements to the general education program. Data are also collected and analyzed for ongoing projects. For example, a committee of faculty, LLS staff, and academic administrators are evaluating data collected

Figure 1g

Academic Services Annual Measures	
Dual enrollment success rates	Incoming student readiness
Overall student success rates (C or better)	Course withdrawal rate
Overall student GPA rates	Course completion rates
Persistence rates	Transfer rates
Retention rates	Graduation rates

Figure 1h

Assessment Results, CIS 100					
	Above Competent		Competent		Below Competent	
Learning Outcome	**W2011**	**F2011**	**W2011**	**F2011**	**W2011**	**F2011**
Using Multiple Perspectives	52%	40%	26%	27%	22%	33%
Source Selection	62%	41%	12%	28%	26%	31%
Audience Awareness	58%	41%	24%	24%	18%	35%
Self-Reflection	55%	38%	23%	27%	21%	35%

Figure 1i

Assessment Results, ENG 111					
	Above Competent		Competent		Below Competent	
Learning Outcome	**W2011**	**F2011**	**W2011**	**F2011**	**W2011**	**F2011**
Using Multiple Perspectives	30%	23%	46%	47%	24%	30%
Source Selection	31%	23%	48%	55%	21%	22%
Audience Awareness	30%	29%	43%	41%	27%	30%
Self-Reflection	36%	32%	40%	41%	24%	27%

Figure 1j

Assessment Results, HUM 200			
	Above Competent	**Competent**	**Below Competent**
Learning Outcome	**F2011**	**F2011**	**F2011**
Using Multiple Perspectives	9%	64%	27%
Source Selection	13%	57%	30%
Audience Awareness	21%	51%	28%
Self-Reflection	15%	60%	25%
Globalization	9%	67%	24%

from our developmental math and English courses to better understand the effectiveness of student learning in these courses as they progress into college level courses. Enrollment trend data was collected for the 2012 departmental analysis plan project. This data was analyzed to better understand enrollment patterns and enrollment efficiencies.

1R2: STUDENT COMPETENCE EVALUATION

In the General Education program at MMCC, the common learning outcomes shown in Figure 1a are assessed using a rubric vetted by the General Education Committee. Figures 1h-i contain the assessment results from two of the 100 level core general education courses, Freshman English Composition (ENG 111) and Introduction to Information Systems (CIS 100). The data contained in the figures are the most current semester for which data has been presented to the General Education Committee. Using this data, the committee identified the differences in the categorization between above competent and competent between the two courses as an area of concern. As a result, the CIS lead faculty and the Dean of Instruction developed improved assessment tools and rubrics for use in CIS 100. Additionally, the committee recognized that CIS 100 has a much higher ratio of adjunct instructors than does ENG 111 and norming may prove more difficult. The CIS 100 lead faculty and the Dean of Instruction also developed an information packet for CIS 100 instructors explaining how to use the assessment tools and rubrics consistently across the multiple course sections. The redeveloped assessment tools, rubrics, and information packet were implemented in the Winter 2012 semester and the data has yet to be analyzed. Collection and comparisons of assessment data in the general education core 200 level courses is in its early stages. Data was collected from the Modernity & Culture (HUM 200) course in Fall 2011 (Figure 1j). The General Education Committee found several issues with this initial set of data. For example, one of the five sections reporting data accounted for nearly half of the total number of students in the sample and the same section accounted for almost all of the below competent scores.

These results helped to uncover weaknesses such as a lack of normed assignments across all sections, a lack of orientation for HUM 200 adjunct instructors, and the lack of established benchmarks.

Increasing retention rates, the number of graduates, and the number of students transferring to a major regional

Figure 1k

LPN Board Exam Pass Rates

Figure 1l

RN Board Exam Pass Rates
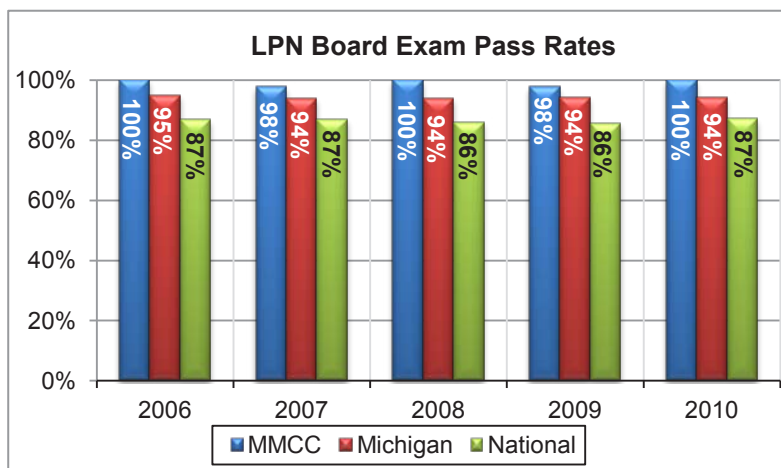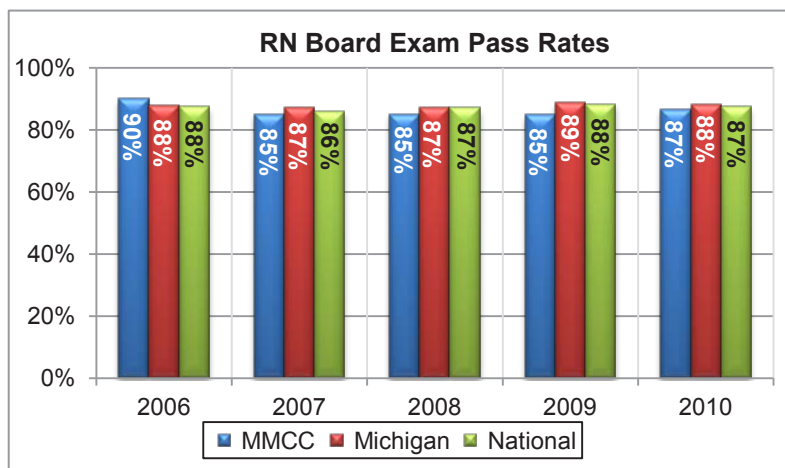
university have been a developmental objective of MMCC over the last several years. The fall semester to fall semester retention rate of returning students has increased from 38% for the Fall 2006 to Fall 2007 period to 53% for the Fall 2009 to Fall 2010 period. The number of students graduating with an associates degree, certificate, or credential has increased from 267 in the 2005-2006 academic year to 551 in the 2009-2010 academic year. MMCC monitors the number of students transferring to three major regional universities in close proximity to the college. The number of students transferring to a major regional university increased from 109 student in the Fall of 2006 to 180 in the Fall of 2010.

1R3: RESULTS FOR PROGRAM SPECIFIC LEARNING OBJECTIVES

Measuring the performance of program specific learning objectives are often accomplished in occupational and technical programs through the use of licensure or certification exams. In the traditional liberal arts and in some transfer oriented programs, the use of graduation or transfer rates are more commonly used. Figures 1k-l displays the performance results of the nursing program learning objectives through licensure exam pass rates. The results demonstrate that MMCC nursing graduates perform at the same level as other students at the state and national level. Figure 1m demonstrates that MMCC radiography students perform on par with other students at the national level. Students in the HRA program take licensure exams to demonstrate proficiencies in residential and light commercial air conditioning and heating. Figures 1n-o demonstrates

Figure 1m
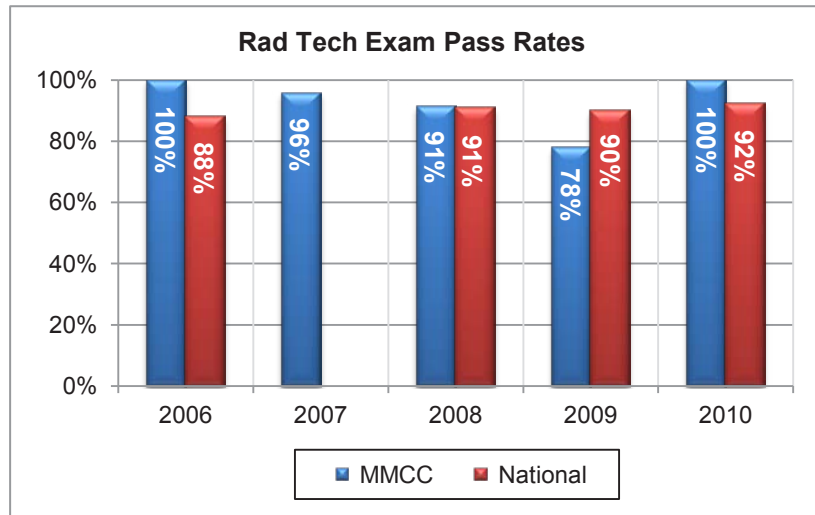
Figure 1n
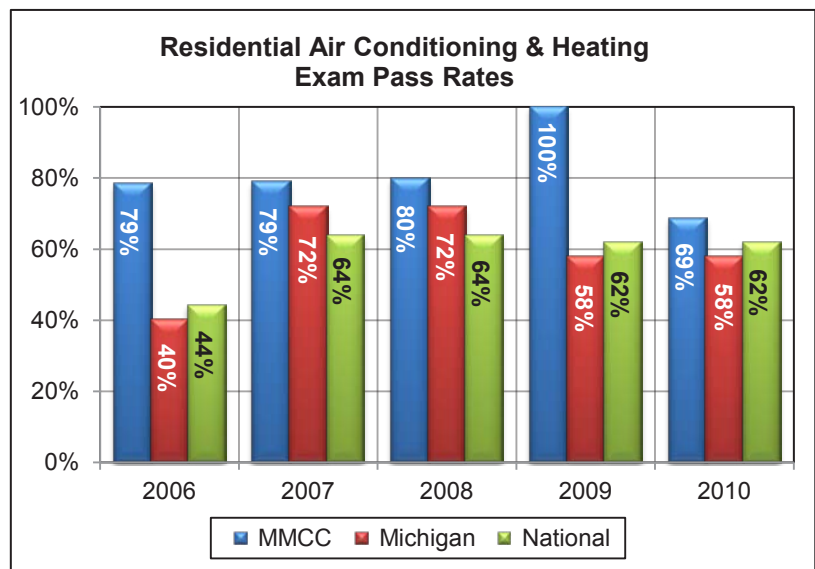
Figure 1o
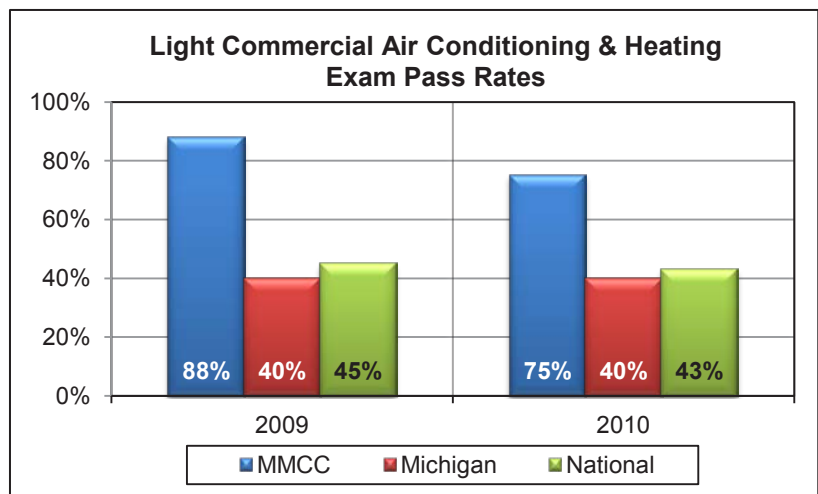
that MMCC students tend to perform better than other students at the state and national level. In the absence of licensing exams, other occupational and technical programs have sought other certification bodies and exams as a means to compare the learning outcomes of their students against those at the state or national level. For example, the Computer Aided Drafting & Design (CAD) program has begun to use a vendor certification exam for the SolidWorks software application.

Students in the CAD program take the industry recognized Certified SolidWorks Associate Exam (CSWA) as a course assessment. In the 2011-2012 academic year 90% of the students taking the certification exam passed and the overall average score for the program 83.5%. Students in the Computer Information Systems - Cisco networking track are encouraged to take the industry recognized Cisco Certified Network Associate (CCNA) exam, however the certification exam is not currently part of the program curriculum.

Some programs look to graduation rates as a measure of performance for student learning objectives. Program faculty frequently include this data in their program review documentation. All sources of student achievement and success aid programs in evaluating their assessment needs and aid the college in making informed decisions about how well the program is functioning and its overall health.

1R4: STUDENT PREPAREDNESS FOR EMPLOYMENT OR TRANSFER

MMCC prepares graduates for entry into the workforce in our occupational and technical programs and for entry in to four year academic institutions in our transfer programs. Evidence of success can be derived from student success rates on licensure exams as displayed in Figures 1k-o. Students in nursing, radiography and HRA

Figure 1p

Graduate Employment Rates

Figure 1q

MMCC Transfer Student Performance at CMU after 1st Semester

Figure 1r
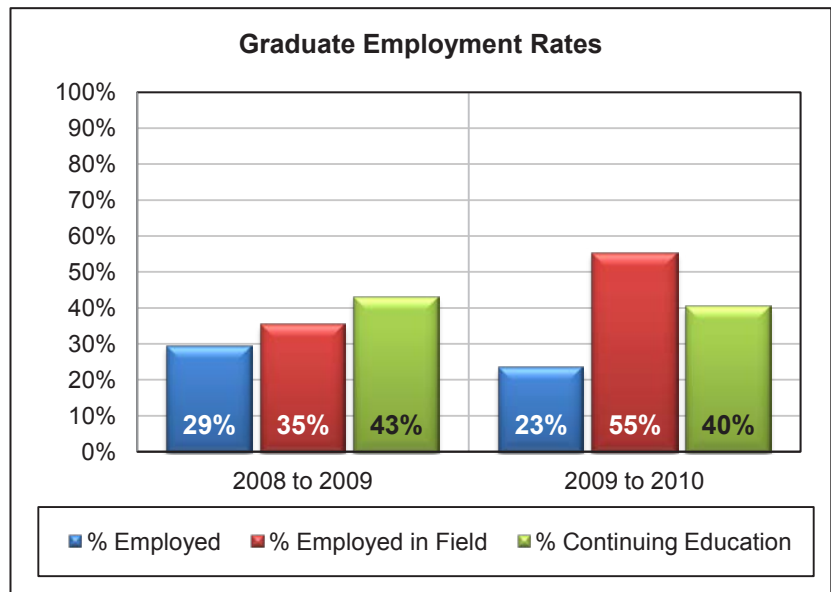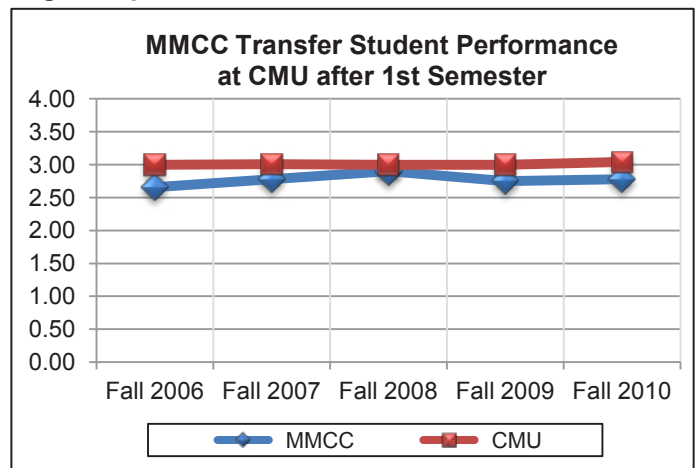
MMCC Transfer Student Performance at SVSU after 1 Semester
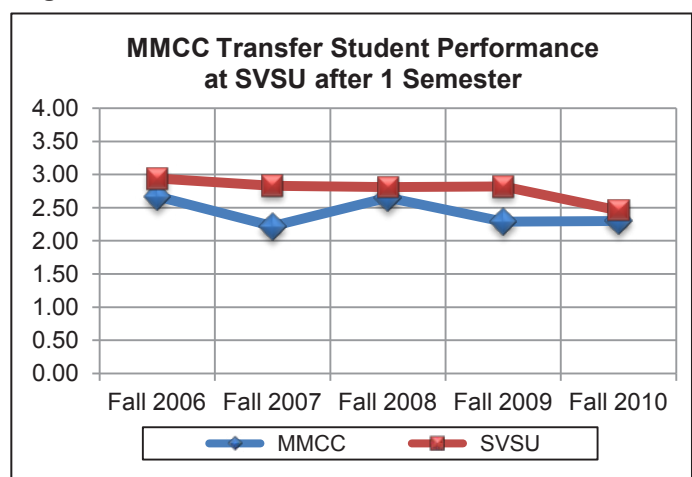
perform at levels consistent with students from other state and national institutions. The college also surveys students after they graduate to obtain graduation employment data, commonly referred to as the "leaver" survey.

Figure 1p presents graduate employment and transfer rates. Figures 1q-s presents performance results of MMCC students who have transferred to a regional four year university as compared to those matriculated as freshmen by the university. The data in these charts indicate that MMCC students perform at a level similar to the endemic student populations of the four year institutions.

Figure 1s
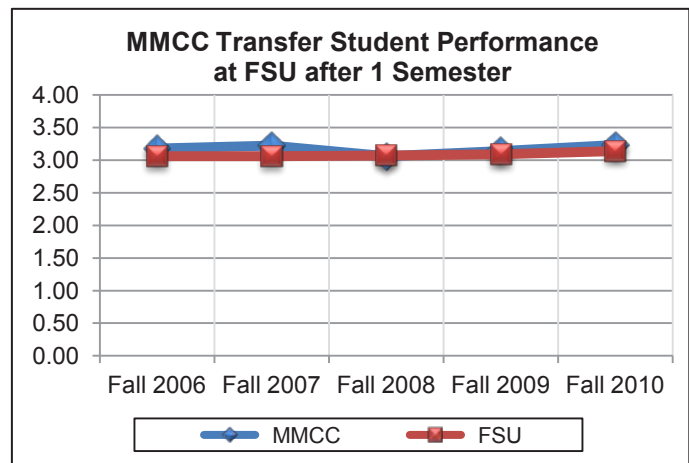
1R5: PERFORMANCE RESULTS FOR LEARNING SUPPORT PROCESSES

Performance results for academic learning support processes are comprised of comparative data that defines performance of students seeking assistance from the Library and Learning Services (LLS) and those students who do not. Non academic support process results are located in 3R2. In the Fall 2010 semester, 41% of students used LLS resources. Students who utilize learning services from the LLS are less likely to withdraw from their courses and are more likely to pass their courses with a

Figure 1t
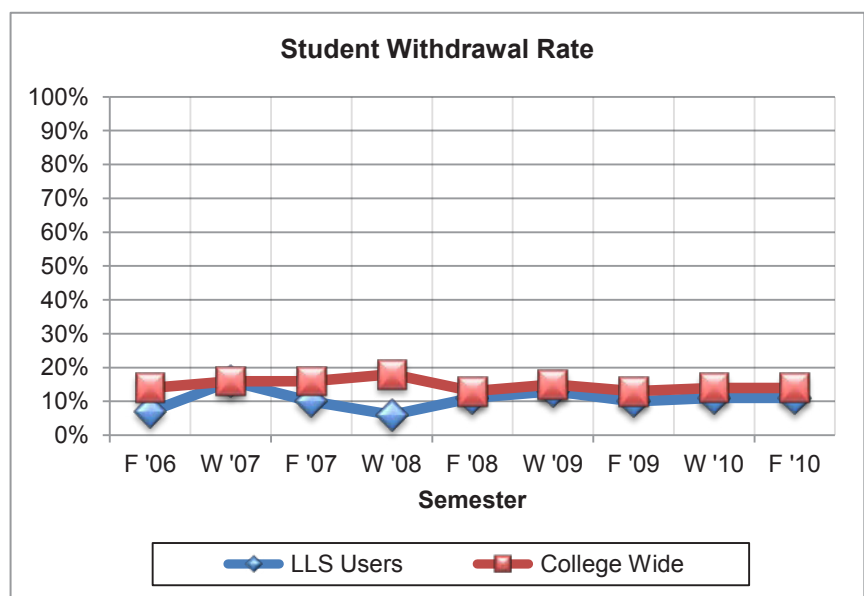
grade of C or higher, as evidenced in Figures 1t-u. The nine semester average withdrawal rate for students who use the LLS is 11% compared to a 15% college wide withdrawal rate. The nine semester average of students earning a grade of C or higher is 81% for students who use the LLS compared to 66% college wide. In the Winter 2010 semester, the distribution of assistance for library services was 38% computer help, 25% general inquiry, 21% student ID, and 6% research help. Supplemental instruction (SI) participation has increased from 276 students in Fall of 2008 to 545 students in Fall of 2010. The percentage of students attending SI sessions for biology and chemistry has increased from 43% in Fall of 2008 to 63% in Fall of 2010. For students who attend SI sessions in the courses that have SI support, the five semester average withdrawal rate was 13% compared to a 27% withdrawal rate for students who did not attend SI sessions. Additionally, the five year average rate of students earning a grade of C or higher was 78% for students who attend SI sessions as compared to 52% for those who do not attend SI sessions.

1R6: COMPARATIVE DATA

Locating and using accurate comparative data poses some difficulty for MMCC. In MMCC's 2008 Systems Portfolio, membership in the Michigan Total Quality Improvement Project (MiTQIP) consortium was discussed as an entity that would allow MMCC to collect the same types data as other MiTQIP members. The MiTQIP consortium did not develop as anticipated and has not proven to be a reliable source of comparable data. MMCC does collect comparative data in certain areas. Figures 1k-o and 1q-s show performance

Figure 1u
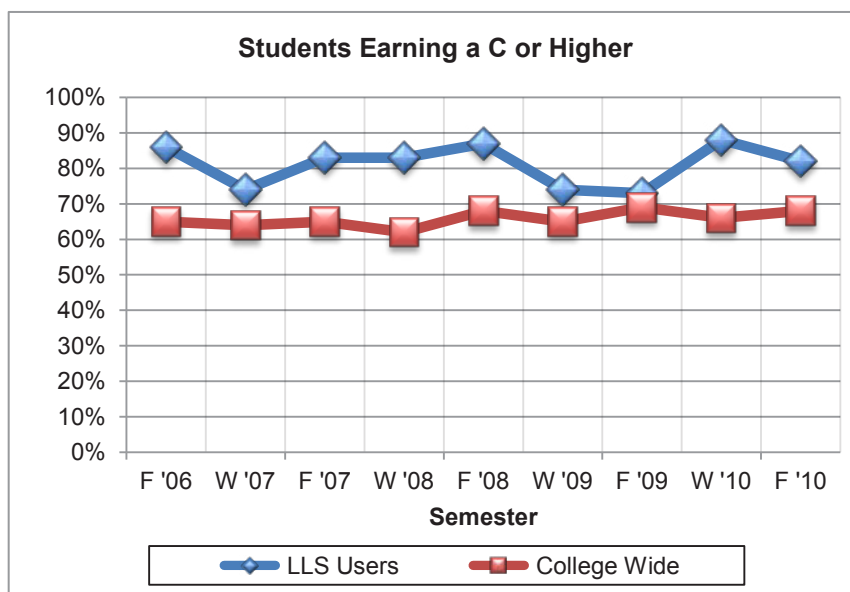
results of MMCC students compared to students from other institutions. MMCC also collects performance results for reporting of the Carl D. Perkins grant, as do other Michigan community colleges. Figure 1v illustrates how MMCC's performance results compared to the state average in Michigan and to the State of Michigan expected results for each of the six core performance indicators.

1I1: RECENT IMPROVEMENTS

The 2012 completion of the Institutional Action Project to realign and restructure the academic degree programs was a major undertaking which will improve student understanding of degree options in their field of study. During the restructuring process all associate degree programs were reviewed and evaluated for relevance and appropriateness for an associate degree in the context of an occupational degree or a transfer

Figure 1v

Performance Comparison Table	2009-2010			2010-2011		
	MMCC	State Avg.	Expected	MMCC	State Avg.	Expected
1P1 - Technical Skill Attainment	90.67%	93.23%	91.00%	91.26%	90.86%	91.50%
2P1 - Certificate, Credential, or Degree	34.40%	27.05%	33.82%	38.42%	27.20%	27.73%
3P1 - Education Retention & Transfer	73.10%	71.25%	65.52%	66.93%	71.19%	65.55%
4P1 - Student Placement in Employment, Military, or Apprenticeship	96.55%	75.92%	56.44%	86.21%	77.63%	62.27%
5P1 - Non-Traditional Participation	20.53%	23.62%	24.00%	20.83%	24.62%	23.60%
5P2 - Non-Traditional Completion	19.39%	20.58%	21.00%	17.52%	20.76%	20.60%

degree. All transfer degree programs now meet the criteria for the Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO) transfer agreement. In some cases the college discovered that students were taking courses towards an MMCC degree program that may not have been applicable to their degree plans at a four year degree institution. The realignment and restructuring process also grouped degree programs from the same field of study into "tracks" rather than offering multiple degrees in the same field of study. For example in the Business Information Systems program, there were four separate degrees. When comparing the four degrees, it became evident that three of the degrees were comprised of required coursework that was identical for 85% of the courses. The degree restructuring combined these three degrees into a single degree program with three distinct specialization tracks. This allows students to easily see the options available to them in their field of study.

Improvements to the program review process have been made through the development of a program review guide to aid faculty in the development of their program review. The guide was developed to bring consistency and comparability of outcomes to the program review process. One of the unintended consequences of the degree restructuring Action Project was that some programs would no longer meet the criteria that would require a field of study to do a program review. An ongoing project of the Assessment Committee is to create new criteria for triggering a program review that will include more subject areas in the Curriculum Committee's program review process.

The creation of a committee to explore the developmental education program and processes has lead to the creation of new developmental courses. The committee is comprised of three full time math faculty, two full time English composition faculty, the Vice President of Academic Services, the LLS director, a student services representative and three academic deans. The committee has been collecting and evaluating data to examine the impacts of developmental education course completion on progressive academic outcomes for students.

1I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

MMCC has a strong commitment to students and to providing them a high quality educational experience. The culture and infrastructure of the college provide many avenues to faculty and administration to develop and set targets for improved performance. The Curriculum Committee establishes the culture and expectations for the program review process. Through the program review process the college is able to identify improvement opportunities and to monitor the progress of existing efforts. The General Education Committee develops quality control indicators for key assessment goals in common learning outcomes. The General Education Committee sets the targets for these learning goals and is the body responsible for collecting data and reporting on progress toward these goals. The Academic Council is the body responsible for establishing goals and themes for the faculty as a whole. The Academic Council develops the agenda and provides resources for the faculty professional development in-service days. The professional development days provide opportunities for faculty to discuss and communicate expectations and learning outcomes from a college-wide perspective and from the discipline specific lens. The Strategic Council is the body responsible for developing and implementing the college's Strategic Plan which guides the actions of previously mentioned committees and the college as a whole. These committees are the driving infrastructure of the college processes in category one, other committees such as the Assessment Committee and the Developmental Education Committee provide significant inputs into the culture and infrastructure at MMCC.

CATEGORY TWO:
ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

CATEGORY INTRODUCTION

The other distinctive objectives for Mid Michigan Community College flow intrinsically from the college's mission statement. The Vice President of Student & Community Relations and the Executive Director of Economic and Workforce Development are the mission strand leaders who hold primary accountability for MMCC's other distinct objectives as depicted in Figure 5b. The college's other primary distinct objectives may be grouped under Student and Community Relations, and Economic and Workforce Development. Due largely to the college's tremendous growth and the unstable economy in Michigan, both areas have undergone significant changes since 2008.

The college's strategic planning informs the processes for this category, which indicates movement towards an aligned level of maturity. One key instance of this alignment was when the strategic planning process identified the need for more frequent and coherent external communications. In response to this need, the college created the Student and Community Relations division and added a Director of Marketing position. This new division has created much higher impact messaging for all external audiences, incorporating a variety of new technologies and delivery systems.

In the area of Student and Community Relations, environmental scanning and planning also indicated a larger and somewhat younger population with an increasing interest in student organizations and athletics. The Alpha Omicron Omicron chapter of Phi Theta Kappa, the most prominent student club, has not only increased membership, but also members who wish to be engaged on a state and national level. As a result, the degree of community involvement, student leadership, and academic rigor exhibited by members has increased significantly. Simultaneously, the demand for student clubs rapidly increased, growing from as few as two in 2006 to over 40 in 2011, and representing a wide variety of interests ranging from social issues to recreation to professional and career interests. In addition, responding to requests from multiple constituents, the college began offering an athletic program on a pilot basis.

A vibrant and effective college foundation is another distinctive objective for MMCC. The deterioration of traditional revenue sources has led to a greater emphasis on the MMCC Foundation. The foundation previously focused mainly on fundraising through events and letter-writing campaigns. This focus shifted to a stronger emphasis on planned giving, and led to a decision to conduct the college's first capital campaign. Changing the emphasis represented a significant cultural change for both the Board of Trustees and the Foundation Board, requiring a strategic approach and considerable professional development. Here the processes have moved to the systematic level of maturity.

In a time of economic unrest, when people are keenly interested in the college's training programs and specialized workshops, college marketing bridged the information gap by creating high impact messaging for this group of stakeholders. This again indicates a systematic level of maturity as the strategic planning process informs operational decisions to reallocate resources.

In the area of Economic and Workforce Development, the Executive Director has taken a greater leadership role with regional economic development corporations (EDC), filling a void locally by serving as chairman of the Gladwin County EDC, member of the Middle Michigan Development Corporation and member on MiWorks! Workforce Boards. In this role, he created new partnerships that have lent greater stability and impact to the Gladwin County Economic Development Corporation. Further, as host to a Michigan Small Business and Technology Development Center (MI-SBTDC), the college played a key role in launching a "one-stop" site to assist entrepreneurs and small business owners in accessing a plethora of resources available in the region.

In workforce development, reorganization capitalized on the synergy between the college's for-credit occupational programs and the customized and

non-credit training. By merging the two areas under a single mission strand leader, the college has realized not only a greater connectivity with external partners, but increased the efficiency to external contacts.

The college has undertaken robust construction and renovation in order to bring all technical areas up to industry standards. While equipment needs have been sufficiently addressed, the occupational laboratories on the Harrison Campus were built in the 1970's. As a result, the infrastructure was not adequate to provide the high tech, electronic environment industry demands. In February 2010, the Board of Trustees approved a plan, supported by a timeline and identified funds, to methodically renovate each lab. As of summer 2012, upgrades and renovation are complete for the automotive lab, the welding lab, and the heating/refrigeration/air conditioning labs.

While every area has transformed rapidly and significantly in the previous four years, the growth has spurred a greater recognition of the importance of formalized processes that align within the division as well as across divisions. No longer simply reactive, processes in these areas are overall systematic. Because both areas are now under the supervision of mission strand leaders, needs have been more quickly identified, prioritized, and aligned with the primary planning and resource allocation cycles of the college. Although there is an increased emphasis on processes, there is a scarcity of evaluative outcome measures that can help the college determine the success of its other distinctive objectives. The results generated from these operational areas are sometimes hard to quantify. Feedback on effective evaluation techniques will help the college complete the quality improvement cycle.

2P1: DESIGNING AND OPERATING OTHER DISTINCTIVE OBJECTIVES

The college's organizational structure provides the foundation for designing and operating key non-instructional processes. As a result of a comprehensive mission, Strategic Council includes mission strand leaders who have primary accountability for Student/Community Relations and Economic/Workforce Development (see Figure 5b). These positions play pivotal roles in identifying and championing needs of their stakeholders. In both divisions, the process

begins with ongoing needs assessment conducted through surveys, advisory groups, strategic planning, focus groups, participation with professional or business associations, and one-on-one dialogue with community, student, or business and industry leaders. Needs are analyzed by the mission strand leader, and if a verified need exists which can be addressed through existing divisional resources, the mission leader is empowered to respond to the need. Should the need be cross-divisional or require additional resources, the mission leader brings the need to Strategic Council, so that it can be prioritized in relation to other institutional needs. If supported by the Council, the need may be addressed through multiple avenues including the Institutional Development fund, the Institutional Technology fund, the annual budget development cycle, a formal staffing request, a capital outlay or deferred maintenance request, or a grant proposal. Those items requiring board approval are formally submitted to the Board of Trustees by the mission leader, who may choose to preface a proposal by presenting an educational workshop for the board. Depending on the scope of the issue at hand, Board subcommittees, such as the Personnel Committee or the Facilities Committee, may further research the need, often utilizing the services of professional consultants, and make recommendations to the full board based on their findings.

2P2: DETERMINING OTHER DISTINCTIVE OBJECTIVES

The primary means of determining the college's major non-instructional objectives is the comprehensive strategic planning process which involves all of the college's significant stakeholder groups, both internally and externally. The four enduring goals, which have been identified and reconfirmed through strategic planning, provide the overarching foundation for related objectives. These objectives are assigned to a Strategic Council member who champions the objectives and brings them to fruition through concrete action plans that identify timelines and resource needs. Strategic Council members are also accountable for ensuring that departments under their supervision develop departmental action plans that align with the overall strategic plans of the college. Any significant inconsistencies become apparent when a particular

plan undergoes the review and approval process described in 2P1.

Other major objectives are identified through feedback and input received directly from stakeholders. This feedback may be formal, by way of advisory groups, or informal, by way of general involvement in the community and interaction with stakeholders. To illustrate, through their advisory groups, health industry professionals noted a change in medical coding practices. Each Registered Health Information Management (HIM) Professional and/or Coder in the industry will be required to complete a minimum of six ICD- 10 specific continuing education units (CEU's) during the credential maintenance periods as determined by the State of Michigan. This need was brought to the attention of the Executive Director of Economic and Workforce Development and associate dean of Health Technologies who verified the need but lacked adequate resources to address the need. The director presented the issue to Strategic Council by way of a formal Program Development proposal. Strategic Council approved the proposal based on its alignment with the strategic plan, the identification of resources through the program development fund, and the synergy with the college's "Center of Excellence" in health care programming. Thus was born the Health Information Technology Boot Camp which is ready to deliver "just-in-time" training.

2P3: COMMUNICATING EXPECTATIONS

Expectations for distinct objectives are communicated in multiple formats. Internally, the departmental objectives are discussed and monitored through department meetings and in annual staff performance evaluations. Objectives contained within the Strategic Plan are monitored by the Strategic Council member who champions the objective and who reports on measures at least once annually through the formal report to the Board of Trustees. External communication is maintained through organization meetings, advisory board meetings, meetings with local economic groups, professional organizations, local schools, newsletters, media news releases, the college's website and formal publications such as the annual report. For example, the college produces the *Connections* newsletter, which serves as an

annual report. This publication, along with various monthly newsletters (disseminated both internally and externally), provide consistent updates on the expectations regarding objectives. Additionally, online dissemination through e-mails, threaded discussions, and the college's web site communicates these objectives both internally and externally.

2P4: ASSESSING AND REVIEWING OTHER DISTINCTIVE OBJECTIVES

We rely on stakeholders and continuous interaction with key partners to identify the appropriateness of the college's other distinctive objectives. First and perhaps foremost, these objectives must be specifically identified in--or relate meaningfully to—the college's Strategic Plan, which is reviewed annually and revised formally on a three-to-four year cycle. Ongoing validation of these objectives occurs through continuous needs assessment using the tools as cited in 2P1.   This is done through active participation with stakeholder groups such as the M-TEC Board of Advisors, program advisory committees, the Clare-Gladwin Regional Education Service District (RESD), and the Plastics Alliance. For example, during the Clare-Gladwin RESD strategic planning process, in which MMCC representatives participated, programs were identified as areas of interest for K-14 partnerships, including agriculture and plastics. These program ideas are then evaluated using additional stakeholder input. This input and the availability of funding helps determine the appropriateness for new training considerations. In addition, Key Performance Indicators provide concrete measures of the impact of distinct objectives at the institutional level, while process measures provide feedback at the departmental level. Strategic Council members hold each other accountable for pursuing appropriate objectives through the formalized processes of budget development, position requests, and other resource allocation requests.

2P5: DETERMINING FACULTY AND STAFF NEEDS

Determining faculty and staff needs begins with clearly defining the objective and its related measures. This includes clarification of the scope of the objective

and determination of whether it can be absorbed into ongoing operations or needs additional resource allocation. For example, the college's customized training function has been designed to be nimble and flexible: therefore, temporary subject matter experts are typically engaged on an as-needed basis to deliver the training in a format that responds to the location and timeline required by the company. Participant feedback on training evaluation instruments is used to assess how well the training had been designed and delivered. For an ongoing academic program, faculty and staff needs would be explored more intensively in the upward review process described in 4P10. To illustrate, in responding to the request for a plastics program as referenced in 2P4, the process of preparing a comprehensive grant application drove key stakeholders to review and revise the proposal numerous times, in concert with plastics industry leaders. As a result, additional staffing and specific budget line items were incorporated to respond fully to faculty and staff needs. The college has also found pilot programming beneficial to determine faculty and staff needs. The athletic program was launched in this manner, with staffing based on part-time and internship positions and using existing facilities within our communities. The pilot program will enable the college to assess ongoing demand as well as resource needs.

2P6: USING INFORMATION TO READJUST OBJECTIVES OR PROCESSES

As noted above, varying strategies may be used to readjust objectives or processes. Formal feedback instruments, such as training participant evaluations, would prompt the Director of Student Placement and Training Services to adjust the design or delivery of customized training or co-op experiences. Clarifying the scope of an industry need would drive grant developers to revise objectives and related measures and resource needs. Gaining feedback from a pilot program, such as the nascent athletic program, would help identify if funding from a student activity fee would be sufficient to support the program. Critical decisions would be made through the upward review process, which may involve board level decisions concerning

major elements such as facility or permanent staffing needs.

2R1: MEASURES OF DISTINCTIVE OBJECTIVES

As mentioned in 2P4, the college relies on feedback in various forms from internal and external stakeholders. This feedback is collected through surveys and consistent interactions. In addition to satisfaction inquires, the college also tracks numerical data for these distinct objectives:

WORKFORCE AND ECONOMIC DEVELOPMENT
- Enrollments in short-term training programs
- Internships/Co-op placements
- Training hours delivered
- Businesses served
- Job creation/retention
- Small Business Association loan dollars received by clients

STUDENT AND COMMUNITY RELATIONS
- Phi Theta Kappa membership
- Number of student groups
- Cultural event attendance
- Attendance at athletic events
- Students of Promise completers
- Donations to the MMCC Foundation

2R2: PERFORMANCE RESULTS FOR OTHER DISTINCTIVE OBJECTIVES

WORKFORCE AND ECONOMIC DEVELOPMENT
Results for this category often take the form of deliverables, such as workforce development trainings delivered and new programs developed for the community businesses. These vary as the needs change in response to various economic factors. Enrollment in some short term training programs, such as Certified Nurses Aid and Phlebotomy, has declined slightly, but is meeting the local employer needs. Figure 2a provides the enrollment in these programs, which are developed in direct response to local stakeholder needs. Other local needs are met through customized training set up for a specific need

Figure 2a

July 2008 – June 2009		July 2009 – June 2010		July 2010 – June 2011	
Program	**Enrolled**	**Program**	**Enrolled**	**Program**	**Enrolled**
Certified Nurse Aid	112	Certified Nurse Aid	118	Certified Nurse Aid	91
Phlebotomy	44	Phlebotomy	40	Phlebotomy	29
Medical Clerk	12	Medical Clerk	6	Medical Clerk	0
CDL Class B	11	CDL Class B	0	CDL Class B	0
		Dialysis Technician	19	Dialysis Technician	0
Total	179		183		120

at a particular business. Figure 2b lists the number of trainees served by these customized training sessions along with the hours of instruction. The number of clients served in some workforce areas has declined over the past two years due to a loss of training

Figure 2b

	2008-09	2009-10	2010-11
Trainees	343	64	112
Hours of Instruction	12,544	546	1,493

grants available from MiWoks! the State's workforce development agency. This, in turn, is a result of the State's declining economy. Another key part of workforce development is filled by the college's co-op placement of students from the occupational/technical programs. For the period covering academic years 2011 and 2012, the college placed 220 students at local businesses for co-op experiences.

In summer of 2012, MMCC received a $717,000 National Science Foundation grant to fund the development of a plastics training program. This program is designed in a laddered fashion with multiple exit points on a continuum from a 120 hour workforce training credential to a transferable associate degree in partnership with area manufacturers and Ferris State University.

The college also received a $50,000 US Department of Agriculture grant in 2012 to help fund the development of a geothermal training program that can serve up to 40 students per year. This program was developed in

Figure 2c

Metric	2010		2011		2012 (YTD)	
	Actual	**Goal**	**Actual**	**Goal**	**Actual**	**Goal**
Capital Formation	$6,811,000	$8,400,000	$6,861,550	$5,000,000	$2,699,300	$5,000,000
New Business Startups	21	30	18	30	11	30
Long term Clients (5+ hr contact)	116	120	121	130	82	130
Jobs Created	110	n/a	103	n/a	32.5	n/a
Jobs Retained	19	n/a	129	n/a	13	n/a

collaboration with the International Ground Source Heat Pump Association and is designed to meet the growing interest in alternative energy that suits our region.

MMCC hosts the Michigan Small Business and Technology Development Center. Figure 2c provides data on the services provided by this division of MMCC's operations.

STUDENT AND COMMUNITY RELATIONS

In the area of student and community relations as other distinctive objectives, the results again take the form of deliverables. The Students of Promise program serves nearly 150 students in grades 7-12 from our local schools. Of the 25 students originally selected to participate in 2005, 11 have qualified for scholarships to MMCC – based on program participation and GPA.

In 2012, MMCC received a $239,000 grant from the US Department of Education for a Talent Search grant to serve 500 local students in grades 6-12. As this is the first year of the grant, outcomes relating to the success of these students are not available yet.

The student honor society, Phi Theta Kappa, inducts over 100 students each year. Just five years ago, the society would induct about half that many each year. Figure 2d shows the number of PTK inductees for the past three years.

Another distinctive objective MMCC has set is student activities. Since 2008, the number of student groups has grown from three to 41. MMCC recently formed athletic club teams that compete with other colleges around the state. The five teams (men's and women's soccer, men's and women's basketball and hockey) present an opportunity for students to get involved and provide social opportunities for spectators. Attendance at athletic events is presented in Figure 2e. In addition to the sports listed, Mid also has a men's hockey team with attendance averaging 87.

The college produces two community theatre productions and one touring children's theatre production each year. Attendance at each of the community theatre productions is provided in Figure 2f. The children's theatre production was seen by hundreds of elementary students at local schools.

Donations to the MMCC Foundation have been consistent throughout the economic recession. Figure 2g shows the growth of the Foundation since 2000.

2R3: COMPARABLE MEASURES

The College has struggled with comparing ourselves to other community colleges in the state on other distinctive objectives. Although there are similarly sized colleges, comparable data is not readily available. A concerted effort, on a state-wide basis, has not been made to share data or provide benchmarks for performance. For comparable measures on athletic event attendance, see Figure 2e. Another comparison is with a local community theatre. Figure 2h shows the 2011-12 theatre attendance for the Gladwin Community Theatre.

2R4: PERFORMANCE RESULTS THAT STRENGTHEN THE INSTITUTION

The entire institution is strengthened through the results of these other distinctive objectives. For example, through healthy relationships with regional business, the college receives monetary, equipment, and supply donations. This is best seen in the growth of the college's Foundation (Figure 2g). Other concrete evidence can be seen in the funds raised by the college's annual Fall Festival, which support student scholarships. Figure 2i provides the historical data for this event.

2I1: RECENT IMPROVEMENTS

While some areas related to the college's other distinctive objectives still lack a formal structure of processes and procedures, progress has been made. For example, a student organization handbook was

Figure 2d

Phi Theta Kappa Annual Inductees	
Year	**Number of Inductees**
2011	165
2010	131
2009	105

Figure 2e

Athletic Event Attendance					
College	Men's Soccer	Women's Soccer	Men's Basketball	Women's Basketball	Additional Info Provided
MMCC	50-75	35-50	75-125	45-50	N/A
Ancilla CC	125	Not Sponsored	100	100	N/A
Cincinnati State Technical College	55	40	140	60	N/A
Delta CC	N/A	35-50	150 - 300	75 - 100	N/A
Henry Ford CC	N/A	N/A	150	75	N/A
Kellogg CC	N/A	25-50	150-250	50-150	Depends on location of visiting team
Lakeland	N/A	N/A	N/A	N/A	Does not track attendance
Lansing CC	N/A	N/A	150 - 350	75 - 150*	*Depends if a doubleheader with men's team
Macomb CC	N/A	N/A	150	150	Most events are doubleheaders
Mott CC	N/A	N/A	400-1000	400-1000	All events are doubleheaders Depends on opponent
Oakland CC	N/A	N/A	150-200	75-200	Depends on opponent
Schoolcraft CC	50	50	50	50	All events are doubleheaders

developed to formalize the process for developing new student groups and a student-athlete handbook was created to clearly communicate processes related to student-athletes.

Since 2008, there have been many opportunities to work collaboratively with community partners on workforce and economic development issues. Rather than merely signing on to such initiatives haphazardly, the college has improved its process for evaluating these opportunities. Strategic Council members now go through the process of presenting new opportunities to the Strategic Council. They develop proposals that include such factors as costs, long-term implications, and staffing requirements. The process of gathering this information and presenting it to a group has helped the college identify whether an opportunity (whether a grant or partnership of some kind) is properly aligned with the Strategic Plan and if resources are available for the initiative to succeed.

In general, the revised strategic planning process has comprehensively and systematically focused on improving MMCC's other distinct objectives by identifying needs not adequately being met. The new process is much more inclusive of stakeholder input which results in a plan that more accurately reflects community needs. This comprehensive planning occurs on a three or four year cycle. Additionally, the college systematically collects input from advisory boards. The regular cycle and defined process for collecting this input provides more

consistent information essential for program improvements and for understanding local needs. Information gathered on student and community relations is also systematic and comprehensive. Information is collected from students through the bi-annual completion of the Student Satisfaction Inventory and other surveys.   The data collected from these surveys is then used to improve the other distinctive objectives related to student relations.

Figure 2f

MMCC Theatre Play Attendance
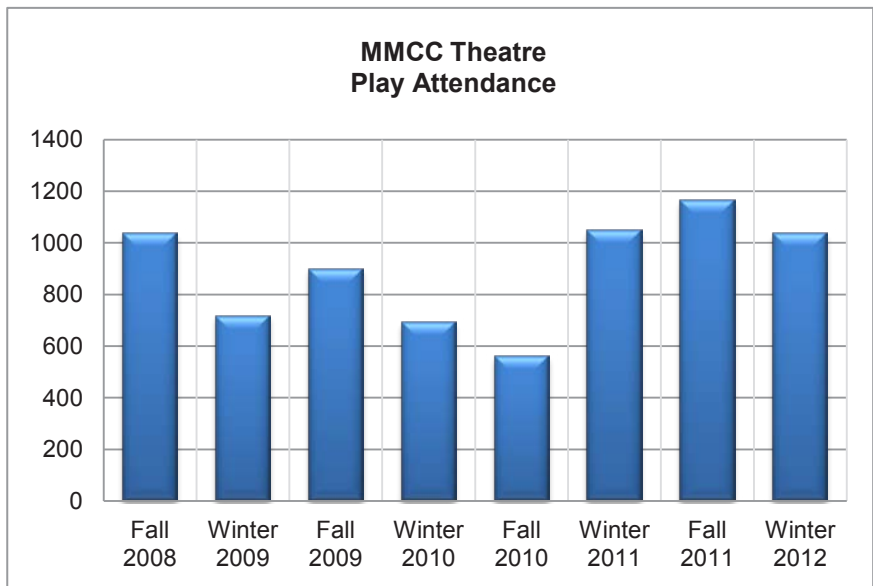
2I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

The college purposely endeavors to create an environment that encourages collaboration, innovation and the pursuit of new ideas—many of which are related to other distinctive objectives. The college has been experimenting recently with an online system (ideaQ) that will allow staff to submit ideas that can then be voted on by the entire college. ideaQ is an online system that tracks ideas from stakeholders. These may be

Figure 2g

Foundation Fund Totals
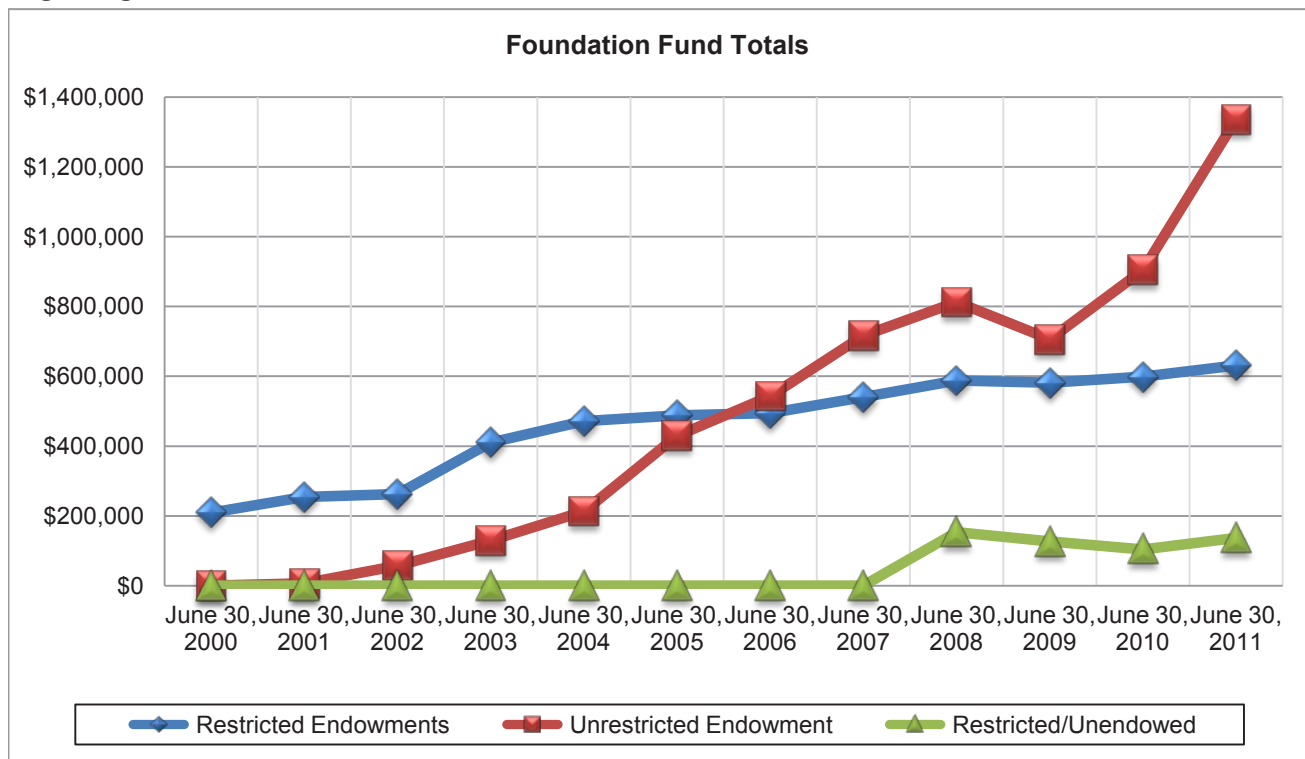
suggestions, problems needing a solution, or solutions to identified problems. This list of ideas can then be sorted (prioritized) based on multiple criteria. All ideas may not be able to be addressed right away because of the lack of finances or other resources. However, no ideas are lost. While this is a new system, the expectation is that a portion of the ideas submitted through this system will relate to processes that should be improved.

Through the planning process, the college targets specific areas for improvement. In fact, as a result of a former action project, the college has aligned the strategic planning and budgetary processes so that planning more directly drives the budgeting process. With these processes aligned, the college can more readily identify processes that need improvement and then allocate the resources to make the necessary changes.

The college also maintains an Institutional Development Fund for the purpose of funding new initiatives. Ideas that need funding are presented to the Strategic Council. At that time, the targets for the initiative are set and a clear plan is established. This has helped to create a culture conducive to accomplishing other distinctive objectives.

Figure 2h

Gladwin Community Theatre Play Attendance	
Winter Comedy	379
Summer Musical	1,200
Fall Drama	160
Youth Theatre	360

Figure 2i

Fall Festival Scholarship Monies Raised	
Year	Amount Raised for Scholarships
2011	$23,212
2010	$24,771
2009	$22,717
2008	$24,137
2007	$22,752

CATEGORY THREE:
UNDERSTANDING STUDENTS AND OTHER STAKEHOLDERS NEEDS

CATEGORY INTRODUCTION

Processes for Understanding Students' and Other Stakeholders' Needs have become systematic. Primarily as a result of the work connected with the college's Title III grant, which is focused on improving student retention, MMCC has developed more formalized processes for gathering, analyzing, and sharing information among departments. Two recent AQIP Action Projects are examples of the progress made. The first action project was the Faculty Mentor program that is referenced in 3I1. With this project, Academic Services and Student Services collaborated to improve the quality of advising services. The second action project was the Retention Management System also referred to in 3I1. A system was implemented to better connect student services retention efforts and those of the faculty in order to better serve students. Both projects helped us clarify students' needs, bring those needs forward for additional resources, and implement intervention strategies aimed at student success. This interdivisional coordination suggests movement toward an aligned stage of maturity.

In an effort to fully move towards the aligned stage more work on incorporating relevant data in decision-making is needed. In July of 2012, the college chartered a new committee, the DREAM (Data Reporting Evaluation Analysis and Management) Team. This team is charged with coordinating the college's data needs, collection, and distribution. An initial step in this work is reviewing and solidifying common definitions of the various data and corresponding reports. A web based centralized repository is being developed along with a calendar listing when reports are updated and the responsible party. This effort by the DREAM Team will allow any department in the college to access common data more readily. Those working on the college's retention efforts have learned this work by the DREAM Team is much needed in order to ensure a common use and understanding of the data utilized in the efforts for increasing student retention and goal completion. It is difficult to measure progress without common data definitions.

The college is working on the implementation of a software system which will connect student educational plans with course schedule building. Aimed at improving retention and completion rates, this software will improve both the ability of students to get the courses they need for completion in a timely manner, as well as improve the efficiency of the course offerings.

3P1: IDENTIFYING, ANALYZING, AND RESPONDING TO CHANGING STUDENT NEEDS

To understand the changing needs of students, the college uses a variety of methods to look both internally and externally at student needs. Figure 5b provides a high level look at stakeholder needs and corresponding support systems from the perspective of the college's mission and service leaders. Figure 3a shows the stakeholder needs by the different categories of students along with the area of the college responsible for addressing those needs. A key element of the process of identifying and understanding student needs is the Enrollment Management Team (EMT). This team consists of administrators from Student Services, Academic Services, and Human Resources. This team uses the results of tools such as the Noel-Levitz Student Satisfaction Inventory (SSI) and a Leaver Survey to gain feedback from students on their needs. The SSI is administered every other year, while the Leaver Survey is annual. These cycles prove adequate to keep track of changing student needs. The EMT receives additional input from front line staff who deal directly with students (advisors, enrollment and financial aid staff) as well as faculty. Input from these staff and faculty helps to clarify issues that show up in the surveys. Focus group discussions with student representatives are also conducted to gain additional insights.

In selecting a course of action to address incoming student needs, the Student Success Team considers the results from the Noel-Levitz College Student Inventory (CSI), which is administered to all new students. This tool identifies high-, medium-, and low-risk students,

Figure 3a

Stakeholder Needs by Student Category		
Student Group	**Method of Identifying Changing Needs**	**Analysis & Course of Action Leader**
Prospective	Noel-Levitz CSI Input from recruiters HS Counselors luncheon input HS Programming Coordinator	VP of Student & Community Relations
Transfer	Transfer Counselor Transfer Advisory Committee Student Advisors	Exec. Dean of Student and Academic Support Services (SASS)
Current	Noel Levitz SSI Student Course evaluations Student Advisors Help Desk surveys Leaver Survey	SASS Managers Academic Administrators Enrollment Management Strategic Council
Never experienced the new advising system--first time freshmen, guest, transfer, stop-out	College Student Inventory-initially Noel Levitz SSI Student Course evaluations Student Advisors Help Desk surveys Leaver Survey	SASS Managers Academic Administrators Enrollment Management Strategic Council

which is a key element in the process for analyzing the data regarding changing student needs, and in turn helps identify and prioritize appropriate courses of action. The Student Success Team then makes recommendations to the Strategic Council, which may lead to budget requests to support a specific course of action, or may be folded into the strategic planning process if it entails larger, broad-sweeping changes with longer-term implementation and consequences.

Another tool MMCC is implementing to help analyze and address student needs is Ad Astra's Scheduler, Platinum Analytics, and Academic Planner software. The scheduling software centralizes campus course scheduling for optimization and analysis. Platinum Analytics provides data on student need for courses through a variety of analysis methodologies. One of those methods will be the Academic Planner. The Planner will allow advisors to build Educational Development Plans for students and be used in efforts to increase student retention. The Planner will also feed information on course needs to the scheduling software to aid in building a schedule that considers actual student demands for particular courses. The college includes student persistence, retention, and completion rates among the key institutional

performance indicators. These rates serve as criteria in the decision-making processes by the EMT, Strategic Council, and other key groups when analyzing and considering courses of action related to the needs of students. National averages serve as targets for these rates. Published best practices and information obtained at state and national conferences are considered when developing action steps to address improvement strategies. You may refer to sections 7P1, 7P3, 8P5 for more information on the college's key performance Indicators and their role in planning. Section 6P1 contains additional information on how we identify what support services may need to be put into place to meet the needs identified with these processes.

3P2: BUILDING AND MAINTAINING STUDENT RELATIONSHIPS

The process for building and maintaining relationships with students is intentionally decentralized. It is not a single process that belongs uniquely to one department or division of the college. In Student Services, the relationship starts with a mandatory extended appointment with an assigned academic advisor for all new students. This

appointment takes the place of a group orientation and allows service to be customized to the student. These extended, individual advising sessions have several goals. First, they establish a foundation for maintaining a relationship with the student throughout their time at MMCC. Secondly, by devoting this time to new students and by structuring the time as a learning experience, in addition to an advising session, the student learns how to become more self-directed and able to move through the enrollment process independently in the future.

Maintenance of relationships with students occurs largely through their interactions with faculty. It is well established that a key factor in student success is interaction with faculty. MMCC has a relatively low average class size, which was 18.3 during academic year 2010-11. This smaller class size provides the opportunity for faculty to establish individual relationships with students. To maintain those relationships, faculty provide formal and informal office hours for students, and our full-time faculty work in our Writing Center and Math Lab giving students additional access for help. Many faculty members and advisors have established Moodle (Learning Management System) course shells for their classes to allow for increased communication between students and those MMCC professionals directly involved in supporting their success. As indicated in Category 2R2, the number of student clubs has grown from three to 41 and each of those clubs is led by a faculty member. Many students become an integral part of the college community through their participation in college activities such as the annual Fall Festival, as work study students, or through internship opportunities with the college.

3P3: IDENTIFYING, ANALYZING, AND RESPONDING TO CHANGING STAKEHOLDER NEEDS

In addition to students, MMCC identifies major external stakeholder groups as members of the communities served, business and industry, other educational institutions, and regulatory bodies. Sections 2P1 and 2P2 discuss how their needs are analyzed. Internal stakeholders include employees, whose needs are discussed in 4P8, 4P9, and 4P12. Support service needs with respect to business and administrative services and technology are discussed in 6P1 and 6P2. In addition, Figure 3b shows the relationship of stakeholder groups, their related avenues of input, and the area of the college responsible for leading the analysis.

Critical to the successful analysis of stakeholder needs is the college's mission and vision. These statements serve as guiding principles that express the institution's commitment to the pursuit of the public good. This commitment becomes concrete through the operations of analyzing our stakeholder needs. During the stage of the process where courses of action are selected for addressing stakeholder needs, the mission and vision provide guidance in giving appropriate priority to ensuring the public good is served whenever and wherever the college has the means to do so. The specific courses of action are identified and prioritized through multiple, interconnected processes that engage both internal and external audiences, providing checks and balances on decision-making and ensuring that the public good takes primacy. These processes include annual budgeting, staffing requests, program development proposals, institutional technology committee recommendations, advisory and focus groups, and other similar operational processes.

3P4: BUILDING AND MAINTAINING STAKEHOLDER RELATIONSHIPS

The Vice President of Student & Community Relations and the Executive Director of Economic and Workforce Development are the mission strand leaders who hold primary accountability for relationships with key stakeholders. Relationships with these key stakeholders (as listed in Figure 3b) are built and maintained through personal interactions in addition to attendance at meetings, conferences, advisory dinners, and luncheons. The college maintains advisory committees for various academic programs, as well as for non-credit offerings and community feedback. Membership on these advisory committees includes representatives of key stakeholders. MMCC also invites external stakeholders to the college's

Figure 3b

Relationships With Key Stakeholders		
Stakeholders	**How Changing Needs Are Identified**	**Analysis and Action Leaders**
Area Businesses Manufacturing Entrepreneurs Service Providers Health Care Facilities MI Works	Advisory Groups Middle Michigan Development Meetings Gladwin Community Economic Corporation meetings Chamber of Commerce Meetings Environmental Scan	Community and Business Training Center Associate Dean of Health Sciences
Educational Entities	High School Counselor Luncheons Jr. High Counselor Luncheons Monthly Superintendents' meetings Monthly Principal meetings Regular Community College Peer Group meetings	Off Campus Program Coordinator Academic Deans Admissions Director V.P. of Academic Services Department Heads/Directors
Community Members Parents Alumni Civic Groups	Active membership in civic groups and service organizations Cultural event attendance Attendance at athletic events, Students of Promise functions, and global awareness events Intentional group and individual discussions at fundraising events or campaigns Community focus groups	VP of Student & Community Relations
Regulatory Bodies	Michigan Community College Association (MCCA) sponsored meetings and conferences Accreditation agencies related to healthcare programs (nursing, radiography, physical therapist assistant, pharmacy technician, health information technology, medical assistant, etc.) Occupational program certifications agencies (automotive and heating, refrigeration & air conditioning) Recertification process for Student and Visitor Exchange Program Continuous SEVIS (Homeland Security) review	VP of Academic Services Academic Deans Program Directors Strategic Council

annual Community Christmas party and other college activities throughout the year. More information on how we build and maintain relationships with key stakeholders can be found in 9P1, 9P2, 9P3, 9P4, and 9P5.

3P5: DETERMINING NEW STUDENT AND STAKEHOLDER GROUPS

As mentioned in 3P3, to ensure the public good is given proper priority, the college's mission and vision serve as guiding principles in considerations

regarding new student and stakeholder groups. The need to consider new educational offerings or services for target groups may arise from either external requests or internal initiatives. The college has set aside institutional development funds that are used primarily for this purpose. Proposals for the use of these funds are directed to Strategic Council and identify new markets, the product or service to be delivered, resources required, potential partners or collaborations, number of students or stakeholders impacted, and how the success of the proposal will be measured and evaluated. Strategic Council determines if funds can be allocated based on the merits of the specific proposal and also on the proposal's alignment with the college's mission, strategic plan, and capacity.

3P6: COLLECTING AND ANALYZING COMPLAINT INFORMATION AND COMMUNICATING ACTIONS

Students and stakeholders have multiple ways of lodging complaints or comments (see Figure 3c). Students can easily access the online instructor complaint form on the college website which generates a contact by the appropriate Dean or Associate Dean. The online process allows for timely feedback, tracking, and analysis. For student conduct issues, both staff and students have access to due process procedures listed in the catalog and posted on the website. As part of that process, the Dean of Student and Academic Support Services, informs students in writing of the outcome of their complaint. Complaints are logged for analysis by the Dean of

Student and Academic Support Services. Students are also offered a paper or online satisfaction survey to complete after receiving any type of service from any department of the Student and Academic Support Services division. These compliments and complaints are reviewed by the Dean then recorded in an online database for managers to access and share with their staff. Students may provide their contact information if they wish to have a follow up conversation.

Employees can complain or offer suggestions through an online data management system labeled ideaQ. Entries are logged, displayed, weighted and reviewed. Ideas or complaints that have support are reported to Strategic Council for review and a feedback loop is integral to the system. Staff can access the Human Resource Department for concerns or complaints about other staff members or supervisors, as well as information on benefits and working conditions. A Human Resource Consultant follows up complaints or requests and keeps a log for analysis.

Employees are encouraged to direct any community member complaints or compliments to the Office of Student and Community Relations. They filter and distribute complaints to the appropriate office. Serious complaints will be brought to the attention of the president and/or Strategic Council.

Facilities and technology departments have implemented a Help Desk ticket system. Requests or complaints are accepted by central dispatch through

Figure 3c

Stakeholder	Complaint or Compliment Venues
Students	Online instructor complaint form Dean of Student and Academic Support Services (SASS) SASS Satisfaction Surveys
Employees	ideaQ Human Resources Support Staff or Faculty union representatives
Community Members	Office of Student and Community Relations
Technology	Help Desk
Facilities	Help Desk

email, online ticket, or phone. This system allows for timely feedback, tracking and analysis.

3R1: DETERMINING STUDENT AND STAKEHOLDER SATISFACTION

The primary tool for determining student satisfaction is the Noel-Levitz Student Satisfaction Inventory (SSI). Departmental level checks on satisfaction occur through short surveys of students. Student satisfaction with their course and instructor is checked by the student course and instructor evaluation. These student evaluations are reviewed by the deans and the results are discussed with the faculty. Information from all of these instruments funnels through the Strategic Council and to the appropriate department for planning improvements. MMCC has implemented new methods to obtain student feedback as discussed in 3P6. Other stakeholder satisfaction is determined by satisfaction surveys that are completed by both the businesses served by our customized training, and the students receiving that training. These are reviewed by the Executive Director of Workforce and Economic Development.

3R2: STUDENT SATISFACTION RESULTS

MMCC regularly monitors student satisfaction using Noel-Levitz Student Satisfaction Inventory. Figure 3g provides the results relating to meeting their needs on key service areas. A more overall student satisfaction level is captured by the Noel-Levitz SSI results provided in Figure 3d. In addition, the college has established customer Point of Service surveys. Additional Point of Service results are located in the online Dream Team data library. Figure 3e is a sample of such surveys. The fall-to-fall retention rate measure is an indirect measure of student satisfaction and relationship building with enrolled students. Student satisfaction and student engagement (established relationships) are two contributing factors to student retention. If students are not satisfied, nor able to build relationships with the college, it will negatively impact the retention rate. Figure 3f shows the retention rate for MMCC has increased by about 70% since academic year 2007-08 and is close to the national average for two-year public institutions for the 2010-11 academic year.

Figure 3d

Noel-Levitz SSI Overall Student Satisfaction

Legend:
- How has your college met your expectations
- Overall, what is your satisfaction with your experience
- All in all, would you enroll here again

Figure 3e

Student Satisfaction with MMCC's Computer Technology

Legend:
- Satisfied with software/hardware
- Satisfied with MMCC's computer labs
- Satisfied with assistance in labs
- Satisfied with Midweb

Figure 3f

Fall-to-Fall Retention Rates

	2007-08	2008-09	2009-10	2010-11
Overall Fall to Fall	29%	46%	60%	50%
National Avg				55%

Legend: Overall Fall to Fall — National Avg

Figure 3g

Noel-Levitz SSI Survey Question	MMCC 2009-10	National 2009-10	MMCC 2011-12	National 2011-12
Convenient class schedule times	5.55	5.44	5.65	5.48
Helpful Financial Aid Counselors	5.07	5.04	5.33	5.05
Concerned academic advisors	5.06	5.06	5.27	5.05
Academic advisors knowledgeable about transfer requirements	5.13	5.12	5.41	5.13
Adequate academic support services	5.39	5.26	5.43	5.29

Figure 3h

Noel-Levitz SSI Satisfaction with Faculty

Legend:
- Faculty care about me as an individual
- Faculty are understanding of students' unique life circumstances
- Faculty are interested in my academic problems

Figure 3i

Dual Enrollment as Measure of Stakeholder Satisfaction & Relationship Building

Number of Students
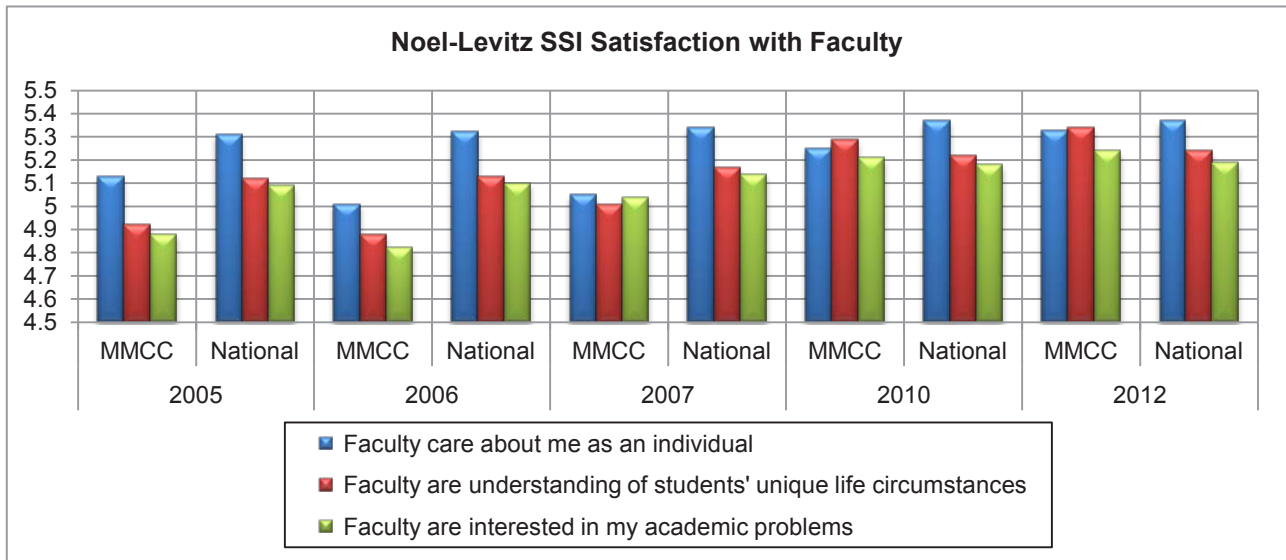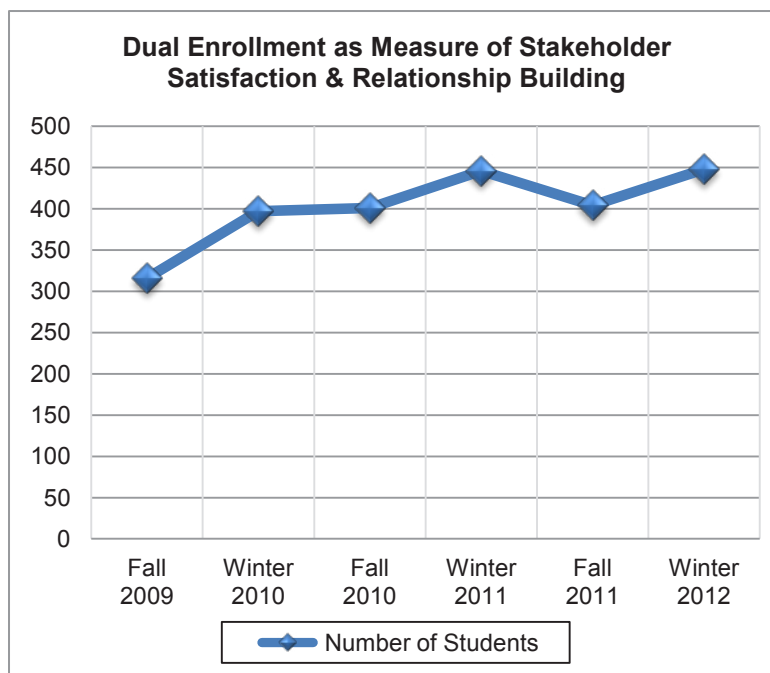
3R3: PERFORMANCE RESULTS FOR BUILDING RELATIONSHIPS WITH STUDENTS

As described above in 3P2, the Title III grant objectives focus on relationship building with students. The retention rate, as explained in 3R2, is an indirect measure of these objectives to build successful student relationships. In addition, Figure 3g shows results from the Noel-Levitz SSI that indicates how students perceive the college's performance on building relationships in five key service areas. The table indicates the satisfaction level on a seven point scale. Figure 3h provides results from the Noel-Levitz SSI regarding faculty student relationships. Both Figures 3g and 3h include the national average for two-year institutions.

Figure 3j

High School Penetration Rates
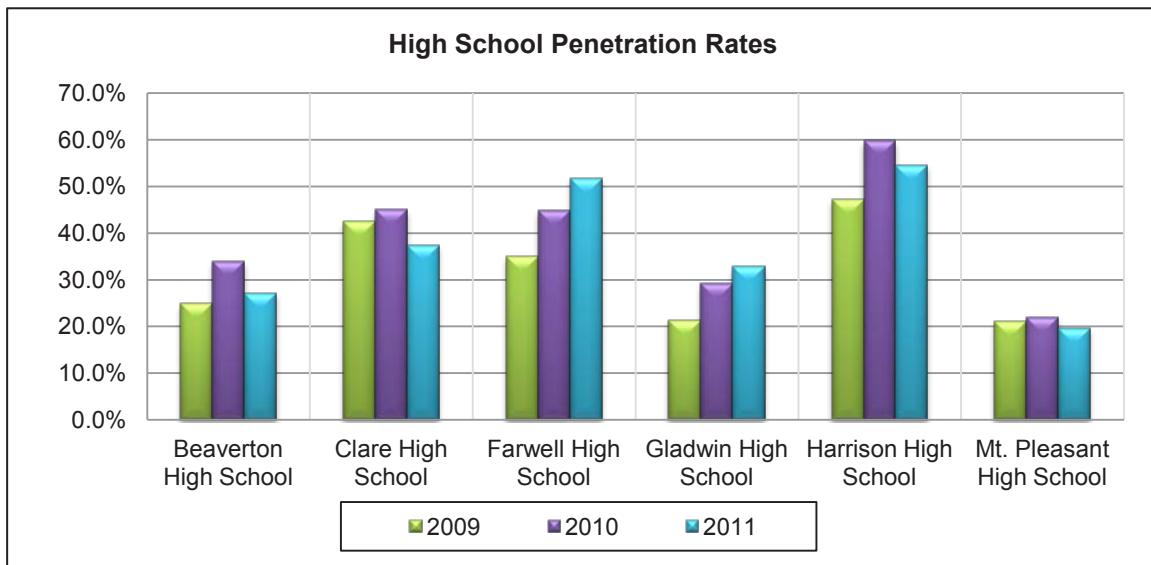
3R4: STAKEHOLDER SATISFACTION RESULTS

Two indirect measures of student and stakeholder satisfaction are the number of dual enrolled students and the high school penetration rate. Figure 3i provides the results for the number of dual enrolled students and Figure 3j the results for high school penetration rates.

Other performance results for stakeholder satisfaction come from satisfaction surveys of those receiving customized training. Figure 3k provides these results.

3R5: STAKEHOLDER RELATIONSHIP BUILDING RESULTS

Performance results for building relationships with key stakeholders are covered in category 9R2 and in Figure 9b.

Figure 3k

Satisfaction Survey - Customized Training

3R6: RESULTS COMPARISONS

The Noel-Levitz SSI continues to be the primary source for comparative results. Figures 3d, 3g, and 3h include the national averages for two-year public institutions on the satisfaction measures. The fall-to-fall retention data (Figure 3f) includes the national average as reported by ACT.

3I1: RECENT IMPROVEMENTS

Since submitting our 2008 Systems Portfolio, MMCC has received a Title III grant, *Empowering Students to Succeed Initiative.* The grant has supplied the resources to make major changes in the Student and

Academic Support Services division. First, the entire division completed policy and procedures revisions and posted them to the college's intranet site. Having published policies and procedures helps ensure consistent services to students on the college's multiple locations. Inadequate staffing in advising was identified as an issue, with our student to advisor ratio of 1,400:1 differing significantly from the national average of 350:1. The grant enabled MMCC to nearly double the size of the advising staff. Advisors are now able to schedule extended appointments with all new students and provide a personal orientation while creating a foundation for an ongoing relationship. Another problem with the advising system was the number of programs (58) for which the advisors needed to be knowledgeable. To develop highly trained, knowledgeable advisors in these different programs, the advisors were split into teams based on programs of study. This allowed the advisors to focus on a narrower range of programs, thereby making mastery of the program requirements more doable. The grant also included the implementation of a Faculty Mentor program. This program paired the advisors with faculty in their assigned programs who assisted the advisors in becoming subject matter experts.

In academic year 2011-12, the grant provided for the creation of a Student Success Team. The purpose of this team is to give more time and attention to high risk students. These can be students identified in four ways: 1) as high risk through the Noel Levitz College Student Inventory, 2) on financial aid probation or suspension, 3) on academic probation, and/or 4) as reported through the Retention Management System by a faculty member. These students are required to meet with a Retention Advisor in order to schedule for classes. To ensure in depth problem-solving, students on financial aid suspension meet with a team consisting of one academic advisor and one financial aid officer. The Student Success Team is also creating a College Navigation course that will be mandatory for all high risk students, as identified through the Noel Levitz College Student Inventory, starting with winter semester 2013. This course will offer a just-in-time style orientation covering subjects such as financial literacy, career exploration, EDP development, and time management.

Prior to implementation of the grant objectives, the Advising Department did not have a culture of systematically collecting data for analysis. As part of the Title III activities, data bases and tracking systems have been put in place, and a workshop has been conducted on creating and assessing student learning outcomes and process delivery outcomes. As the advising department collects and analyzes data systematically, advisors are gaining valuable experience in testing data for relevance and significance. As a result, data collection will become more comprehensive and meaningful as the culture matures.

3I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

The development of Key Performance Indicators has provided a critical step for MMCC, signaling the importance of setting targets for improved performance college wide. In addition, under the current administration, the State of Michigan has signaled the importance of measuring performance through metrics attached to college appropriations. Reviewing and sharing the results internally of initiatives such as *Achieving the Dream* and *Breaking Through* has also added to institutional insight. When combined with the emphasis on AQIP accreditation standards and three significant new grants that demand measurable outcomes, these elements are pervasively affecting the culture of the institution. The overall structure of the college (see Figure 5b), which promotes alignment among key elements and representation of all stakeholders, provides the infrastructure needed to communicate about process improvement and desired targets. With respect to student stakeholders, the Title III grant provides for the additional assistance of a consultant who works with staff to develop and implement student learning outcomes related to service delivery processes. The ultimate goal is to provide consistent, well-developed processes so that students become empowered to navigate services independently.

CATEGORY FOUR:
VALUING PEOPLE

CATEGORY INTRODUCTION

Since the 2008 Systems Portfolio submission, MMCC has experienced significant challenges and opportunities for demonstrating how the college values people. During this time, the institution has been very intentional about the role of human resource management as a strategic partner and has created a place at the decision making and strategic planning level to ensure the organization remains focused on employee recruitment and retention initiatives. Also during this same time, the college has experienced unprecedented growth in student enrollment, which subsequently put additional pressure and strain on internal resources across the organization. Several key process improvements were developed and implemented in response to internal needs and external constraints.

One key way in which the college was responsive to the pressures of enrollment growth centered on the shift from a highly decentralized to a centralized approach to its employment process. Intentional effort was made to develop and implement a qualitative and consistent approach to recruitment, interviewing, and selection processes. A significant portion of the employment activity centered on the need for additional qualified part-time faculty to fill the increased number of course offerings. The institution implemented a centralized and coordinative approach to staffing adjunct vacancies, making course assignments, addressing onboarding initiatives more effectively at the point of hire, and gathering performance assessments on part-time instructors in the form of student evaluations and classroom observations. These strategies allowed the organization to be very responsive to student enrollment demands, while ensuring instructional quality for students.

During this time of rapid growth, several new administrative and hourly support staff positions were also created to meet the needs of students and employees more effectively. More time and training was provided for hiring managers to ensure that the interviewing and selection process resulted in the most desirable hiring decisions. The number of new positions, and the continued use of a high number of part-time faculty, continue to be defining characteristics of the organization. Systems and processes were needed to successfully attract qualified candidates to vacant or newly created positions, in a timely, qualitative and participatory manner. We continue to recognize the need to invest in the development of staff, and to be responsive to their needs.

Another key challenge the college will need to address centers on labor relations as it impacts the institution's ability to make timely adjustments in response to changing community and student needs. Historically the process of working through issues bearing on labor relations matters has been slow in getting to resolution. The college cannot control the pace of external factors bringing about change, so it has to look at its internal processes. Effective communication and decision-making with appropriate stakeholder input will be critical as the college strives to keep abreast of the changing needs of students and the community.

Overall the institution is at the systematic level of maturity, and perhaps moving to the aligned level on this category. Close coordination between departments is occurring, as evidenced with the close work between the HR office and the academic services division for staffing adjunct faculty positions. New and revised processes are formalizing the tasks, and they are addressing objectives included in the college's strategic plan.

4P1: IDENTIFYING CREDENTIALS, SKILLS AND REQUIREMENTS FOR QUALITY HIRING PROCESSES

Mid Michigan Community College has made significant improvements in the recruitment, interviewing and selection of qualified candidates. The college recognizes the value of attracting top talent for newly created and vacant positions, and the significant impact each employee makes to the realization of college goals. A new employment process was developed in 2009 based on input and feedback from the Strategic and Administrative Councils, and faculty members. A new policy framework for developing or revising job descriptions, posting positions, interviewing, assessing, and selecting candidates, was developed and implemented throughout the organization.

The institution specifically follows the HLC's guidelines on identifying faculty qualifications and the faculty contract language for degree and experience requirements exceeds those guidelines. For staff and administrators, the college uses a comprehensive job analysis questionnaire to identify the credentials, experience and skills needed for any newly created or vacant positions, along with relevant external market data.

4P2: ASSURING EMPLOYEES HAVE APPROPRIATE CREDENTIALS AND SKILLS

Staff and faculty have input into the development of the job description, which is used as the foundational tool for the posting, recruitment and selection process. If the opening occurs in a faculty position, the dean will solicit feedback from faculty members on the specific credentials, skills and organizational values desired for the position. In the case of administrative or hourly support positions, the hiring manager will solicit feedback from the respective department on the desired credentials and skill set needed for the position. Specific criteria identifying the appropriate credentials and skills needed in each position is also provided in our master labor agreements, and assessed on an on-going basis during the performance management review process.

The institution engages in an annual planning process for determining staffing needs as part of our fiscal year budgeting process. Input from faculty members, department directors, and deans is solicited by Strategic Council members to ensure the organization has the faculty and staff needed to deliver effective instructional programs and student services. All full-time and adjunct faculty, including contractual and dual credit instructors, are appropriately credentialed according to the HLC's guidelines and the college's contract language.

The institution provides professional development opportunities for full- and part-time faculty, administrators and staff members in a dedicated manner by sponsoring in-services twice each year, and engaging in an annual performance management review and goal setting process. In addition, student evaluations and classroom observations are used to ensure instructors are current and effective in their teaching roles, and available for student inquiry. Student and employee satisfaction survey data are gathered periodically as well to ensure staff and service provision meets or exceeds the expectations of stakeholders.

4P3: RECRUITING, HIRING AND RETAINING EMPLOYEES

Hiring well ensures that valuable members join the college, experience meaningful opportunities to influence the organization, and choose to stay. The college is fortunate to be able to recruit qualified candidates within the local labor market and has implemented an interview and selection process that creates a professional first and lasting impression of the organization. All newly created and vacated positions are posted internally, and advertised externally using newspaper advertisements, career placement bulletins of other organization, and the college's website and job portal.

When a newly created or vacant position occurs, faculty, administrators and staff are invited by the hiring manager to serve on the interview panel to help assess the qualifications of the applicants and subsequent hires. The panel provides input on questions to be included in the interview guide and the criteria used for evaluation of candidates, and to ensure that the interview guide and evaluation tie back to the criteria originally identified in the job description.

We also use additional assessments as part of the interview process, such as classroom presentations for faculty positions, in-box problem solving activities for managerial positions, or computer spreadsheet or graphing simulations for administrative support positions.

The college is also intentional about the process in place to fairly and consistently evaluate candidates for selection. In addition to the evaluation outcomes the hiring manager and interview panel identify, interview participants are asked to assess candidates on key organizational criteria to ensure the hiring of the most qualified candidate who is the best fit with the institution, as outlined in Figure 4a.

4P4: EMPLOYEE ORIENTATION

The institution also recognizes that the first few months with an organization are critical to long-term retention efforts. Each newly hired employee receives a tour of the facilities and an introduction to staff members, and a 1:1 orientation with a Human Resource Consultant. During the New Hire Orientation in Human Resources, the HR Consultant shares the mission, vision and values, along with the strategic plan, goals and initiatives. Newly hired employees are also provided with a copy of their job description, and performance appraisal criteria. The benefit, compensations, and employee relations initiatives are also reviewed during orientation. The HR orientation is followed by specific departmental orientation and training plans to ensure a successful onboarding process for newly hired staff.

Twice a year, at an organization-wide Professional Development session, the President also provides an update to all employees that link the college's history, mission and values, with the current and unique challenges facing the college. Updates on process changes, current challenges, and strategic initiates are also provided during the fall and winter semester faculty orientation sessions.

4P5: PLANNING FOR CHANGES IN PERSONNEL

The institution has experienced no recruitment or retention issues, and is characterized by a highly stable and long tenured faculty and support staff. Changes in personnel needs are discussed as part of the institution's long-term planning process in the development of the college's strategic goals and initiatives, and are reviewed again on an annual basis in the development of the fiscal year budget and planning process. Specifically, requests for newly created positions, and any adjustments to current positions, are solicited from supervisory staff as part of the annual planning and budgeting cycle.

New position requests or position changes are submitted to Human Resources for review and placement in our compensation and benefit structures. This budgetary information, along with the completion of the Criteria for Assessing New or Vacant Position(s) Form is then reviewed and approved by the entire Strategic Council team. As vacancies or staffing needs

Figure 4a

Interview Evaluation Criteria
Ability to translate educational background to the requirements of the position
Previous relevant or transferable work experience
Ability to develop and enhance service initiatives to internal and external constituencies
Demonstrated record of achievement in previous/current position(s)
Ability to develop and effectively collaborate with multiple internal and external constituencies
Ability to communicate in a friendly manner, and communicate ideas clearly and concisely
Ability to identify and resolve problems at a level appropriate to the position and handle challenging situations effectively
Ability to establish and maintain priorities and work effectively in a high volume environment
Creativity and problem solving skills
Level of initiative and willingness to contribute to the success of the department and organization
Organization fit – the extent to which the needs of the candidate match the needs of the position and organization

arise throughout the year, they are also brought to Strategic Council for review and approval by the team, using the same Criteria Assessment rubric to ensure consistency in the review and approval process for personnel changes.

4P6: DESIGNING WORK PROCESSES FOR PRODUCTIVITY AND SATISFACTION

The college implemented a new process into the planning and budgeting initiatives in the spring of 2012 to help align organizational structure and work processes to productivity goals and employee satisfaction.   Each supervisory staff member was asked to prepare and present a Divisional/ Departmental Analysis Plan (DAP) that identified their positions, functions, and service outcomes, as well as any new initiatives that were planned. This process provided an opportunity to identify current staffing levels and productivity needs throughout the organization. It also provided a base year trend line for assessing departmental volume cycles, staffing issues and operational needs, and addressing any needed changes.

This process also provided greater insight into how staffing could be utilized more effectively across the organization, as areas of duplication or work redundancy became more apparent.   This additional data provided a mechanism for analyzing operational plans more systematically. The Divisional/ Departmental Analysis Plans were summarized and used for making operational and budgetary changes in the fiscal year planning cycle at the Strategic Council level, and also used for making programmatic recommendations at the board level. This process will be refined and continued as a planning tool on an annual basis.

In addition to the DAP process, the college engaged in a Personnel Assessment of the College Environment survey in 2008 and again in 2011. Employee satisfaction from this periodic survey is also used to enhance work processes and employee satisfaction levels within the institution, and within the employee's department.

4P7: ENSURING ETHICAL PRACTICES OF ALL EMPLOYEES

The Board of Trustees and the President set the tone for ethical practices through well-defined policies and procedures.   The institution's ethical practices are outlined in the Code of Ethics and Standards for Professional Conduct. These are communicated in multiple ways, to include faculty and hourly contracts, adjunct and staff handbooks, and board and administrative policies. The institution's student catalog outlines policies regarding appropriate use of sources, copyright, plagiarism, and the code of ethics for students, teaching and support staff.

As part of the new Divisional and Departmental Analysis Plan process, all compliance, regulatory, and ethical practices needed to ensure the delivery of services, and to meet various accreditation requirements, were identified.   In addition to this comprehensive review process, the organization has clearly identified and multiple methods for ensuring any issues that occur get surfaced and appropriately addressed.   Some of the mechanisms in place to ensure the college invites ethical conduct and adheres to compliance and regulatory requirements include the open door policy, fair treatment procedure, and the formal complaint and grievance processes in place for staff and students, as outlined in contractual agreements.

4P8: DETERMINING TRAINING NEEDS

The identification of specific training and professional development needs were addressed in the Departmental Analysis Planning process.   The institution also consistently identifies needs at the point of hire through the interview and selection assessment, and as employees exit the organization through the use of an exit interview survey process. The institution also solicits feedback from faculty, supervisors, and staff regarding their training and professional development needs as an integral part of our performance management review process.

In addition to this individual performance management review process, the college also

developed and administered a Training and Professional Development survey in the fall of 2011 to identify training needs of faculty, staff and administrators. The survey data was used to set priorities for upcoming training and development initiatives. This past year, the college also formed a Professional Development Committee to help plan house-wide professional development initiatives for faculty, administrators and staff members. Faculty members are fully engaged in planning professional development programs through the Academic Council. These faculty and staff committees help ensure the training and development initiatives align with the strategic instructional and non-instructional goals and outcomes, as identified in the Strategic Plan.

4P9: TRAINING FACULTY, STAFF AND ADMINISTRATORS

Several initiatives are in place to train and develop faculty, staff and administrators to contribute effectively to the goals and key performance outcomes of the college. Mid Michigan Community College has developed four enduring strategic goals that are mapped to the Academic Quality Improvement Program. Key objectives and initiatives identified in the strategic plan guide training and development initiatives, and the assessment of faculty, staff and administrative effectiveness.

Training and development needs are also identified by the faculty, administrative and hourly staff themselves through their participation in committee work, service on the faculty and staff professional development committees, and through the feedback received by conducting periodic training needs assessment surveys. Faculty members have the opportunity to advance their professional development through their annual professional evaluation process, and feedback received from classroom observations from their peers or supervisors, and student evaluation results. Additional

encouragement and support is provided through sabbatical leaves, and the use of online tutorials and credentialing processes the institution has in place to enhance their instructional practice.

The college also actively supports the continuing education of staff and their dependents by supporting an employee/family tuition grant program, and a robust educational tuition reimbursement program. The institution continues to make a significant investment in the professional development of its staff members by supporting their educational goals, as illustrated in Figure 4b.

Administrators and staff also benefit from a developmental and goal setting component as part of their annual performance management review process. Training and developmental needs are also identified and addressed by the Professional Development Committee who helps ensure professional development initiatives align and support the college's key performance outcomes. Staff and administrators are also encouraged to enhance their training and organizational contributions through attendance at conferences and leadership institutes, participation in the educational grant and tuition reimbursement programs, and use of online tutorials to enhance their learning and growth in their respective professions.

Figure 4b

Employee Tuition Reimbursement
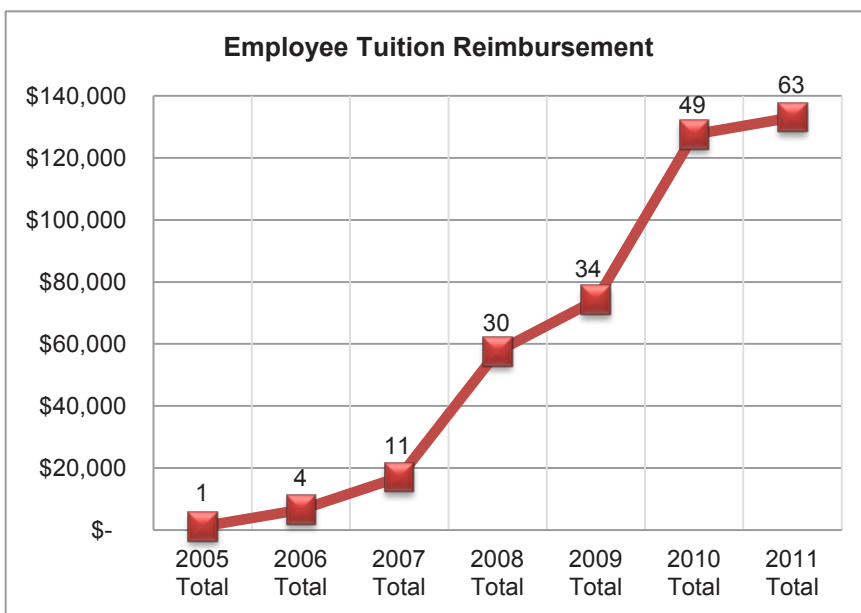
4P10: DESIGN AND USE OF PERSONNEL EVALUATION SYSTEMS

Full-time faculty members are evaluated using a method that incorporates a Teaching Effectiveness Portfolio, Classroom Observations and Student Evaluations, along with a self-evaluation and goal setting component that is completed by the faculty member. Faculty members were instrumental in designing the performance feedback tool that is used to measure instructional effectiveness and service delivery to students.

Eighty percent of the instructional staff are adjunct instructors. Because of this heavy reliance on part-time teaching staff, the college developed several processes to increase support to adjunct instructors by conducting a 1:1 orientation with an HR Consultant at the point of hire, conducting special sessions for adjunct instructors at faculty orientation, and providing a classroom observation and review of their course syllabus in their first semester of teaching with the college. These initiatives ensure adjunct instructors receive appropriate mentoring and coaching within their first few months of their tenure with the college. The college has implemented a process to gather student evaluations for each class the faculty teach, every semester they teach with the college. These performance assessment tools, along with a fair and consistent process for making adjunct course assignments, have been a major focal point of improvement efforts.

The college has also been very intentional about the performance appraisal process in place for administrative and support staff. Both employee groups were engaged in planning sessions to develop new performance criteria and the rating measures used to assess their performance, in the areas of collaboration, accountability, respect, excellence and service. For administrative staff in a leadership team position, additional criteria were developed to assess their effectiveness in planning, staff selection and development, budgeting, meeting departmental objectives and fostering quality improvement initiatives. The performance appraisal process provides an opportunity for supervisors and subordinates to determine the alignment between performance and expectations. Integral to the process, an upward review also ensures that excellent performance as well as deficiencies are well understood and addressed at all supervisory levels. All administrative and staff members are asked to provide feedback geared towards improving supervisory relationships, and the ability to work within departments, as well as across the organization, on an on-going and annual basis. Lastly, each employee is prompted to identify progress on the performance goals set during the previous review cycle, and to develop new performance goals for the upcoming year.

4P11: RECOGNITION, REWARD, COMPENSATION AND BENEFIT SYSTEMS

Mid Michigan Community College has different pay structures in place for faculty, administrators and staff members that recognize the credentials and experience level needed for success in the position. The institution has intentionally adopted an equity model with regard to implementing wage adjustments to the salary schedules, as well as the benefits levels provided to all employee groups. All benefit eligible employees receive the same benefits and the same percentage increase or wage adjustment each year.

In 2009, a bonus payment system to reward employees was developed, which is based on overall organizational performance. Plans for the bonus incentive program to include more organizational success metrics are being implemented. Examples of these success metrics include student completion and transfer rates, student retention rates, and student satisfaction scores, along with specific revenue targets. Recommendations are discussed and reviewed at the Strategic Council level, and approved by the Board of Trustees.

4P12: KEY ISSUES IN MOTIVATING STAFF

The college has several processes in place to invite feedback and provide recognition to employees. Survey data from the PACE survey is used to identify key issues related to the motivation of staff members, and the Strategic Council guides the organizational initiatives and efforts for addressing key issues and implementing system and process improvements.

In addition, the college's institutional meeting structures provide a regular mechanism for giving and

Figure 4c

The PACE Model

Climate Factors

Driver

Outcome

Leadership → Institutional Structure / Supervisory Relationships / Teamwork / Student Focus → Student Success
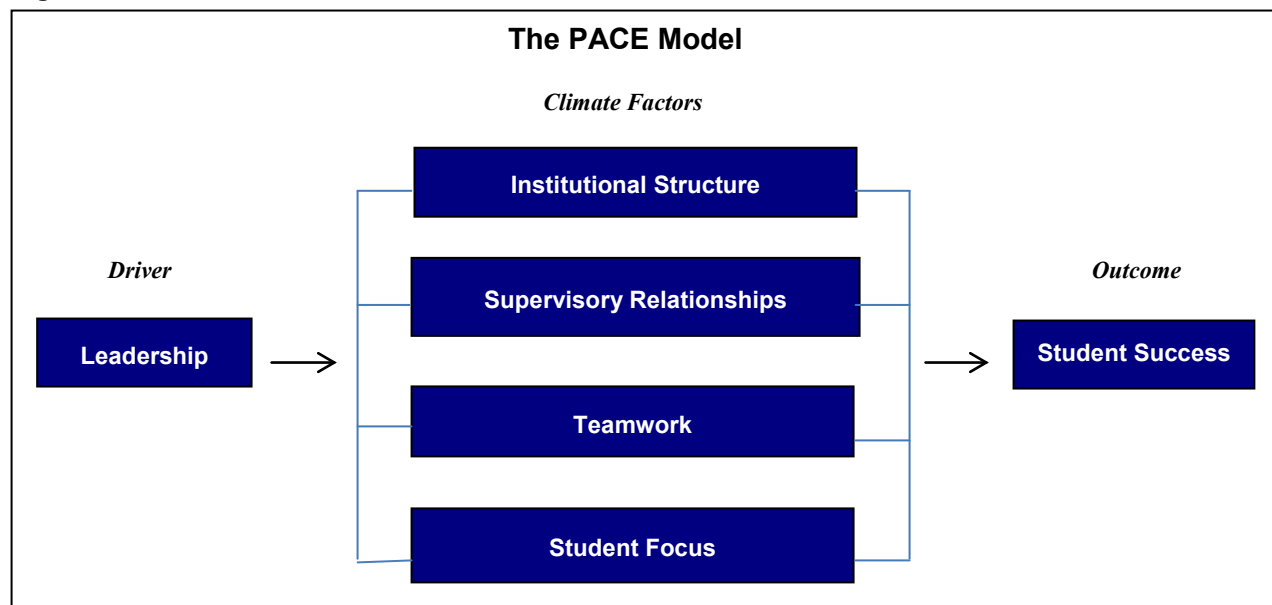
receiving feedback on areas identified as important and instrumental for faculty, administrative and support teams. Departmental meetings occur on a monthly basis so staff members have a method for offering ideas and suggestions, and getting engaged in the planning process. The institution also implemented an online 'Q Group' quality improvement/suggestion system for all employees to provide a mechanism for identifying issues or offering suggestions for improvement. Monthly Academic Council meetings serve as a method for faculty to engage in shared governance, and monthly Administrative Council meetings provide a group setting for the leadership team to engage in decision making at the organizational level.

4P13: EVALUATING EMPLOYEE SATISFACTION, HEALTH, SAFETY AND WELL-BEING

The institution has adopted a formal employee climate model and periodically measures employee satisfaction through the use of a house-wide Personnel Assessment of the College Environment (PACE) survey administered through the National Initiative for Leadership and Institutional Effectiveness (NILIE). The model emphasizes the key role of leadership in facilitating four major climate factors that drive student success outcomes. These factors include our institutional structure, supervisory relationships, teamwork, and the focus on students. Figure 4c

depicts the relationships of these climate factors with leadership and student stakeholders.

The college completed this survey in 2008, and again in 2011. The results provide valuable feedback on the level of employee satisfaction, and the perception of employees with regard to health and safety issues, well-being, communication and leadership effectiveness. The survey results also allow the institution to benchmark its results with a national data base of community colleges and universities.

4R1: COLLECTING AND ANALYZING MEASURES FOR VALUING PEOPLE

In addition to the PACE survey, the college collects and analyzes several measures for determining its effectiveness on the category of valuing people. As part of the strategic planning processing, the following key performance indicators were suggested as a measure of valuing people:

- Percentage of annual turnover for fulltime employees.
- Percentage of positions filled from within the organization.
- Percentage of employees receiving class-room observations or performance reviews on time.
- Percentage of employees receiving above satisfactory performance ratings.

Figure 4d

Key Performance Indicators related to Enhancing Employee Success				
Enhancing Employee Success (Valuing People)	**2009**	**2010**	**2011**	**Target**
% of annual turnover rate for full-time employees	13%	9%	5%	10%
% of positions filled from within the organization	60%	62%	28%	25%
% of employees receiving observations/PMRs on time	94%	92%	94%	95%
% of employees receiving above satisfactory performance ratings	100%	90%	89%	90%

Targets were set for each indicator based on best practices defined by the Society for Human Resource Management (SHRM), and leading scholars in the field of human resource management metrics. The annual turnover rate as an indicator of employee satisfaction and the institution's ability to retain staff is compared throughout the state and benchmarked on an annual basis through the Michigan Community College Human Resource Association (MCCHRA).

4R2: PERFORMANCE RESULTS IN VALUING PEOPLE

The college collects and tracks outcomes on these key performance indicators as a measure of enhancing employee success and valuing people. The use of standardized metrics has provided a method of trending success over time, as outlined in Figure 4d.

4R3: EVIDENCE OF PRODUCTIVITY AND EFFECTIVENESS

In addition to the key performance indicators, the college has recently developed and proposed targets for institutional performance metrics as a foundational tool for developing a merit pay plan for faculty, administrative and hourly employees. These success metrics include: meeting revenue targets, student completion and transfer targets, meeting or exceeding student retention targets, and measures of overall student satisfaction. Work began in 2012 to collect and report the measures of student success on an annual basis to the State's Center for Student Success.

4R4: RESULT COMPARISONS OF VALUING PEOPLE

The results of the Personnel Assessment of the College Environment (PACE) survey is a key indicator of how well the college's performance and processes stack up over time, and with other organizations. The survey was completed in 2008, and again in 2011. Participation in this national survey allows the college to benchmark the results against results from prior years, and also against national averages from other educational institutions. The overall score for the four key climate factors assessed in the survey for Mid Michigan Community College, over time and compared with national scores are indicated in Figure 4e.

The institution improved in all climate factors in 2011, as compared with 2008. The college compares favorably with the national data base. In all climate factors, MMCC's scoring is at or above the norm.

Figure 4e

MMCC Climate compared with the NILIE PACE Norm Base			
Climate Factors	**MMCC 2008**	**MMCC 2011**	**Norm Base**
Institutional Structure	3.03	3.49	3.38
Supervisory Relationships	3.38	3.75	3.70
Teamwork	3.44	3.78	3.73
Student Focus	3.72	3.94	3.94
Overall	3.37	3.71	3.66

Departmental feedback sessions are planned for spring/summer 2012, to share the results of the PACE survey, and to solicit ideas and suggestions for improving the top areas identified for improvement. Work has already begun with the leadership team to identify current obstacles and barriers that impact communication effectiveness, and solicit suggestions for improving communication processes.

4I1: RECENT IMPROVEMENTS

Mid Michigan Community College has achieved significant and sustained improvements in areas that demonstrate the value placed on people. Key initiatives include the development and implementation of a new employment process, initiatives to enhance services and support to adjunct faculty, a new performance management review process for administrative and support staff, professional development activities that are tied to the strategic plan and AQIP initiatives, and an organizational approach to benefits, compensation, and reward strategies.

The institution substantially changed its approach to recruitment, interviewing and selection of staff which allowed the college to better compete for talent. All positions are posted internally first, and hiring managers are encouraged to interview each internal applicant to learn of their long term goals and assist with their development. The quality of the interview guides, and interview assessments, has improved, as has the skill and technique of the interview panels. Improvements in the employment process has ensured that the college hires qualified candidates who are a good organizational fit and able to contribute to the institution's ongoing success. A reduction in employee turnover, from 13% in 2009 to 5% in 2011 is a key indicator of success regarding the employment and staffing processes.

Another area of focus has centered on the hiring and onboarding initiatives for adjunct faculty. Adjunct instructors comprise 82% of the instructional staff, and have historically been an underserved employee population. Based on feedback from a survey completed by adjunct instructors in 2008, the college has changed its approach to interviewing and selecting candidates for instructional roles. Classroom observation and student evaluation processes were revised to provide feedback early on in the adjuncts' tenure with the college. A new hire orientation was developed and the adjunct handbook revised to ensure instructors were acclimated to the HR practices at the time of hire. Most significantly, an 'Adjunct Wish List' process was implemented that provides a systematic method for collecting their teaching preferences for each upcoming semester, making course assignments, and communicating their status with regard to course assignments in a timely, and transparent, manner.

The approach to performance management and goal setting has also changed significantly. Key Performance Indicators were developed to heighten the commitment to conduct performance management and development sessions in a timely and qualitative manner. New performance management tools were developed based on administrative and staff input, and the tools became better aligned with organizational goals and strategic initiatives.

4I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

The institution has also taken a focused approach to create equity in benefit and compensation systems, and to work effectively with the unionized faculty and hourly support teams, and non-unionized administrative team. Positive feedback from the unionized groups on this approach was received, and it has greatly enhanced the employee and labor relations climate. In the spring of 2011, additional institutional performance metrics were introduced that focused on revenue targets and student success outcomes. The clear and overarching message this initiative sent is that all employees are important to the success of the college and will receive financial rewards based on the ability to meet institutional level performance targets.

The institution has adopted a Strategic Plan that aligns quality improvement initiatives, and key

performance indicators. These planning tools provide the foundational support needed to create processes and systems that enhance meeting organizational and student success goals. The college has also made a commitment to develop and support the delivery of its human resource management systems in a strategically focused manner to enhance recruitment and retention of highly qualified staff, and create a high performing work culture. Lastly, the institution is dedicated to providing effective leadership that will continue to drive improvement initiatives to ensure achievement of student and organizational success.

CATEGORY FIVE:
LEADING AND COMMUNICATING

CATEGORY INTRODUCTION

MMCC leadership is maturing with respect to continuous quality improvement. The leadership team has developed and adhered to formalized processes that are deployed across the institution, and major institutional decisions are informed by Key Performance Indicators. Significant improvements have occurred, facilitated by the Strategic Council structure. Mission and service leaders represent all AQIP categories, advocate for all stakeholder needs, and ensure alignment of processes across the institution. These characteristics suggest the college is at the aligned level with regards to Category 5 processes.

During the last tumultuous four years, college leadership has been called upon to deal with many significant issues. However, leaders' activities were particularly focused on four central themes:

Maintaining quality and customer responsiveness during unparalleled growth.

The dramatic growth of MMCC strained personnel, processes, and facilities, yet the college's commitment to our communities called for the college to meet the demand. Strategic Council frequently grappled with quantity versus quality issues, and engaged the board of trustees in the related problems. The volume pressures led the president to convene an enrollment management task force to problem solve pervasive issues that could only be addressed in a cross functional manner. Significant improvements resulted, which led to the creation of a permanent Enrollment Management Committee. This committee continues to focus on engendering cross divisional collaborations to better serve student needs.

Preserving and developing the facilities held in the public trust.

Enrollment pressures as well as aging facilities and deteriorating physical plant systems demanded that leadership attend to capital assets in a much more proactive manner than ever before. Beginning in 2008, the board facilities committee engaged with Strategic Council, construction professionals, and consultants to develop a physical plant renewal program which will be further described in Category 6.

Positioning for autonomy and political advantage.

The political climate in Michigan has also engaged college leadership. Significant job, population and revenue loss led to competition for scarce resources, unpredictable and declining allocations, and attempted inroads on the historic, constitutional autonomy of community colleges. Because of term limits, turn over in the 2010 state elections was unparalleled. The new administrative and legislative bodies, focused on economic stability, have significant amounts of legislation in progress, often with language that could negatively impact the mission and autonomy of the college. College leadership had to be more attentive than ever to legislation that would impact our revenue models, placement cut scores, district boundaries, performance indicators and much more. Time has had to be spent on educating new political leaders on college issues. This focused effort needs to continue, at least into the short-term future.

Communicating effectively.

In a climate characterized by significant change and mixed signals, leadership has focused more intently on deliberate, transparent communication. Strategic Council members continually assess and plan for the communication needs of any actions they take. While all communication plans are intended to be timely and open, the PACE survey indicates that this still presents an opportunity for improvement.

Feedback would be beneficial on leadership succession planning, which was previously rated O and still represents an opportunity to become more formalized.

5P1: DEFINING AND REVIEWING MISSION AND VALUES

The mission of MMCC is a guiding principle for the board of trustees, made explicit in a policy manual that the board periodically reviews, most recently in a year-long process culminating in October 2009. The mission was revisited and reconfirmed by internal and external stakeholders during the 2008 and 2011 Strategic Planning processes. Since values were not specifically addressed, an opportunity exists for review of MMCC values to incorporate some of the cultural changes we wish to pursue, including greater collaboration, communication, and customer service. As indicated in the 2011-2015 plan, the key policies, guiding principles, mission concepts and vision elements have become a part of the MMCC culture and provide a solid foundation upon which to build the college's future.

Enrollment at MMCC reflects the college's open door policy. As indicated in Figure 5a, the college serves two diverse geographical locations requiring multiple strategies for addressing unique needs of our primary constituencies. Our entering student population has significant remedial needs and barriers to success as indicated by scores on placement tests and the College Student Inventory (CSI). Therefore, the college provides comprehensive student support systems, including the Library and Learning Services, the Writing Center, intensive student advising protocols, the Early Alert system, and the activities of the Retention Coordinator.

The college offers a broad range of programming to serve the needs of s diverse student body. The scope of programming flows directly from the mission statement and is prescribed as organizational goals set by board policy. Programming includes transfer education, career education, student support services, continuing education, and economic and workforce development (Policy 103).

The budgeting and planning priorities support MMCC's mission as clarified in 5P2.

5P2: SETTING ALIGNMENT WITH MISSION, VISION, VALUES, AND COMMITMENT TO HIGH PERFORMANCE

MMCC is comprised of highly integrated and collaborative systems and people working toward common goals and objectives. This understanding informs our approach to the college's organizational structure, initiating new projects, and our continuous quality improvement efforts. Figure 5b depicts MMCC's leadership structure, stakeholder support systems and processes. Because of the comprehensive nature of this table, it is referenced throughout the Systems Portfolio.

The Michigan Community College Act of 1966 ensures that community colleges are autonomous, supervised and controlled by locally elected boards. As expressly stated in the Board Policy Manual, the Mid Michigan Community College Board of Trustees is a policy governance board that establishes those broad policies appropriate to the functioning of the

Figure 5a

Defining Characteristic	Clare County	Gladwin County	Isabella County
Median Age	40.5	42.3	25.1
65 years or older	19.9%	22.8%	9.7%
High School Graduate	82.3%	83.3%	89.0%
Bachelor's Degree or Higher	10.1%	10.3%	26.6%
Jobless Rate (October 2011)	11.0%	11.8%	6.1%
Below Poverty Level	22.1%	19.4%	26.7%

Figure 5b

Stakeholder Support Systems and Processes			
Stakeholder Needs	**Strategic Accountability**	**Process**	**Measures**
• Vision • Mission focus • Ethical leadership • Policy governance & development • Resource development • Positioning MMCC to attract & retain qualified employees • Positioning MMCC as a learning institution	Board of Trustees College President (College Leadership) Category 5	• Strategic planning • Policy development • Delegation • Legislative positioning • Donor cultivation • Organizational structure • Intentional communication and behavior modeling • Resource development	• Policy statements around critical mission elements • # and type of bills passed • # of donors & gifts > $15,000 • Frequency & venue of communications • Culture as measured by PACE • Value of capital assets • KPI's
• Awareness about benefits of postsecondary education • Accurate Information about MMCC programs and services • Active engagement • Consistent data	Mission Leader: Vice President for Student and Community Relations (Public Relations and Outreach, Student Advancement) Category 7 & 9	• Marketing • Public events • Recruitment • Admissions • Student extracurricular services • Talent Search/Students of Promise • MMCC Foundation • Institutional Research • Grant procurement & management	• Enrollment and community awareness • Event attendance • KPIs: Penetration rates • Number of apps • Number of clubs • Number of students; conversion rate to college • KPI: Contributions to foundation • Investment return • # and amount of grants procured • Data usage & management
• Career Exploration & Pathways • Convenient access to quality enrollment services available in multiple formats • Resources to support student persistence, progression and retention	Mission Leader: Executive Dean of Student & Academic Support Services (Enrollment, Learning Support) Category 3	• Course Placement • Orientation, Advising, Educational Development Planning • Career exploration • Registration • Financial Aid • Library and Learning Services • Retention coordination • Student Concerns • Articulation/Transfer Management	• Conversion rates • # of EDPs as % of advisees • SSI data • Point of service evaluations • System usage; retention rate
Quality educational opportunities for transfer and/or employment	Mission Leader: Vice President of Academic Services (Teaching and Learning) Category 1	• Curriculum Management and Assessment • Dual Enrollment • Faculty professional development • Program accreditation	• Program reviews • # of dual enrollees, course completers • PD evaluations • KPI's: Persistence rates, progression rates, retention rates, completion rates or transfer-rates, % of students requiring developmental education, performance at primary transfer institutions, # of reverse transfer students, tuition contact hours, average class size
• Customized training related to skill needs of business & industry • Entrepreneurial support • Student real world work experience • Favorable economic climate	Mission Leader: Executive Director of Workforce & Economic Development (Workforce & Economic Development) Category 2	• Customized training • Technical training • Cooperative Education & internships • Job Placement • Small Business & Technology Development Center • Economic Development	• Training/Counseling hours delivered • # of enrollees/completers in work based learning; supervisor evaluations • KPI: SBTDC Impact Dollars
• Convenient, affordable auxiliary services • Reasonable cycle times • Fiscal stability & responsibility • Integrity of records • Safe, secure environment • Physical facility conducive to learning	Service Leader: Vice President of Finance & Administrative Services (Business Services and Operations) Category 6	• Food & Bookstore Services • Accounting • Cashiering • Purchasing • Payroll • Security • Physical Plant Maintenance & Development • Auditing • Budgeting	• Payroll-processing time; direct deposit users • Compliance with procedures • Energy usage • Progress on deferred maintenance plan • Audit findings • Incidences of lost parcels • Incidence reports (security and property) • KPIs: Bad debt as % of tuition and fees, % of annual budget for salaries/benefits; current fund balance as % of annual budget; viability ratio, ROI as % of general fund revenue • Projections vs. actual budget
• Sourcing qualified candidates • Fair, consistent hiring practices • Allocation of human resources • Employee training and development • Performance Management • Competitive compensation and benefits	Service Leader: Executive Director of Human Resources (Human Resources) Category 4	• Benefit planning and administration services • Compensation schedules & pay practices • Labor contract administration & negotiations • Performance management review • Professional development programming	• Time to fill vacancies • Employee turnover rates • Employee new hire & satisfaction survey scores • Timely completion of performance management review process • Percentage of employees receiving at or above satisfactory performance ratings • Professional development needs assessment & evaluation survey scores
• Efficient, up-to-date technology • Secure/reliable information • Appropriate technology solutions • Institution-wide focus on continuous quality improvement	Service Leader: Chief Information and Organizational Development Officer Continuous Quality Improvement (Information Management) Category 8	• Distance Education • Instructional Design • Communication Systems • Network Management • Web Management • Technology training and support • Institutional Technology Planning • Continuous quality improvement	• KPIs (as above under Teaching and Learning); student evaluations; MCCVLC online course quality rubric; faculty feedback • IT survey of staff • Server error reports • Helpdesk trouble tickets • Web page Feedback forms; ticket system; Google analytics • Participant evaluations

The first five rows are grouped under **EXTERNAL**; the last three rows are grouped under **INTERNAL**.

college (Policy 107, Section A). The Board thus functions to advance the mission of the college through policies that ensure equal opportunity, accessibility, broad programming and services that meet the needs of our communities. By policy, the board clarifies that its authority derives from the community and therefore the board must act on behalf of-- and be accountable to--the community. Agenda items for regular board meetings are presented with reference to the appropriate policy statement, further ensuring that board deliberations preserve and enhance the college in a manner consistent with developed policy.

The policy manual also makes clear the board's relationship to the president, charging the president with setting the ethical tone for the college and serving as the primary liaison and communication channel between the college and the Board of Trustees. Both the president and the Board are charged with maintaining mutual trust, confidence and understanding. The board delegates to the president--in concert with members of the Strategic Council--those policies required to regulate college-wide practices, operations, and academic programs or those policies that would traditionally be viewed as a management function. The president holds accountability for ensuring alignment of those policies and procedures with the mission and vision of the college (Policy 108). Further assuring alignment, the president's Strategic Council is composed of both mission strand leaders and service leaders critical in accomplishing the college's mission. Clarification of roles is exemplified by the guidelines in Figure 5c.

Through MMCC's strategic planning process, the Board of Trustees gains awareness of the interests of both internal and external audiences for use in setting direction for the college. The board further ensures that the interests of external constituencies are considered by placing an item requesting public comment on every agenda, as stipulated in board policy. A Strategic Council member champions each objective within the strategic plan and provides ongoing communication by attending monthly Board of Trustees' meetings, presenting and clarifying agenda items according to their leadership accountability. To ensure that trustees are apprised of current college initiatives, an informational workshop precedes each

of the monthly meetings. While faculty and staff across the institution may present on topics of interest to the board, the workshops are particularly effective for mission and service leaders to keep trustees fully aware of critical developments related to the college's mission and administrative support systems. To provide continuous information, Strategic Council members also contribute to the president's written mid month report for trustees.

As stated in board policy, the board's power to make policy resides in their corporate action conducted at board meetings. Therefore, the board complies with policies and bylaws, holding each other accountable in a manner that ensures independence from undue influence by external parties when such influence is not in the best interest of the college. For example, the purchasing policy as well as auditing protocols specifically prohibit any actions constituting a conflict of interest.

MMCC's planning process is inclusive, utilizing small groups representing students, faculty, administrators, staff, advisory groups and community members to develop the Strategic Plan. The process includes a SWOT analysis and visioning related to the college's four enduring goals. When the multitude of comments coalesce, distinctive and consistent themes emerge that paint a vivid picture of the needs and expectations of our stakeholders. Objectives are designed based on alignment with both the college's mission and AQIP goals. Action plans related to each

Figure 5c

Board of Trustees	Establishes broad policies appropriate to functioning of the college; delegates to President
President	Board liaison; ensures alignment of administrative policies & procedures with mission & vision
Mission/Service Leaders	Strategic; leads in creating a vision, policies & plans for the future
Deans	Strategic Implementation; adheres to policies, develops procedures, works the plan
Associate Deans/Directors	Operational; deals with daily issues and procedures

objective in the plan include timelines and measures to ensure accountability to constituents. Further, action plans identify resource needs that are folded into the budgeting and staffing processes. Periodically, MMCC reconfirms that we are meeting stakeholder needs through surveys (e.g. Personal Assessment of the College Environment, Noel-Levitz Student Satisfaction Inventory), advisory boards, focus groups, and representation on a variety of economic development, civic, and partner's governing boards (e.g. Middle Michigan Development Corporation, MidMichigan Health Systems).

As a result of MMCC's participation in a Strategy Forum in 2007, the need for aligning various college functions was identified as a critical issue and the resulting AQIP action project produced a conceptual model for alignment. (See Figure 5d)

Building on that framework, the 2008-2011

Strategic Plan incorporated several objectives that required well-aligned processes and procedures, including the need to align the planning and budgeting process, to enhance the effectiveness of enrollment management, to implement a clear equipment and technology replacement schedule, to develop and preserve physical resources, and to enhance productivity and performance through staffing decisions. Aligning those key processes had a cascading effect in driving and bringing into alignment related processes and procedures. The college's service leaders, who report directly to the president and serve on Strategic Council, are well informed about overall college priorities. Service leaders focus on supporting internal stakeholders, conserving resources, and providing for operational efficiencies of the college. The annual instructional report delivered to the Board of Trustees includes information derived

Figure 5d

Conceptual Model for Alignment
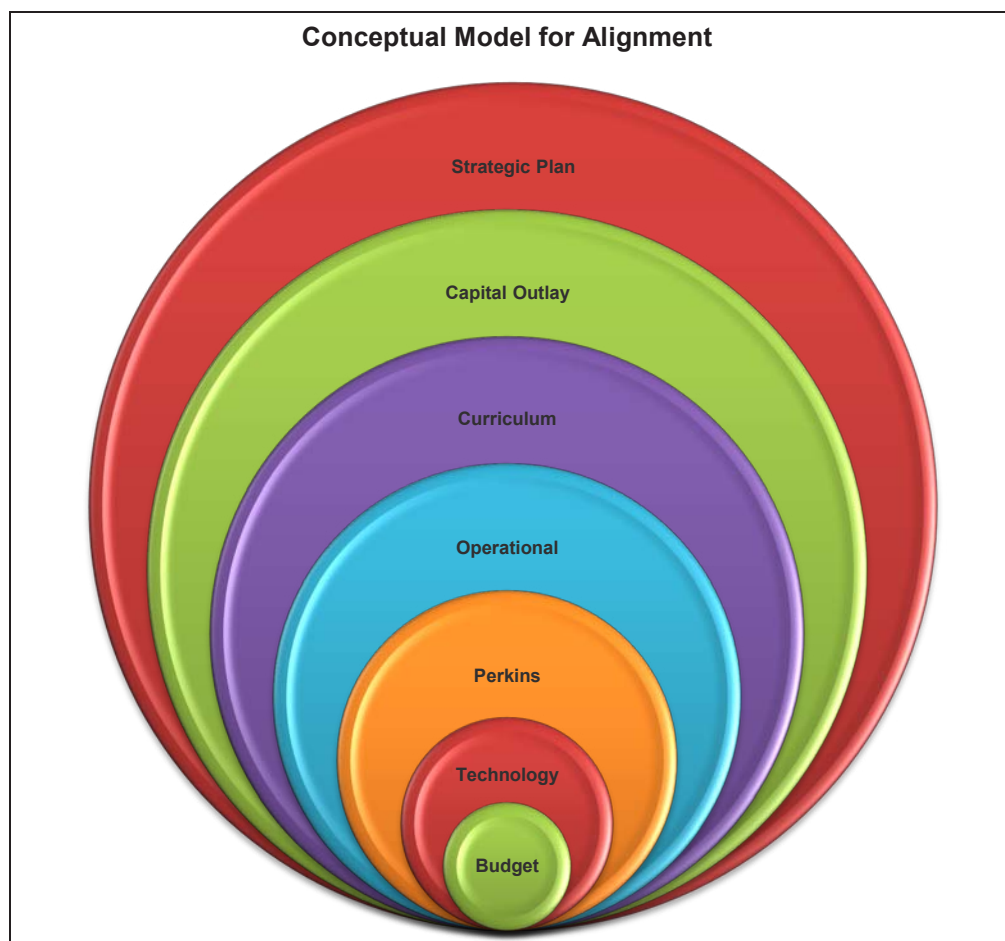
from assessment thereby informing operational and strategic planning as well as resource allocations. In addition, program reviews at the curriculum committee include assessment information which informs planning by the mission leaders who oversee the college's academic programs.

The college's planning cycle begins with projections about demographic shifts, also informing the budgeting process. MMCC has benefited from a fiscally conservative board of trustees who well understand the college's unique revenue model. Because of the significant dependence on tuition and fees, and the fairly uncontrollable nature of student enrollment, the college has long built into the annual budget 5% in planned savings and 2% in institutional development funds. These reserved funds have ensured that the college maintains stability, even in the dismal economic circumstances such as experienced in the past four years. Planning also anticipates emerging trends. Instructional technology has become a necessary and effective learning tool for MMCC; therefore, an institutional technology fund is an integral component of the budgeting process.

5P3: ACCOUNTING FOR NEEDS AND EXPECTATIONS OF KEY STAKEHOLDERS

The college mission is publicly articulated through the board policy manual, in the strategic plan, the college catalog, and on the college website. The mission document is current, having been reconfirmed by the board in 2009 and during the strategic planning process of 2011. While the college's mission is quite broad, the scope of the range of programs and services are clearly enumerated in board policy as transfer education, career education, student support services, continuing education, and economic and workforce development (Policy 103). The organization's goals also call for the college to provide open, affordable and lifelong access, whereas the college's philosophy as stated in board policy states that the open admissions policy must serve students of widely varying ages, capacities, interests, and aptitudes.

5P4: SEEKING FUTURE OPPORTUNITIES WHILE ENHANCING FOCUS ON STUDENTS AND LEARNING

Environmental scanning is a continuous process at MMCC. The college president and the vice chair of the MMCC Board of Trustees are members of the Michigan Community College Association Board of Directors. In MMCC's strategic planning process, the Association provides broad environmental scanning, identifying national trends, best practices, and potential collaborative grant proposals, while internal and external focus groups share insights that inform the college's plan. Point-of-service surveys, student satisfaction surveys, and advisory boards also help us account for the needs and expectations of students and key stakeholders. Opportunities for MMCC to consider also result from the college's strong partnerships with Michigan's Workforce Investment Board, local economic development corporations, K-12 systems and regional universities, and the Small Business and Technology Development Center as well as ongoing interactions with business and industry through operations in the college's Michigan Technical Education Center. Strategic Council considers emerging opportunities from the perspective of alignment with strategic plans. The Board of Trustees authorizes two percent of the college's annual budget for an institutional development fund to support developing, piloting, and launching new programs and services. In recent years, the fund has been used for bringing on board a variety of new health care programs to meet the demand for health care technicians, for developing an online nursing program to address transportation needs of students, and for funding several provisional positions designed to explore new markets or to complete discrete projects that will add to institutional efficiencies. For example, the institutional development fund supported provisional positions to streamline transcript evaluation, to test the demand for international student enrollment, to create

a more formalized academic alert system, and to bring consistency to off-campus dual enrollment programs. In analyzing the results of these positions, Strategic Council can make informed decisions about strategies that are effective in improving student learning and institutional efficiency.

5P5: MAKING DECISIONS USING ORGANIZATIONAL LEVELS

While the ultimate responsibility for high level decisions rests with the president and Strategic Council as delegated by the Board of Trustees, decision making occurs throughout the institution. Depending on the scope, recommendations and/or decisions may be made within departments, by task forces convened for a specific purpose or through formal committee structures including Academic Council, Curriculum Committee, General Education Committee, Enrollment Management and others. Decision-making processes at MMCC are becoming more consistent and inclusive. For example, to increase the transparency by which the college budget is developed, a process was implemented in 2012 that formalized and brought consistency to the manner in which budget managers provide input on their departmental needs. Similarly, the employment process involves cross-representational search committees with the final decision resting with the hiring manager. In the same vein, expenditures from the board-designated institutional technology fund are recommended to Strategic Council by a committee that represents all MMCC divisions.

The board of trustees is highly knowledgeable about the institution due largely to monthly workshop presentations, a mid-month report from Strategic Council members, periodic retreats, and active board subcommittees that deal in-depth with specific topics such as facilities, audits, and personnel. The board ensures oversight of college finances through a definitive purchasing and approval policy as well as the annual budget development and auditing processes. Explicitly stated in board policy, the board considers all significant changes in academic programming. Criteria used include accreditation requirements, relevancy to the college mission, responsiveness to community needs, student outcomes, program quality measures,

adequacy of resources and return on investment data. Involvement in setting academic requirements is ensured through a formal structure that includes a faculty led Academic Council, an Administrative Council, the Strategic Council, and the Curriculum and Academic Standards Committee. Students are involved through the strategic planning process, through seats on the advisory committees for the occupational programs, through annual focus group meetings with the president, and through the goal setting process of the Alpha Omicron Omicron chapter of Phi Theta Kappa. The college has an opportunity to improve student involvement by formalizing student representation on standing councils or committees.

5P6: DATA AND INFORMATION IN DECISION-MAKING PROCESSES

When Strategic Council originated in 2007, members set ground rules that included data driven decision making. Since then, several milestones have been reached in using data more consistently in making decisions:

Developing Key Performance Indicators, which provide an effective means of alerting Strategic Council to potential problems or unanticipated situations, for identifying root causes, and for making mid-course corrections as possible.

The college also created the position of Director of Institutional Research and Grants Management in 2008. The director has made progress in developing consistent data definitions and bringing formerly decentralized reporting processes into a unified reporting structure, including IPEDS, the Activities Classification Structure, and reporting for the Carl D. Perkins Program.

Experiencing the rigors of writing compelling grant applications and being awarded both a Title III and a Talent Search grant has led to richer understanding of data needed to convey the college's story and to develop measurable objectives for broad initiatives.

Including metrics in every objective and supporting action plan related to the strategic plan keeps the college focused on measuring progress and adhering to timelines.

Requiring data to support recommendations for consideration by Strategic Council and/or the

Board of Trustees. Consequently, data inform the institutional planning, consideration of emerging factors, assessment of student learning, evaluation of operations and other processes referenced in 5P2. For example, tuition discussions are based on comprehensive revenue and expense projections. Policy changes are supported by data on issues as wide-ranging as late registration, bad-debt discharge, course schedule building, dual enrollment outcomes, or the continuation of provisional positions.

5P7: COMMUNICATING BETWEEN AND AMONG LEVELS AND UNITS

As described in Figure 5c, both mission and service leaders of Strategic Council provide ongoing reports to the Board of Trustees. Each Strategic Council member is charged with conveying information to their respective divisions. The primary function of the Administrative Council is to optimize communication and to provide a venue for all administrators to share information and to ask questions. The Academic Council serves as the voice of the faculty, and makes recommendations to Strategic Council while also overseeing the strategic agenda of the instructional division. In addition, the Faculty Senate President has separate biweekly meetings with the college President and the Vice President of Academic Services.

Technology plays an important role in communicating across campus. The MMCC website is a decentralized tool wherein various departments are responsible for providing information and updating their respective web pages. Consequently, the MMCC Intranet is a rich source of information emanating from all departments. Meeting minutes and reports are freely shared, and podcasts are created not only by the president to convey information with broad significance, but also by any department that wishes to use this technology to update constituents or to provide training relevant to their processes. Most newsletters, including the monthly *Inside Edition* for employees, are circulated electronically. In addition, meetings have broad representation because of the widespread use of videoconferencing available at all MMCC locations.

Technology is also being utilized to drive into MMCC's culture the concept of continuous quality improvement. As described in Category 8 (8I1) the newly formed Q Group will use software that provides a venue, called ideaQ, for all college employees to share their ideas, and additional software ensures that projects are tracked and evaluated in a continuous improvement cycle that permeates all levels of the college.

5P8: LEADING IN THE COMMUNICATION OF A SHARED MISSION, VISION, AND VALUES

As noted in 5P1 and 5P2, MMCC is mission driven, as confirmed periodically by the board of trustees. This focus drives the college's organizational, communication and decision-making structures. As noted in 5P3, the college's mission is also communicated in numerous venues. The importance for leaders to communicate a shared mission, vision, and values that will generate broad-based involvement has been made clear in the Enduring Goal of "Enhancing Employee Success" that has been incorporated into MMCC's two most recent strategic plans. In the 2008-11 plan, Strategy 2.1, Enhance Leadership and Communication Effectiveness, contained four specific objectives created to provide a formal communication structure, professional development activities aligned with organizational needs, effective new hire orientation programs, and accessibility to policies and procedures. In the 2011-15 plan, a similar strategy contained continuing objectives to enhance communication and meeting effectiveness, to develop and implement leadership training and development initiatives, and to develop and implement a new employee handbook.

College leaders, including the president and Strategic Council, model mission-driven values and behaviors such as a deep-seated focus on student learning, community involvement, and employee satisfaction and development. Leaders share the mission, vision, and values, as well as their respect for employee's talents and input, during the college's two annual professional development days and at the orientation sessions prior to each major semester. Following major announcements or updates, the president has also placed podcasts on her homepage and convenes small group meetings so that individuals can ask specific questions. The president also meets

regularly with representatives of the faculty and hourly unions to ensure effective communication.

As referenced in 4P10, MMCC's comprehensive performance evaluation process provides all supervisors the means of intentionally working with subordinates to develop personal goals that align with institutional initiatives and priorities. In addition, the curriculum and review processes include addressing how programs and courses align with the college's mission.

To engage external stakeholders, all MMCC employees are encouraged to be involved with the communities we serve, and the 2011-2015 Strategic Plan charges every division with implementing a community interaction plan. The president, the vice president for student and community relations, and the executive director for economic and workforce development are particularly engaged in sharing MMCC's progress and priorities with the community, business and industry. A new director of marketing position has successfully enhanced MMCC's ability to explicate our mission, vision and values through powerful marketing, compelling stories, and comprehensive social media and press coverage. The college also communicates by hosting chamber of commerce events and by participating in various expositions.

5P9: ENCOURAGING, DEVELOPING AND STRENGTHENING LEADERSHIP ABILITIES

As noted in 5P5, MMCC's governance and administrative structures promote leadership and effective collaboration. In addition, annual performance reviews are instrumental in the professional development of faculty and staff. While supervisors are encouraged to monitor and provide feedback on performance throughout the year, the formal reviews provide an opportunity to check progress and to develop plans to strengthen the college's leadership base across all employee groups. For administrators, the review looks at development on five performance dimensions: collaboration, accountability, respect, service and excellence. Five specific leadership criteria are rated as well, including expectations about planning, leading, budgeting, accomplishing, and innovating. Faculty are also encouraged to take

leadership roles on major academic committees, with bylaws indicating that faculty hold Chair positions on committees such as Curriculum and Standards, General Education, and Academic Council.

Professional Development Days as well as broad participation in conferences and professional associations are also effective venues for sharing best practices and for demonstrating leadership skills, knowledge and abilities. MMCC also provides a robust tuition reimbursement plan that has been effective in building leadership, as indicated by Figure 4b.

The college also sponsors employees to attend leadership institutes hosted in three surrounding communities. Any supervisor may recommend an employee from any work group, with Strategic Council approving sponsorships aligned with leadership development needs.

5P10: ENSURING LEADERSHIP CONTINUITY

The locally elected seven members of the Board of Trustees serve staggered terms, ensuring that institutional history, vision, and mission focus will not be lost during the elective process. The Board of Trustees functions under bylaws and policies that define presidential selection and evaluation as well as their policy governance relationship with the college.

All position requests are brought to Strategic Council to ensure that the needs of the entire campus community are carefully considered. This procedure has enabled the college to more thoughtfully define requisite skills and abilities, to merge positions where synergies exist, and to restructure in a way that builds upon the strengths of existing staff or that identifies emerging needs. Search procedures have been formalized so that both internal and external candidates are vetted by broad representation from the campus community. As previously indicated, performance reviews provide ongoing opportunities for leadership development.

Given the strong preference of the board of trustees and the campus community to post all vacant or new positions, a person-based succession plan has not been developed. Rather, the college seeks to assist internal faculty and staff in building their portfolio of skills and abilities so as to be viable candidates for

future opportunities that align with their interests and career goals.

Finally, the college is maturing as an AQIP institution; therefore, a shared mission is supported by defined processes and procedures that ensure continuity over leadership transition at all levels of the organization.

5R1: MEASURES OF LEADING AND COMMUNICATING

The Board of Trustees annually evaluates the president, and has used both a 360 degree evaluative instrument and an instrument for trustee use only. Four broad categories are examined, including educational leadership, administrative leadership, advocacy, and community involvement. The performance review also includes a semi-annual report on presidential goals that have been established based on the college's strategic goals.

The annual administrative evaluations also include broad categories that address collaboration, accountability, respect, excellence and service, and that probe standards of human dignity, trust, and competence. Specific leadership indicators are assessed and personal accomplishments are noted. The performance appraisal process provides an opportunity for supervisors and subordinates to determine the alignment between performance and expectations. Integral to the process, an upward review also ensures that excellent performance as well as deficiencies are well understood and addressed at all supervisory levels.

As indicated in 4R4, MMCC also assesses leadership and communication through the Personal Assessment of the College Environment (PACE) survey administered by the National Initiative for Leadership and Institutional Effectiveness (NILIE).

5R2: RESULTS FOR LEADING AND COMMUNICATING

Although changes in the evaluation tool preclude item level comparisons, both the 360 degree evaluation and the trustee's evaluations of the president have resulted in ratings primarily in the range of good/ excellent or meets/exceeds expectations.

Specific enhancements in the administrative

performance appraisal process are discussed in 4P10. Overall, however, leaders are modeling the importance of the college's performance management process by devoting more attention and weight to the process. This positive attention has occurred because all administrators had the opportunity to provide input into the new evaluation tool, which is both developmental in nature and also aligned with areas of strategic importance.

The PACE survey provides a source for measuring MMCC's progress in leading and communicating. The survey indicates that MMCC has a healthy campus environment, yielding an overall 3.71 mean score or high consultative system. As Figure 5e indicates, MMCC has made considerable progress in factors related specifically to leading and communicating as compared to our status in 2008.

5R3: COMPARING RESULTS FOR LEADING AND COMMUNICATING WITH OTHER ORGANIZATIONS

The PACE survey compares MMCC with the norm base, which includes about 60 different climate studies at small, medium, and large two year institutions since 2009. As indicated in Figure 5e, in 2008 nine out of 13 indicators of supervisory relations had statistically significant lower scores than the norm base. In 2011, these scores were fairly equivalent to the norm base and surpassed the norm base significantly in providing opportunities for creativity in the work place. In measures of institutional structure, by 2011 scores in three factors (highlighted in Figure 5e) had actually transitioned from having statistically significant lower scores as compared to the norm base to having statistically significant higher scores on those same factors.

5I1: RECENT IMPROVEMENTS

Improving leadership and communication has been both systematic and comprehensive, made explicit in the enduring goal of enhancing employee success in the college's two most recent strategic plans. Furthermore, an emphasis on measurements in both the strategic plans and key performance indicators has improved both accountability and expectations.

Figure 5e

PACE Survey Results				
Factor	**2011 MMCC Mean**	**2011 Norm Base**	**2008 MMCC Mean**	**2008 Norm Base**
Institutional Structure				
Actions of this institution reflect its mission	3.95*	3.78	3.66	3.67
Decisions are made at the appropriate level	3.36*	3.17	2.87	2.98
The institution promotes diversity in the workplace	3.58*	3.17	2.87*	2.98
Institutional teams use problem-solving techniques	3.50*	3.31	3.09	3.09
My ability to influence the direction of the institution	3.27*	3.10	2.89	2.98
Open and ethical communication is practiced	3.41*	3.24	2.81*	3.09
Institution positively motivates my performance	3.51*	3.36	3.14	3.24
A spirit of cooperation exists	3.47*	3.28	2.92	3.12
Institution-wide policies guide my work	3.70*	3.58	3.26*	3.47
I receive adequate information regarding activities	3.64	3.61	3.21*	3.49
My work is guided by defined processes	3.38	3.39	2.79*	3.28
Mean Total	**3.49***	**3.38**	**3.03**	**3.23**
Supervisory Relationships				
My supervisor expresses confidence in my work	4.12	4.09	3.66*	4.03
My supervisor is open to ideas, opinions, and beliefs	4.02	3.97	3.58*	3.85
Work expectations are communicated to me	3.69	3.60	3.19*	3.50
Unacceptable behaviors are identified and communicated	3.55	3.56	3.22*	3.44
I receive timely feedback for my work	3.57	3.57	3.18*	3.48
Work outcomes are clarified for me	3.61	3.54	3.21*	3.44
My supervisor helps me improve my work	3.68	3.66	3.24*	3.59
Professional development/training is available	3.52	3.64	3.16*	3.63

*T-test results indicate a significant difference between the mean and the Norm Base (α=0.05). NOTE: Factor statements are abbreviated. Highlighted factors are referenced in 5R3.

Several recent developments indicate the importance the college has attached to leadership communication. For example, based on concerns expressed by the Retention Coordinator and other advisors, Student Services now convenes THRIVE groups, which for the first time bring together all of the social service providers in our tri-county area to develop better ways of addressing student financial, emotional, and social needs. In addition, based on an objective of the Title III grant, Student Services has also developed a faculty mentorship program which has removed many barriers between divisions and led to more effective advising. Similarly, the Enrollment Management Committee began as a task force to address several enrollment issues, but the group has become a standing committee due to the importance of interdepartmental communication in streamlining enrollment processes.

Perhaps the greatest improvement has occurred in creating transparency by using a variety of communication channels. The use of video conferencing has enhanced communication between our three campus locations.

Given that the college has, by necessity, always operated in a very fiscally conservative manner, clarifying our financial status has been a priority that has been addressed through numerous presentations, electronic venues, and printed documents, with messaging such as is indicated in Figure 5f. The impact that MMCC's Mt. Pleasant facilities have on the college's services is often misunderstood. The sites allow MMCC to offer classes that may not be possible otherwise.

Greater transparency has also been achieved through the college intranet, where an array of discussion groups, meeting minutes, reports, and project updates are easily available to the college community. Online surveys have enabled the college to quickly and efficiently assess the needs of various stakeholders on both singular and broad issues. Further, topics for professional development days and orientation sessions have been intentionally selected to align with areas where improvement has been sought, such as teamwork and trust. Specific areas of reoccurring problems have been identified and addressed, such as adjunct hiring and coordination.

Figure 5f

Net Revenue From Each Location
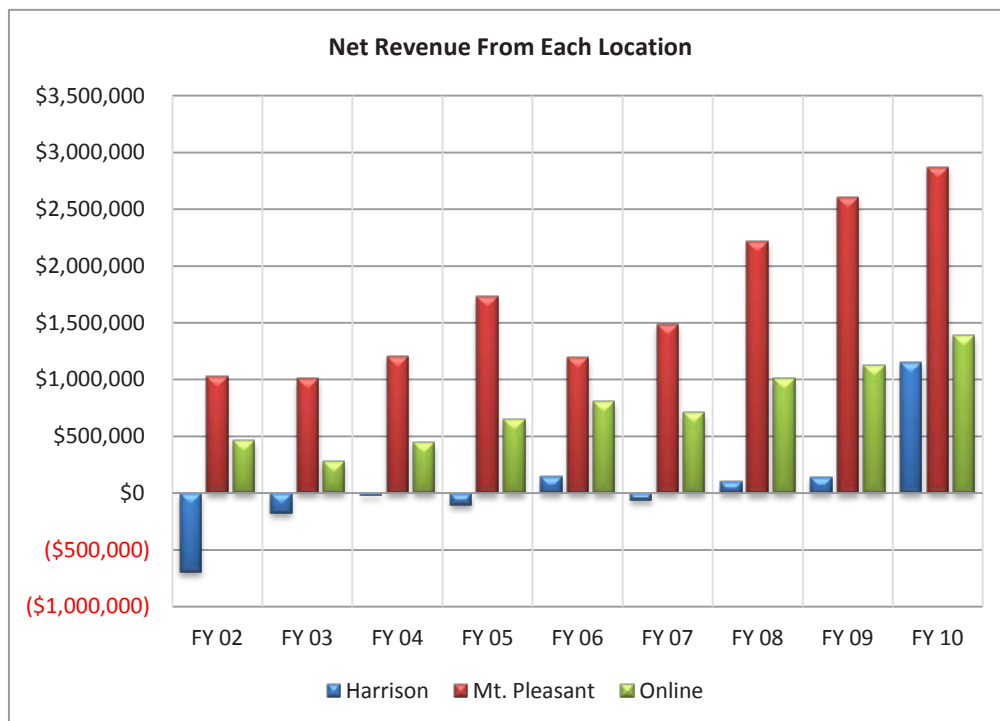
5I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

MMCC is maturing as an AQIP institution. The alignment of mission, vision and values with the structure of the college and AQIP categories ensures oversight of key processes by mission and service leaders. Accountability is explicit in performance reviews, key performance indicators, and action plans that specify measurable outcomes. Ongoing environmental scanning using both internal and external audiences ensures that high priority issues are addressed. Cross-functional teams in areas such as enrollment management, advising, technology enhancements, and continuous quality improvement help avoid the pitfalls of groupthink and ensure that resources are directed to the most critical processes.

CATEGORY SIX:
SUPPORTING INSTITUTIONAL OPERATIONS

CATEGORY INTRODUCTION

Unparalleled growth in enrollment within a leanly staffed college has created an urgent need for effective supportive services. While stressors are evident, MMCC is structurally organized to identify needs through the advocacy of service leaders as members of Strategic Council. Supportive services are discussed in other categories; this category concentrates on services provided by the Business and Administrative Services division and the Technology and Organizational Development (TOD) division. Special activities in which these divisions are engaging include:

Developing and maintaining suitable learning environments.

From 2008 through 2012, the college has experienced unanticipated systems issues due to aging infrastructure. Also, occupational labs built in the 1970's were in dire need of upgrading to meet industry standards and workplace demands for training. Further, the college had reached capacity, offering only 94 square feet per fiscal year equated student (FYES) versus 196 square feet in comparable institutions. Consequently, MMCC has placed great importance on preserving and renewing the physical plant and on identifying necessary resources to bring plans to fruition. The college has completed major renovations and new construction projects, addressed numerous system failures, prepared an assets management plan, and engaged stakeholders in supporting the college's first capital campaign.

Ensuring stakeholder trust.

MMCC has a complex story to tell regarding college finances. First, MMCC is more dependent than any of our sister institutions on tuition and fees, due to a tax resistant constituency, declining state appropriations, and low property values. Next, much of MMCC's financial stability results from the synergy between our in-district, original campus and our out-district presence, yet turf, political, and emotional issues often cloud understanding. College leadership

seeks to engage internal and external audiences more fully in understanding the college's financial position and helping identify effective financial strategies. Therefore, the business office has become very accountable for communicating effectively with stakeholders.

Meeting stakeholder needs.

Both the Business and Administrative Services division and the TOD division have recognized their obligation to provide outstanding customer service to internal as well as external customers. For example, the Business Office has added a centralized purchasing function to enhance quality and cost effectiveness. The TOD division has been particularly proactive in developing innovative ways to serve customers. Online training videos and a HelpDesk provide instruction and assistance in computer-related processes for both students and staff. The HelpDesk has also enhanced the responsiveness of custodial and maintenance operations. Further, an instructional designer and a multimedia coordinator have added to the quality of our online programs while an IT programmer has developed online solutions that support advising and student services functions.

Departments vary with respect to their level of maturity in continuous quality improvement. Payroll and accounts payable have well integrated processes adopted throughout the institution. Food service and accounts receivable are systematic, having made substantial process improvements in 2010 and using comparative data to benchmark their progress. Because the budgeting process has undergone several changes to become more inclusive, mid and long term data have not been captured. Nonetheless, these changes put the process at the aligned level. The Information Technology department has transitioned to the systematic level of continuous quality improvement, having captured trouble-ticket data from the helpdesk software for less than two years. However, these newly captured data are beginning to shape data-based decision making regarding end-user support and have resulted in much

improved, more consistent processes across the college's three locations. The Internet Technologies and Distance Education department (ITG) is young in its current configuration. However, they are at the aligned level because many of their services such as web programming, multimedia studio production, and learning management system support utilize data collection as a basic component of each service, and technology-based processes are adopted throughout the college.

6P1: IDENTIFYING SUPPORT SERVICE NEEDS OF STUDENTS AND OTHER STAKEHOLDERS

As indicated in 5P2, MMCC's Strategic Council includes service leaders who focus primarily on identifying the needs of internal stakeholders. The accountability for identifying stakeholder needs related to the systems of Information Management and Business Services and Operations rests with the Chief Information and Organizational Development Officer and the Vice President of Finance and Administrative Services respectively. As depicted in Figure 6a, all Strategic Council members lead their corresponding areas in identifying stakeholder needs through

continuous environmental scanning that may occur at the individual, committee, departmental, divisional or institutional level. Using a variety of sources as needed – such as publications, advisory groups, professional associations and so on – individuals or groups identify not only needs as directly expressed by stakeholders, but also best practices, trends, emerging issues, products and other information that can facilitate and enhance the college's support systems. For example, student focus groups continue to identify the high cost of textbooks as a financial barrier. Consequently, the bookstore manager follows trends as identified by the national and Michigan Associations of College Stores and has piloted the use of textbook rentals, tracking student usage and feedback before deciding to fully implement these services for Fall 2012. Similarly, when the college began renovation for the Heating, Refrigeration and Air Conditioning program, college leaders toured several other colleges and municipal structures. The outcome ensured that the building's construction also served as a learning tool, especially in the usage of geothermal technologies and data collection.

Figure 6a

Identifying Support Service Needs

Who
Individual Employees
Participants in departmental, committee, or council meetings
Board of Trustees at regular and subcommittee meetings, workshops or retreats

What
Best Practices
Trends/Emerging Issues
Regulations
Comparative Data
Training & Professional Development Options
Compliance
Competitive Pricing
New Products
Industry Standards

How
Professional Associations
Trade & Regulatory Publications
Third Party Administrators
Vendor Shows
Tours of Other Facilities
Surveys/Focus Groups
Regular Internal Meetings
Performance Reviews
Consultants
Consortia & Partnerships
Advisory Board
KPI's & Action Plan Measures

NEEDS

6P2: IDENTIFYING SUPPORT SERVICE NEEDS FOR INTERNAL STAKEHOLDERS

Needs for internal stakeholders are identified using the same processes as for other important stakeholders: by scanning the environment for best practices, by participating in professional organizations, by soliciting feedback, and by analyzing data. Figure 5b outlines the measures that are analyzed by the various divisions to determine needs.

6P3: SUPPORT PROCESSES AROUND SAFETY AND SECURITY

The Vice President of Finance and Administrative Services leads in designing, maintaining, and communicating safety and security processes. Maintenance personnel undergo training monthly on topics as required by the Office of Safety and Health Administration (OSHA). Building Emergency Response Teams (BERT) were developed in 2004, to address other safety issues. BERT roles and processes were designed with input from professional consultants, who led the teams in drills and table top exercises to prepare for specific incidences at each campus location. All policies, procedures, contact information and staff roles are available to employees on the BERT homepage of the MMCC intranet. Given the stressors of large volumes of students during the

college's enrollment peak, a review resembling the process depicted in Figure 6a was completed in 2010. The review was prompted by reports by associations and publications as well as internal perceptions of an increase in types and intensity of student conduct violations and incidence reports. Made possible by a centralized database, a history of security issues was compiled and ranked by Strategic Council with respect to violence, using agreed upon definitions. The review indicated that while the number of incidences had not risen substantially, the severity appeared to be increasing (see Figure 6b). Consequently, a short-term solution was identified by the Vice President for Business and Administrative Services to increase hours and redeploy security staff. Based on a subsequent presentation to the Board of Trustees as well as an internal survey, Strategic Council decided to pursue a long-term solution that will add more consistency to BERT roles and create greater synergy with local law-enforcement officials. Therefore, the college retained a professional consultant who will complete a security reassessment by summer 2012 to include recommendations for incorporating any needed measures on an achievable timeline.

6P4: MANAGING STUDENT, ADMINISTRATIVE AND ORGANIZATIONAL SERVICE PROCESSES

Support service processes are managed on a daily basis by the Strategic Council member accountable for those processes, working in concert with the departmental managers in his/her areas of responsibility. Strategies include periodic departmental meetings, review of process measures and Key Performance Indicators (as depicted in Figure 6a), preparation of regular reports as required by governing board or legislative authority, and the use of technology, such as Help Desk tickets for instructional technology or facilities services.

Figure 6b

Security Issues by Severity
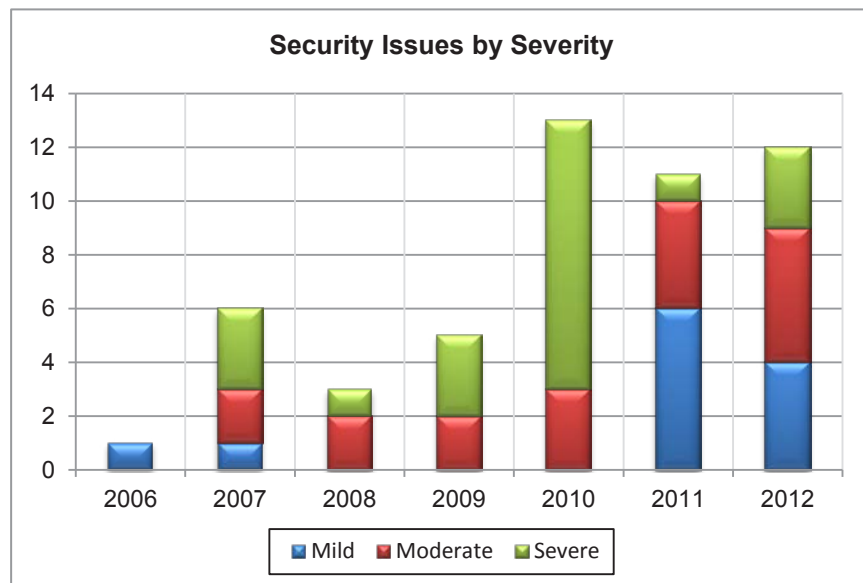
6P5: DOCUMENTING SUPPORT PROCESSES

The 2008-2011 strategic plan called for making all approved policies and procedures accessible via the MMCC intranet. As a result, the use of the intranet to document policies and procedures has expanded rapidly and has become a best practice for the institution. The Business and Administrative Services division has made processes available such as incident reporting, travel and purchasing, and payroll options. The TOD division provides documented online support processes for acceptable use of college computers and software, annual computer purchasing, data access security, and accessing the institutional technology fund.

6R1: COLLECTING AND ANALYZING MEASURES OF SUPPORT SERVICE PROCESSES

The primary measures that are used and analyzed by each of the college's support services are shown in Figure 5b.

6R2: PERFORMANCE RESULTS FOR STUDENT SUPPORT SERVICE PROCESSES

Performance results for student support service processes are addressed in category 3. Refer to Figures 3d, 3e, 3h, and 3i.

6R3: RESULTS FOR ADMINISTRATIVE SUPPORT SERVICE PROCESSES

Results from the Noel Levitz Student Satisfaction Inventory (SSI) indicate that students are quite satisfied with the academic support services provided at MMCC. Students have the opportunity to evaluate certain aspects of Business and Administrative Services and Technology and Organizational Development, and scores indicate that these areas are indeed important to students. Comparing results from the 2009 and the 2012 SSI, as Figure 6c indicates, ratings show improvement in nine out of ten elements measured. Further, MMCC matches or exceeds national norms on most of these elements. The PACE survey provides employee feedback. As addressed in 5R3 and demonstrated in Figure 5e, MMCC has made good progress in factors related to administrative support services. The improvement in providing institution-wide policies to guide employee work is particularly noteworthy as related to this category.

Figure 6c

Noel Levitz Student Satisfaction Inventory			
Element	**Satisfaction Rating 2009**	**Satisfaction Rating 2012**	**National Norm**
There are convenient ways of paying my school bill	5.33	5.53	5.51
The business office is open during hours which are convenient for most students	5.32	5.46	5.40
Billing policies are reasonable	5.25	5.35	5.37
Computer labs are adequate and accessible	5.77	5.80	5.56*
Security staff are helpful	4.92	4.95	5.01
Parking lots are well lighted and secure	5.11	5.27	5.14
Campus is safe and secure for all students	5.58	5.80	5.59*
Amount of student parking is adequate	4.70	4.96	4.40*
Security staff respond quickly to emergencies	4.70	4.96	4.99
Bookstore staff are helpful	5.47	5.41	5.59*
Academic support services adequately meet the needs of students	5.39	5.43	5.29*
*Statistically significant			

The *Activities Classification Structure* (ACS) data books compiled by Michigan's Workforce Development Agency capture ongoing measures regarding information technology costs, physical plan expenditures, and energy costs. MMCC's energy costs per cubic foot have been calculated since 1997 and indicate that costs have risen from $0.0926 per cubic foot to $0.1329 per cubic foot (see Figure 6f).

MMCC's approach to auxiliary services, including the bookstores and cafeteria, has been to maintain financial viability while providing these services in house. In September 2009, an analysis indicated that Cost of Goods Sold in food services exceeded industry standards and that labor as a percentage of revenue was increasing, contributing to steadily increasing financial losses as indicated in Figure 6d.

An IT Assessment was conducted by Plante and Moran in 2009. The assessment utilized surveys, interviews with technology staff, end users, and college leadership, technical review, and the firm's experience with comparable institutions. The assessment indicated satisfactory deployment of technology across the college, helpful IT staff, and acceptable response times. However, the report noted multiple performance gaps that MMCC should consider as high priorities related to its IT services. These considerations drove several directional decisions for the technology division. (See Figure 6k for examples).

6R4: USING INFORMATION AND RESULTS TO IMPROVE SERVICES

Departmental managers, working in tandem with relevant stakeholders, are empowered to make improvement changes that are cost neutral or if resources are available within their budget centers or span of control. If resources are unavailable or if interdepartmental changes are needed, the information is brought to appropriate standing committees, Strategic Council, or to a task force convened for the purpose to design and implement needed improvements. For example, the recommendations from Plante & Moran's IT Assessment referenced above were comprehensive, providing for both short-term, departmental solutions and long-term organizational improvements. The TOD implemented resource-neutral solutions immediately and has since methodically addressed other recommendations as part of the overall college planning, budgeting and staffing process. Whereas the TOD division utilized an assessment by a professional firm to improve services, monitoring internal measures can also lead to improvements. For example, monitoring a key performance indicator, bad debt as a percentage of tuition and fees, has been effective not only in alerting the business office to dramatic deviations, as in 2005, but also in alerting officials when the percentage reaches acceptable targets, as in 2011 (see Figure 6e). Using these indicators, the Vice President of Finance and Administrative Services was able on a timely basis to convene a task force representing all internal stakeholders, implementing multiple strategies to reduce the debt level.

6R5: COMPARING PERFORMANCE RESULTS OF SUPPORTING INSTITUTIONAL OPERATIONS

The ACS data books provide rich means of comparing support service elements with the state's other 27 community colleges. Although energy costs continue to rise, comparing MMCC's energy efficiency with other colleges provides information about our relative efficiency and performance improvement. As Figure 6f indicates, MMCC's energy

Figure 6d

AUXILIARY SERVICES FINANCIAL DATA				
Year	Revenue	Cost of Goods	Direct Labor	Labor as % of Revenue
2004	$ 152,816	50%	$ 85,529	56%
2005	$ 140,461	53%	$ 86,347	61%
2006	$ 152,983	56%	$ 85,209	56%
2007	$ 154,875	53%	$ 96,900	63%
2008	$ 151,517	57%	$ 95,283	63%
2009	$ 158,822	53%	$ 112,578	71%
2010	$ 146,409	46%	$ 73,286	50%
2011	$ 140,959	48%	$ 60,859	43%
2012*	$ 151,864	48%	$ 57,201	38%
*2012 information is unaudited				

Figure 6e

Bad Debt - % of Tuition & Fees
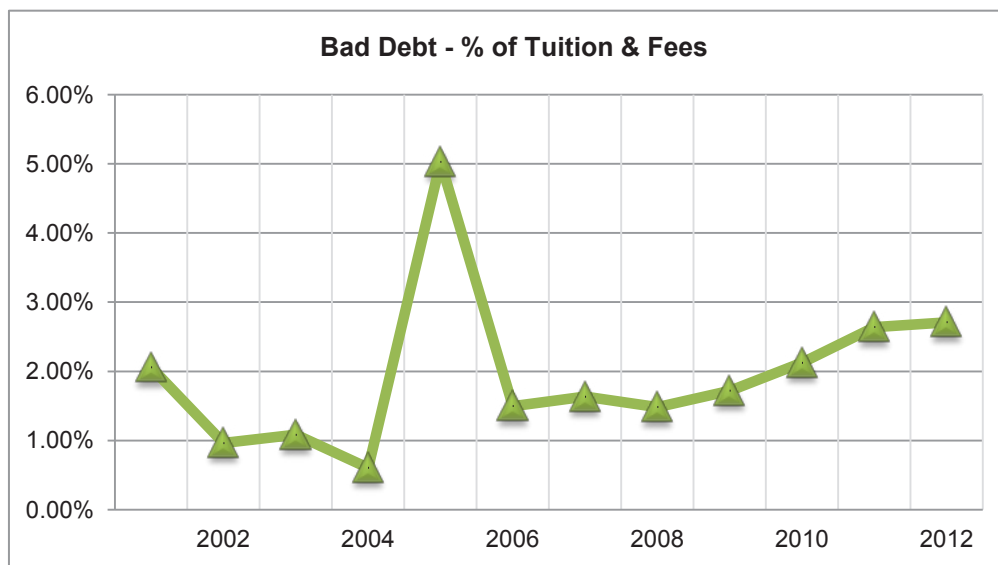
Figure 6f

	Cost per Cu Ft	State Aggregate	Deviation %	Explanation
	MMCC's Energy Efficiency			
2010-11	$ 0.1329	0.1196	11%	Doan Addition (April)
2009-10	$ 0.1371	0.1173	17%	
2008-09	$ 0.1520	0.1320	15%	
2007-08	$ 0.1220	0.1256	-3%	Added Doan Center (April)
2006-07	$ 0.1166	0.1210	-4%	
2005-06	$ 0.1266	0.1237	2%	Added Shipping &Receiving
2004-05	$ 0.1080	0.1021	6%	
2003-04	$ 0.0949	0.0976	-3%	Added SOAR (March)
2002-03	$ 0.0938	0.0928	1%	
2001-02	$ 0.0891	0.0856	4%	
2000-01	$ 0.0799	0.0938	-15%	Added MTEC (completed 6/30/01 but opened the following fiscal year)
1999-2000	$ 0.0942	0.0824	14%	
1998-99	$ 0.0992	0.0800	24%	Added Nursing Wing
1997-98	$ 0.0926	0.0733	26%	

efficiency beginning in 1997-98 compared unfavorably with our sister institutions. A long term plan to increase energy efficiency was implemented, including replacing single-pane windows, lighting fixtures, boilers and chillers, with the result that our energy usage began to more consistently compare with other colleges. Further, the rate of increase of energy costs at MMCC from 1998 to 2011 was 44% compared to the state aggregate increase of 63%, showing that we were being increasingly effective at containing costs. An awareness of energy usage has informed planning, budgeting, and construction choices. For example, when

Figure 6g

MMCC IT Expenditures	State Aggregate
3.7% of overall expenditures	6.1% of overall expenditures
$213/FYES	$507/FYES
$171/CHES	$425/CHES

the Doan Center was constructed, the higher energy needs of this laboratory-rich building were anticipated and built into the operational costs of the new construction. Plans for relocating the Radiography program into a vacated building and plans for building a new Center for Academic and Business Studies (anticipated completion in 2014) incorporated energy efficient geothermal units, which will become additional learning tools for the Heating, Refrigeration, and Air Conditioning program.

The Plante & Moran IT Assessment also used ACS information to compare MMCC IT expenditures with the state aggregate. As Figure 6g indicates, MMCC has very low comparable IT expenditures; however, in surveys Plante & Moran conducted, students and staff responded that computer and printer access was acceptable. Due to the relatively low budget, a long-term, methodical approach to improving the service of the TOD division was an appropriate course of action.

Plante Moran also compared MMCC's IT services with other colleges across the state. The results, as indicated in Figure 6h, indicate that MMCC is very close to the average college (with average rated at 2.7 out of 5 possible levels) when rated on various factors related to organization, administration and technology.
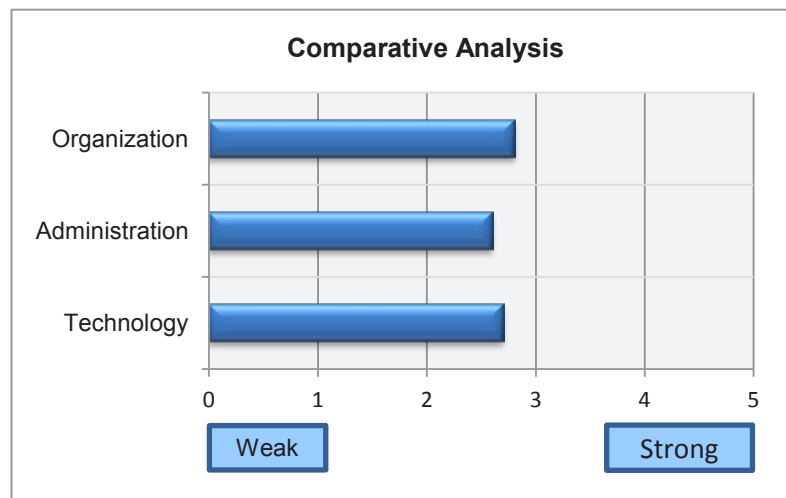
The Michigan Community College Virtual Learning Collaborative (MCCVLC) also provides opportunities to compare our distance education program with the other 27 Michigan community colleges. Because

Figure 6h

Figure 6i

2011 MCCVLC Survey Comparisons				
	Average	Median	Range	MMCC
Online enrollment as % of total	20.38%	20%	14% - 33%	15%
Retention rate for online courses	66.4%	70%	50% - 75%	53%

colleges are grouped within the report, comparisons can be made to colleges that are similar in size, demographics, and rural location. MMCC's involvement with this collaborative led to the use of standardized rubrics to evaluate online courses as well as to an internal certification program for faculty who teach online. A MCCVLC survey in 2011 indicated that MMCC's plans to offer online degrees will put us at a competitive advantage. The same survey showed that 37% of our colleagues provide mentors for online faculty, a best practice we will implement in 2012-13. Figure 6i provides additional comparative information from the survey, with retention as an area that has opportunity for performance improvement.

6I1: RECENT IMPROVEMENTS

Numerous improvements have been made in services provided by Business and Administrative Services as well as by the TOD division, as indicated by Figures 6j and 6k. The review of Key Performance Indicators and the administration of surveys on a routine basis influence an increasingly

systematic approach to processes and performance results. However, measures for all processes are not obtained and analyzed on a scheduled basis, such as those related to purchasing and shipping/receiving; consequently, MMCC has the opportunity to develop a more comprehensive, systematic approach to process improvement in these support services areas.

6I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

Identifying Key Performance Indicators with accompanying targets was an intentional process to advance continuous quality improvement throughout the institution. Furthermore, the student-centered culture at MMCC motivates us to select for improvement those processes that directly affect student satisfaction and address student needs. Our inclusive strategic planning process creates a culture of ownership for important processes impacted by objectives in the strategic plan. The faculty and hourly unions are also important vehicles for ensuring consensus building around issues related to important

Figure 6j

Business Services and Operations Improvements	
Measure	**Improvement**
Analysis of Cost of Goods Sold	Reduced cost of goods sold from 57% to 48% by managing product shelf life and waste
Analysis of food service labor costs	Reduced the cost of labor as a percent of revenue from 71% to 38% by aligning hours of operation and staffing with demand and usage
Bad debt as % of tuition and fees	Multiple strategies implemented by cross-functional teams; overall annual impact shows a reduction of .287% from 2011 to 2012
Incidence of lost parcels	Shipping and Receiving department created to centralize the process and provide controls
Variances from standard purchasing procedure	Centralized purchasing department created to standardize purchasing
Frequency of incidence reports	Appointed building managers which has increased the use and timeliness of incidence reports so that safety and facility issues can be immediately addressed
Frequency/cost of unanticipated systems failures	Capital asset management plan to be implemented; retro-commissioning to be completed summer 2012 as first phase of plan

processes. MMCC has by necessity continually focused on conservation of scarce resources, including time, personnel, and finances; consequently, we create processes and set targets to serve our students and our internal audiences effectively yet efficiently.

Figure 6k

Technology and Organizational Development Improvements		
Performance Gaps	**Plante & Moran Recommendation**	**Action**
No consistent, clearly communicated vision for technology. Technology decisions are too centralized & not based on prioritized needs. Technology implementation is not coordinated & planned.	Develop a cross-functional planning committee with responsibility for planning, budgeting, and oversight of technology at the College. Communicate the College's technology vision and direction to users.	The Institutional Technology Fund Oversight Committee was re-defined in 2012 as a cross-divisional representative group including faculty representation. All stakeholders are welcome to participate in technology planning for the institution.
Professional development is lacking. No formal training policies or schedules exist. Usage is learned on the job.	Establish both a formal training program, including technical training, cross-training, and mentoring.	A formal technical training program is piloting in late 2012. Formal cross-training and mentoring programs are planned for fiscal 2012-13.
Users do not know which department to call for services. There is no trouble ticket/work order system to track incoming, progress and closure trouble tickets.	Expand the current Help Desk to include all campus IT-related issues. Further utilize the newly implemented work-order system.	The Help Desk has expanded to include IT issues as well as maintenance issues. A new trouble ticket/work-order system has been implemented. Future plans for the system include automated satisfaction survey deployment.
No technology refresh policy exists. Servers are replaced on an as needed basis. Majority of the servers are 5 – 6 years old, exceeding industry replacement guidelines.	Expand the technology refresh policy to include servers and network infrastructure.	A full technology replacement schedule was implemented in fiscal 2009/10 which includes servers and the network infrastructure.
No formal project management techniques exist to prioritize, implement & track projects.	Establish project management procedures, including a framework to measure and track the technology support departments' performance & progress on projects.	A college-wide implementation of project management software took place fiscal 2011/12. Technology departments have been using this system as well as experimenting with alternative project management/tracking software. Formal project management policies will be in place fiscal 2012/13.

CATEGORY SEVEN:
MEASURING EFFECTIVENESS

CATEGORY INTRODUCTION

Several changes since the 2008 Systems Portfolio submission have contributed to the maturation of the processes relevant to Category 7. The most significant was the adoption of institutional level key performance indicators (KPIs). The KPIs are connected to both the performance of major divisions and objectives of the college's strategic plan. This alignment among processes and across divisions is characteristic of an aligned level of maturity. The KPIs have prominence in decision-making at the Strategic Council, are given consideration in the budget development process, in staffing decisions, as well as in planning at the strategic and operational levels. In fact, several KPIs serve as factors in the determination of compensation for all three employee groups: faculty, staff, and administrators. Agreed upon targets for specific institutional performance metrics are used to determine compensation increases. It is unlikely anyone at the college when MMCC joined AQIP could have predicted this level of data integration in the routine operations. It demonstrates significant progress.

In the spring of 2009, MMCC's first Institutional Research Office (IR) became a reality. The focus of this office is to provide research and analyses of performance data. The office also serves as the liaison between MMCC and external reporting entities. While the IR office continues to evolve, the creation of this office indicates the college's attempt to group operations into processes that are stable and consciously managed, which is a mark of the aligned level of maturity.

Another significant change was the decision to drop the Dashboard system the college had in place to track and monitor key data. This decision was based primarily on the difficulties encountered with importing data from the college's administrative database into the software behind the Dashboard. The loss of the Dashboard was a temporary setback for the integration of data in operational and strategic decision-making and planning. Another factor contributed to this temporary setback: that is, departments discovered inconsistent data definitions occurring in various internal and external reports. To address these two issues, the college chartered the Data Review Evaluation Analysis & Management Team (DREAM). The IR office is obviously closely connected to this team. The IR office, however, currently consists of a single position. The DREAM Team has college-wide representation in its membership. Consequently, it is well suited to determine and recommend college policies pertaining to data selection, analysis, and distribution. The team is engaged in two critical efforts: 1) it is reviewing and solidifying common definitions for various data elements and corresponding reports, 2) it is developing a web-based data repository to fill the void of the discontinued Dashboard. This centralized data repository will include the definition for each data element, the source of the data, a calendar listing when reports are updated, and the party responsible for the data. Having a centralized repository for data will help to ensure that stakeholders have easy access to up-to-date reports and data sources. The work of the IR office and the DREAM Team is an example of a challenge being addressed and is resulting in more stable and consistent processes, as well as greater coordination among departments regarding data needs. This is indicative of a movement towards an aligned level of maturity.

The college does need to give further thought to how it measures the effectiveness of its system of information management. There are measures in place, but these will be reviewed.

7P1: SELECTION, MANAGING, AND USING INFORMATION

Selection of data and performance information for instructional and non-instructional programs and services is based in part upon external reporting requirements. The State of Michigan through the Activities Classification Structure (ACS), requires certain data be reported annually. Additionally at the state level, the Governor instituted several Community College Metrics, which are performance measures and will factor into state funding appropriations. At the federal level, the Integrated Postsecondary Education Data System (IPEDS) requires annual data reporting. MMCC attempts to use these same measures, where plausible, to monitor performance at the institutional level, as well as the division or departmental level if appropriate. An example would be the college's institutional level Key Performance Indicators (KPIs). A fall to next term persistence rate and a completion or transfer rate were selected as performance indicators, and these are also included in the Governor's metrics. Selection of other KPIs is determined by the Strategic Council asking what data would indicate success on achieving key objectives of the strategic plan. The performance data for instructional programs is determined by the dean responsible for the particular program in consultation with faculty from the program and the faculty assessment team. The Curriculum Committee's program review process specifies required program level data and information (see 1P13, 1R1 and 1R4). Another consideration for data selection is the availability of comparable data. The college is concerned with the scarcity of comparable data in numerous areas. In response, teams and departments are encouraged to look for metrics which have comparable data available.

Oversight of data management falls under the charge of the DREAM Team. This team is charged with making recommendations regarding data management to the Strategic Council. This includes recommending data definitions, data collection cycles, assignments of responsibility for running and posting reports, and up keep of the data repository.

The DREAM Team also provides oversight of data distribution. For recurring data needs, the DREAM Team, in coordination with the IR office, is responsible for the development and maintenance of a data website. This user friendly data library makes common data and information available to the entire college community. It functions as a portal by providing links to both internal data sources and to key external data sources such as the State's ACS Reports, IPEDS, Bureau of Labor Statistics, and U.S. Census data. For one-time data needs, or data not currently in the data library, the end user fills out a data request form that is submitted to the IR Office. The form requires a data definition and other basic information regarding the data need and use.

7P2: SELECTION, MANAGEMENT, AND DISTRIBUTION OF INFORMATION SUPPORTING PLANNING AND IMPROVEMENT

Selection of data for institutional level planning and improvement occurs at the Strategic Council and is based on consideration of which data would provide information on institutional performance. Consideration is also given to specific needs encountered during the strategic planning process. The need to select a few key institutional measures by which to gauge the college's success has received significant attention. Historically the college relied on data pertaining to student enrollments and financial health to measure its success. That focus has shifted to looking specifically at high-level measures for four enduring goals of the college: 1) Enabling Student Success, 2) Enhancing Employee Success, 3) Engaging the Community, and 4) Improving Institutional Efficiency. How MMCC measures each of these is detailed in MMCC Key Performance Indicators (KPI), which provides the specific data or information monitored under each enduring goal. In selecting the KPIs, the Strategic Council looked for measures that would serve multiple purposes, and settled on measures that could serve as performance indicators for major divisions of the college, answer the call for accountability by external agencies, and serve as success measures for strategic plan objectives that address the four enduring goals mentioned above.

Data selection for other planning purposes is done by the department or committee responsible for the

planning. For example, the Enrollment Management committee determines what data elements are necessary for managing enrollment. This committee makes extensive use of past enrollment data and trends, along with other elements including retention information, student admission data, and local unemployment figures to project future enrollment. Other committees and departments use a similar data selection process: they select based on what question they need answered, but also consider using data already collected for other purposes.

Management of the data needed to support planning and improvement is handled similarly to the data management covered in section 7P1. The DREAM Team plays a coordinating role ensuring that a common definition is being used across the institution for specific data elements. The collection, storage, and distribution of the data are handled via the web-based data library. To communicate progress on institutional performance, the administration presents four comprehensive reports to the Board of Trustees annually: Institutional Planning, Academic Services, M-TEC's Community and Business Training, and Financial Review. These reports provide supportive detail for the broad institutional measures. These reports are delivered to the college's Administrative Council and to other employees at professional development sessions. Employees may also access these reports on the college's Intranet site.

7P3: COLLECTION, STORAGE, AND ACCESSIBILITY OF DATA

Determining needs related to the collection, storage, and accessibility of data has been a weakness for MMCC. With the chartering of the DREAM Team and creation of the IR office, there is now coordination and centralization for this process. Needs in these areas are typically identified during processes such as strategic planning, program reviews, grant writing, and external report preparation. Those involved in these processes discover a need to collect, store, and provide access to data relevant to their particular project. The DREAM Team has developed a data request form by which these needs can be gathered and then addressed. Depending on how the data is defined and requested, it can be stored on and

accessed via the data website. Responsibility for maintaining the data website rests with the IR office.

7P4: ANALYSIS OF PERFORMANCE DATA AND INFORMATION

Strategic Council, Enrollment Management, the Registrar and/or Institutional Research are involved with the analysis of the data and information at the institutional level. These groups use a number of methods for data analysis. The data are analyzed relative to specific goals and objectives, both strategic and tactical, which are determined during the planning process. Typically, the data has a context in some Plan, Do, Study, Act Cycle, and in the "study" phase of the cycle, a root cause analysis is conducted to understand changes in historical trends—particularly with declining results. The factors contributing to the decline are sought and then addressed in the "act" phase as part of an improvement plan. Comparative data is also considered in the analysis when such data is available.

The information regarding data analysis is shared through the annual reports from the major divisions of the college, and through departmental meetings, as well as postings on the college's intranet.

7P5: DETERMINING PRIORITIES FOR COMPARATIVE DATA

Determining the needs and priorities for comparative data and information is driven by the college's commitment to the established four enduring goals from the strategic plan. Comparable data is critical in gauging performance and in setting appropriate performance goals. Criteria for selecting comparable data include such factors as: 1) is the data readily and regularly available, 2) is the data truly comparable with a common definition, 3) does the data come from a recognized and respected source. These factors have led the college to select comparable data sources such as the State's Activities Classification Structure (ACS) report. The ACS provides a wealth of performance information on all 28 public community colleges in Michigan. This information is segregated by groupings of like-sized colleges making comparative data readily available, and it is accessible via the State's website. Other sources for comparable data

include IPEDS, the Noel-Levitz Student Satisfaction Inventory, and the Personnel Assessment of the College Environment survey. Various departments across the college use criteria similar to those listed above in selecting comparable data for their process measures.

7P6: ALIGNING WITH INSTITUTIONAL GOALS

Alignment of departmental and unit analysis with organizational goals starts with the college's four enduring goals and the strategic planning process. Once the strategic planning process has identified the strategic goals and directions, Strategic Council members coordinate the development of operational plans at the departmental level to ensure alignment. These goals include student learning and overall institutional objectives.   Any lack of alignment with key objectives and goals becomes apparent because the departmental plans go through a review process by the Strategic Council. In addition, members of the Strategic Council are charged with the responsibility of action projects to work toward the objectives of the strategic plan. The final check in the process is reporting to the college's Board of Trustees. The structure of the KPIs, as explained in 7P2, is such that there are performance metrics in place for all the major divisions of the college. This, together with the leadership structure presented in Figure 5b that covers all aspects of the college's mission and service strands, reinforces the alignment issue.

7P7: ENSURING A TIMELY, ACCURATE, RELIABLE, AND SECURE INFORMATION SYSTEMS

The Technology and Organizational Development Division is responsible for the institutional technology planning, direction, and security.   In addition, the Institutional Technology Oversight committee (faculty and administration) meets regularly to discuss and plan technology and software issues, review proposed technology purchases, and have input into the college's technology plan. These teams recommend updating and purchasing equipment and software to the Chief Information and Organizational Development Officer. The Strategic Council and the Board of Trustees approve technology purchases with cost over a specified amount.   MMCC funds these

recommendations through the Institutional Technology Fund. A comprehensive technology plan is included as a part of the strategic plan and serves both short- and long-term needs, including upgrades, replacement schedules, and staff training.

Reliability and integrity of information stored on the administrative systems is verified through periodic spot checks and verification of report data by administrators in the area utilizing the particular reports and data. Additionally, the college undergoes audits by external agencies. Networked systems and web services are protected by a user authentication system. Individuals have different levels of access permissions to various services.   To gain access to the network and web systems, individuals must sign an agreement to abide by rules and guidelines set by the college. The internet gateway for students, staff, and faculty is the MMCC Portal which is accessible through the college website. This provides access to: email, shared documents, registration, course schedule, the learning management system (Moodle), student/staff record access, and many other web services. MMCC utilizes industry standard secure authentication protocols.

7R1: MEASURES OF DATA MANAGEMENT EFFECTIVENESS

To be effective, a system for information and knowledge management must be accessible, user friendly, and provide timely and accurate data and information. To determine the effectiveness of its system, MMCC uses three main methods: 1) a periodic external audit of the college's technology system that includes feedback on the information and knowledge management system, 2) feedback from the HelpDesk trouble ticket system and satisfaction surveys of students and employees, 3) other external audits by the State and the college's annual financial audit. The external audit of the technology system was conducted by Plante Moran. The audit compared MMCC's IT services with other colleges across the state. The HelpDesk trouble ticket system and satisfaction surveys provide an ongoing method for monitoring how well students and employees are served by our system. The State of Michigan performs periodic audits on all 28 community colleges. The feedback from these audits provides assurances that

the information system is accurate, or indicates where problems exist. The following are regular audits: Perkins Grant (federal & state), Activities Classification System (state), and Financial Aid. The college also has an annual financial audit conducted by an external agency.

The Title III and Educational Talent Search grants undergo audits by an external funding agency (U.S. Department of Education) and by an external grant evaluator.

7R2: EVIDENCE THAT SYSTEMS MEET ORGANIZATIONAL NEEDS

Key results from the Plante Moran technology audit are shown in Figures 7a, 7b, and 7c. The entire audit report may be viewed on our intranet, Plante Moran Technology Audit.

Figure 7d provides results data from the college's HelpDesk trouble ticket system. See Figure 3e for data on student satisfaction with the college's technology and technology support. Figure 7e provides the data on staff satisfaction with the college's technology and Figure 7f indicates the staff satisfaction with technology support systems.

The college's annual financial audits also are indicative of the effectiveness of the information and knowledge management systems. The college has

had no audit exceptions noted that were due to data integrity issues. Links to the two most recent summary letters of the audits are provided below as evidence for this claim.

2010 Financial Audit Summary Letter
2011 Financial Audit Summary Letter

7R3: COMPARABLE RESULTS OF MEASURING EFFECTIVENESS

Figures 7a, 7b, and 7c indicate that MMCC's ratings by Plante Moran, who offered the following comparative comment in their full audit report: "Based on our interviews, review of documents and observations, we believe that Mid Michigan is very close to the average college, at a level of 2.7 (5 possible levels)."

7I1: RECENT IMPROVEMENTS

As mentioned in the category introduction, MMCC implemented a system of the Key Performance Indicators (KPIs). These KPIs provide the internal and external college community with a snapshot of the health of the organization. The internal use of these indicators for measuring various levels of effectiveness has contributed to the alignment of improvement efforts across the institution because these define

Figure 7a
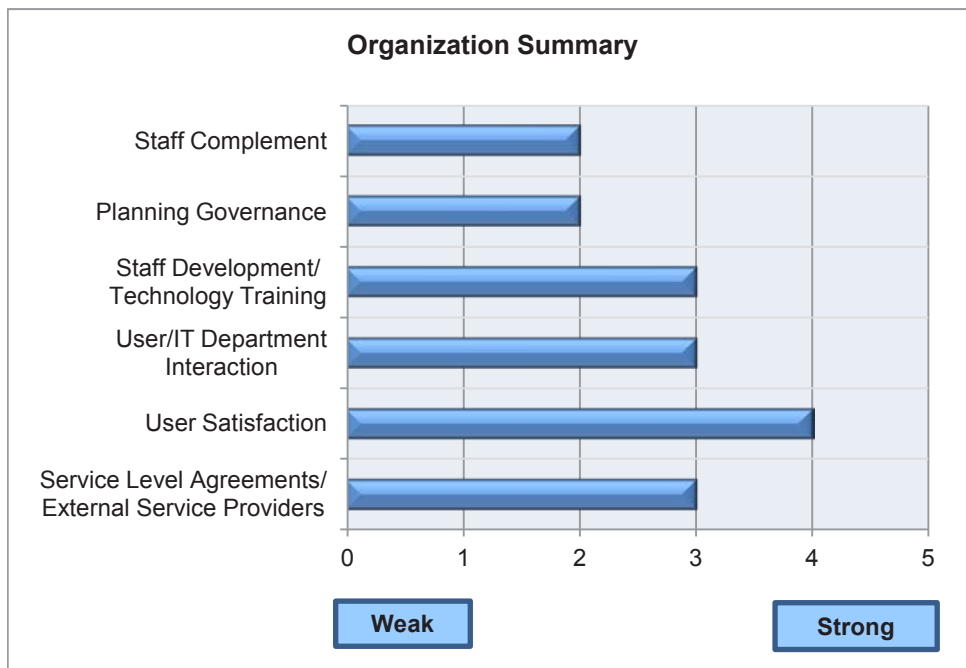
the success of the college and provide guidance and direction for departmental efforts by their connection to the strategic plan.

The creation of the institutional research office was itself an improvement and was a key component in several other improvements related to this category. This office provides a central focus for the college's data needs. Closely connected to the IR position is the DREAM Team and its work on developing polices and definitions related to data selection, management, and distribution.

Another improvement was the implementation of the Ad Astra Scheduler and Platinum Analytics software. In response to the extreme enrollment growth at MMCC, the IT department and academic deans worked together to address the difficulties the deans were encountering with ensuring the schedule of courses was both financially efficient and met student needs. The Scheduler software package is used by the academic division to create the course schedule and has numerous reports available that assist the

academic deans in developing and managing the scheduling process. The Platinum Analytics is a more advanced software tool that assists the deans in analyzing scheduling bottlenecks and gaps in order to project course schedule needs that results in a schedule of courses that is more efficient and meets student needs. The Scheduler software package also facilitates the scheduling of meeting rooms and college vehicles. Employees can access this scheduling feature through the college's internet portal.

The Title III grant's focus on student retention has brought improvements in the methods for tracking and monitoring student success. A key example is the implementation of the Early Alert System, which includes attendance reporting, mid-semester progress reporting, and the retention management system. Each of these components is designed for faculty use and assists them in the reporting of student performance concerns. These tools provide support to faculty, as well as a means to get struggling students connected to academic support services and personnel.

Figure 7b
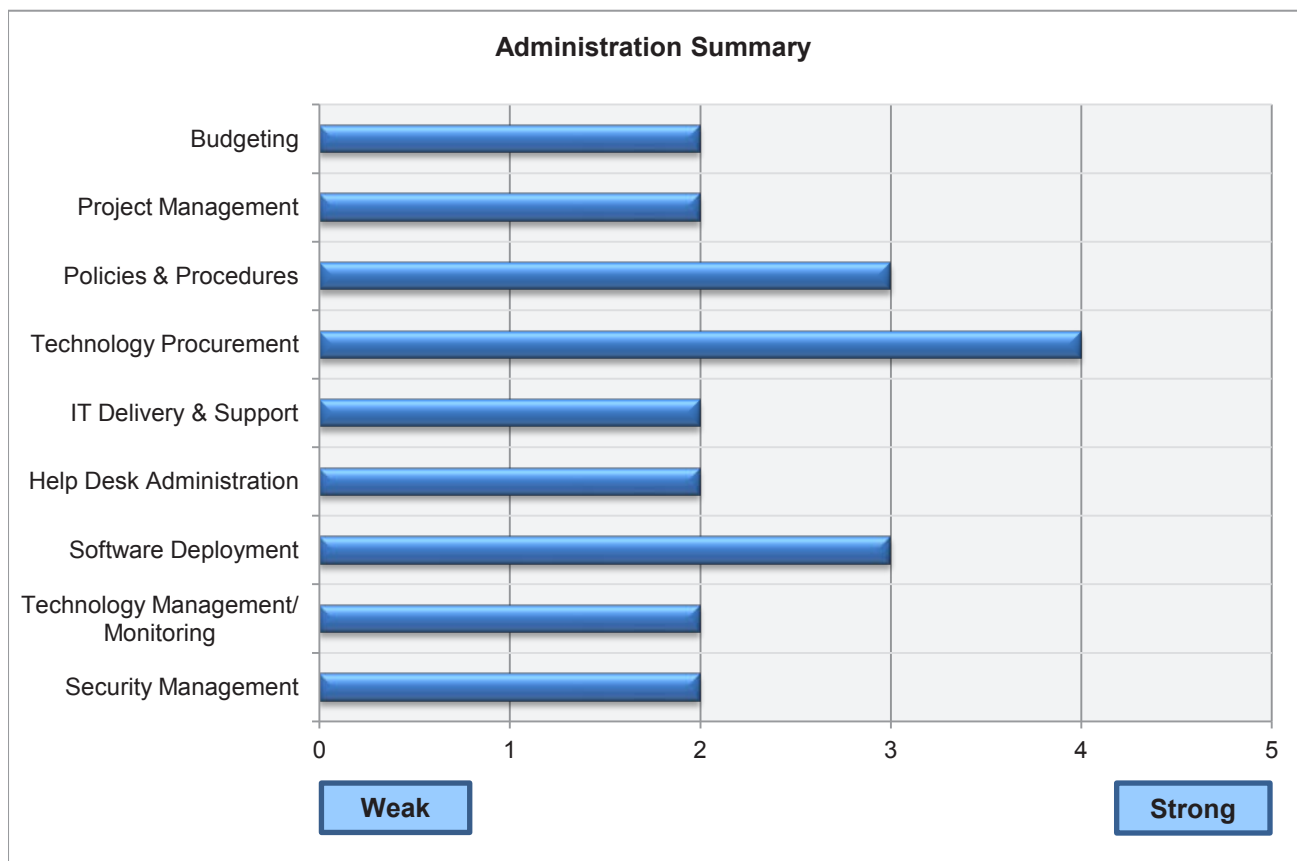
7I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

While the specific terminology of the Plan, Do, Study, Act (PDSA) cycle may not be broadly used, the culture has reached a point where the concepts of that cycle are increasingly used. Inherent in this quality improvement tool are the means for selecting improvement projects and target setting. As the culture embraces the PDSA cycle, it also places greater emphasis on ensuring there is the infrastructure to support the improvement efforts. Consequently, the college leadership has received and supported proposals for developing a more functional infrastructure as evidenced with the implementation of data tools like Ad Astra's Platinum Analytics and an electronic data repository system. That the college now has an established KPI system in place is also evidence that the culture and infrastructure support process improvements.

Compared to the other 27 community colleges in Michigan, MMCC collects the lowest tax revenue per fiscal year equated student. This creates a heavy reliance on tuition and fees, and in turn, creates a culture that is focused on providing good service in order to attract and retain students. In order to provide the quality of service required for attracting and retaining students, the college needs to value and use data and information in decision-making. In sum, the college's limited fiscal resources contribute to a culture cognizant of the value and import of measuring effectiveness.

Figure 7c
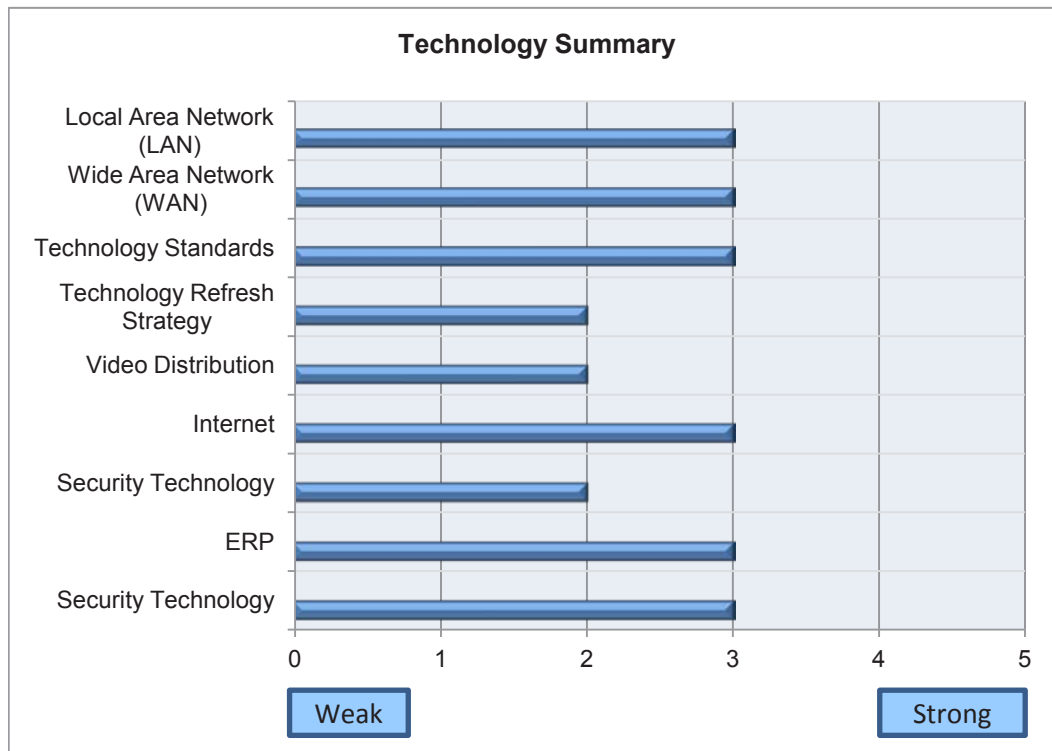
Figure 7d

Trouble Ticket Status by Location					
	Pickard	**Doan**	**M-TEC**	**Harrison**	**Total**
Open	21	16	2	10	49
On Hold	7	5	0	11	23
Closed	55	43	5	91	194
Cancelled	0	1	0	0	1
Total	83	65	7	112	267
Note: Tickets opened between 8/30/12 12:03 am and 9/30/12 12:03 am					

Figure 7e
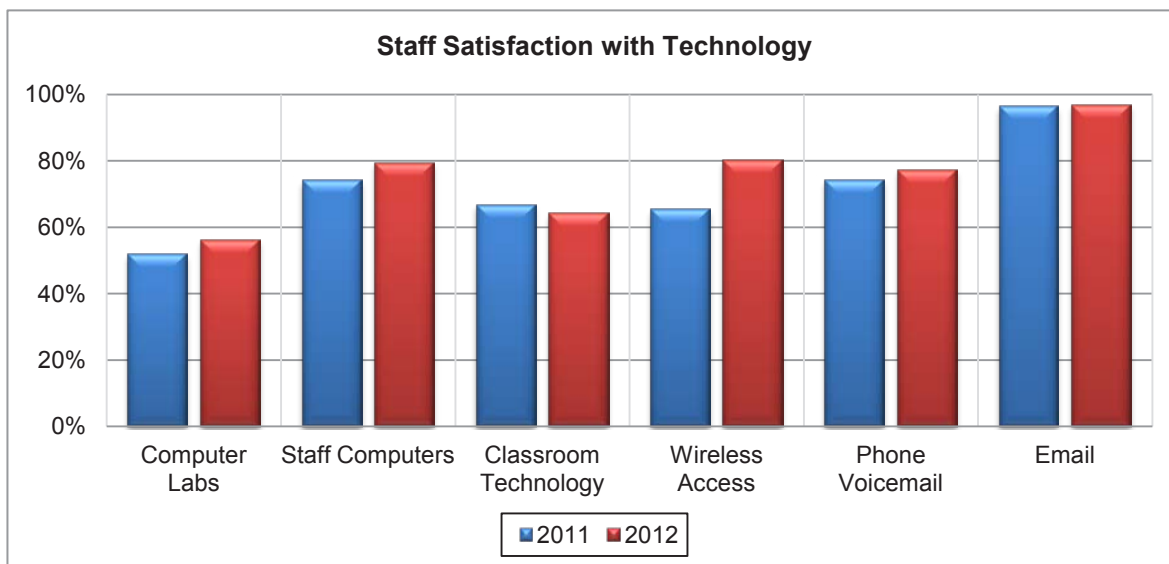
Figure 7f
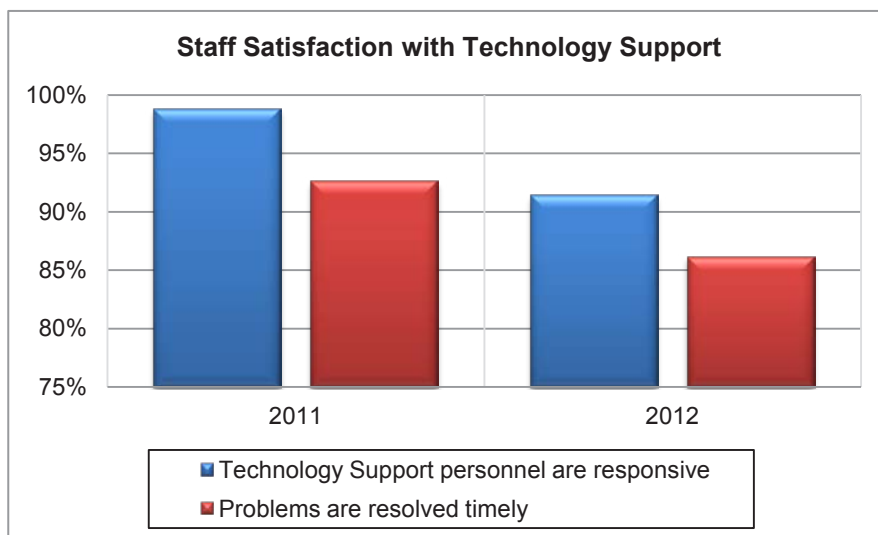
CATEGORY EIGHT:
PLANNING CONTINUOUS IMPROVEMENT

CATEGORY INTRODUCTION

Processes for Planning Continuous Improvement are maturing at MMCC. The arrival of our president in July, 2007 provided an opportunity to restructure several of our processes and engage stakeholders to establish a collective vision of the future for MMCC.

The strategic plans that were developed, both in 2008 and in 2011, were purposefully aligned with the college's mission and vision focusing on the "development of human ability" and positioning the college as a leader in supporting student and community success in a global society. The four Enduring Goals that were established continue to drive the planning process: Enabling Student Success, Enhancing Employee Success, Engaging the Community, and Improving Institutional Effectiveness. These goals provide commonly defined direction and alignment.

In 2007, the college's Strategic Council was established to provide representation for the major divisions of the college and to provide leadership for the lead strategic initiatives and planning. The addition of the Chief Information and Institutional Development Officer position to the Strategic Council in 2011 has provided an important technological perspective to this central strategic leadership group.

Technology is adding new means for stakeholder input into college processes as well as providing better communication to interests throughout the institution. Although MMCC has been effectively utilizing action projects to improve processes; the college is just beginning to reach full potential for meaningful data collection, and better integration of data.

Much of the data is new or from newer systems. The 2011 purchase of Ad Astra (scheduling software to assist with forecasting student scheduling needs based on individual student degree planning) will provide valuable data for better course scheduling decisions. Mid's current HelpDesk system is less than two years old and does not yet provide long-term data. However, these initiatives are improving the effectiveness of data collection as well as the integration of the data into decision- making processes. This is evidence that maturity is occurring and is characteristic of the aligned stage.

The College has recently established the DREAM team (Data Review, Evaluation, Analysis and Management). This central group exists to engender an institution-wide collaboration with departments to determine and meet data needs through established procedures for data collection and definition. This team develops a systematic data identification and collection process that will result in improvements in our college-wide continuous quality improvement. This, too, is an indication of maturing processes.

Many of these efforts are improved variations on changes begun in 2007. It will take some time to evaluate their full effectiveness, but the maturation process is not completed with one or two changes.

8P1: KEY PLANNING PROCESSES

Key Planning processes include the College's Strategic Plan, capital outlay planning, curriculum planning, operational planning, technology planning, and budget planning. Alignment of these college plans and functions is critical, and begins with the development of the Strategic Plan. An AQIP action project completed in the fall of 2007 developed a model and timeline to align the College's planning processes. Figure 5d shows the cascading effects intended as the broadness of the strategic plan becomes more detailed until finally making it to the budgeting process.

While not a separate planning process, the college has implemented a critical input tool for all planning processes—ideaQ. ideaQ is an online collaborative idea system which enables stakeholders to submit ideas, discuss existing ideas, and encourage development of existing ideas. These ideas are reviewed by Q Group, which is an open membership committee with three primary functions: 1) promote continuous quality improvement throughout the college, 2) promote dialogue and communication about ideas, and 3) recommend action projects at the departmental or institutional level. Q Group then recommends ideas for action from this pool to the Chief Information and Organizational Development Officer, who presents the recommendations to the Strategic Council.

The newly created position of Chief Information and Organizational Development Officer is a Strategic Council level position. This position has a key role in the planning processes since it manages ideaQ, Q Group, and facilitates the reporting of institutional and departmental action projects. The college recognizes the importance of technology in all of its processes. This position, while holding traditional CIO responsibilities, is also responsible for advocating continuous quality improvement systems throughout the college. Consequently, this structure provides the additional advantage of having technology at the forefront of continuous quality improvement.

Technology planning is initiated from the Institutional Technology Committee (ITC). The ITC is a steering committee that has oversight responsibility

for the Institutional Technology Fund. Membership to the Institutional Technology Committee is open, and includes representation from key technology departments like IT and ITG. ITC also includes a sub-committee consisting of membership from each division as well as full-time and adjunct faculty. This sub-committee votes on the Institutional Technology Fund budget and individual technology purchase requests from throughout the college. The CIOD Officer is also the chair of this committee.

8P2: SELECTION OF SHORT- AND LONG-TERM STRATEGIES

The president and Strategic Council constructed the 2011-2015 Strategic Plan following the process established for the 2008-2011 Strategic Plan. The process began with a College-wide SWOT (strengths, weaknesses, opportunities, threats) analysis that stimulated direction setting by the Board of Trustees at a specially convened retreat. Themes that emerged provided the basis for facilitated conversations with over 160 faculty, staff, administrators, students, and community members. When the multitude of comments coalesce, distinctive and consistent themes emerge that paint a vivid picture of the needs and expectations of the college's stakeholders. With these needs and expectations identified, the Strategic Council, working with departmental representatives, design objectives based on alignment the college's mission, vision, key policies, and foundational principles (see Figure 8a). The president disseminated the new Strategic Plan online and in-person to MMCC's stakeholder groups, providing an opportunity for feedback and comment. This process addresses both long- and short-term strategies.

8P3: DEVELOPMENT OF KEY ACTION PLANS TO SUPPORT CONTINUOUS IMPROVEMENT

Key action plans related specifically to the strategic plan objectives are developed under the auspices of the mission and service strand leaders (identified in Figure 5b) who then serve as the champions for the action plans. The Strategic Council reviews these action plans to ensure alignment and resource allocation. Data for the development and prioritization

Figure 8a
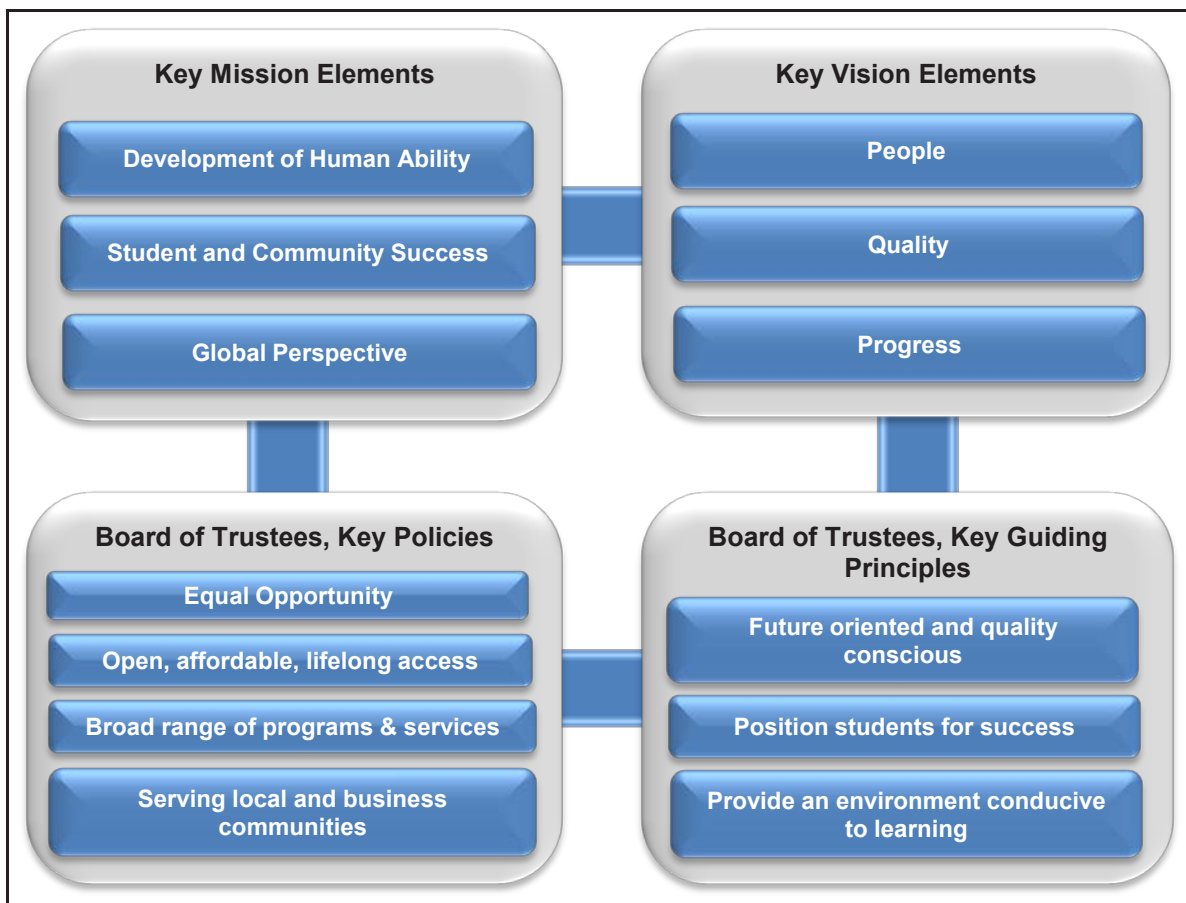
of action plans may be drawn from the major annual reports: Academic Services Report, CBTC Report, Financial Review, Institutional Technology Replacement Plan, Deferred Maintenance Plan, and Capital Outlay Plan.   Various key committees and groups also provide potential sources of information (e.g., General Education, Curriculum, Retention, and Assessment committees). Progress on accomplishing the tasks identified in the action plans are reported to the Strategic Council. The key action plans are housed and updated on the college's intranet site.

Action plans can also come out of Q Group as departmental action projects or recommendations to Strategic Council through the Chief Information and Organizational Development Officer (see figures 8b and 8c).

8P4: ALIGNMENT OF PLANNING PROCESSES, ORGANIZATIONAL STRATEGIES, AND ACTION PLANS

Alignment begins with the involvement of college stakeholders in the development of the college's Strategic Plan. The college intentionally has the strategic planning process drive other planning processes, as described in 5P2 and depicted in Figure 5d. By having the mission and service strand leaders involved in the development of action plans, alignment becomes a focal point during discussions at Strategic Council planning sessions. In addition, the Technology and Organizational Development division will work with departments to assist with aligning departmental strategies with the college's strategic

plan and to communicate those strategies on the college's website to promote cooperative efforts, avoidance of duplicated efforts, and consistency in communication regarding departmental strategic plans and action projects.

8P5: DEFINING AND SETTING PERFORMANCE TARGETS

As action projects are developed, a key step is the determination of success measurement. Those developing the project are expected to answer how the projects will be assessed and how reporting of the success measurements and targets will occur.

Institutional objectives and outcome measures are determined by the Strategic Council during the strategic planning process utilizing the stakeholder input and the aforementioned SWOT analysis. Many of our institutional performance targets are determined by past performance, comparative data with like institutions, or regulatory measurements and expectations. At the institutional level, these targets are determined through discussions within the Strategic Council. For departmental level action plans, these measures are set at the department level with oversight by Strategic Council members involved in institutional level planning.

8P6: LINKING STRATEGY SELECTION, ACTION PLANS, AND RESOURCE NEEDS

Strategy selection and budgeting are tied closely together by each process being managed by the Strategic Council, with stakeholder

Figure 8b

Institutional Action Projects

Figure 8c

Departmental Action Projects

input a key factor in the process. We have aligned the strategic planning process chronologically prior to the budgeting process so that the strategic goals and objectives receive adequate consideration during the

budget development process. If a shortage of funds to accomplish all of the strategic goals and objectives occurs, there is a Strategic Council level discussion that reviews the priorities and looks for ways to reallocate funds that maintain appropriate services and priorities set during the strategic planning process. In this discussion, the college's mission, vision, foundational principles, and policy (see Figure 8a) serve as criteria and guiding principles for the resulting decisions. In addition, during the 2012-2013 fiscal year budgeting process, the Strategic Council included information from departmental analysis plans. Each budget officer developed a departmental analysis plan that depicted the department's operations, key functions, staffing and other resource needs to carry out its operations. Also included were ramifications for any budget changes that may come: What would be done with a 5%, 10%, or 15% increase? How would a 5%, 10%, or 15% decrease be handled? The process included interviews of each budget manager by a team of Strategic Council members to get an understanding of the effect budget changes may have at the departmental level. The results of this process provided a clearer picture for the interrelationship of MMMCC's entire budget. This process included consideration for instructional needs, student service needs, as well as planning for facilities and technology. It also assured that key services would be covered even if departmental budgets were reduced. This process led to a more collaborative and student-centered budgeting model.

8P7: ASSESSING AND ADDRESSING RISK IN THE PLANNING PROCESSES

Because Mid is extremely reliant on tuition revenue, risk assessment is imperative during the planning process. Trend data is collected throughout the fiscal year to help the Strategic Council plan for realistic risk. Strategic Council allocates resources conservatively and continues to contribute annually to planned savings.   College leadership works to effectively plan academic programs, scheduling, and human resources to effectively do more with less. Efforts focus on increasing the Foundation balance, increasing state appropriations, and seeking grant funding to support sustainable programs.

The college has undertaken numerous efforts to improve the health, safety, and well-being of employees. The Building Emergency Response Team (BERT) has written an emergency plan, and conducts periodic training exercises with local emergency responders. Further, the college contracts for on-campus security at all college locations. BERT has overall responsibility for ensuring the college remains up-to-date with MIOSHA rules, regulations, and requirements and complies with all safety mandates. This includes providing safety boots, prescription safety glasses and conducting regular training sessions on safety processes. A MIOSHA representative tours the campuses annually and provides feedback on safety conditions. Risk Management provides an assessment report after their annual tour of the campuses. Changes are made after evaluating both reports at the departmental level.

8P8: ENSURING FACULTY, STAFF, AND ADMINISTRATIVE DEVELOPMENT

One of the college's Enduring Goals is "Enhancing Employee Success." Several objectives and outcome measures are defined to ensure this goal and support the AQIP category of valuing people.   Objectives include enhancing new employee on-boarding initiatives, developing and implementing a service culture, enhancing understanding and ability to work effectively with diverse populations, and responding to the employee climate survey (PACE). Additional information on how MMCC ensures adequate faculty, staff, and administrative development can be found in 4P8 and 4P9.

8R1: MEASURES FOR EFFECTIVENESS OF PLANNING

There are two primary ways MMCC measures the effectiveness of its planning processes. Because the planning process incorporates stakeholder input and stakeholder needs the effectiveness of the planning impacts stakeholder satisfaction. Consequently, student, employee, and other stakeholder satisfaction surveys play a role in measuring the effectiveness of the planning processes. The second method of measuring the effectiveness is via the specific measures incorporated in the college's Key

Performance Indicators. The connection between the college's strategic goals and KPIs is detailed in MMCC Key Performance Indicators.

The Strategic Council was quite intentional when developing the goals to include specific measures for each. The Technology and Organizational Development (TOD) division collects updates on current action projects and promotes status reporting on the college's Intranet website. Regular reports to Strategic Council by the Chief Information and Organizational Development Officer provide an opportunity for support from Strategic Council members, the president, and/or the board of trustees as needed.

TOD working in collaboration with the DREAM Team has provided greater accessibility to KPI and other data through web-based dashboard information. In addition, consistently structured action plan information will provide wider input and evaluation from the MMCC stakeholder community.

8R2: PERFORMANCE RESULTS FOR ORGANIZATIONAL STRATEGIES AND ACTION PLANS

Figure 8d provides a snapshot of progress indicating results from organizational strategies and action projects.

As mentioned previously, the strategic plan was developed with performance measures identified for the objectives. The plan and results measures are provided on the college's website. Details can be viewed at Strategic Plan and KPIs. Figure 8e provides examples of the results from recent AQIP action projects.

8R3: PERFORMANCE PROJECTIONS

Primary performance outcome measures are defined in the Strategic Plan as shown in figure 8d.

8R4: COMPARISONS OF PERFORMANCE

MMCC has chosen to benchmark progress in several ways. Leadership has long used the Activities Classification Structure (ACS) reports to compare instruction, public service, instructional support, student services, institutional administration, physical plant operations and independent operations. These can be considered measures of planning, since many strategic and operational decisions impact these measures. Comparisons from the most recent report indicate that MMCC remains a highly efficient institution, as shown in Figure 8f.

In addition, MMCC uses the PACE survey to assess employee satisfaction. This comparative survey provides insight in our employee satisfaction in comparison with other collaborative organizations (see Figures 4d and 4e). When coupling these two sets of measures, the financial efficiency and internal satisfaction, it indicates that although the college is much more efficient than comparable institutions, MMCC's internal stakeholders have comparable satisfaction levels.

8R5: EVIDENCE OF EFFECTIVENESS FOR PLANNING CONTINUOUS IMPROVEMENT

Because planning has a direct impact on stakeholder satisfaction, MMCC measures effectiveness of planning by gathering feedback from employees (see 4P13, 4R2, and 4R4 and Figures 4d and 4e), community and business surveys (see Figure 3g), student satisfaction surveys (see Figures 3d, 3e, 3h, 3i, and 6c).

Each action project has measurements and evaluations built into the project. These measurements are available to stakeholders on the Intranet website. In addition, regular reports will be made to Strategic Council by the Chief Information and Organizational Development Officer. Strategic Council will continually evaluate the effectiveness of the planning process through the measurements set forth in the Strategic Plan. Strategic Council assessment of effectiveness may result in additional action projects to address shortcomings. In addition, tools such as PACE, ACS, Noel-Levitz and various dashboard data, provide consistent comparative data as evidence of improvement throughout the institution.

8I1: RECENT IMPROVEMENTS

MMCC recently restructured several key positions and created the Chief Information and Organizational Development Officer position. This position is responsible for promoting continuous quality improvement throughout the college.

Figure 8d

Enduring Goal	Outcome Measure	Measure Status
1	**Strategy 1.1: Improve Student Success**	
	Degree Structure Revised	Degree restructure completed and approved by Curriculum Committee March 21, 2012 and April 4, 2012.
	Increase graduation rates to 18% (IPEDS)	9%
	Strategy 1.3: Maximize K-12 Pathways	
	75% of Talent Search participants will enroll in college upon graduation	85% of Educational Talent Search participants have enrolled in college (as of 10-12-12).
	75% of Students of Promise will enroll in college upon graduation	84% of program completers enrolled in college after graduation.
	Strategy 1.4: Improve Services to Students	
	Improve Fall to next semester retention rates (progression) to 77.5%; Fall to Fall retention rates increase to 56%	Progression rate as of November 2011 was 73.60%; Retention rate for Fall 2011 was 42.79%
	Increase Student Centeredness on the Noel Levitz SSI from 5.42 to 5.52 by 2015	Spring 2012 was 5.49
2	**Strategy 2.1: Enhance Service to Internal and External Stakeholders**	
	Completion of the PACE Survey; Employee Feedback on Responsiveness to the Survey Results Enduring Goal #3: Engaging the Community	The PACE survey was conducted in Fall 2011, with an overall response rate of 56% (up from 40% in 2008). 100% of our departments and/or divisions attended a feedback session on the survey results; all reported satisfaction with this approach.
3	**Strategy 3.3: Ensure stakeholder input**	
	Develop and implement one or more new credit and non-credit programs or services that reflect stakeholder needs	Advanced Certificate in Geothermal approved by Curriculum Committee March 14, 2012; Plastics selected as the second program. Development of courses and program, both non-credit and credit, is currently underway.
4	**Strategy 4.4: Develop and Provide for a Continuous Quality Improvement Framework**	
	Ensure accountability for state and national mandates and success indicators as required	81.09% for MMCC compared to 62% state average on incidence of developmental education; 39.83% MMCC versus 49% state average on successful completion/transfer; 76.14% for MMCC versus 73% state average on Fall to next term retention.

Figure 8e

| Recent AQIP Action Project Results		
AQIP Project	**Project Goal**	**Results from Project**
Reverse Transfer (2011-12)	Design and implement automated process for awarding the MACRO credential to students who transfer before receiving degree but fulfill the credential requirements.	There were 237 MACRO credentials awarded in the 2011-12 academic year, whereas only 12 were awarded in 2010-11.
High School Transition Program (2011-12)	Increase HS student readiness for college level success by creating a "bridge" program for HS students.	MMCC offered 17 sections of college courses at four different high schools. As an example of success, the off-campus section of composition saw an 8% increase in student success compared to all other sections. These were not just top achieving HS students, but they did have wrap around support services.
Identify high, medium, and low risk students (2011-12)	Identify and provide at-risk students and provide success interventions.	Using Noel-Levitz CSI, 168 new students were identified as being at high risk. The fall-to-fall retention rate increased from 29% in 2007 to 50% in 2010.

Figure 8f

Comparison of Averages per FYES			
Measures	**MMCC**	**State Average**	**Average of 10 Smallest Colleges**
State aid Per FYES	$1,219	$2,018	$2,777
Total Operating Rev per FYES	$7,280	$9,486	$10,305
Operating Fund Expenditures per FYES	$5,838	$9,434	$8,478
Instructional Cost per FYES	$2,710	$3,904	$4,217

Several key processes have been changed to promote increased input from stakeholders. The Quality Action Council spent a large amount of time reporting progress on college action projects. Action project status reporting now occurs through online project management software, Intranet websites for action projects, and utilizes the Chief Information and Organizational Development Officer as a liaison between action project participants and the Strategic Council. The Quality Action Council has been replaced by Q Group, an inclusive group of stakeholders who will recommend action projects to departments and Strategic Council.

Another improvement is the implementation of ideaQ, which is an online collaborative idea system which enables stakeholders to submit ideas, discuss existing ideas, and encourage development of existing ideas. Ideas may include observations about small problems or ideas for solving problems already identified. IdeaQ allows all stakeholders an opportunity to share and expand upon ideas within the Mid community. Stakeholders will be able to

Figure 8g

Mind Map of ideaQ
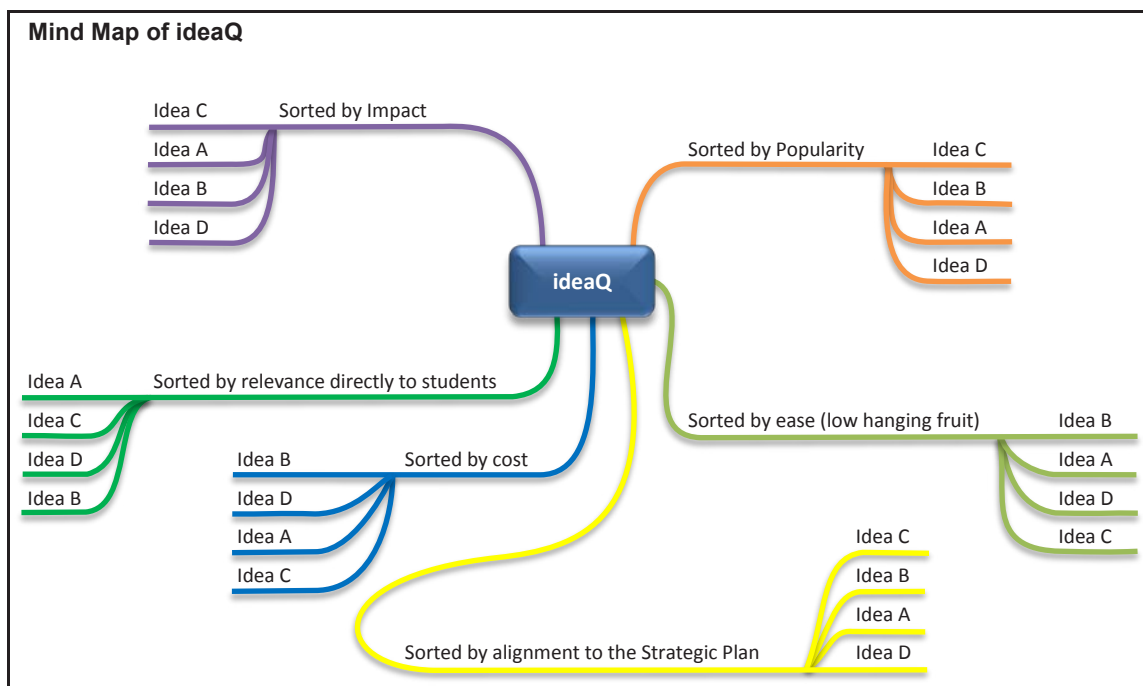
follow ideas from initial development to final action projects. Q Group will assist in prioritizing ideas (see figure 8g).The implementation of KPIs that are tied to both institutional performance and the strategic plan objectives is significant improvement. This combination of recent improvements has brought the college to a stage where the processes planning and measuring effectiveness are truly systematic and comprehensive.

8I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

Each division leader is a representative on the Strategic Council. This structural significance allows for institutional level assistance and resources to be applied to departmental level continuous quality improvement initiatives by providing divisional representation to budgeting, personnel, and technology planning decisions.

Our two union organizations also provide a means for discussing issues through union leadership.

It should also be noted that Mid's culture has moved more toward utilizing electronic communication. Faculty and staff have greater access to institutional information through the college's ever-growing Intranet. The implementation of the Portal system has provided easier access to various college information systems. A drive to publish policies, procedures, forms, and documentation has provided stakeholders with a better means of participating with decision-making processes, greater access to information about various college initiatives, and examples of best practice.

CATEGORY NINE:
BUILDING COLLABORATIVE RELATIONSHIPS

CATEGORY INTRODUCTION

The college's processes for Building Collaborative Relationships do not clearly fall at one point on the continuum of maturity. In some rare instances, MMCC is still reacting to the needs of the community without regard for processes. However, as the college has transitioned to a larger, regional institution, decisions regarding partnerships and collaborations have become more intentional and strategic. The result is an increased reliance on processes in establishing and evaluating relationships. Overall, building collaborative relationships is fairly systematic, but there is a movement toward a system that is more aligned.

The clearest evidence of this move is the college's strategic planning process, which is driven by data from collaborative relationships and feedback from internal and external stakeholders. The college regularly monitors collaborative relationships. This monitoring, coupled with the revised strategic planning process, leads to a point where reasonable targets for improvement can be set. This process also helps to determine specific improvement priorities.

Internally, MMCC's recent reorganization highlights the college's focus on collaborative relationships. As part of this reorganization, the college's admissions office was placed in the same division as the marketing, public relations, student life, and foundation offices. Although each group has a different focus, the means by which they reach their goals are similar. By merging these functions into one division, the staff can collaborate on tasks and share resources more readily. The result is increased communication and better services to the entire college community.

MMCC recognizes an opportunity exists to set up a formal system for evaluating and initiating potential collaborative relationships. Although the college feels comfortable with its current hands-on method of tracking the usefulness of its collaborative relationships, it is moving toward a more systematic means of establishing and evaluating these relationships. The biggest step forward has been the review of collaborative relationships during the strategic planning process. Further methods for determining the value and aligning these relationships at a strategic level need to be explored. Elements might include a review on a regular basis with results reported to the college and community.

Developing a system for regularly surveying stakeholders to determine the effectiveness of collaborative relationships has been a high priority for improvement. Surveying for student satisfaction occurs bi-annually. Employee satisfaction is surveyed every three years. However, limited resources have led to infrequent surveys of business and community stakeholders.

9P1: CREATING AND BUILDING RELATIONSHIPS WITH FEEDER SCHOOLS

Students primarily come to the college as traditional students from local high schools, as transfers from universities, or as referrals from local workforce development organizations, such as Michigan Works. The college has worked to build these relationships over time and consistently maintains this feeder system into the college. This specific group of relationships is critical to the long-term success of the college due to its dependence on tuition for revenue. Therefore, a high priority is placed on these relationships. The college has a number of employees that work with these organizations. Figure 9a lists various employee groups and the way that they interact with external organizations.

In an effort to build new relationships, admissions recruiters work with high schools that have established relationships with the college as well as those schools that are on the fringes of the college's service area. The Admissions Office uses a process that analyzes data (graduating class, proximity, dual enrolled

Figure 9a

MMCC Employee Group	Activity
Admissions Recruiter	Regular visits and communication with high school counselors Visits to parent/teacher conferences, college nights, and other high school events Provide presentations to high school students at the local high schools Host counselor luncheons
Marketing	Provide brochures, mailings, and online information for external dissemination Analyze data to determine potential target markets Devise strategies for reaching out to new organizations Planning events that build and maintain relationships
Off-Campus Coordinator	Identify potential for expansion into new geographic areas Explore and discuss new partnerships and arrangements with high schools Ensure that off-site instruction meets MMCC's quality standards
Workforce Development	Develop relationship with state workforce development agencies Determine for need for program development Discuss new programs or services that help meet the training and job placement goals of state agencies
Academics	Ensure that courses transfer to universities Develop programs that meet workforce development needs

numbers, etc.) during its annual planning meeting to identify high schools that should be recruited and to establish the level of priority for each based on the potential for new students.

Additionally, the college works closely with these organizations by participating in their strategic planning processes, writing collaborative grants, and attending regularly scheduled meetings. For instance, the president attends the monthly Clare/Gladwin RESD superintendent's meetings.

9P2: CREATING AND BUILDING RELATIONSHIPS WITH OTHER SCHOOLS

Depending on their goals, students typically enter the job market or transfer to a university after completing their time at MMCC. According to recent student profiles, nearly half of all students have identified their degree as "general," meaning that they are likely planning to transfer to a university. Based on the need to help these students transfer, the college

places a high priority on developing relationships with universities all over the state. MMCC's transfer advisors work with colleges and universities on a regular basis to ensure the transferability of its courses. When a course does not meet transfer requirements, the college's Curriculum Committee may review the course to look for ways to make it transferable while still maintaining MMCC's academic quality standards.

MMCC is a member of the Michigan Virtual Learning Collaborative that allows students to take online classes at other community colleges while receiving services at their local community colleges (like academic support). This arrangement provides access to atypical courses for MMCC's students.

If students do not intend to transfer to a university, they generally intend to enter the job market with the skills they learned at MMCC. In order to adequately prepare these students for success, the college maintains relationships with area businesses that

will be the future employers of its students. These businesses provide programmatic input at advisory board meetings. They are also encouraged to take co-op students or interns from MMCC's programs. The feedback from these experiences is a clear indication of how well students are prepared for a career. Businesses are also solicited for their feedback and thoughts through irregular business surveys conducted online and by visits from college staff.

9P3: CREATING AND BUILDING RELATIONSHIPS WITH OTHER ORGANIZATIONS

The college recognizes that external agencies can provide useful services to students. By using point-of-service surveys gathered as students receive services, annual student satisfaction inventories, and anecdotal evidence gathered from students, the college actively identifies services to students that could be improved. The data from these sources is compiled and monitored by the student services staff. When issues or areas for improvement are identified, the appropriate department is notified so they can act to make improvements. These actions sometimes include simple process changes, or they may involve significant external partnerships. This process of collecting student feedback, identifying issues, and working within the college or with external partners leads to creative and effective solutions for students.

For example, based on student feedback over a number of semesters, the college identified that the student refund process was taking too long and that students were interested in another way to receive financial aid refunds. The Financial Aid Office and Business Office collaborated to determine the extent of the problem and then to research potential solutions. After much discussion with potential vendors, PNC Bank was selected to provide a third-party payment solution for student financial aid refunds. A cross-departmental committee was established to work through the roll out process and the new system was implemented in summer 2012. Early data from student enrollment in the program shows that it has been a great success. While PNC Bank reports that other colleges have enrollment rates around 30%, the enrollment rate at MMCC is around 50%.

9P4: CREATING AND BUILDING RELATIONSHIPS WITH SUPPLIERS

The college has long realized how important the purchasing process is to an effective and efficient operation. Receiving supplies and instructional materials on time and at a reasonable cost saves both time and money for the college. Maintaining a set of procedures for purchasing is an important part of maintaining relationships with suppliers. The college's purchasing policy, as defined in Board Policy 303.09, outlines the process for selecting vendors and purchasing materials. However, for many years, the business office has recognized that a distributed purchasing process was inefficient and often led to variations in the process.

In 2010, the Strategic Council, with guidance from the Business Office, began examining the purchasing process. As a result of this analysis, the Strategic Council decided to invest in the process by hiring a purchasing manager. Materials and supplies purchased by the college are now coordinated by the Director of Purchasing. This position consolidates and standardizes the purchasing function in one office, which has resulted in consistent adherence to purchasing procedures and cost savings for the institution. The purchasing policy dictates when bids and purchase orders are required and which purchases must be approved at various levels of the organization. For example, if a new vehicle is scheduled to be purchased for the college fleet, the purchasing agent would solicit bids from local vendors. Once those bids are received, they would be presented to the Board of Trustees for approval - assuming that the amount was over $15,000. Once approved, the purchasing agent would prepare a purchase order, finalize the purchase, and initiate payment once the vehicle was received.

The purchasing agent is also responsible for developing and maintaining relationships with vendors as well as searching out the best vendors for specific products. The process for selecting vendors is guided by the need for multiple quotes for certain purchases. For recurring purchases, the purchasing agent uses vendors that have worked with the college in the past. For unique purchases, the agent may search online for new vendors. In either case, the purchasing agent contacts the vendor to request quotes, follow-up on

questions, award the job, and arrange for delivery. Throughout this process, the purchasing agent works to build a good relationship through effective communication. This communication may result in changes to the purchasing process that will improve the relationships with vendors.

In addition to standard purchasing arrangements, the college also receives external services in other departments. In these instances, the department manager has the responsibility of maintaining that relationship. For example, the library participates in an Interlibrary Loan program to provide greater access to books for students and the community. The library director maintains this relationship.

9P5: CREATING AND BUILDING RELATIONSHIPS WITH OTHER ORGANIZATIONS

Building and maintaining relationships with external agencies is critical for the success of MMCC. These external organizations, like accrediting bodies and trade associations, provide valuable information back to the college. As a lean organization, college administrators must rely on these agencies to provide legislative and industry updates. The college also relies on these agencies to maintain quality programming and to help with identifying state and national trends.

Because of the high importance of these types of external relationships, the college systematically invests in this area. Each department has a budget for memberships with key organizations at the regional, state, and national levels. Additionally, the college routinely identifies and evaluates its memberships and accreditations during the annual budget process. At this time, the Strategic Council reviews the current memberships to ensure that they are still useful and identifies gaps where additional memberships would be useful.

MMCC is an active member of the Michigan Community College Association, a state-wide association of the 28 community colleges. Beyond the organizational membership, there are sub-groups for the business office, financial aid, registrar, marketing, deans, and other departments. The president is primarily responsible for maintaining this valuable relationship while department heads also interact atthe sub-group level. There are other state-wide and national associations to which various departments,

both academic and organizational, belong. For instance, the Foundation staff belongs to the Council of Resource Development.

MMCC has various academic programs accredited by independent agencies. For instance, the radiography program is accredited and automotive program has a certified status with their respective oversight bodies. These relationships are monitored by the faculty and deans in those areas. In some instances, accreditation is sought to make sure that the program meets the highest standards and that students have the best job opportunities after graduation. As of summer 2012, the college's nursing program is preparing for national accreditation. This process began a few years ago with the recognition that all programs would be required to be accredited at some point. A process was put in motion by the dean and director of nursing to evaluate the program and curriculum for accreditation readiness and then to bring the program into full compliance with the accreditation guidelines.

Still other collaborative relationships originate from joint grant proposals, stakeholder requests, and being receptive to opportunities to better serve students and the community. Prioritization is driven by resource availability and the impact that the service will have on students and the college. Depending on the nature of the collaboration, the prioritization could be at the departmental level, or done by the Strategic Council, or the Board of Trustees. Maintenance of these relationships is accomplished through active membership, attendance at conferences, planning meetings, and community events.

9P6: ENSURING THAT RELATIONSHIPS ARE MEETING NEEDS

Each group, relationship, or partnership has a very unique set of needs and is assigned internal champions accordingly. In most instances, each partnership or relationship is managed and assessed at the departmental level. Feedback loops are in place to learn whether these needs are, indeed, being met. These feedback loops are primarily surveys and conversations with partners. Few relationships have any formal or quantitative feedback mechanism.

Although the relationships are managed by departments or committees, the feedback becomes

part of the strategic planning process and is given consideration when developing the action steps aimed at the achievement of set objectives. In fact, the strategic planning process is specifically designed to gather feedback on the satisfaction with external relationships. During the last two strategic planning processes, the college systematically solicited feedback from internal and external stakeholders to ensure that their needs were being met.

In other instances, departments conduct surveys to determine the specific needs of their stakeholders. Further, the information is made available to college staff directly involved so they may take immediate corrective action when necessary. Annual budgetary reviews also provide an opportunity to evaluate memberships in the various professional and educational associations to ensure that the college is receiving adequate benefits from these memberships.

Finally, MMCC's administrative group is actively encouraged to participate on community boards and collaborative efforts. In many cases, MMCC's administrators fulfill significant leadership roles in the community. This involvement provides significant feedback regarding the effectiveness of MMCC's relationships with the community. Although there is no formal mechanism or procedure for aggregating this feedback, it is reported through the administrator to the Strategic Council for inclusion in the strategic planning process.

9P7: BUILDING INTERNAL RELATIONSHIPS, ASSURING INTEGRATION AND COMMUNICATION

As the college grows, communication across departments is increasingly important. Various technologies and traditional meetings are used to assure that departments work together to achieve common goals. All employees have an opportunity to be involved in strategic planning, which also works to build open lines of communication across the college. The college's committee structure is such that cross representation ensures interdepartmental relationships are encouraged. (Refer to sections 5P2, 5P5, and 5P7 for more on the leadership and committee structure.)

Efforts include:
- All employees receive an internal newsletter (online and hard copies) which reports important internal news items, recognizes employees for their contributions, and highlights staff, departments, and locations.
- Email is used to communicate important and time-sensitive messages to all staff and faculty.
- Video casts are used, especially by the President, to share information with all staff in a more personal way.
- The President holds regular meetings with the leaders of both union groups—faculty and hourly staff—to maintain open lines of communication and good relations between the employee groups and the college.
- The Academic Council is designed to address instructional issues with the faculty.
- Regular department meetings to update staff on new initiatives, policies, and procedures.
- Bi-annual professional development days for all staff to provide training and information.
- The Administrative Council brings all administrators together once per month to share information about various departments.
- Curriculum issues are addressed by a cross-functional committee made up of faculty, instructional administrators, and student services representatives.
- The President's Strategic Council is a small, but broad, group that represents every division of the organization.
- For standing committees, the minutes of meetings can be found on the college's intranet, which also serves as a repository of valuable information about the college.

9R1: REGULARLY COLLECTED AND ANALYZED MEASURES OF BUILDING COLLABORATIVE RELATIONSHIPS

The success or failure of MMCC's collaborative relationships is reflected in the college's overall performance, which is measured by the Key Performance Indicators. These measures are

evaluated during the college-wide strategic planning process. Figure 9b lists other measures tracked by the college for a sampling of its collaborative relationships. Depending on the scope and impact of the specific collaborative relationship, the measures may be formal or informal. Likewise, the measurement timeframe will vary depending on the priority and status of the relationship.

   Data and measures regarding community relationships and workforce development partnerships can be found in 2R2.

Figure 9b

Collaborative Relationship	Measure	Result
Collaboration with area schools and businesses for targeted enrollment growth	Enrollment Funnel results High School Penetration Rates	See Figure 9c. See Figure 3j.
Collaboration with MCCVLC to offer web courses to students across the state	Average number of courses per semester offered through the MCCVLC	See Figure 9d.
Collaboration with area high schools for Dual Enrollment	Overall Number of Dual enrollment students HS students enrolled in CTE Welding, Middle College & Early College Region 3 Science Olympiad	See Figure 3i for trend data on dual enrollment. See Figure 9e. Seven regional high schools participate with 195 students competing in the 2012 event.
Collaboration with local business & industry	Business Satisfaction Survey Number of trainees and hours of instruction delivered in Customized Training Committees	See Figure 3k for satisfaction data. See Figures 2a & 2b for Customized Training data.
Collaboration with local community	Community Involvement in Strategic Planning	Over 30 community representatives took part in planning focus groups.
Internal collaborative relationships	Employee Satisfaction Survey Employee evaluation process	See 4P13 and Figure 4e for employee satisfaction data. Figure 4d provides data on enhancing employee success.
Collaboration with local business & community leaders	Foundation Giving Memberships on advisory committees	See Figure 2g for trend data on the growth of the college's foundation fund. 98 members and 88 different organizations for 11 different advisory committees.
Collaboration with other community colleges in Michigan	Number of articulation agreements with partner colleges	26 agreements with 12 colleges and 7 additional in progress.

9R2: PERFORMANCE RESULTS FOR BUILDING COLLABORATIVE RELATIONSHIPS

A number of performance results are listed in Figure 9b and can also be found in 2R2. The results of MMCC's efforts to foster and maintain collaborative relationships are far-reaching and varied. Overall, the college and the community benefit from the increased participation and interaction with community members, stakeholders, and organizations.

As a result of efforts to reach out to the business community, cost-effective training is being provided across the service area.

Efforts to work with area high schools and universities have resulted in an increase in dual enrollment.

Surveys and focus groups with area manufacturers have led to the proposal of a new Technical Education Center in Mt. Pleasant.

9R3: COMPARATIVE PERFORMANCE RESULTS OF PROCESSES FOR BUILDING COLLABORATIVE RELATIONSHIPS

The college has limited comparative results for these measures at this time. However, there are a few areas where national comparative data is available. MMCC recently conducted the internal PACE survey (see Figure 4e). The results showed that the college's internal relations are similar in many ways to those of its peers. Where possible, the college attempts to benchmark its measures against national or peer data. When that data is not readily available, as is often the case, the college uses its own historic data as a benchmark.

9I1: RECENT IMPROVEMENTS

Over the last few years, MMCC has begun to make efforts to think and act as a regional institution. As such, processes for building and maintaining collaborative relationships have become more systematic and comprehensive. While these relationships sometimes occurred by happenstance in the past, they are now the result of careful strategic planning, careful evaluation, and intentional effort. A number of improvements have resulted:

MMCC's retention office began a Thrive committee that builds relationships with area human service agencies. These relationships provide a referral network for at-risk students.

The strategic planning effort has been vastly improved to include a comprehensive collection of internal and external stakeholder input. Gathering this input is now a vital part of the planning process, which then rolls into the budgeting process.

In an effort to ensure the fiscal stability of the organization, the college is building collaborative relationships in the community for the purposes of running a successful capital campaign.

MMCC partnered with local libraries by writing a grant to help provide wi-fi access in their facilities. While it helped the libraries, it also provided a location for students to access online course materials.

The college started a "Doing Good in the Neighborhood" program to become more involved in community service.

9I2: HOW CULTURE AND INFRASTRUCTURE HELP SELECT IMPROVEMENT TARGETS

As a small community college serving a rural area, the culture at MMCC is generally collaborative in nature. The college is accustomed to reaching out to partner with internal and external stakeholders. This culture is apparent in the long standing relationship with the Clare/Gladwin RESD, which resides on college property and has an agreement to share maintenance staff with the college. Other examples of MMCC's penchant for developing collaborative relationships are provided in 9I1.

Additionally, the college's structure, with a lean staffing arrangement and small executive staff, allows the college to quickly address potential collaborative relationships and act on appropriate opportunities. On one hand, the college's lean staffing makes certain partnerships difficult to manage because of staffing requirements. On the other hand, the lean staffing may sometimes necessitate collaborative arrangements in order to move the college forward. Either way, MMCC has always been willing to explore potential partnerships and collaborative relationships.
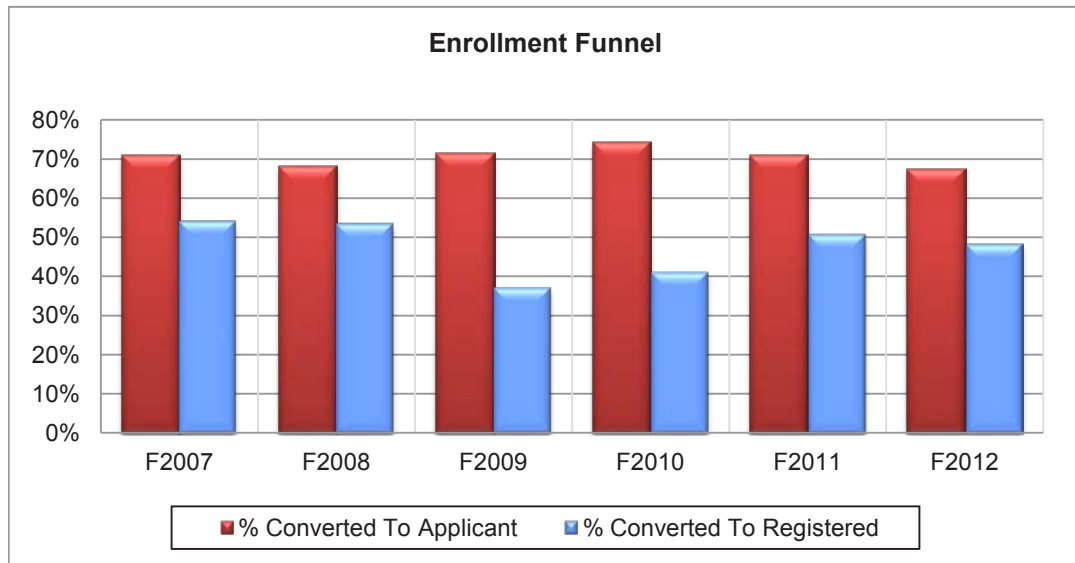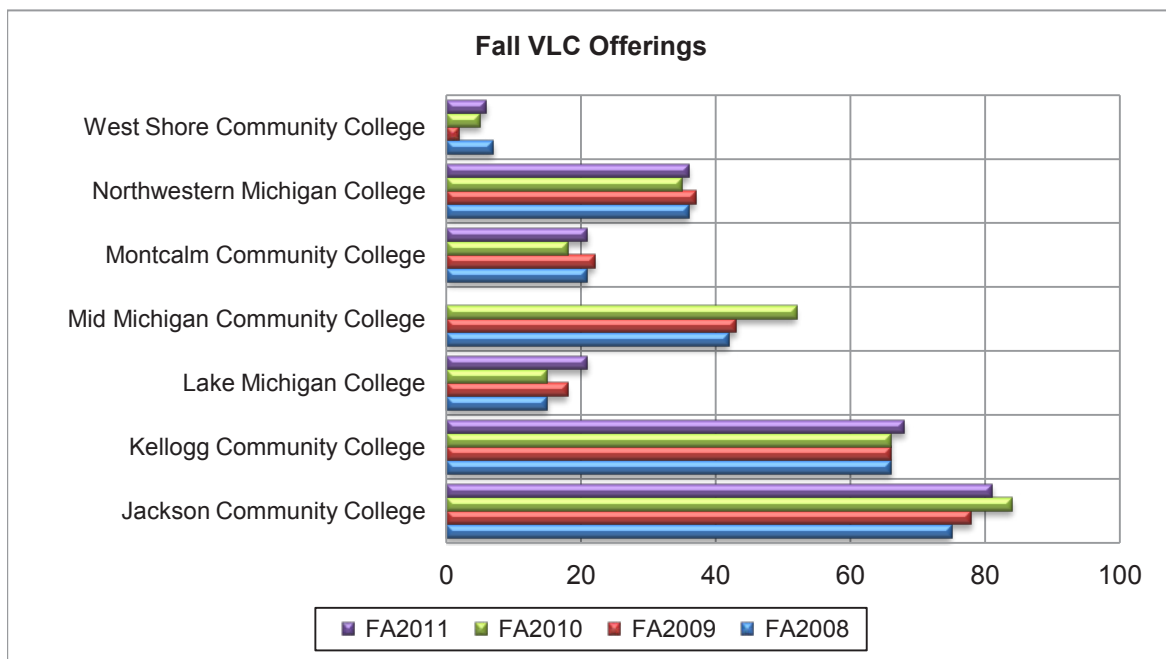
Figure 9c

Enrollment Funnel

Figure 9d

Fall VLC Offerings

Figure 9e

HS Dual Enrollment Collaborations