Systems Portfolio

Mid Michigan Community College

3/7/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P1: PROCESSES

Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

The college uses several process elements to ensure alignment of common learning outcomes with the mission, educational offerings and degree levels. First, the Curriculum and Academic Standards Committee approves all credit-bearing curricular offerings. The New Program Proposal Form requires a statement on how the new program corresponds to the college mission (section 3); addresses how the new program fits with the college's other offerings (section 4), and addresses the degree level (section 8).

The second process element is the Program Review process. The Curriculum and Academic Standards Committee requires all programs to undergo a program review once every four years. As seen in the Program Review Guide, the department is required to address alignment with the college's mission.

The third process element involves the college's shared governance system. This shared governance system, and the strategic planning flowing from it, maintains a close connection with the college's mission, which 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. This mission is further instantiated in the college's four enduring goals:

1. Encouraging Student Success
2. Engaging the Community
3. Enhancing Employee Impact
4. Ensuring Institutional Effectiveness

The most relevant enduring goal for category 1 is encouraging student success. To achieve this goal, the college's governing council (College Council) assigns objectives from the college's strategic plan (Vision 2020) to each of the college governance committees. Objective 3.5 is "Advance Mid's work with the Degree Qualifications Profile (DQP) and Tuning as well as the T-Shaped Professional strategies to ensure learning intensifies across the curriculum." Additionally, College Policy, as stated in the 2017-18 Catalog (pp. 19-20) requires all students receiving an associate degree to be exposed to similar educational experiences regardless of whether a student is in an occupational, technical, or transfer degree program. This common educational experience comes through a set of general or common education outcomes, which are determined by the faculty-led general education committee. This committee is open to all faculty and administrators for input for determining the size, scope, and congruency of the courses and shared learning outcomes that make up the general education program, and has a faculty chairperson elected to a two-year term. This length of term is to assist in maintaining continuity.

The committee voted to adopt the Michigan Transfer Agreement (MTA) guidelines to determine the categories and courses which make up the general education program. The MTA requires at least thirty credits from categories of English Composition, Communication, Mathematics, Natural Sciences, Social Sciences, and Humanities. The committee selected lead faculty in each area to determine courses for each category and to report evaluations back to the committee.

Determining common outcomes (3.B.2, 4.B.4)

As noted, MMCC requires all associate degree recipients to have a common educational experience regardless of whether a student is in an occupational, technical, or transfer degree program. This common educational experience is provided through MMCC's general education program. The college utilizes a faculty led general education committee that is open to all faculty and administrators for input to determine the number, scope, and congruency of the courses and common learning outcomes that make up MMCC's general education.

Additionally, the college adopted the Degree Qualifications Profile (DQP) as a framework and language for defining the learning outcomes for all credit-bearing programs. This DQP framework is used for both the program specific and the common or general education outcomes. MMCC's general education program is customized to fit two different kinds of degrees: the applied degrees and the transfer degrees. Both iterations teach and assess the same set of DQP proficiencies. The difference is in the course requirements for different degrees:

- **Associate in Applied Science (A.A.S.) Degrees**: These degree programs prepare students to enter the workforce. General education courses in these degree programs are more interdisciplinary, and students have more limited options. The requirements consist of a first level of courses: English 111, Speech 101, and a Math course chosen by the program faculty. They also include a technology competency that is either satisfied by CIS 100 or course work defined by the program faculty. The second level consists of interdisciplinary courses in Science (SCI 200), Social Science (SSC 200) and the Humanities (HUM 200).
- **Associate in Arts (A.A.) and Associate in Science (A.S.) Degrees**: These degrees are designed for students who intend to transfer to a four-year institution. Accordingly, the options in these degrees are more varied and allow students to pick courses specific to the transfer institution and the major of their choice. In addition, the 30 credit hour block Michigan Transfer Agreement (MTA) partially defines the set of courses in which the Gen Ed Committee ensures the common learning outcomes occur.The MTA guarantees students up to 30 credits of transferable course work, primarily toward their general education requirements at the receiving Michigan public university.

The determination of common learning outcomes, then, for all general education designated courses, align with the following DQP Intellectual Skill proficiencies:

1. **Analytic Inquiry**: Student will, in a variety of settings and contexts, demonstrate the ability to "frame a problem or question" and "distinguishes among elements of ideas, concepts, theories, or practical approaches to the problem." As with all the skills listed here, this skill is taught in multiple courses, disciplines and contexts.
2. **Use of Information Resources**: Student will find and use information "either in a specialized field or in respect to a general theme in the arts and sciences." S/he will cite these sources and learn to evaluate their value and validity.
3. **Engaging Diverse Perspectives**: Student will develop the ability to "describe how knowledge from different cultural perspectives might affect interpretations of prominent problems," as well as understand "his or her own perspective on selected issues."
4. **Ethical Discourse**: Student will "describe the ethical issues present in prominent problems," and engage in dialog that sharpens their understanding of their ethical positions and those of others in the dialog.
5. **Quantitative Fluency**: Student will present "accurate interpretations of quantitative information" in a variety of contexts and applications and "create and explain graphs and other visual depictions."

6. **Communicative Fluency**: Student will communicate "orally or in writing" to "general and specialized audiences" in ways that are "cogent, coherent and substantially error free." This includes discussion and the ability to listen.

Faculty in each area determine which proficiencies are met by a specific course. A sample map (p. 3) shows how the common outcomes are covered by MTA designated courses.

Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

In 2016, the General Education Committee led a project to establish Master Course Proficiencies for every course that are tied back to the framework of the DQP. It is through this process that the purposes, content, and level of achievement of the outcomes are articulated. The attached syllabi demonstrate how faculty implement these proficiencies in their courses.

The general education committee typically holds four meetings per semester. All faculty are encouraged to attend general education meetings. The committee chair emails meeting minutes and agendas to the faculty, as well as posts them on the college's website. Information regarding MMCC's general education program learning outcomes are listed on the college General Education website, making it available to all faculty, staff, and students. The general education committee monitors assessment of proficiencies on a semester basis. Specific tasks and projects of the general education committee are dealt with by subcommittees. These subcommittees are formed as needed from volunteers within the general education committee.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In 2014, the college joined Cohort 1 of the Michigan Guided Pathways project. The goal of the Pathways project was to create clearly defined and structured course sequences for students to follow from entry through degree completion. As part of this process, instructional Deans led faculty in developing pathways and tying them back to the DQP proficiencies to ensure that through the collection of coursework on each individual pathway, students had the opportunity to become proficient in each of the DQP proficiencies. An example can be seen in this map of the Physical Therapist Assistant program.

Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

The curriculum approval process requires a statement of how the program will meet the needs of students and community (section 2). This element of the process initially addresses the concern of relevancy. To ensure the selected common learning outcomes remain relevant and aligned with student, workplace, and societal needs, the college relies on input from advisory committees and feedback from universities. The advisory committees for the occupational programs meet twice per year and provide faculty with specific information for determining just what the intellectual skills referenced earlier should look like for the particular program discipline. In other words, the DQP proficiencies are general statements of skills (e.g., Engaging Diverse Perspectives). The advisory committee input provides information on the application of these skills to the faculty so they can tune this general statement to meet the specific needs of the discipline. Excerpts from Advisory Committee meetings show this interaction and input informing program faculty. Feedback to the Physical Therapist Assistant program regarding cultural content and child/adult domestic violence is a good example of this process for gaining relevant input.

Transfer institution feedback works in much the same way, and this feedback flows through the college's Transfer Advisor, who maintains regular contact with representatives from the universities. MMCC has also begun a series of regional faculty symposiums that bring together faculty from two and four-year colleges and universities to discuss transfer issues and curricular alignment. Minutes from a symposium meeting indicate how this provides input on transfer issues. This process started with Psychology and has since been expanded to include Business Studies, Criminal Justice, and Biological Sciences.

Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

MMCC provides study abroad opportunities, which expose students to culturally diverse situations. As a requirement of SSC 200, which is a required general education course for occupational/technical students, students participate in a service learning project. For additional co-curricular activities, the college sponsors approximately 20 student activity clubs each year. These clubs engage in various projects such as the PTK Honors Society activities, which provide student leadership opportunities. Student leadership opportunities are also available through the college's shared governance system by having student representatives on 14 of the college's 21 governance committees.

Recognizing the limited opportunities for students to demonstrate mastery of course proficiencies, a group of faculty developed the Student Showcase. Through this project, students from all academic programs have the opportunity to design and present course/program projects to the entire campus community. This helps align co-curricular activities with our academic learning outcomes.

Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Selection of the DQP as a framework and language for defining and assessing attainment of common learning outcomes occurred through the leadership of academic administrators working with the faculty. The VP of Academic Services presented the DQP at an all faculty meeting, and followed this with a discussion at the Academic Council and the Assessment Committee. Finding adequate support from the faculty, the college then joined a national effort by Community College Consortium to examine and research the Degree Qualifications Profile. Following this, the college brought in a DQP/Tuning Coach through NILOA. Once the DQP framework was in place, selection of assessment methods and specific tools and rubrics were determined by the faculty led committees of Assessment and General Education, with input from various departments to ensure program specific needs were considered.

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Faculty from the General Education Committee collaboratively developed a common rubric for assessing the Intellectual Skills proficiencies. Furthermore, as part of regular departmental meetings, faculty engage in norming exercises to maximize consistency between faculty in assessing outcomes. Results are provided to the General Education Committee, and are distributed during regular program reviews to the campus community. These program reviews are conducted on a four-year cycle.

Specifically for the Humanities, which spans across two departments and six disciplines (Humanities, Religion, Philosophy, Music, Literature, and History), faculty meet annually to read random samples (5th and 10th student on class rosters) from each of those disciplines. Since 2014, assessments focused on one specific Gen Ed proficiency from the DQP—Ethical Discourse. To norm the assessment activity, faculty communicate the common learning outcomes through a norming rubric which participants fill out using six objectives related to ethical discourse:

- Recognizing other's point of view
- Analysis of multiple perspectives
- Using multiple frames
- Academic sensativity
- Aesthetic sensativity
- Rhetorical sensitivity

The rubric also includes three categories in which to rate these objectives:

- Assignment analysis (major, minor, not mentioned)
- Student's performance (comments)
- Competencies shown (yes, no, not applicable)

There were 10 different assignments assessed from three disciplines (Humanities, Philosophy, and Literature). Because these outcomes may look different in different disciplines, the norming aspires to assess common learning outcomes across different disciplines and assignments.

1R1: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

Examples of results from assessing common learning outcomes:

- [Math course assessments of Quantitative Fluency and Analytic Inquiry](#)
- [SOC 101 assessment](#)
- [CIS 100 assessment](#)
- [ENG 111 assessment](#)
- [Humanities assessment](#)
- [Speech Communications assessment](#)
- [Transfer GPAs](#)

After searching for national data on DQP proficiency mastery, we were unable to locate external comparable data. Therefore, we focused on our internal benchmark which was set at 78% of students demonstrating proficiency. In the section above, we provided sample proficiency data from a variety of General Education Courses. Reviewing data from CIS.100, MMCC failed to reach the 78% benchmark in only one proficiency (Engaging Diverse Perspectives) and for only one semester (2017 spring). Given that spring was the lowest enrolled semester for CIS.100, it is possible outliers impacted the average.

The numbers of SOC.101 were significantly lower with only 40% demonstrating proficiencies (Analytical Inquiry, Engaging Diverse Perspectives, Communicative Fluency) using the 78% benchmark. For Math, we evaluated two general education courses. For one (MAT.114), proficiency ranged 55% to 100% at or above the benchmark for Quantitative Fluency and 44% to 100% for Analytic Inquiry. However, the enrollment was minimal for this class. For MAT.212, proficiency for Quantitative Fluency ranged from 68% to 94% and from 64% to 92% for Analytic Inquiry with only one semester being below the benchmark for both proficiencies. For SPE, 82.32% demonstrated proficiency in Communicative Fluency. For ENG, our DQP proficiency percentage was just under

75%. We realize that having external comparative data would help set our targets levels for these proficiencies.

We learned from the Humanities data set that students are overwhelmingly "competent" or "above competent." We attribute this, but do not limit it to, a couple of important factors. First, there are two prerequisites that help ensure expectations for writing, interpersonal communication, and public speaking, all of which are at the core of the curriculum of the course. Second, most students are close to graduation in their field when they take the 200-level humanities course, which means they should be at a level of sophistication such that they have been exposed to and had opportunities to practice the proficiencies assessed here.

We also learn from the results of the norming activity, that most of the assignments cover all six Ethical Discourse areas as major components/outcomes of the assignments and that since these elements are a major part of the curriculum, it is clear that all students have the opportunity to meet the proficiencies. In addition, for the random sample of papers reviewed, with the exception of "Using Multiple Frames," students predominantly showed competency. With Multiple Frames it was even: 11 were judged competent and 11 were not competent.

Comparing MMCC's transfer student performance to the performance of native students of our three largest university partners, MMCC student performance as measured by GPA is comparable.

Interpretation of results and insights gained

In reviewing our data, we realize there are areas of strength and areas where improvement is needed. In some instances (SOC.101), the department itself recognized the need for more norming sessions to ensure consistency. Additionally, the SOC department evaluated in pairs, leaving many "split" decisions that were not reconciled by a deciding party. This is something the department will improve on. Sociology and Speech assessment is also in its infancy, with DQP assessment only beginning in 2015. And in instances where we fall far short of the 85% benchmark, most of those occur in lower enrollment semesters, which are more heavily impacted by outliers.

In terms of transfer data, while the comparable data from university partners is beneficial, we recognize the need for more precise measures.

1I1: IMPROVEMENT

To better align co-curricular activities to the strategic plan and to the educational mission of the college, student support services have begun establishing learning outcomes and assessment plans for their operations. An outside consultant was brought in during the summer of 2017 to assist with this endeavor. Learning outcomes for each operation were due by December of 2017, with review and implementation slated for the winter semester of 2018.

Additionally, we intend to build a database whereby we can download grade files collected by the State of Michigan for all Michigan colleges and universities and gather more precise data on how MMCC students are performing in specific courses or sets of courses once enrolled at one of our university partners.

Finally, the Humanities data offer fairly granular areas on which to improve. These include discussion and attention to what faculty are doing in the area of "Using Multiple Frames" in a course that is designed to be interdisciplinary. In addition, this data exposed the need to continue to norm since some of the data was somewhat unreliable due to inconsistencies in rating on the rubrics. Some used

what is shown in the tables while others added more specifics to their answers regarding competencies being demonstrated in the writing.

Sources

- _2017 AIReport (Final)
- Advisory Committee feedback
- Advisory input on outcomes
- CIS 100 DQP Assessment
- Common Learning Outcomes
- Data Gen Ed Humanities Fall 2012-Winter 2017
- ENG 111 Outcomes
- English 112 Syllabus
- Gen Ed Review 2017
- Gen Ed Rubrics DQP Int Skills
- Map of DQP Proficiencies for PTA Program Courses
- Math Assessments
- New Program Proposal Form
- Norming for Humanities Courses_ Proficiency in Ethical Discourse Winter 2015
- Program Review Guide
- PTK involvement
- Regional Faculty Symposium
- Service Learning
- SOC 101 W'17 Assess
- SPE 101 Gen Ed DQP Proficiency Assessment
- Study Abroad Participants
- Transfer GPA
- WHAT IS THE T

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2: PROCESSES

Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

As noted in 1P1, the college uses several process elements to ensure alignment of program outcomes with the mission, educational offerings and degree levels.The first starts with the Curriculum and Academic Standards Committee. This committee approves all credit-bearing curricular offerings. The New Program Proposal Form (section 3) requires a statement on how the new program corresponds to the college mission. Section 4 of the proposal addresses how the new program fits with the college's other offerings, while section 8 addresses the degree level.

The second process element is the Program Review process. The Curriculum and Academic Standards Committee requires all programs to undergo a program review once every four years. As seen in the Program Review Guide, the department is required to address alignment with the college's mission. Examples of this process being followed can be seen in the first section of the Drafting/CAD and on page three of the Art/Graphic Design program reviews.

The third process element involves the college's shared governance system. This shared governance system, and the strategic planning flowing from it, maintains a close connection with the college's mission, which is to provide educational and community leadership for the development of human ability. With this mission serving as a guiding principle, faculty at MMCC determined the learning outcomes in each program with the goal of developing student knowledge and skills to the Associate Degree level for each program. The College uses the framework of the Degree Qualifications Profile (DQP) to align program-specific and common learning outcomes with the result of a meaningful degree.

Determining program outcomes (4.B.4)

Program learning outcomes are determined by the full-time faculty from each program. In 2014, the college joined a statewide endeavor, the Guided Pathways project, which stresses the importance of student progression through a degree program within a two year academic period. Incorporating this project into the learning outcome process, faculty reviewed where the program learning outcomes exist within the program's course sequence. For example, the Computer Information Systems (CIS) program has rewritten some course learning objectives and renumbered courses to clearly indicate if they are first or second year courses in the program.

Once faculty have developed their program outcomes, all course learning outcomes must be approved by the Curriculum and Academic Standards Committee. The committee consists of the Vice-President of Academic Services, six administrative staff members appointed by the President, nine faculty members appointed by Faculty Senate, and three students. All faculty proposals are reviewed by the appropriate Academic Dean and the Registrar (where appropriate). If approved by the full committee, the proposal goes to the Vice President of Academic Services for final approval. The General Education requirements for each program are also determined by the requirements set forth by the General Education Committee (1P1).

Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Utilizing the DQP framework and language provided the college the means to clearly state the learning outcomes for all degree programs in common terms. To demonstrate this, on all syllabi (pp. 1-2), the college has tied learning outcomes for all courses across the taxonomy to the appropriate DQP proficiency. Examples of the Physical Therapist Assist, Business (pp.11-12), and Drafting/CAD (pp.3-4) programs show several ways in which the program outcomes are articulated.

Assessment processes are described in more detail below. Additional examples of assessment of these outcomes can be seen in degree programs which have licensure or third party certification exams. Faculty must align levels of achievement to adequately prepare students to succeed on these exams. Nursing students must have course content that aligns with the State Board of Nursing requirements for licensure. In the Computer Aided Drafting and Design and the Computer Information Systems (CIS) programs, students are learning content at a level that aligns with third party certification exams. In some cases the purposes of the outcomes are listed in the course syllabus, or in the course description. In the case of the CIS program, the course descriptions articulate the third party certification exam with which the course content aligns.

Ensuring outcomes are relevant and aligned needs (3.B.4)

The program outcomes for AAS degrees and certificates are aligned, when applicable, with external accreditation standards, thereby keeping current with workplace and societal needs. Where external accreditation is not applicable, occupational and technical programs at MMCC have advisory boards consisting of local industry professionals. The advisory boards provide input to the program faculty regarding workplace needs and expectations of students entering the workforce after graduation. The advisory board meets with faculty twice per year and on an ad hoc basis. For example, as a result of finding areas of concern in the guided pathway for the CIS program, the faculty believed that some courses should be removed from the program and new electives may be needed. The faculty surveyed the advisory board for their input. This survey guided the faculty in creating new elective courses in cybersecurity and programming. Other examples of the process for receiving feedback from external sources can be found in excerpts from Advisory committee meetings, where program faculty receive direct feedback from the committee.

For transfer programs, faculty annually review the transferability of courses by using the Michigan Transfer Network (MTN). Courses that do not transfer, or transfer only as elective credit, are evaluated for relevancy. This has led to several changes.

- The Math faculty found that the development of two new courses would be beneficial for transfer students.
- MMCC's existing Business Mathematics, was no longer relevant for students intending to transfer to the business program at Central Michigan University. Students needed a similar, but more general, course in college algebra. Consequently, the Math faculty developed a new College Algebra course.
- The Michigan Transfer Agreement provides for a quantitative reasoning course, which did not exist at MMCC, so the Math faculty developed a new course, Mathematical Reasoning, to provide transfer students with another option.

Furthermore, MMCC has taken the lead on developing regional faculty partnerships that bring together two and four-year college and university faculty to discuss transferability and curricular alignment. Psychology was the first program selected by a committee consisting of several regional community colleges and universities. Due to its popularity, additional programs of Business Studies, Biological Studies, and Criminal Justice will be looked at next. These three additional programs were selected by a committee consisting of representatives from all 28 Michigan community college and all 15 public universities. Minutes from a symposium meeting indicate how this provides input on transfer related issues.

Designing, aligning and delivering co-curricular activities (3.E.1, 4.B.2)

In academic year 2016-17, faculty created Master Course Description and Proficiency (MCDP)

documents for each course in their program. The course learning outcomes (proficiencies) are listed in their appropriate DQP category for each course. Faculty ranked each proficiency relative to the emphasis each proficiency receives in the course. The ranking scale was a three point scale with one being a minor component, two being a moderate component, and three being a major component of the course. The program faculty are now taking the numeric data from each course MCDP and using the DQP framework to see how well the proficiencies align in their program courses. This process has stimulated significant discussion amongst the faculty and provided a basis for several sessions at the college's professional development days. The process also pushes faculty to examine the cross curricular and co-curricular activities that take place within their degree program.

As part of our overall stakeholder feedback process, Advisory Boards suggested the need for more practical experience for our students. The Curriculum Committee, along with program faculty, re-designed our internship program for all technical and occupational programs. These experiences allow students the opportunity to bring together proficiencies learned in their general education AND program specific courses.This combination of the general education, or common learning outcomes, with the program specific outcomes results in students developing into T-Shaped Professionals. That is, they master a broad range of common skills and proficiencies, as well as master a depth of skills and proficiencies in their particular field. Examples of internship/externship syllabi show this alignment of outcomes: Business Information Systems, Medical Assistant Office Externship, Art & Design Internship.

Selecting tools, methods and instruments for assessing attainment of program learning outcomes (4.B.2)

Program faculty members are responsible for selecting the tools, methods and instruments used to assess attainment of program learning outcomes. The college continues to have a faculty driven student assessment process that provides academic departments with "local" control over their curriculum and 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. Professional Development days provide opportunities for faculty to discuss tools, methods, and assessments across departments. The faculty have adopted the DQP framework as a method to categorize and structure their assessment activities.

The Assessment Committee created an online repository for each program to store their assessment documentation. Every program has created a Master Course Description and Proficiency (MCDP) document for each course and stored these documents in the Moodle (Learning Management System) repository. The repository is available to faculty. 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. During the proposal review process the faculty member bringing the proposal must include an assessment plan. The proposal writers will discuss with the Curriculum Committee how students will be evaluated 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 and their categorization within the DQP. The primary academic committees and the administration at the College provide opportunities to train and develop assessment skills. In 2016-17 there were professional development sessions on creating and tuning the MCDP. In 2015 and again in 2017, the College held faculty workshops with a DQP Tuning Coach from the Lumina Foundation. These activities coupled with norming through the MCDPs

which are aligned to the DQP, departmental meetings, and standard syllabi, are promoted and encouraged across campus.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Program level assessment is addressed routinely as part of the program review process, which is overseen by the Curriculum Committee. All programs are reviewed on a four year cycle with four to five programs 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 and Academic Standards Committee that provides qualitative and quantitative data which document the ongoing assessment and evaluation of the program. For purposes of program review, MMCC historically defined a program as a subject area that granted a degree or certificate.

1R2: RESULTS

Overall levels of deployment of the program assessment processes within the institution

All programs are assessing programs proficiencies through the Curriculum and Academic Standards Committee curricular review process. This is a four-year cycle whereby all programs submit proficiency data.

Summary results of assessments (include tables and figures when possible)

- Samples of licensure and certification exam results from the following programs:
    - Nursing
    - Radiography (population size: 2012 - 18; 2013 - 19; 2014 - 11; 2015 - 14; 2016 - 17)
    - Physical Therapist Assistant (population size: 2011 - 17; 2013 - 14; 2015 - 19)
    - Certified Medical Assistant (population size: 2012 - 16; 2013 - 15; 2014 - 19; 2015 - 16; 2016 - 11)
    - Drafting/CAD (population size: 2013 - 15; 2014 - 12; 2015 - 13; 2016 - 17; 2017 - 4)
    - Heating, Refrigeration & Air Conditioning (population size: 2012 - 21; 2013 - 17; 2014 - 15; 2015 - 13; 2016 - 15)
    - Computer Information Systems
        - Networking Fundamentals (24 students)
        - Security Fundamentals (17 students)
- sample program assessment plans: Radiography, Physical Therapist Assistant
- sample program reviews with assessment results Drafting/CAD (pp. 4-5), Medical Assistant (pp. 11-14)
- Transfer program outcomes are measured by comparing MMCC transfer students' gpa after transfer to the gpa of the native student population at our top three transfer destination universities.

Comparison of results with internal targets and external benchmarks

The certificate or licensure pass rates of MMCC Health Professions graduates are examined in light of the national and/or State pass rates. To demonstrate this level of monitoring, a comparison for MMCC graduates in Nursing (RN), Radiography, Physical Therapy Assistant, and Certified Medical Assistant exams with the national and/or State pass rate (where available) over the past five years is attached. MMCC's Health Professions programs typically have an external benchmark of a pass rate of "at or above" the national and state mean.

In several occupational areas, certification exam data is also compared to national and/or state figures. Although in some cases, as in SolidWorks exam rates, national or state comparison data is not available. Additionally, the Computer Information Systems program has begun using Microsoft certification exams as a means to assess program level outcomes in two areas: Security Fundamentals and Networking Fundamentals. Since this was initiated in fall of 2017, national and state comparisons are not yet available.

For transfer students, MMCC collects data off first semester performance at the transfer institution as compared to the native students of MMCC's top transfer destinations during the same semester.

Interpretation of assessment results and insights gained

While the Nursing program has generally hovered around the national and state averages over the past 5 years, they have only exceeded both in one year (2015). But these figures may be a bit misleading as recently the Nursing program underwent a significant restructure that resulted in a reduction of required credit hours from 92 credits in 2012-13 to 71 credits in 2013-14 and then to 65 credits in 2017-18. Additionally, Radiography underwent a change in leadership and instructional staffing in 2014. In speaking with the Radiography department, there was a timing issue with the licence exam which led to students taking the exam at an earlier date than anticipated. A majority passed on the second test administration, but those scores were not reflected in the attached data. The department has been exploring better test prep software for students, and the scores appear to be moving back up towards the national average after a brief dip. Other programs like Physical Therapy Assistant and Medical Assistant are significantly above the national average.

In the Drafting program, the department utilizes an exam to measure competency; SolidWorks. Results from the SolidWorks report four out of five years the pass rate was above 90%. The other two years, the pass rate was above 80%. The department is working toward setting an appropriate internal benchmark since no national data are available. As mentioned earlier, Microsoft certification information is not yet available for 2017 fall. This fall is the first semester MMCC is offering Security and Networking Fundamentals, so trend data is not available.

1I2: IMPROVEMENT

The Assessment Committee has just begun a project whereby course shells in MMCC's Learning Management Software (Moodle) will be set up to align individual assignments with the DQP master course proficiencies thereby allowing for a more robust data collection process. Additionally, the most recent version of the Faculty Master Agreement specifies that faculty will be required to open a Moodle course shell for ALL courses. So the proficiency data collection will be more detailed and disbursed across campus.

Sources

- 16-17 PTA Program Assessment Plan
- Advisory input on outcomes
- ALH 250 Syllabus DQP(2)
- ART 281 Internship I

- Art_Program_Review_2016 pdf
- BIS 260
- Business Review
- CIS 185
- DRF_Program_Review-2016
- Eng 111.W01 & 02 Fall 2017
- English 112 Syllabus
- Licensure pass rates
- Map of DQP Proficiencies for PTA Program Courses
- Med Asst Prog Review
- New Program Proposal Form
- Program Review Guide
- Rad Assess plan with outcome data
- Regional Faculty Symposium
- Transfer GPA
- WHAT IS THE T

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3: PROCESSES

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Per the college's mission, courses and programs are developed in response to changing stakeholder needs, and to enable both student and the community success in a diverse, global society. Additionally, as discussed in 1P1, one of the college's common outcomes is engaging diverse

perspectives, the goal of which is to help students develop the ability to understand how knowledge from different cultural perspectives might affect interpretations of prominent problems, as well as understand his or her own perspective on selected issues.To this end, student stakeholder needs are divided into several segments. For new students, the college provides a mandatory orientation through which, the college's Advisors and Mentors work with students in small groups to assess needs and assign students into one of the available degree paths (Associate of Arts, Associate of Science, Associate of Applied Science, Certificate, Training Credential). This process is aided by the creation of a new multiple measures math placement model, and a revised English placement model.

For returning students, educational needs are determined through a variety of sources including: course evaluation surveys, Student Satisfaction Inventory, Academic Advising, and course/program level assessment. Additionally, students are invited to serve as members of all shared governance committees, providing more detailed information on student need.

In addition to new and returning students, the college has a large dual enrollment population. The Associate Dean of Academic Outreach meets regularly with all dual enrollment partner institutions to gather educational needs for dual enrolled students that attend on-campus/online classes, as well as those enrolled at one of the off-site centers. Each spring the college also hosts a meeting of dual enrollment superintendents, principals, and counselors to discuss educational needs. All of this information is shared with the Off-Campus Advisory Committee who works to implement ideas for improvement based on feedback received.

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

MMCC recognizes that, given its mission as the community's college, it has many external stakeholder groups with a vested interest in its academic programs. This multiplicity of sources allows the college to hear from a wide range of our stakeholders.

Stakeholder	Expectations	Method to Determine Need
Four-Year Transfer Institutions	Transferring students demonstrate proficiencies equal to four-year partner coursework	Articulation agreements, regional faculty meetings, statewide faculty meetings
Employers	Graduates demonstrate competency in transferrable and job specific skills.	Surveys and meetings through Advisory Board committees, national data from EMSI and Burning Glass.
K-12 Institutions	Offer opportunities for students to complete aspects of their Associate's Degree while attending high school.	Regular meetings with K-12 partner institutions and our Associate Dean of Off-Campus Programs; summer meetings with K-12 Principals and Superintendents.
Community-Based	Active partnerships	Surveys and meetings through Advisory Board committees; local and regional workforce development partners.
Accreditors	Meet accrediting standards	Feedback on annual updates; appraisal feedback report

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Regardless of the source, all new courses and programs are approved through the faculty led Curriculum and Academic Standards Committee (CASC). This approval process ensures the Degree Qualifications Profile proficiencies are integral to the courses and programs, as well as there being a clearly identified pathway (sequence of courses) for students to follow. This portion of the process ensures the degree program meets both program specific learning outcomes and general education (common) learning outcomes. In accordance with the Committee bylaws, the proposal process begins with the lead faculty and dean presenting an overview and outline of the program to the CASC. The overview includes an evaluation of the health and scope of competitive programs at similarly situated institutions. The outline includes the basic requisite details of the program along with budgetary implications. If the CASC determines the program aligns with the college's mission and serves stakeholder needs, the faculty would proceed with developing the courses and the dean would pursue gaining approval of a budget for the program from the college administration and Board of Trustees. Individual courses for the program and detailed program requirements are then presented. Approval by the CASC is based on how well the proposed course/program meets identified stakeholder needs, transferability or suitability for gainful employment, fit with department and college mission, and adequate resource availability. Once the CASC approves a course or program, the Academic Vice President takes the proposal to the Board of Trustees for their approval.

Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

The Curriculum and Academic Standards Committee's program review process requires each program to be reviewed on a four year cycle.This review process requires the program faculty and administrators to address specific questions under the following broad areas:

- The mission and goals of the program
- The overall quality of the program
- Specific indicators of the program's quality
- The overall health of the program; Issues facing the program
- Progress on action plan from the last review.

Finally a SWOT analysis is required based on the information gathered in response to the review along with an action plan for addressing the weaknesses and threats.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

In addition to the regular program review process discussed above, Academic Services utilizes a formalized new and existing program review matrix to determine current program viability as well as new program potential. This process was developed in the summer of 2017 for implementation during the fall of 2017.

1R3: RESULTS

Summary results of assessments (include tables and Comparison of results with internal targets and external benchmarks

- Measuring the performance of program specific learning objectives is accomplished in occupational and technical programs through the use of licensure or certification exams. This information is collected annually and published in the Annual Instructional Report.

- In the traditional liberal arts and in some transfer-oriented programs, graduation or transfer rates are used. This information is also collected annually and monitored along with comparisons to other Michigan community colleges.
- Program-specific graduation rates and transfer information specific to MMCC's most common transfer partners is located in the Annual Instructional Report (figures 5.2, 5.3, 5.5, 5.7, and 5.8 located on pages 14-16).
- Ruffalo Noel Levitz Student Satisfaction Inventory results includes items specific to student perspectives on instructional programs and meeting their diverse needs.

Interpretation of results and insights gained

Data concerning licensing or certification exams confirms that generally, we are meeting the standardized expectations of our external stakeholders in those areas. However, Noel Levitz data shows that we are below the national average in all but three of the nine questions relating to meeting diverse stakeholder needs. Unfortunately it is difficult to glean actionable data since the results are in aggregate form. Conducting focus groups may result in more a detailed understanding of student stakeholder needs.

High level indicators, such as placement and transfer data, suggests that key stakeholders such as employers and university partners are receiving graduates who are prepared for employment and continued educational enrollment.

1I3: IMPROVEMENT

MMCC has broadened the scope of programs with licensure/certification exams for monitoring the effectiveness of program design. The college plans to further expand this effort by collecting data from internship experiences. These internships have recently been revised significantly in response to advisory committee input. We now need to monitor the effectiveness of these revisions. Measurement of this effectiveness would come in the form of satisfaction surveys for both the students and the employers. These will connect to the relevant DQP proficiencies which the student should have mastered in the course of the program and utilize during their internship experience.

One other improvement is currently being planned that includes the implementation of the Full Measure app. This tool will allow the college to monitor student progress on their curricular pathway and determine whether there are design barriers interfering with student progress.

Sources

- _2017 AIReport (Final)
- 1.3 SSI Results.pdf
- Licensure pass rates
- Program Review Guide
- Program Review Process
- Transfer Rates

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4: PROCESSES

Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

As an institution with an "open door" policy, MMCC does not have general admission standards. Students are, however, evaluated for sufficient background and preparation for math and English. Up to the Spring 2017 semester for math, students were evaluated by Accuplacer testing, prior experience

at a transfer school with performance at a "C" or better, or ACT scores. Beginning in 2014, MMCC undertook a project to examine alternative math placement through multiple measures. The goal was to revise our placement process, base it on measures that would predict success in our course taxonomy, and capture placement data on an ongoing basis for ongoing validation and improvement of placement. Based on published research, staff collected data on students who took a math and/or English class at MMCC their first term as a freshman, and collected the grade that each received in the math course. For these students, we purchased high school transcripts that included math courses taken and the grades students received in them, overall high school GPA, and other data. We used logistic regression to predict college course success based on high school courses, grades, and GPA. While high school courses did not predict success, overall high school GPA was significant and meaningful.

Math faculty associated with the study used this research to develop a new placement model that is, for new students, based on a formula that uses high school GPA and their composite Math SAT score. For dual enrolled students, we now use a combination of whether they have passed Algebra 1 or Algebra 2 with a "C" or better, together with a high school GPA of a "B" or better at the time they are placed into a dual enrollment course.

English faculty are in the process of their placement process update. Since predictive variables were less clear for English than for math, the faculty utilized established national data to establish a process that factors in a multiple measures guided self-placement, along with a writing sample that is evaluated by the English faculty.

Course prerequisites are proposed by the program faculty and reviewed by the appropriate academic dean. Then, the proposed prerequisites are brought to the Curriculum and Academic Standards Committee for review and approval. Once approved, the prerequisites are entered into the computer system by the Registrar. Once entered, the prerequisites are included in the course descriptions in the catalog and the online course search tool, as well as the program guides that are presented to students in mandatory orientation sessions and individual one-on-one advising appointments.

Learning outcomes are established by the program faculty, utilizing the Degree Qualifications Profile as the framework. All course syllabi are required to have learning outcomes listed. In the fall of 2016, the Assessment Committee led a project to review all course syllabi to ensure learning outcome consistency across course sections. This led to the establishment of master course proficiencies, which ensures consistency across all sections and modalities.

Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

MMCC varies its course offerings by time, modality, and location, allowing students to find classes that fit their personal needs while working within the institution's capacity. Daytime and evening classes are offered. The length of courses varies from shorter time frames (6-8 weeks) to a more traditional standard length of time (12-16 weeks). MMCC offers courses that begin with a traditional semester schedule, as well as late-start classes for students who are at-risk and in need of courses with sheltered content. Courses are delivered face-to-face, online, and through varied hybrid formats. The two main locations of MMCC courses are offered in Harrison, Michigan and Mt. Pleasant, Michigan. The institution also provides dual enrollment/concurrent enrollment courses at nine different high school or intermediate school district locations within MMCC's region. Regardless of the program offering, modality, and location of delivery, the college retains authority over the curriculum and faculty qualifications.

As discussed above, MMCC has established master course proficiencies for all courses regardless of modality or location. The student learning outcomes for the college's associate degrees and certificate programs are driven by full-time program faculty, shared in the college's computer system (Colleague), and are exercised throughout the various delivery methods (face-to-face, online, hybrid) and locations (main campuses and area high schools). To ensure that student learning outcomes are uniformly understood by instructors across the college's various instructional delivery methods and locations, individual faculty on-boarding occurs. In addition to this, Welcome Back days occur prior to the start of the fall and winter semesters, and Professional Development days occur at least once each fall and winter semester. Faculty norming meetings, as well as regional faculty symposium meetings occur on a regular basis.

The Curriculum and Academic Standards Committee at MMCC reviews all college credit courses and programs on a regular basis. All new courses and programs are submitted to the Committee for their discussion and recommendations. The Committee oversees a 4-year program review cycle that monitors the instructional relevancy of the college's instructional programming, plans and evaluates the educational functions which the college has defined, and presents an opportunity for personal and unit communications. After review and deliberation, the Committee recommends appropriate action on curriculum and academic standards and presents its recommendations to the President/Board for approval prior to implementation.

With regard to online course offerings, the Office of Online Learning and Development uses a rubric for the development of all online course shells. The rubric is used to evaluate each online shell as well. The Instructional Designer in Distance Education fills out the rubric post-development, and then the Director of Online Learning and Instructional Design adds comments. The finalized rubric is sent to the faculty developer and the instructional administrator, who use the feedback for revisions.

Specific to concurrent enrollment and the rigor of course offerings, MMCC is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). "NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole national accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development." For courses offered off-campus, MMCC uses the NACEP standards to ensure that courses offered at the high schools are the same as those offered on-campus. The standards also ensure that students enrolled in these courses are held to the same standards of achievement as those on-campus, and instructors meet the same academic requirements for faculty and instructors teaching at MMCC. As an example of faculty evaluation through NACEP accreditation, courses offered off-campus are evaluated the first semester an instructor teaches, as well as every-other-year thereafter.

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Students seeking non-traditional credit must complete the Non-Traditional Credit Application and return it with supporting documentation to the Registrar. The Registrar reviews the application and forwards all materials to the appropriate academic department for further evaluation. If the program faculty approve the application, they forward it to the appropriate Academic Dean for final evaluation. If the Dean approves, he/she forwards the application back to the Registrar who notifies the student. If the program faculty do not approve the application, they return it directly to the Registrar who notifies the student. The student must pay $20 per credit to have it listed on their transcript.

Additionally, the college awards credit via national programs including College Level Examination Program (CLEP) and Advance Placement (AP). Cut off scores for awarding credit are set and

reviewed by the appropriate academic program faculty. MMCC-specific credits by exam are available in a limited number of disciplines. The tests and cut off scores are set and evaluated by the appropriate academic program faculty.

Military credit is also awarded. A **DD214** must be sent to the American Council on Education (ACE) for evaluation. When finished, ACE sends the transcript evaluation to the college. MMCC follows the ACE recommendation and posts credits to the student's MMCC transcript.

MMCC also has articulation agreements with several Michigan high schools. In these cases, MMCC course credit will be granted for successful completion of articulated course(s) at the Tech Center/High School. Successful completion is defined as a minimum grade of "B" (3 .0) in the course/s, a requirement noted in each articulation agreement. A high school transcript is required to document grade earned. Some articulation agreements also require the student to successfully complete MMCC proficiency testing or a sequential course before credit will be posted to the MMCC transcript. These requirements would be noted in the articulation agreement on file with the high school/technical center. No tuition or fees will be charged for articulated credits under this agreement.The opportunity to apply for articulated credit will expire in September, two school years after the Center/School course/program is completed. Articulated credits will become part of the total number of credits for program completion at MMCC and will be listed on the student's MMCC transcript by course code and credit hour(s). High school articulated credit is NOT transferable to other institutions from MMCC. No grade will be recorded. At least 15 credits must be completed at MMCC to earn a certificate or degree.

Per the Board of Trustees policy (301.05) Mid Michigan Community College will accept transfer credit from other accredited institutions within certain guidelines:

1. An evaluation will only be done from an official transcript. An official transcript bears the appropriate signatures and seals and is mailed directly to MMCC from the issuing institution. Transcripts not sent directly from an issuing institution will be considered unofficial and will not be evaluated.
2. Credits are transferred for "C" or better courses. Grades from transfer courses are not calculated in the MMCC cumulative grade point average. Transfer credits will be shown on the student's academic record.
3. A minimum of one-half of the student's credits toward a program must be taken at MMCC to be eligible to graduate from MMCC with honors.
4. Students who transfer to MMCC after completing a degree at an accredited institution will be given the following exemptions from MMCC's General Education requirements:
   1. From a Two-Year Institution: Students transferring to MMCC with a two-year degree from an accredited institution will be exempt from 100 Level General Education requirements. 200 Level requirements will be determined in the transcript evaluation process.
   2. From a Four-Year Institution: Students transferring to MMCC with a four-year degree from an accredited institution will be exempt from both the 100 and the 200 Level General Education requirements.
5. Once an official transcript is received from a regionally-accredited college or university, the Registrar compares course descriptions and/or learning outcomes of existing MMCC courses to the transfer course in question. Credit is awarded if appropriate. If there is a question of how closely the course matches MMCC outcomes, the Registrar forwards on to the appropriate academic faculty for evaluation.

Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

Many occupational and technical programs maintain specialized accreditation status with external accreditation bodies, primarily in the Health Sciences and Occupational areas. Accredited programs include: Radiography, Physical Therapist Assistant, Pharmacy Technician, Magnetic Resonance Imaging, Medical Assistant, Automotive, and Concurrent Enrollment. While not accredited, MMCC's Welding program meets the SENSE (Schools Excelling through National Skills Education) certification guidelines. 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. Currently, the Registrar lists all accreditation bodies on the back of transcripts and in the College Catalog.

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

Like many institutions, MMCC has had difficulty assessing outcomes data through graduate surveys. Because of these obstacles, the college is beginning to transition toward more standard processes. Beginning in 2015, the college instituted a series of degree pathways that overlay our existing degrees. Utilizing the Degree Qualifications Profile as a framework, each pathway was reviewed to ensure that in the totality, the courses contained in these pathways meet all five of the DQP proficiencies (Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills, Applied and Collaborative Learning, and Civic and Global Learning).

As discussed earlier, all course syllabi were reviewed by the Assessment Committee in fall of 2016 and winter of 2017 to ensure learning outcomes were tied back to the DQP framework. Beginning in the fall of 2017, the Assessment Committee began leading a project to assign DQP proficiencies to course assignments in Moodle (MMCC's Learning Management Software). This will allow for a much more standardized evaluation of the learning outcomes of students throughout their degree program.

In addition to the above, many programs have national and/or state certification exams that the college uses as measures of outcome attainment.

Selecting the tools, methods and instruments used to assess program rigor across all modalities

MMCC maintains academic rigor across modalities, locations, and faculty through its assessment process, and the selection of instruments and methodologies for these processes was detailed in 1P1 and 1P2. As previously noted, all sections of a particular course have common course master proficiencies. In the process of new program development, faculty identify proficiencies and determine the instrument and method for assessing student achievement of those outcomes. Furthermore, as part of the annual Academic Program Review Process, programs are encouraged to incorporate multiple measures to be more certain that the program proficiencies are actually being attained. Thus, it is the college's assessment of proficiencies (described in 1P1 and 1P2), coupled with faculty conversations during the annual program review meetings, which ensure that academic rigor is consistently upheld.

1R4: RESULTS

Summary results of assessments

Since the last Systems Portfolio submission (November 2012), specialized accreditation bodies have

conducted site visits and approved all Health Sciences programs. Further, National Alliance of concurrent Enrollment Partnerships (NACEP) accreditation was granted in May 2017. The Nursing program is in the application process for the Commission for Nursing Education Accreditation.

Health Sciences Program Accreditations

Program	Accreditation Body	Next Site Visit
Magnetic Resonance Imaging	Joint Review Committee on Education in Radiologic Technology	February 2018
Medical Assistant	Commission on Accreditation of Allied Health Education Programs	2024
Nursing	Commission for Nursing Education Accreditation	October 2018 (Tentative)
Pharmacy Technician	American Society of Health-System Pharmacists	2018
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education	2024
Radiography	Joint Review Committee on Education in Radiologic Technology	June 2023

- Data for determining program quality comes from licensure and certification exam pass rates from the following sample of programs:
  - Nursing (population size:)
  - Radiography (population size: 2012 - 18; 2013 - 19; 2014 - 11; 2015 - 14; 2016 - 17)
  - Physical Therapist Assistant (population size: 2011 -17; 2013 - 14; 2015 - 19)
  - Certified Medical Assistant (population size: 2012 - 16; 2013 - 15; 2014 - 19; 2015 - 16; 2016 - 11)
  - Drafting/CAD (population size: 2013 - 15; 2014 - 12; 2015 - 13; 2016 - 17; 2017 - 4)
  - Heating, Refrigeration & Air Conditioning (population size: 2012 - 21; 2013 - 17; 2014 - 15; 2015 - 13; 2016 - 15)
  - Computer Information Systems
    - Networking Fundamentals (24 students)
    - Security Fundamentals (17 students)
- With relation to academic outreach, the Off-Campus Program assesses student progression, persistence, retention and completion rates, and uses these metrics in assessing the overall quality of its programming.
- Grade attainment comparison of the off-campus program courses with that of on-campus offering are tracked on an annual basis and data is provided in the College's Academic Outreach Annual Review.
- The college also monitors grade attainment from the various delivery modes as a check on consistent quality regardless of delivery method.
- Program enrollment and student feedback are additional metrics used to determine programming quality at MMCC. The college surveys concurrent enrollment students at both one year out and four year out points.

Interpretation of results and insights gained

Comparing Delivery Modes: The percentage of students who attained a "C" or better, on average, in

their online courses has remained consistent at about 86 percent. Students who take dual enrolled courses online now have comparable success rates to those who take courses on-ground or off-campus, and in some cases have demonstrated that they actually perform better. With the exception of fall 2014, on-ground students experienced lower success rates than those who took courses online. It can be noted that nearly all instructional delivery types experience a drop in success rates from fall semester to the winter semester. Students enrolled in off-campus courses in fall 2012 experienced an 86 percent success rate, while students who took courses off-campus in the fall 2016 experienced a 91 percent success rate.   These success rates in the 85-95% range have remained consistent over time.

Progression, Persistence, Retention and Completion: 16 percent of dual enrolled students are completing within three years of first dual enrolling. Completion rates for dual students include those who have completed a certificate, degree, or transferred to another institution of any type. Research from the Community College Research Center indicate that dual enrollment student completion rate for any award is 46% nationally and 47% in Michigan. However, this is based on a six-year window. Efforts are underway to determine whether dual enrolled students complete at a higher rate using a six-year completion window.

Off-Campus Program Surveys: Students have reported that their concurrent enrollment course was at least as challenging as the courses they are enrolled in at their current college or university. Students also commented that their experience taking concurrent enrollment courses were overall very positive and nearly all courses have transferred to presently attending four-year universities and have counted toward their pursued degree.

Overall, MMCC's Off-Campus Program and initiatives toward academic outreach appear to be positive. Students are progressing, persisting, and completing at rates that are as high or higher than the regular MMCC student population. Students in the Off-Campus Program are also attaining C's or better at higher rates than the regular population, are achieving higher overall GPAs than regular students, and the students appear to be quite satisfied with their experience in the Off-Campus Program as illustrated in the one-year out and four-years out of high school survey results.

Licensure and certification exam pass rates: As discussed in 1R1 and 1R2, the licensure and certification pass rates are indicators showing our academic programs meet the needs of two key stakeholder groups (employers and transfer institutions) because they are passing at a rate consistent with national averages and are performing comparably with university partner students.

1I4: IMPROVEMENT

Academic Administration has developed a Program Development Process in which new program ideas are reviewed. A component of this process is reviewing HLC, specialized accreditation, and Federal/State Standards for approval. This allows for the potential for curricular alignment at the onset of program creation, as opposed to attempting to align program outcomes with accreditation standards after program creation.

A Specialized Accreditation committee will be created to review selection, implementation, and maintenance of new and current programs. This committee will be comprised of administrators and faculty who have experience in specialized accreditation. This will allow for a more formal process to explore and pursue accreditations consistent with budgetary limitations.

Sources

- 2012-13 Dual PPRC
- AP TEST
- College Level Examination Program
- Concurrent enroll survey 1 yr out
- Concurrent enroll survey 4 yr out
- Degree Qualifications Profile
- Dual Grade by delivery mode
- Dual Grade Comparisons
- Licensure pass rates
- MMCC Test Options
- NACEP_Accreditation_Guide
- Non-Traditional_Credit_Non_Traditional_Application_9-27-10_interactive_and_savable
- Revised Quality Rubric - TEMPLATE - Sheet1

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5: PROCESSES

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The college is committed to freedom of expression and the integrity of research and scholarly practice. This is evident through the master agreement between the Board of Trustees of Mid Michigan Community College and the [Faculty Senate](). This agreement (p. 63 ff.) states that the instructor shall have the freedom to report the truth in the discipline of his/her professional expertise as he/she sees it both in the classroom and in reports of research activities. Additionally, the

agreement states that there shall be no artificial restraints which would impair the instructor's ability to present his/her subject matter in this context providing it is consistent with the institution's adopted course outcome objectives. The Board and Faculty Senate recognize the importance of inspiring students to develop respect for truth, individual freedom, social responsibility, democratic tradition, as well as the appreciation of individual personality. Therefore, the Board and the Faculty Senate are pledged to work together to create and preserve an atmosphere which is free from censorship and artificial restraint, and in which academic freedom for faculty is guaranteed. No special limitation shall be placed upon study and investigation of facts and ideas concerning humankind, the physical and biological world, or other branches of learning within curriculum guidelines.

The college supports students, faculty, and staff in the development and application of ethical practices related to research in the following ways:

- Copyright research and guidance is provided to faculty, staff, and students by the library staff
- Video tutorials are provided to demonstrate new databases or refreshers on existing resources
- Library staff can assist faculty in researching suspected cases of plagiarism
- In class instruction is provided by library staff on the research use of electronic databases and proper citation styles

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The Student Code of Conduct communicates to students the Academic Dishonesty Policy and Procedure while sharing a definition of plagiarism and cheating. The Student Code of Conduct is available to students on the MMCC website as well as the College Catalog (p. 168), and a reference is included on all course syllabi per the faculty master agreement (page 14). Students are informed about the location of the Student Code of Conduct as well as its contents in mandatory new student orientation. The faculty master agreement requires all course syllabi to include a statement on Academic Dishonesty and a link to the college catalog section on Academic Dishonesty. This statement must include the consequences of violating the course and/or college policy, and specifically, that the behavior will be recorded by the college.

Faculty are notified through presentations at pre-semester meetings and/or faculty professional development days (occur once each semester) of the policies and procedures for reporting plagiarism and academic dishonesty. Each student bears the ultimate responsibility for being aware of college policy, regardless of whether or not the faculty member has provided this information verbally. Since it is the faculty member's responsibility to assign grades, it is also his/her prerogative to determine what constitutes cheating or plagiarism in his/her classes. The first instance a student engages in plagiarism or academic dishonesty, the individual faculty member will determine the consequences consistent with their syllabi. Any further instances of plagiarism or academic dishonesty will additionally be subject to consequences as described by the Student Code of Conduct.

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

While MMCC is not a research institution by mission, the college supports research and inquiry by faculty particularly in the scholarship of teaching and learning. The Institutional Review Board (IRB) provides oversight to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students. and that such research meets all federal guidelines. (Criterion 2.E.1) The IRB's Guidelines for the Protection and Ethical Treatment of Adult Human Subjects in Research are based on the American Psychological Association's guidelines: "The Institutional Review Board (IRB): A College Planning Guide" (2009). The IRB documents guide faculty and staff in the protection and ethical treatment of human subjects in research.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity:

In 2013, MMCC implemented the Maxient software to manage documentation of behaviors covered under the Student Code of Conduct. This software allows both Academic Services and Student Services to collect and track data regarding the number of incidences of academic dishonesty, severity of the incident, as well as the disposition of the incident. In issues of academic dishonesty, faculty report instances through the Maxient system, which is then forwarded to the appropriate Academic Dean. The Dean is responsible for following up with the student and updating the Maxient case file.

1R5: RESULTS

Summary results of measures

As noted above, the college relies on Maxient to track and document student conduct issues, including matters pertaining to academic integrity. The results include both student conduct issues and specific instances of academic dishonesty.

The college also tracks the number of trainings presented to students and faculty that include the topics of academic honesty, use of electronic research databases, and proper citation styles:

Semester	Number of Classes
Fall 2016	23 classes
Winter 2017	22 classes
Fall 2017	26 classes

In addition, the college has video tutorials available demonstrating proper documentation and citation styles to help students avoid academic dishonesty. Usage of these video tutorials is tracked.Over the past three years, there have been **696** desktop computer views of these tutorial, and **212** views on mobile devices. Sample titles of the tutorials are:

- How to search for Academic Articles
- Documentation & Citation Styles
- Research Tips
- How to Find Books in our Collection
- How to Format a Hanging Indent

Comparison of results with internal targets and external benchmarks

Much of the national data on academic dishonesty centers on incidents of undetected instances based on student self-report data. Because of this lack of national trend data on reported instances, the college instead seeks to reduce the number of reported cases to less than the three-year running average (approximately 24). However, given that Maxient has only been up and running for three years, the data pool is limited.

1I5: IMPROVEMENT

An Institutional Review Board was created in 2016. While the institution is not necessarily one that

conducts research regularly, there are several regional universities near by. One in particular has initiated a Community College Leadership program, which has led to an increasing number of research requests. Still, an opportunity exists to better communicate the necessity of going through the IRB as opposed to handling the requests informally.

Sources

- Incidents of student conduct by type
- irb-college-guide

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, labratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1: PROCESSES

Identifying underprepared & at-risk student, and determining their academic support needs (3.D.1)

MMCC is an open-enrollment institution. As such, the college receives a significant number of students underprepared for college-level academic work. MMCC designed and implemented a multiple measures placement assessment instrument that considers a student's SAT score, high school transcript, a Math placement score, and for writing, a guided self-placement quiz. The college administers this assessment to each new or transfer student. This multiple measures placement instrument assists staff in determining incoming student academic needs.

Current student need identification occurs through an online Referral Management System (RMS). Faculty use the RMS to identify students they believe need additional support. The RMS alert goes to the Office of Student Oversight, who then contacts the referred students to assess their needs and directs them to appropriate support services. In addition, current students self-identify their needs through an online tutoring system.

The college provides a range of support services responsive to the learning support needs of students, which are coordinated through the offices of the Executive Dean of Student Services and the Vice President for Student and Community Relations. Some of those services are accessible to all students while other services target under-prepared, at-risk students, career, or first-generation transfer students.

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

MMCC provides multiple opportunities and pathways for students to select programs of study. Prospective students have opportunities to interact with college recruiters to learn about programs of study during events at high schools, alternative education centers, technical centers, adult education sites, and local business and industry sites. MMCC hosts an annual career day on campus for local middle school students. During this event, 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. Current MMCC students find assistance in the Career Services Office, which assists students with determining a career path. This team can help students decide on a program of study via informational interview assistance, career related workshops, and career exploration tools.

MMCC faculty establish prerequisites and co-requisites for all courses, along with guided pathways that layout course sequences for each program. These together with the results from placement assessments, assist students and academic advisors to select appropriate courses.

In addition to the identification of student support needs through the course placements and RMS alerts from faculty, the college communicates the availability of support services during mandatory new student orientations, and through the Mid Mentors. The college assigns each student a Mid

Mentor at the time of application, and this mentor serves as a single point of contact during the entire time the student remains at the college. Mid Mentors serve as a conduit between MMCC students and appropriate services.

Ensuring faculty are available for student inquiry (3.C.5)

Per the Master Agreement, faculty are required to hold a minimum of five office hours per week, and must have an on-campus presence four days per week. If they teach online courses, some of these hours can be fulfilled via electronic communications. Faculty communicate office hours on their course syllabi and post office hours outside their office doors, as well as on the college's Learning Management System (LMS). Each course section has an electronic course shell built in the LMS and this course shell facilitates student/instructor communications, even in traditional face-to-face courses.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Learning support needs of MMCC students are identified in the following ways:

1. Students new to MMCC are considered in need of initial support with the transition, so academic advising (through the first 12 completed credits) and new student orientation are required for degree- or certificate-seeking students.
2. Multiple measure instruments are used to identify academic deficiencies in reading, writing, and mathematics.
3. Students seeking accommodations due to a disability, must provide written verification of their disability from a licensed professional so appropriate accommodations can be made. Accommodations are arranged individually on an as-needed basis. The nature and extent of accommodations are based on the specific disability and are determined by the Office of Disability Services.
4. Students may self-identify and request services.
5. Faculty, staff, and outside professionals may refer students.
6. A Referral Management Program exists to facilitate the faculty referral process.

Learning support needs are addressed through services included in the Support Services Table.

Determining new student groups to target for educational offerings and services

Determining new student groups occurs primarily through the college's Enrollment Management Committee. The committee's membership includes representatives from Marketing, Admissions, Student Services, Academic Services, and both full-time and adjunct faculty. The committee meets twice each month, generates enrollment projections, and sets enrollment targets for the following year. This process begins by utilizing multiple formulas to determine enrollment projections for various demographic groups. After projections are set, the committee prioritizes focus areas for new student groups to target. An example can be seen in the 2017-18 projections table.The college also receives requests to provide educational services to new geographic areas or school districts. The Partnership Committee handles such requests and provides relevant information on the request to the Enrollment Management Committee.

In addition to the Enrollment Management committee, the academic deans developed a process for the identification of potential new academic programs. The process is a three-pronged approach whereby each fall the current programs are reviewed using a rubric that was developed by the academic deans.

Additionally, each fall the deans will utilize the rubric in evaluating potential new programs. After coming up with a list of potential targets, the deans meet as a group and identify the top targets for the entire division, which then leads to discussions concerning curricular development, new hiring, and facility considerations.

Meeting changing student needs

As a college we value data, and use the Ruffalo Noel Levitz Student Satisfaction Inventory to determine our students needs and desires. Our choices of where our resources should be allocated is based, in part, upon this data. The following are examples of meeting changing student needs based on such data examination.

- MMCC has moved from an informal, individual student orientation practice to a formalized, required, group orientation experience. The goal is to build better awareness of all institutional resources in a consistent manner while also building peer relationships from the onset.
- To meet the needs of a growing number of international students (and better support students that may be viewed as at risk), MMCC developed the LUCES program. It is a set of courses that begin a week later, use a sheltered course content instructional delivery method, and are taught by specially prepared faculty. So far this project has shown great success in retention and learning outcomes.
- To aid dual enrolled students, the college trained our staff on their differing needs, adapted college semester start and end dates to better suit the off-site schools' schedules, created a dedicated academic advisor for dual students, and added web and hybrid course options.
- In 2017-2018, MMCC plans to offer 75 sections of college courses at area high schools, including 29 different courses. MMCC currently hosts classes at 9 different high school locations within the mid-Michigan region.
- The Off Campus Program is another way that MMCC provides college-level instruction and credit-bearing courses outside the walls of the college. These Off Campus courses provide students an opportunity to earn college-level credits in courses that transfer to universities. Typically these courses involve dual enrolled students and are offered at a high school location which makes them more accessible to high school students. The overall goal for MMCC is to provide a cohesive program for transitioning high school students into successful college students, by providing relevant college-level instructional programs integrated with success strategies for college. This program focuses on the development of student knowledge and academic skills, as well as assisting students with developing the knowledge and skill sets for successfully navigating the institutional aspects of attending college: i.e., dealing with financial aid forms, making and keeping appointments with advisors, how to seek out help from library and other staff.
- Because student interests change over time, MMCC strongly encourages and supports the creation of new student groups. We have both a dedicated administrative staff member and volunteer faculty serving as student group advisors helping these groups establish themselves, pursue their interests, and reach their goals.
- Some students have financial difficulty driving to campus frequently and others desire/need a bridge between web courses and traditional face to face courses. For that reason (and others), MMCC has expanded their hybrid course offerings. These courses combine the convenience of fully online courses with the benefits of face-to-face contact with an instructor.
- To continue flexibly adapting to student needs, MMCC conducts division wide course scheduling. This method provides a high level overview of how and when each department's courses intersect with other department's courses. Additionally, it facilitates discussion regarding which times and classes work best, and to avoid stacking required classes at the same meeting times. In short, it provides a view from the student perspective, which allows insights

on how to increase flexibility and options for students.

The information and data referenced above is provided to the various committees in the college's shared governance structure according to their respective charters and charges. Recommendations on specific actions or plans flow from these committees back to the College Council, which is the body that provides counsel to the Senior Staff and President. Use of this shared governance structure provides for greater coordination and alignment of efforts across divisions.

Identifying and supporting student subgroups with distinctive needs (i.e. seniors, commuters, distance learners, military veterans) (3.D.1)

Data identifying student subgroups originates from the admissions process in which students self-identify the information. Advisors, Mid Mentors, and registration staff verify and correct the information when needed. Once identified, student subgroups receive support with targeted resources delivered through a designated college office. For example, the college has an Office of Veterans Services & Support, which follows the Michigan Veterans Affairs Agency (MVAA) standards for student veteran programming. MMCC's Veteran Services Representative and Vice President of Student and Community Relations work closely to program and carry-out operations. In addition to hiring a Veteran Services Representative, MMCC has provided space for Veteran Services and created a Student Veterans Club on both campus locations.

Students may self-report a special need that may be eligible for an accommodation. In such cases, the student must provide written verification of the disability from a licensed professional before accommodations can be made. Accommodations are arranged individually on an as-needed basis. The nature and extent of accommodations are based on the specific disability and are determined by the Office of Disability Services. The services received may vary from course to course, instructor to instructor, and semester to semester. Possible accommodations include: Readers, Note Takers, Interpreters, Books on Tape, Alternative Testing, and Assistance with Accessibility.

Students identified as first generation college students, low income, or disabled, are eligible for the TRiO - Student Support Services (SSS) program. These students are served in various capacities to help them overcome barriers to academic success and academic program completion. Tutoring, financial literacy information, study skills, academic advising, career assessment, resume/cover letter/interview and job seeking skills workshops, assistance applying to university, exposure to universities for transfer, personal counseling, exposure to cultural events and activities, museums, concerts, and travel outside of their local area are among the many ways TRiO - SSS participants may be served.

Deploying non-academic support services to help students be successful (3.D.2)

Specific support services, including Library Learning Services, placement testing, tutoring, new student orientation, and the Mid Mentors were detailed previously in the 2P1 narrative. Another area of support is Academic Advising. Academic Advisors are assigned certain programs of study so they have an in-depth knowledge of the programs for which they advise. Students are required to meet with their Academic Advisor until they have completed 12 college credits. This process ensures students receive extra support as they begin their collegiate journey. Support services offered to MMCC students are highlighted in the Support Services Table.

MMCC realizes there are many non-academic factors that can become barriers to student learning. To address such matters, the college partners with community agencies to provide resources to students which address these matters. MMCC includes a Community Assistance Resources page on the

college's website which lists the services available, the agencies which provide the services, and contact information. Students can simply dial 211 to get an up to date list of services, and be directed to the services relevant to their particular need.

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)

MMCC is committed to ensuring that staff members who provide non-academic student support services are qualified, trained and supported. Qualifications, credentials, and required licensures or certifications are all reviewed for currency at the time of posting vacant positions to ensure the position is requiring the appropriate qualifications. During the selection process, the hiring committee has the responsibility to verify the position candidate holds the appropriate credentials for the position. Professional development is available to all staff, and the evaluation process is a point where supervisors discuss professional development needs with employees. The college has a Center for Learning & Leadership which provides training opportunities and coordinates online training resources for all employees. Section 3.1 provides additional information regarding employee onboarding and section 3.3 provides additional information on staff professional development. Both of these processes are designed to provide employees with the support and training needed to fulfill their roles. Each department also has a travel budget to support staff travel to conferences and workshops for professional development.

Communicating the availability of non-academic support services (3.D.2)

The process of communicating the availability of non-academic support services begins at the new student orientation required of all new students. Information on non-instructional support services is compiled in a binder which is provided to students at orientation. Additionally, a special Student Success Workshop is presented for students at orientation where Mid Mentors tie traits of a successful student to non-academic support services.

After orientation, Mid Mentors follow up with students at regularly scheduled intervals to inform them of time-specific support services. Additionally, information on all support services are included on the college website, and information is sent out in The Laker Wave, a monthly newsletter for students.

Selecting the tools, methods and instruments to assess student needs

Results from the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI) play a key role in selecting tools, methods, and instruments to assess student needs. This survey tool provides not only the level of satisfaction students have with particular items, but also indicates how important particular items are to students. Thus, various committees can use the results to determine just which items are of most importance to students and their level of satisfaction. This informs the committee of the items needing attention. The committee then researches what tools may be available. If a tool is supplied by an external vendor, the appropriate department or committee would recommend an RFP be circulated and top vendors be invited to campus to demonstrate their tool. The committee would develop a rubric for evaluating the presentations/product. There are instances when a committee may determine we can develop a better tool using internal staff and resources. An example of such a decision was the task force that examined the validity of using Accuplacer for determining course placement of incoming students. To ensure the college was accurately placing students, the college undertook a large regression analysis to determine what variables best predict student success. Based on this analysis, MMCC designed and implemented a multiple measures placement assessment instrument that considers a student's SAT score, high school transcript, a Math placement score, and for writing,

a guided self-placement quiz. The college administers this assessment to each new or transfer student. This multiple measures placement instrument assists staff in determining incoming student academic needs.

2R1: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

Results for determining if students' needs are being met come primarily from the Ruffalo Noel Levitz Student Satisfaction Inventory. This SSI is administered each academic year to a representative sampling of our student body--typically 900-950 students are in the sample population. Results below indicate the effectiveness of:

- Academic Support Services
- Advising/Counseling Services
- Services meeting diverse student needs:
- HelpDesk Usage Data
- Lynda.com usage Data

Interpretation of results and insights gained

MMCC is at or above the national levels on all items except for Library staff helpfulness, which needs to be investigated for improvement. In terms of Advising, MMCC exceeds the national level on all items except for the counseling staff caring about students as individuals, but this is not a significant difference.

For meeting diverse needs, MMCC is below the national levels on six of the nine items. The two that particularly need investigation for improvements are the commitment to students with disabilities and the Veterans program.

HelpDesk Usage Data provides insight into the volume of assistance provided to both students and staff by the various service departments of the college. The significant increases in usage indicates students and staff are accepting this method of delivering support. However, a survey should be administered to determine the level of satisfaction with this system.

Lynda.com usage data provides insight into the volume of assistance provided to students and staff through the online training videos that cover a wide range of topics and software. Measured in terms of certificates completed, usage has increased at a rate of almost 140% over the last four years, and there have been significant numbers of new users each year. Both these measures suggest this is a helpful support tool.

2I1: IMPROVEMENT

While the use of national satisfaction instruments provide benchmark data, there needs to be added some local instruments to determine just what specific actions may be needed to improve some of the support services such as those of the Library and for Veterans. Additionally, the Library functions have been separated from the Testing functions. Breaking one position into two will hopefully allow both areas to focus more on student needs.

Sources

- Academic Support Services
- Advising
- Community Assistance Resources
- Diverse student needs
- Enrollment targets 2017-2018
- HelpDesk usage stats
- Learning and non-academic support services
- Online training usage

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2: PROCESSES

Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

While the college has always placed a high value on retention, persistence, and completion (RPC), faculty, staff, and administration have developed an intense focus in this area in our latest strategic plan (see pp. 5-10 but especially 8-10) . Retention and completion rates are not as high as they should be on a national, statewide, or college level, and MMCC considers it our responsibility to improve the processes that will increase those rates.

A first step toward understanding the issues related to RPC rates is having good data. Based on feedback from the last Systems Portfolio, the college created an institutional research (IR) position to collect, verify, distribute, and analyze data about various issues. Chief among these issues were RPC rates and data. This new focus was important as the college increased efforts to collect and understand student retention, persistence and completion data (4.C.2, 4.C.4). Doubts about institutional data, and specifically, retention data prevailed at MMCC. Because the college reports to a number of state and federal agencies, and grant sources, often with different reporting requirements, the college had multiple ways of collecting and reporting retention data. To address this data issue, the IR Office developed a process to create Official Term Data (OTD). At consistent, specified dates each semester, IR and the information technology department (IT) pull data from the student information system (Colleague). Once pulled, the data is cleaned, verified, and compiled based on a set of consistent processes that ensures data accuracy. Once that process is completed, the OTD is the official data. To develop a useful set of data, this process was completed for the previous four years, and is carried out in an ongoing manner each semester.

The value of OTD is that the college now has a consistent set of data that provides a snapshot in time. Before OTD, retention reports were based on historical data that was "live" and, therefore, changing, which meant that the data was not consistent and the reports were not repeatable. Now with a standard data source, reports more accurately and consistently capture the college's RPC rates (4.C.2, 4.C.4).

Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

Sharing RPC rates and giving thoughtful consideration to rates of peer institutions is an important part of determining targets for student retention, persistence and completion (4.C.1, 4.C.4). While there are no perfect comparisons, data from other institutions is informative. The college also looks at its own data during its process to set targets for our persistence and retention rates. Each January, a sub group of the Enrollment Management committee meets to look at college and environmental data in an effort to forecast enrollment for the coming academic year. This forecast is used for budgeting purposes and to set targets for enrollment. During this process, the sub group examines a number of data sets including historic data for both persistence and retention. Based on trends at the college, new initiatives, and state and national information, the sub group sets targets for persistence and retention that are used in the forecast (4.C.1, 4.C.4). Additionally, the college's Enrollment Management Committee reviews the RPC rates of the college on at least an annual basis while it is setting ambitious, aspirational enrollment goals, as opposed to the budgeting targets mentioned above.

In 2013, the college established a Retention Committee which was housed under the college-wide Enrollment Management Committee. The Retention Committee was tasked with exploring issues relevant to retention and developing a plan to improve the RPC rates. This committee was made up of staff, faculty and administrators. The first task of the group was to identify factors involved in student attrition. Through the use of a Fish Bone exercise, the committee identified several factors that may be impacting student retention. A survey was developed and sent to all students registered for classes in fall of 2013. This survey asked students to identify which of the factors identified by the committee they felt were most impacting student retention. An open-ended question was included in the survey to identify other factors that the committee may have missed. Committee members then analyzed the data and arranged for focus groups to dig deeper into students' qualitative responses. From this, a plan was created that identified targets and endeavors for assistance.

Analyzing information on student retention, persistence and completion

Due to some personnel changes, the Retention Committee reformulated into a new Retention and Completion committee. The committee chairperson worked to make this committee more expansive and representative in an effort to increase buy-in across the college. At this point, the new committee has formed four subcommittees: Faculty Issues, Data. Student Issues, Student Interventions. Each of these subcommittees meets regularly to discuss barriers and interventions utilizing a Current State/Future State exercise. Each group requests data from the Data subcommittee to help determine issues and provide assessment data for any interventions developed.

In fall 2017, the four sub-committees presented their reports to the full Retention Committee. A smaller work group from each sub-committee has been identified and will review data presented from each sub-committee and together will develop a revised retention plan.

Meeting targets for retention, persistence and completion (4.C.1)

A number of the organizations to which the college reports data also have identified targets (state and federal agencies, and federal grants). As a matter of standard process, MMCC uses those targets to establish goals and determine whether the goal was achieved when the data is submitted annually. (4.C.1, 4.C.4)

MMCC shares data on RPC rates, and various other topics, with the entire college by way of monthly Data Discussions. These presentations are open to anyone at the college and the presentations are shared on the IR website for everyone to access. The college's RPC rates have been featured at these meetings. In addition to college-wide meetings, the Enrollment Management Committee reviews our RPC rates on an annual basis to see if we met our goals. (4.C.1) Other departments and shared governance committees (like College Council) also review the targets and our performance against those targets. The college's RPC rates can be found on the institution's IR website, which allows various departments to access the information as needed.

Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The college reports on RPC rates to a number of external agencies: the State of Michigan, to IPEDS, to the Voluntary Framework of Accountability, and others. These reporting requirements serve as tools, methods and instruments to assess retention, persistence and completion (4.C.4). Submitting data to independent organizations also provides access to the data collected from other higher education institutions, which serves as a benchmarking tool. This comparative data enhances our ability to analyze and understand our performance on helping students succeed. Beyond the benefit of benchmarking, the process of submitting these annual figures provides an opportunity to self-check our data and to identify errors in reporting. This self-check is built into our process for reporting data. For example, if our RPC reports say that we have a 75% retention rate, but our historical trend is just 51%, then there are likely errors in the data or in the process for running the report.

This data is used by various committees that are responsible for strategic objectives relating to enhancing student success.

2R2: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

MMCC results for retention, persistence and completion are monitored and tracked in the following

reports:

- [Annual Instructional Report](#) (pp. 7-10) -- Each year the VP of Academic Services provides a comprehensive report to the Board of Trustees on key metrics for the academic division, and this includes data on retention, persistence, transfer, and completion.
- The [State of Michigan tracks the transfer and completion rates](#) of the community colleges. The State defines these success rates as students who earned an associate degree and those who successfully transfer to a university as a degree-seeking student as well as degree -seeking students who attain a bachelor degree or a certificate.
- The Voluntary Framework of Accountability (VFA) provides a [Six-Year Outcome Data](#) that compares MMCC with all of the VFA colleges on transfer and awards earned within a six-year period. It also includes similar IPEDS data.
- [IPEDS Graduation and Transfer Out Rates](#)

Interpretation of results and insights gained

The college has set a goal of an 80% course completion rate (finish the course with a passing grade). For the past four years, the college has exceeded this rate for all but remedial courses in fall 2016. The fall-to-winter progression rate is compared to the State average, and from 2011-2015, MMCC's progression rate has exceeded the State average. MMCC's fall-to-fall retention rate has been on the rise. It is currently at 54% in 2015-16 (IPEDS), which is a bit behind the national average of 60% for our comparable institutions. However, our degree completion rate is low, hovering 10% (IPEDS). Our transfer rate is at 23%, which is close to our comparable institutions (24%). More investigation is needed to determine why students are not finishing degrees at a higher rate, despite comparable course completion and fall-to-winter persistence rates.

2I2: IMPROVEMENT

We recognize that the College has a lot of work to do in order to bring our RPC rates to national averages and to hit our benchmarks. As noted in 2P2, we have made good progress, but there are certainly areas that will benefit from the creation of new or improved processes.

MMCC will continue its commitment to having clean and consistent data through our Official Term Data system. This data will be used to construct dashboards that display our RPC rates in a standard format and allow for wider access and analysis of the data. This will facilitate getting the data and information into the hands of those responsible for the process which have a more direct impact on student success.

Further work on clarifying and communicating data definitions so that everyone at the college has a common understanding of key terms such as retention will facilitate the determination of appropriate targets upon which stakeholders can agree.

To further assist with data collection, warehousing, management, and sharing, the college will invest in a retention management system. This type of system will allow for more individualized and automated student success interventions aimed at proactively addressing student needs before there are persistence or retention issues.

Sources

- _2017 AIReport (Final)
- Data Discussions
- IPEDS Completion Data
- Mich Colleges' transfer completion rates
- Retention Survey
- VFA six-year outcomes
- Vision2020_Final-May2016

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3: PROCESSES

Determining key external stakeholder groups

As part of the shared governance structure, MMCC established a college-wide Partnership Committee to identify partnership "gaps," facilitate new partnership opportunities, and evaluate these opportunities against a rubric that was formed as part of an AQIP Action Project. When a potential opportunity is identified, the Partnership Committee uses Phase I of the partnership evaluation process (Prospective Partnership Worksheet) to review the opportunity. If the partnership is deemed worth pursuing, the Partnership Committee moves it to Phase II of the partnership evaluation process (the planning and implementation phase). One year after the partnership has been implemented, it is

assessed using Phase III (Assessment) of the rubric.

Additionally, the college maintains contact with alumni through the Alumni Network. Feedback from this group provides valuable information regarding external stakeholder needs, since they are now community members and are often involved with local business and industry.

Determining new stakeholders to target for services or partnership

The partnership evaluation process mentioned above is the primary process for determining new stakeholders to target. Potential new partnership opportunities are identified from regular work with advisory boards and other community organizations on the part of college representatives on these groups. In addition, MMCC's Workforce and Economic Division collects and routinely reviews regional labor and economic development data. These feedback mechanisms bring awareness to the college of new partnership opportunities as new businesses move into the region and join these associations and community boards. When potential partners are identified, the Partnership Committee runs them through the partnership evaluation process.

Meeting the changing needs of key stakeholders

The process for meeting changing needs of stakeholders operates primarily through key college contacts being involved as members of community boards and organizations. The attached Table depicts the key relationships, and college contacts. By attending the regular meeting of these groups, college representatives hear about changing needs directly from the stakeholders represented on these groups. In addition to having this direct contact, employer surveys and employer site visits are conducted. The feedback from the community boards and organizations, along with the survey results, identify gaps in existing programming or the need for new program development.

In addition to addressing changing needs in workforce areas, Academic Services also has established formal processes for gauging needs of stakeholders in terms of MMCC's academic programs. As part of the program development process described previously, MMCC surveys a variety of community members (employers, transfer institutions, MMCC Academic Advisors, etc.) to gather data on programmatic trends. The links are included below.

New Occupational Program Viability Assessment Tool

New Transfer Program Viability Assessment Tool

Selecting the tools, methods and instruments to assess key stakeholder needs

The process for selecting tools, methods, and instruments to assess key stakeholder needs are discussed and selected by the college-wide Partnership Committee. The committee is made up of the following:

- VP for Student and Community Relations
- Off Campus Program Coordinator
- 2 Faculty representatives
- 2 Administrators
- 2 Support Staff
- Subject Matter Experts as Needed.

This committee created the overall three-phase rubric the college uses in determining and evaluating partnerships. Additionally, several tools are utilized within individual departments specific to their

desired outcome (i.e. workforce development surveys, advisory board meetings, Burning Glass, Michigan Hot 50 jobs, US Department of Labor data, and comparison data against similar regional colleges).

Assessing the degree to which key stakeholder needs are met

The process for assessing the degree to which stakeholder needs are met is the same as how the College first identifies the needs: Collecting information from Advisory Committees, direct feedback from stakeholders, and survey responses are the primary mechanisms for determining needs are met.

2R3: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

- Business survey results
- Sample Partnership Evaluation
- Excerpts from Advisory meeting minutes showing stakeholder feedback -- see especially the first entry (6/17) that addresses the short-term welding program. This feedback was translated into a revised program as seen in this flyer on the welding program.

Interpretation of results and insights gained

The survey was distributed to employers in the fall of 2016 with the following response rates:

1. 23% employ fewer than 10 people
2. 60% employ 50-100; 101-250; 250+
3. 90% plan to add employees in the next year

Responses Indicated:

1. Job-specific skills (blueprint reading, Welding, ISO9000, etc.)- Nearly 90% at least "somewhat needed"
2. Workplace skills (attendance, flexibility, customer services, etc.)- Nearly 90% at least "somewhat needed"
3. Critical Thinking (problem solving, decision making, etc.)- Just over 75% at least "somewhat needed"
4. Computer Skills (word processing, spreadsheets, CAD/CAM)- 75% at least "somewhat needed"
5. Personal Characteristics (responsibility, initiative, etc.)- 80% at least "somewhat needed"
6. Manufacturing Skills (shop math, precision instruments, quality control, etc.)- Over 90% at least "somewhat needed"
7. Basic Academic Skills (writing, reading, verbal, etc.)- only 50% at least "somewhat needed"

The results were somewhat surprising, as we expected to see employers place a higher premium on more of the "transferrable skills." Instead, they focused on much more general, yet job-specific skills. This will need to be utilized in future design of short-term and/or non-credit programming.

2I3: IMPROVEMENT

MMCC is in the process of developing a Career Center to connect students and employers. An

outside consultant worked with MMCC to develop basic service areas to address. A Director has been hired and searches are under way for Success Coaches.

Additionally, MMCC has now been named the Apprenticeship standard holder for the Mid Michigan region.

Sources

- Assessing MMCC Partnerships
- Business Survey tool
- Evaluating Existing Partnerships
- Occupational New Program Viability Assessment
- Planning and Implementation Checklist
- Sample Partnership Eval Form
- Table meeting changing needs
- TBS Business Survey Results Summary 11.8.16
- Tech Ed Center Advisory mtg notes
- Transfer - New Program Viability Assessment.docx
- Welding RT Flyer MAY-JUNE 2017

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4: PROCESSES

Collecting complaint information from students

Students and stakeholders have multiple ways of lodging complaints or comments. Many of these complaints are received and handled at the departmental level. For example, students that have a complaint about an instructor can easily access the online Instructor Concern Form on the college website. Once submitted, the form is routed to the appropriate Academic Administrator who will contact the student directly to help resolve the issue. Both complaints and responses are cataloged in a Google document. Additionally, complaints logged on an end-of-course evaluation are also addressed with the faculty member. As the evaluations are anonymous, student follow up is not

possible.

If an academic-related student complaint results in a grade grievance, a separate process is followed. Initially, students are encouraged to contact their instructor to see if the issue can be resolved. If not, the appropriate Academic Administrator will schedule an informal conference between the student and the faculty member. If no resolution is found, the student has the right to petition the Vice President of Academic Services. He/she will review the complaint, speaking with the student, faculty member, and Academic Administrator. He/she then has the option of either convening a grade review panel (consisting of 3 faculty members from outside the academic department of the class in question), the Executive Dean of Student Services, and the appropriate Academic Administrator. After presentation of the facts by the student and the instructor, the Grade Review Panel will deliberate in closed session. The vice president will consider the assessment of the Grade Review Panel in rendering his/her decision to maintain or change the grade in question. The decision of the vice president is final. If the vice president decides that a review panel is not warranted, the grievance ends and the decision is final.

For student conduct, behavioral concerns, discrimination, or Title IX issues both staff and students have access to an online Student Concern Form found in their Portal. The online process allows for timely feedback, tracking, and analysis. Policies, procedures and appeal processes are posted on the website, student handbooks, and catalog. The college employs a complaint tracking software system called Maxient. The Maxient system houses all complaints, responses, sanctions, and a student watch list. This system allows for the discovery of patterns of student behavior. 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 Executive Dean of Student Services 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.

Collecting complaint information from other key stakeholders

There are several different mechanisms for other key stakeholders to report issues. Employees can offer suggestions or lodge concerns through an online data management system labeled ideaQ. Entries are logged, displayed, weighted and reviewed. Ideas or concerns are reported to the College Council for review, possible implementation, and outreach to the reporting party.

For concerns about other staff (including supervisors), benefits, or working conditions, employees can contact Personnel Services. A representative from Personnel Services will follow up and work with the individual to resolution. Furthermore, employees 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 Senior Staff. Facilities and technology departments have implemented a Help Desk ticket system. Requests or complaints are accepted by central dispatch through email, online ticket, or phone. This system allows for timely feedback, tracking and analysis.

Learning from complaint information and determining actions

While Academic Administrators respond to each student complaint, they evaluate complaints in their totality to identify any trends in the data. If multiple complaints center on a particular instructor, the Academic Administrator will work with that faculty member to take the necessary steps to address the situation (through the faculty evaluation process or a more timely response should the situation warrant it).

For student conduct, behavioral concerns, discrimination, or Title IX issues, complaint information is reviewed and evaluated by the Student Oversight Committee. This committee looks for patterns and identifies programs, trainings and other endeavors based on these patterns of behaviors.

Communicating actions to students and other key stakeholders

Complaint procedures are communicated in the College Catalog (p. 166) and is discussed in detail on the Student Oversight Committee website. The resolution of a specific complaint is shared with the student or stakeholder (when applicable) via their preferred method of communication (part of the information collected at the time of receiving the complaint). Deans, Directors, Security Officers, etc. who receive complaints in their respective areas are responsible for attempting to resolve the complaint at the time of incident and communicate that resolution to the individual(s) involved.

The Annual Security and Fire Safety Report is shared with students and other key stakeholders annually via e-mail and is available on the Student Right to Know page of the college website.

Selecting the tools, methods and instruments to evaluate complaint resolution

In 2014, the college evaluated several tools for complaint resolution. After evaluating materials, the college selected Maxient as our provider. This tool is used in matters of academic dishonesty, conduct, and harassment. Continued evaluation of the tool and other conduct-related matters is evaluated regularly by the Student Oversight Committee.

2R4: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

- Maxient results -- there are varied types of concerns/complaints tracked with this system, including student - student concerns, and student - staff concerns.
- Student Instructor Concerns -- these are the concerns students file using the Student Instructor Concern form, or who contact an academic administrator with such a concern.

Interpretation of results and insights gained

Regarding instructor complaints, the average number of complaints represents approximately 04% of total sections offered. This is an exceedingly small figure. However, it is unknown if complaints are this few, or if students do not understand the procedure for filing complaints. In the future, the college will look to post the concern form and associated procedures in more prominent locations on the website and around campus.

In terms of Maxient data on student conduct issues, no clear pattern was identified in the data. There was a dip in general conduct reporting and academic dishonesty in 2016. But both increased in 2017. This is likely due to more marketing efforts college-wide for employees (particularly faculty) to report concerning behavior as opposed to attempting to handle it by themselves. There was also a significant decline in general wellness concerns and harassment in 2017. The concern is that the marketing efforts to increase reporting on these issues has not yet had an impact. The Student Oversight Committee will continue to work on outreach efforts to increase awareness and highlight the importance of reporting.

2I4: IMPROVEMENT

While the college currently uses Maxient for conduct-related matters, the college will implement an employee-related complaint/concern process utilizing Maxient. This will condense a complaint/concert into one location and allow better and more accurate reporting.

Sources

- complaint options
- Incident Report Form
- Incidents of student conduct by type
- Student concern form
- Student Instructor Concern Reports 2014-2017

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5: PROCESSES

<u>Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)</u>

The college's shared governance structure includes a Partnership Committee charged with providing guidance, insight, and evaluation of partnerships. This committee "considers and recommends collaborative relationships that would enable the college to more effectively meet its mission and goals. A subset of this committee serves as an advisory body for initiatives related to K-12 partnerships." The Partnership Committee is comprised of administrators, faculty, and staff from various parts of the college to ensure a broad perspective on the partnerships that already exist and

those that should be suggested.

The Off Campus Advisory Committee (OCAC) is a subcommittee focused on the college's partnerships with K-12 schools. This committee has a high faculty representation and also has members from the institution that are involved with dual enrollment activities. Rather than look at broad partnerships across the college, this subcommittee is focused on working more closely with K-12 schools for dual enrollment and other purposes.

Both the Partnership and OCAC are part of the process to select partners for collaboration. The Partnership Committee maintains a comprehensive list of relationships and partnerships in which the college is involved. The committee reviews that list for gaps in our partnerships and to recommend areas to add or strengthen partnerships. This work is primarily focused on civic, business, and community partnerships. The Committee uses criteria like geography, community needs, and college priorities to identify where partnerships need strengthening. When a gap is identified, the Partnership Committee involves the department at the college most connected with the potential partnership, and that department is charged with developing the new partnership.

The OCAC is focused on selecting, building, and maintaining partnerships with K-12 schools in our service area. Rather than identifying gaps and selecting schools with which to partner, the committee is responsible for evaluating the benefits and risks of partnering with a specific school that approaches the college. As outlined in 2.3, the college has a multi-phase process for evaluating and approving potential partnerships. A key part of that process involves taking a proposal to the OCAC for feedback before it moves forward. The committee's feedback is used in determining whether to proceed with the partnership.

Building and maintaining relationships with partners

Once partnerships are built, the key partnership contacts at the college have the responsibility to groom and maintain those relationships. The activities outlined in Section 2.3 regarding stakeholder needs specifically relates to maintaining partnerships. On the academic side, the college's advisory committees work directly with key community partners to further those relationships and to ensure that our mutual needs are met. Partnerships that involve community and business groups are maintained through our Workforce and Economic Development function and our community outreach administrators. Through personal interactions, regular contact, and occasional surveys (related to business services), the college maintains positive relationships and identifies additional beneficial partnerships. With the college's K-12 partners, key staff (mostly related to Dual Enrollment and the Admissions Office) have regular contact with school administrators to build and maintain those partnerships. Others are brought in as necessary to enhance our services to the schools or react to feedback.

Selecting the tools, methods and instruments to assess partnership effectiveness

The Partnership Committee used process improvement tools to identify issues and develop solutions for determining how to evaluate the college's partnerships. The committee clarified the definition of a partnership, how we compare different types of partnerships, and developed an evaluation tool to handle the variety of partnerships encountered. The Committee developed a Partnership Evaluation Form. The form was tested by using it to evaluate different kinds of partnerships. Based on the results of the tests, the form was revised to better address the variations between K-12 and community partnerships.

Evaluating the degree to which collaborations and partnerships are effective

The final version of the Partnership Evaluation Form is a rubric to evaluate partnerships based on

- the Shared Vision between partners
- the presence of clearly defined Roles and Responsibilities
- the level of Communication between the partners
- the availability of key performance indicators to establish Accountability
- the degree to which there is Mutual Benefit between the partners

The rubric includes questions to guide the evaluator through the form and provide context for each element. The form can be used to evaluate the effectiveness of existing partnerships, as well as to proactively gauge the potential strength of a partnership.

2R5: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

The data in this section is a sampling of the ways we examine and evaluate partnerships. Unfortunately, we have not set many targets in this area and applicable benchmarks are scarce. Having said that, our relatively new focus on data through an official IR office and our commitment to developing KPIs and dashboards across the college should allow us to grow in this area over the next few years.

- Table for Dual Enrollment Partnerships
- Fall Dual Enrollment numbers
- Table of Partnerships and Map of Partnership Locations
- Philanthropic giving

Interpretation of results and insights gained

The significant growth in the number of dual enrolled students is an indicator of satisfaction with these partnerships by the high schools sending their students to MMCC for dual enrollment classes. The Table of Partnerships and Map of Partnership Locations together provide an indication of the success MMCC has in serving regional partnerships. Such a large geographic footprint could not be sustained without mutually beneficial partnerships. Philanthropic giving is one measure of the effectiveness of partnerships: if the college is fulfilling its role in the community, then local businesses and individuals will be inclined to support the college. In the graph, the spike in giving is related to the college's capital campaign. The $5 million goal was exceeded. During the 18 months campaign, $5.1 million in gifts came from the community, foundations, and employees.

2I5: IMPROVEMENT

Historically the college handled its partnerships in an informal manner and often partnerships happened based on the people involved. The implementation of the Partnership Committee has changed this informal approach to a process driven approach. However, this committee has only been operating for two years. For the first part of that period, the committee focused on building the process, rubrics, and criteria for evaluating existing and potential partnerships. There now needs to be evaluation of the effectiveness of this new process, which in turn will require data to be collected. So the improvement, here, will be fully implementing the process and collecting relevant data, and then analyzing it. The Partnership Committee has developed a list of partnerships and now needs to

evaluate the effectiveness of these, and make recommendations to maintain them, or recommend the college walk away from ineffective partnerships.

Sources

- 2.5 Donations
- 2.5 Dual Schools
- 2.5 Partnerships Table
- Dual Enrollments
- Map of Partnership Locations.pdf
- Revision - Partnership Evaluation Form 3_20_2017

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: PROCESSES

Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Hiring

The Personnel Services (PS) team facilitates recruiting, hiring, orientation and onboarding for new employees in collaboration with hiring managers. MMCC includes talent management, specifically in recruiting, hiring and orientating, as a focus at the operational and strategic planning levels. The college implemented a new talent management system (TMS) in 2016 to improve the process of recruiting and screening qualified candidates for newly created and vacant positions. This TMS has increased the college's ability to attract candidates from a wider labor pool (beyond local markets), to pre-screen the qualifications of candidates, and to make the review of application material more efficiently available to hiring managers and interview teams.

Recruiting

When a newly created or vacant position occurs, hiring managers meet with members of their department to review the position description, define the specific needs for the position, determine how the position should be structured, and discuss the skills and qualifications required to meet those needs. The discussion involves input from members of other departments, especially those with which the position interacts. In addition, when evaluating candidates, MMCC seeks individuals who support the institution's beliefs and values of collegiality and mutual respect, use data in decision-making, are innovative and service-minded, and strive to improve themselves and their work processes.

When a full-time faculty position need is identified, the relevant Dean discusses the position with the departmental faculty. Additional input is gathered from outside the discipline area, as well as from external stakeholders such as key employers, advisory committees, and regional universities.These discussions result in the development of a decision matrix. Faculty positions have job description templates that spell out the knowledge, skills, and abilities common to all faculty positions. Input from stakeholder discussions rounds out the specific elements needed for a specific position.

The completed job description is the foundation used for creating the job posting, which is uploaded on the TMS. Job screening questions are added to the posting to assist in identifying candidates whose credentials meet the minimum criteria and whose background meets the qualifications and credentials identified. The hiring manager generates the job requisition, which is approved by the budget manager and the Executive Director of Personnel Services through the TMS.

The job posting is advertised in resources identified by the interview team and PS. PS is responsible for ensuring fair and consistent recruitment practices. All positions are posted internally. For administrative and faculty positions, ads are placed regionally and nationally. Hourly staff vacancies are posted internally for five days (per the collective bargaining agreement). If no qualified candidates are identified within the five day period, the position is posted externally. When positions are advertised externally, postings go to sources such as, MMCC's job portal, local newspapers, state-wide talent banks, career services sites, social media, email campaigns, and national job boards or publications.

Applicants must submit a resume/CV, cover letter, application, letters of recommendation, transcripts, and where applicable, a teaching philosophy. The TMS provides the hiring manager access to the applicant's materials during the hiring process.

Members of the interview team may assist with identifying and encouraging qualified applicants. The team may be asked to review and screen applications. Initial phone interviews may be used to gather

additional information. After review of applications, the team will determine whether the remaining pool of applicants is adequate or whether additional posting is desired.

Selection

The institution recognizes the value of qualifications, as well as the fit with institutional vision and values. The hiring manager invites faculty, administrators and staff within/outside of their department to participate on the interview team to help assess applicants' qualifications, values, and credentials. The interview team also provides input on the questions for the interview process and the criteria used for evaluation of candidates. This ensures the questions and evaluation connect to the criteria identified on the job description.

The college uses additional assessments as part of the interview processes, such as classroom teaching demonstrations for faculty positions, in-box problem solving activities for managerial positions, presentations or other assessment tools for administrative positions, or computer spreadsheet simulations for administrative support positions.

For faculty positions, selected candidates are invited to campus for a full day. The day includes: committee interview, teaching demonstration (with student participation), departmental/divisional interview, tour of campus/tour of area, and an interview with the college President. The interview committee identifies the unacceptable candidates, and provides the Vice President of Academic Services (VPAS) with commentary and ranked finalists. The VPAS identifies the top candidate and assists the supervising Dean with reference checks and salary parameters. The VPAS makes recommendation to the President, and the President brings the recommendation to the Board.

For administrative and staff positions, the hiring manager and interview team determine the selected candidate or the need to re-post the position. The hiring manager completes reference checks on the selected candidate. The hiring manager makes the recommendation to their supervisor and the Executive Director of Personnel Services. Once the offer recommendation is approved, the candidate is offered the position contingent upon the results of the background checks.

Orientation/On-boarding

Newly hired employees meet with PS to start the orientation process. The first step is completion of regulatory documents as well as related personnel and payroll forms. PS notifies the IT department of new employees so they can set-up technology resources prior to the employee's start.

During orientation, PS provides a broad overview of MMCC's mission, vision, and enduring goals, in addition to general information regarding shared governance, policies, and practices. The employee also receives a copy of the job description and information about compensation and benefit options. Full-time faculty and administrative staff receive a salary contract. To ensure successful on-boarding, the hiring manager is provided a supervisor checklist and an on-boarding worksheet. The hiring manager provides department specific information such as: desk space, department projects, budget review, and ways to get involved in MMCC committees. Additionally, new employees are enrolled in an on-line learning system and assigned training modules to be completed during a specified timeframe. These modules provide training for topics such as safety, conduct, and compliance. MMCC provides two college-wide professional development days annually. The college President addresses all employees on these days with important updates and current information on the latest challenges, strategic issues, and success celebrations.

<u>Developing and meeting academic credentialing standards for faculty, including those in dual</u>

credit, contractual and consortia programs (3.C.1, 3.C.2)

To meet HLC guidelines, the VPAS, academic Deans, and designated faculty established credentialing standards for faculty, including those in the dual credit, contractual and consortial programs.   The college reviewed all full-time and adjunct faculty credentials. The academic deans communicated with each faculty member who did not meet the credentialing requirements and created a contract that detailed a plan for each faculty member to be brought up to the credentialing requirements within a three-year time frame. Going forward, these credentialing standards will be followed during the hiring process for all faculty positions.

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Short-term needs are handled at the Dean level by hiring qualified adjunct instructors. Long-term faculty staffing to ensure sufficient numbers of faculty to fulfill the mission of the college is addressed in several manners. First, the program review process (discussed in 1P3) addresses this issue as part of the review of program quality. Both faculty and administration are involved in these reviews. Second, several academic committees (especially the Academic Council, Curriculum Committee, and the Council of Chairs and Deans) discuss academic issues, which includes appropriate faculty staffing. Both faculty and administration are represented on these groups, and they use data and information from student satisfaction surveys, learning outcomes assessment, employee satisfaction surveys, as well as input from advisory groups to determine appropriate staffing levels. Recommendations from these groups go to the Vice President of Academic Services who takes it to the annual budget meetings for a final determination.

Ensuring the acquisition of sufficient numbers of staff to provide student support services

In preparation for annual budget meetings, MMCC reviews position requests for administrative and hourly staff. The budget discussions include a review of where additional positions may be needed, whether other positions need responsibilities re-aligned, and whether there are any positions no longer needed. For new positions, the senior staff meets with their managers to identify the needs of the department. The senior staff then provides rationale for why the position is needed. The rationale is provided via a comprehensive job analysis questionnaire that identifies the time, credentials, experience, and skills required to meet the identified staffing need. The President, with input from senior staff members, makes the final decision and shares the rationale during budget sessions.

Tracking outcomes/measures utilizing appropriate tools

The TMS has a wealth of data available and we are in the beginning stages of tracking and utilizing this data. MMCC has also revised employee orientation and on-boarding processes. These will assist us with a more consistent flow of data from and to new employees. In addition, we plan to survey employees and hiring managers to assess the outcomes of these practices.

3R1: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

- To measure the effectiveness of the hiring and selection processes, the college monitors employee turnover rates, employee feedback through PACE, number of positions posted, time position is open, and number of applicants per position. Some of these data are collected from

the Talent Management System in an ongoing manner, while the PACE survey is administered every third year. This data is reviewed by Personnel Services and the PS Advisory Committee and shared with hiring managers.

- MMCC uses the following measures to ensure sufficient numbers of faculty for classroom and non-classroom programs and activities:
    - FT/PT faculty ratio
    - IPEDS student to faculty ratio
    - IPEDS Staffing level comparisons
    - Student feedback through Noel-Levitz SSI
    - Employee feedback through PACE

- MMCC uses the following measures to ensure sufficient numbers of staff to provide student support services:
    - Student feedback through Noel-Levitz SSI
    - Employee feedback through PACE
    - IPEDS staffing level comparisons
    - For measuring how we ensure qualified faculty are assigned to the classroom, we check each instructor's credentials against the qualification policy for the course they are assigned to teach.

Interpretation of results and insights gained

In terms of employee turnover, the college's turnover rate has been higher than the comparison group (other Michigan Community Colleges). In comparing the means, MMCC has stayed relatively consistent, with a dip in 2015. The State average, however, has varied much more so from year to year. MMCC's challenge is to lower its consistent average. As part of the separation process, employees now are given the option for an exit interview. The hope is that these qualitative data sets will allow for more detailed information that is more MMCC-specific.

Regarding the PACE survey questions, MMCC employee views on meeting student needs across the employee groups (classified, faculty, and non-faculty) have remained consistent since 2011. Results have also hovered near the average of our comparison group. Like many institutions, employee groups tend to be somewhat siloed. With the new shared governance process that was recently implemented, the hope is that a greater understanding of the specific duties and efforts of each employee group, which hopefully will increase the scores from historical averages.

MMCC's faculty hiring increased in 2017. Much of this was due to the change in faculty qualification requirements. This also impacted the average days to fill, as some areas are very hard to fill with master's level candidates given our rural location. As such, the college has contracted with 3rd party vendors like Adjunct Professor Link to assist in locating faculty for hard to fill positions. It is less clear why the time to fill non-faculty positions increased so substantially.

While MMCC has made strides in increasing the number of full-time faculty positions, the faculty is still made up of 60% adjunct.

The two biggest classification differences occurred in post-secondary teachers and management. While the difficulty of hiring additional full-time faculty was discussed before, the management issue was not. The President has recently restructured the college's leadership council. This new leadership team will be responsible for setting the direction concerning staffing levels.

While the college's individual office student satisfaction scores, as measured by the Noel-Levitz Student Satisfaction Inventory, hover closely to the national average, the broad question concerning helpfulness and caring of the campus staff in general is above the national average. That being said, the college lacks in career services per the survey. This shortcoming is being addressed with the creation of a new and expanded career services operation.

As discussed earlier, the largest difference between MMCC and the comparison figures are in faculty and management. Faculty, with the current funding structure, is difficult to overcome. With the hiring of new development personnel, that external funding support should increase, allowing for more flexibility in hiring full-time faculty.

3I1: IMPROVEMENT

The key recent improvement was the implementation of the iCIMS Talent Management System. This TMS provides critical data and tracking capabilities which will allow the college to base improvement strategies in the Personnel Services processes on reliable data.

Since 72% of the college budget comes from student tuition, significant outside fundraising needs to occur. A new Vice President of Community Outreach has recently been hired and has endowed chair positions as a goal.

Sources

- 3.1 Data Pertaining to Job Postings
- 3R1 ft-pt fac ratio
- Employee Turnover Rates
- Faculty Qualifications
- HLC compliance contract
- PACE Student Specific Results
- Ruffalo Noel Levitz Student Satisfaction Inventory
- Staffing Levels IPEDS
- Student Faculty Ratios

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P2: PROCESSES

Designing performance evaluation systems for all employees

The college's shared governance structure includes three groups that address issues relating to enhancing employee impact: Mid Matters, Directors Council, and Personnel Services Advisory

Committee. These groups provided input into the revised (2016) evaluation process for hourly and administrative staff. Personnel Services (PS) staff used this input along with review of evaluation instruments used by other colleges to select and implement revisions to the performance evaluation forms and process.

Full-time faculty performance evaluations are designed through the collective bargaining process. This process involves teams from the administrative staff and from the faculty membership. These teams mutually agree upon the evaluation tool, forms, and process. Full details and forms of the faculty performance evaluation can be found in Appendix H of the Faculty Senate Master Agreement (p. 76ff).

Adjunct instructors receive a classroom observation in their first semester teaching and every two – three years thereafter. The evaluation tool was designed by a team of academic administrators with input from the Academic Council, which has representatives from both the adjunct and full-time faculty ranks.

Soliciting input from and communicating expectations to faculty, staff and administrators

MMCC's shared governance consists of 21 committees, each receiving an annual charge (expectations) based on the strategic plan. This charge is determined with input from the College Council, which by way of its representative makeup, is designed to solicit input from all college members. Once each of the shared governance committees receives its annual charge, the committee chair incorporates the charge in their agendas and projects for the year. In addition, the President holds bi-weekly meetings with the Senior Staff team. These meetings serve as a two-way communication channel for input and communicating expectations. In turn, the Senior Staff members share the expectations with their respective departments. Each department holds meetings to allow supervisors opportunity to engage with their staff and disseminate information as needed, and to receive feedback.

Every two to three years, MMCC participates in the Personal Assessment of the College Environment (PACE) survey. This survey allows employees an opportunity to provide feedback about many aspects of their employment at the college. The results are shared at a college-wide professional development day and areas of improvement are discussed with recommendations of ways to improve. Departments and/or committees are involved with providing recommendations to the College Council for changes.

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The staff performance evaluation tool addresses specific categories of performance:

- Quantity of Work
- Quality of Work
- Work Habits
- Job Attitude
- Job Knowledge
- Ability to Learn
- Relationship with People

The performance appraisal also has categories for the supervisor and employee to discuss the employee strengths, weaknesses, satisfaction in their work, and improvements, as well as a section

that reviews the job description. The final section addresses goal setting. In review of the job description and in goal setting, the supervisor has the responsibility to ensure the position and the employee are properly focused and aligned with the college's mission and current objectives. The employee and supervisor discuss and agree on a minimum of three goals for the next year. The goals need to enhance the employee's current position within the institution or address an aspect of the strategic plan.

The faculty performance review includes a Professional Responsibilities and Faculty Effectiveness Portfolio (PRFEP). This PRFEP must address specific duties and responsibilities covered by the master agreement between the college and faculty, as well as current objectives of the strategic plan that are relevant to the faculty.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

All administrative and hourly employees receive an annual performance evaluation, which utilizes the same evaluation tool and timeline. The administrative evaluation is required by Board Policy 404, and the hourly staff evaluation follows their collective bargaining agreement requirements as specified in Article 11 of that agreement.

Per the faculty master agreement (Article XI, C and Appendix H-1), newly employed instructors are evaluated each of their first five semesters, while full status faculty may be evaluated once each academic year, but shall be evaluated once every three years. The process includes several components: student feedback each semester, administrative review which includes classroom observations, and self evaluation.

Adjunct instructors receive a classroom observation in their first semester, and every two – three years thereafter. Student feedback is solicited each semester in each course section. In addition, adjunct instructors submit a self-appraisal to their dean at the end of their first semester teaching and annually thereafter.

Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The college's shared governance system again plays a role in establishing employee recognition. In particular, the Mid Matters committee develops various events that encourage and recognize employee engagement. The Employee Benefit Task Force assists in recommendations for employee benefits, wellness, and performance evaluations. Compensation for the hourly staff and for faculty is a result of collective bargaining. The college uses representative administrative teams to work with staff and faculty teams to identify issues of concern and to develop mutually agreed upon responses to these issues. Compensation and benefits for these groups is also negotiated through this process. The recommendations from the aforementioned Benefits Task Force are used in these negotiations.

Employee years of service are recognized at the Fall PD day in November. Each employee reaching a five (5) year (i.e. 5, 10, 15, 20, 25, 30, etc.) anniversary is recognized with a certificate, a personal gift from the college, and a monetary stipend.

Promoting employee satisfaction and engagement

The Personnel Services (PS) home webpage posts employee recognition for employee achievements such as: years of service, completing a certificate or degree program, or presenting at a national

conference, etc. These employee recognitions are also published in the weekly newsletters and Mid Month Report to the Board of Trustees.

Senior Staff members are encouraged to engage their teams in internal celebrations. If the team completes a large project, new initiative, etc. the team takes time to celebrate the accomplishment. Individual accomplishments, such as degree/certificate completion, awards from MMCC or external parties, etc. are encouraged to be celebrated by the team.

3R2: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

For determining the effectiveness of its processes relating to employee evaluation and recognition, the college relies primarily on the PACE employee satisfaction survey

- To measure the effectiveness of employee evaluation process the college relies on specific items from the PACE survey feedback: item numbers 12, 13, 20, 21, 30, 34
- To measure the effectiveness of how well the college's processes for soliciting input and communicating expectations the college uses specific item responses from the PACE survey feedback: item numbers 10, 12, 13, 26, 30, 44, 45
- To measure how well the evaluation system is aligned with institutional objectives the college uses specific item responses from the PACE survey feedback: item numbers 1, 6, 36, 41, 44
- For measuring how well the college does using established policies and procedures in the employee evaluation the college uses specific item responses from the PACE survey feedback: item numbers 1, 7, 8, 16, 29, 44
- To measure the effectiveness of the college's recognition, compensation, and benefit systems the college uses specific item responses from the PACE survey feedback: item numbers 2, 9, 15, 22, 45. Additionally, the college periodically checks with like-sized public two-year colleges in Michigan for comparisons on faculty compensation rates, and state or national data on administrative and staff compensation rates.
- To measure employee satisfaction and engagement the college uses results from the PACE survey responses: item numbers 2, 9, 15, 22, 25, 26, 27, 39

Interpretation of results and insights gained

Based on these data, the college is not only behind comparison group averages, but has taken a step back between administrations of the PACE survey. Most of the questions deal with communication between the employee and his/her supervisor. To help address this, a new process was created that gives the employee more input into goal setting and is intended to open up communication. The hope is, scores will trend upward once the new process is fully implemented.

For the most part, employee ratings for processes for soliciting input were near like-group comparisons. The one exception was "my work is guided by clearly defined administrative processes." The average rating for this question was below the comparable average, and had gone down since the last PACE administration. The reason behind this could relate to the overall issues reported concerning employee-supervisor communication. With the new evaluation and goal setting in place, it is hopeful the average on this question will rebound.

Most of the item averages approximate the comparable averages and have stayed consistent between PACE administrations. The two that have varied are "my work is guided by clearly defined

administrative processes," which was discussed earlier, and "the actions of this institution reflect its mission." The issue of mission clarity has come up multiple times over the past year. The college joined the Continuous Quality Improvement Network (CQIN) in 2015, and as part of this work, began the process of developing a new mission statement in 2017. The process has relied heavily on shared governance committees to ensure maximum participation. The hope is a clearer and more streamlined mission will provide clarity for goals and actions that are developed by employees and administrative units.

As with the previous analysis, the two that have varied are "my work is guided by clearly defined administrative processes," which was discussed earlier, and "the actions of this institution reflect its mission." Both of these were discussed previously. Interestingly, while PACE data has indicated a lack of communication in the evaluation process (see earlier discussion), employees generally felt the college did use established processes consistent with comparable figures. This speaks to a breakdown in the process, which is being addressed through the development of a new process.

While PACE survey figures concerning employee recognition closely reflect comparable figures, most have declined between the last two PACE survey administrations. It is unclear what has led to this decline. As stated earlier, there has been an uptick in employee turnover, which may have influenced the figures. Additionally, the declines were not necessarily large in nature. So it is possible a smaller set of answers led to the declines reported.

The results in this section point to overall satisfaction and engagement consistent with national comparables and relatively consistent with the previous PACE administration. This result is curious given the previous results concerning a perceived lack of communication between employee-supervisor. On the next administration of PACE, the Personnel Committee will review questions to make sure they reflect what is intended.

3I2: IMPROVEMENT

The Administrative and FT Hourly Staff performance evaluation document was revised to allow more opportunity for coaching and mentoring by the supervisor. Employees have the opportunity to evaluate themselves, and have input on goal setting. The evaluation document is designed for each party (i.e. supervisor and employee) to fill out their portion on their own and at a scheduled meeting pursue a discussion especially in areas where they may have different answers. The process is anticipated to encourage the communication between the supervisor and employee and to openly discuss and differences they may see and come to a common resolution.

The adjunct performance evaluation has been identified as needing improvement. A revised evaluation document, along with clearer guidelines and timelines is being developed.

Professional development (PD) throughout the institution will be looked at to incorporate all employees and tie the activities of the PD to the Strategic Plan and AQIP. Key aspects in PD will include communication and clarity in the activities.

The Benefits Task Force Team, which is made up of approximately fifteen (15) members from across all areas of the institution, assists in the recommendations for new employee initiatives involving benefits, wellness and employee engagement activities. This team currently meets bi-annually, but will start meeting quarterly in calendar year 2018.

To better utilize the PACE survey results, focus groups and an internal formalized needs assessment will be created in an attempt to gather data that narrows down the root issues within the organization

and individual employee groups.

Sources

- Alignment of evaluation processes and institutional objectives
- Employee recognition
- Employee satisfaction and engagement
- ESPA_Master_Agreement_2017-2021_Signed_Copy
- Measuring Effectiveness of Evaluation Processes
- Salary Comparison
- Soliciting input and communicating
- Using institutional policies in evaluation processes

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3: PROCESSES

Providing and supporting professional development (3.C.4, 5.A.4)

MMCC provides its employees a variety of opportunities to pursue professional development including:

- on-campus professional development activities

- attending professional conferences and workshops
- tuition reimbursement for the completion of approved college courses

The responsibility for monitoring and planning faculty professional development is coordinated between Academic and Personnel Services via the Academic Council and the Personnel Services Advisory Committee, while that for administrators and staff is coordinated by Personnel Services and department/division heads.

MMCC holds four professional development days annually for faculty. These days are mandated by the faculty master agreement. Two of these days are in-service days held at the beginning of each semester and are organized by the academic administrators. These days provide development opportunities that address broad institutional goals (assessment, student completion strategies, planning, etc.). The two other professional development days occur mid semester and are organized by faculty. These days are arranged into breakout sessions typically covering topics relating to technology, pedagogy, and content knowledge. In 2015, the mid-semester professional development days became college-wide events when members from the Academic Council and Personnel Services worked together to expand the breakout sessions, which resulted in professional development days beneficial to all employees. Many of the sessions are facilitated by MMCC employees and others are run by outside speakers.

MMCC's Center for Learning and Leadership (CLL) provides all employees with training resources, personal and professional development opportunities, and coaching. The CLL provides both web-based material and on-campus workshops addressing such topics as foundational leadership, emotional intelligence, and communication. The web-based resources, and information about on-campus workshops, can be accessed through the CLL website. To ensure adjunct faculty are informed of the opportunities, the CLL utilizes an optional text messaging service to send notices of upcoming professional development opportunities. In addition to its professional development activities on campus, the CLL is also a host site for Leadercast and Leadercast Women.

All full-time employees are eligible for tuition reimbursement upon completion of approved college courses. The maximum yearly reimbursement is capped depending on the level of coursework and is contingent on the employee earning a passing grade.

To encourage faculty and administrators to move into higher levels of leadership, MMCC participates in the Michigan Community College Leadership Academy. This academy is a nine month, cohort-style program designed to prepare faculty and administrators for higher level community college leadership. The college president, after receiving input from senior leaders, selects up to two individuals annually to participate in the academy.

The Academic Council oversees an annual $50,000 faculty development budget. These funds are available to both full-time and adjunct faculty, and allow faculty to travel to professional conferences and workshops, but can also be used to bring professional development activities to the college. Faculty submit a simple proposal to a review committee consisting of the Vice President of Academic Services, the academic deans, the faculty chair of the Academic Council, and one adjunct faculty member. Proposal reviews and funding decisions occur at least twice a semester. Because this is a relatively new process, every proposal submitted thus far has been at least partially funded. The review committee recognizes that as the number of proposals increases, they will need to develop criteria and guidelines to ensure that the professional development funds are equitably distributed.

<u>Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)</u>

MMCC follows the HLC faculty qualifications requirements. All faculty members teaching college level courses must meet the minimum HLC qualifications for their areas. Per the master agreement, faculty members are required to annually participate in professional development. The occupational and technical faculty work closely with Advisory Committees to understand the changing needs and expectations in their field. These faculty attend workshops and conferences to ensure their knowledge is current and their programs are up to date. All faculty meet annually with their dean to review their Professional Responsibilities and Faculty Effectiveness Portfolio (PRFEP). This review includes plans for maintaining currency in their field.

Supporting student support staff (3.C.6)

MMCC student services staff have a number of opportunities to increase their skills and knowledge in their areas of expertise. Most student services departments belong to state and national organizations, and funds are budgeted each year to send staff to major conferences sponsored by these organizations. A number of these conferences deal with the implementation of new state and federal guidelines. Attendees are briefed on implementation strategies to maintain compliance with these state and federal guidelines. Student services staff also participate in on-campus development activities. These events include peer led workshops and sessions led by external speakers. On a more informal level, many of our student services staff make use of listservs to learn how peers at other institutions deal with the issues they may be facing. As discussed in 3P2, the CLL has online training available to all college staff. The advent of webinars also increases the availability of just in time trainings for all employees.

Aligning employee professional development activities with institutional objectives

The supervisors of each area of the college monitor the professional development activities of their employees ensuring they align with both the employee's professional duties and institutional goals. The employee performance evaluation includes a section on goal setting, and it is this section that plays a key role in ensuring alignment of employee PD and institutional objectives. As noted above, the faculty PRFEP receives an annual review wherein the academic deans check for appropriately focused PD plans. Professional development sessions that align with institutional objectives are held at the college-wide PD days and faculty in-service days. Employees who attend external professional development activities are encouraged to share their gained knowledge with peers during the college's Professional Development Days.

3R3: RESULTS

To measure the effectiveness of employee development processes, MMCC uses the following measures:

- Providing and supporting regular professional development of employees
    - PACE results indicating PD is provided
    - Staff feedback on structure and expectations for on campus professional development days
    - Lynda.com usage Data provides insight into the volume of assistance provided to students and staff through the online training videos that cover a wide range of topics and software.
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes
    - Supporting Fac PD by showing number of PD requests funded and amounts provided.

- - Selected PACE items indicating faculty are current
    - Noel-Levitz SSI items dealing with faculty knowing their areas
    - The online credentialing numbers, which indicate we make training available for faculty who teach online courses.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise
    - N-L SSI items indicating student levels of satisfaction with services
    - Selected PACE items indicating levels of staff responsiveness to student needs
    - Lynda.com usage Data provides insight into the volume of assistance provided to students and staff through the online training videos that cover a wide range of topics and software.

Interpretation of the results and insights gained

MMCC uses the PACE survey to assess the college's progress and highlight areas of growth. The survey uses a six point scale to identify employee satisfaction. Question #46 of the PACE survey in 2015 had a mean score of 3.51. This was virtually unchanged from the 2011 result, which was 3.52. When compared to the norm base of this survey (3.79), a T-test indicated that there is a significant difference between the mean at MMCC and the Norm Base Mean.

The results of the 2015 PACE survey indicate that, while not meeting the national norm, on average MMCC employees are satisfied with their opportunities for professional development. However, when the responses were broken into different employee groups, it was identified that Staff are least satisfied with the professional development and and training opportunities (mean score of 3.08) and was identified in the analysis of the survey as an area of priority to change. The college also does its own evaluation of professional development sessions it provides.

3I3: IMPROVEMENT

There are a number efforts, both planned and implemented to better address employee development. To ensure that all employees find the Professional Days relevant, the breakout sessions were expanded to cover a wider range of development topics. In the coming years there are plans to record breakout sessions and make the presentations available electronically to all employees. The committee planning Professional Development Day is also identifying strategies to encourage employees that participate in external development to share their knowledge with interested individuals via breakout session presentations.

The Center for Learning and Leadership has been facilitating a year long professional development training program for the college's Director's Council to strengthen the leadership and team building skills of the members of this committee.

The committee overseeing the budget of faculty development recognizes that it needs to develop a set of guidelines to ensure that the professional development funds are equitably distributed.

Sources

- Credentialling for teaching online courses
- NL Ensuring Faculty are Current
- Online training usage
- PACE PD for Faculty
- PACE Student Specific Results
- PD for Employees
- Ruffalo Noel Levitz Student Satisfaction Inventory
- Staff Feedback on PD Days
- Support for Fac PD

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1: PROCESSES

Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The Board of Trustees adopted the College's Philosophy and Mission statements in 2009 following significant input from across the campus community. A statement of ethics for the CEO of the College was adopted at the same time and reaffirmed during the search for the College's sixth president, Dr. Christine Hammond, in 2014.

At the 2013 HLC Strategies Forum, issues of internal communication and employee engagement came to the fore as significant challenges. In response, President Carol Churchill established the Involvement Task Force, a cross-departmental group, to address these issues. The Involvement Task Force was comprised of 7 faculty members, 8 administrators, 3 support staff members, and 2 students. Its first achievement was to identify all of the internal governance structures existing at that time, and publish the results in preparation for the arrival of the new president, Dr. Hammond, in August, 2014.

With the arrival of the new president, the College set out to review and revitalize its institutional purpose and functions. The first step was the creation of a Shared Governance system guided by a set of dynamic values.

Recognizing that meaningful shared governance required a clear set of shared expectations, the Task Force drafted a set of values to guide the ways in which we would operate together. This draft was circulated to existing campus committees for feedback. It was then revised based on their input. Concurrently, the Involvement Task Force reviewed shared governance models at other institutions and identified improvements in internal communication and decision making. A November 2014 survey of all employees gathered input on their perceptions and aspirations of shared governance at MMCC. Focus groups and informational meetings were held at both campus locations. Drafts of a new governance structure were circulated and refined. The Strategic Council (comprised of the President's direct reports), compared the current committee and department structure with the proposals to ensure sufficient continuity between the existing and new systems. This included the assignment of leadership responsibilities and the integration of goal setting and budgeting.

By the winter workshop in January 2015, the President was able to provide the entire campus community with an overview of the shared governance model and recognize the efforts of those involved. Subsequently, a presentation to the Academic Council enabled further discussion with academic leaders. In late January 2015, Connecting Our Community: The Shared Governance and Committee Structure of Mid Michigan Community College was published with the Values statement on its opening page. The Board of Trustees reviewed and accepted the new governance structure on February 3, 2015.

Ensuring that institutional actions reflect a commitment to its values

The values above describe a dynamic institution that is goal focused and action oriented. Between September 2014 and December 2015, the College embarked on an ambitious and multi-dimensional planning process that translated the values and intentions of the shared governance model into action. The results included:

- Broad engagement in decision-making at all levels of the College;
- A comprehensive campus master plan for its campus facilities;
- A new enrollment planning strategy;

- A new safety and security plan and system;
- An analysis of the curriculum and course schedule;
- A new approach to planning and budgeting;
- A renewed commitment to evidence based decision making and transparency;
- A redesign of the College website and its internal communication system;
- Expanded leadership development opportunities; and
- A new strategic plan, Vision 2020, to run from 2016-2020.

Our Systems Portfolio references these planning elements in other sections. They are highlighted here to underscore their role in a comprehensive planning process that linked vision and values to action.

Campus Master Plan. MMCC's physical plant grew considerably since construction of the College's Harrison campus in 1968-69. The College's presence in Mt. Pleasant dates back to those same years but in different forms with classes offered in the hospital, high schools, store fronts and in a building at 5805 East Pickard Avenue. The addition of the Radiography Building in Harrison and new classroom facilities in Mt. Pleasant brought MMCC's physical assets to more than 459,408 square feet and $74,748,900 in value. It was time to engage professionals to assess the College's existing facilities and develop a plan for the future.

In March 2015, the College issued a Request for Proposals for a Campus Master Plan with the Vice President for Finance leading the process. The interview team – comprised of trustees, faculty, administrators, physical plant staff and students – recommended the firm of Newmann Smith Architects and the contract was subsequently approved by the Board of Trustees. Over the next six months, Newmann-Smith guided the campus community – including more than 200 internal and external stakeholders in more than 20 focus group discussions – through a three-stage process of discovery, analysis and review. The work served as a foundation for the discussions of the new Facilities Advisory Committee in the shared governance system, launched in August of 2015. Newmann-Smith presented its recommendations to the Board of Trustees which adopted the Campus Master Plan on October 6, 2015.

Enrollment Planning. Enrollment at Mid peaked in 2009-10. Between 2010 and 2014, enrollment predictions were based on an analysis of historical trends and enrollment at feeder high schools and mirrored those declines. In 2014, Mid's Enrollment Management Committee adopted a disaggregated target-market approach with focused goals for each segment (e.g., international students, adult students, etc.). Tracking systems now monitor progress. In 2015, Stamats Consultants provided further guidance on enrollment strategy. The result has been a better-than-expected achievement of enrollment goals.

Campus Safety. MMCC engaged a consultant in 2005 to conduct a safety analysis. The report was complete but limited progress was made in tackling its recommendations. The formation of the Campus Safety and Security Committee, including local law enforcement officials, enabled the College to proceed with a campus safety plan. Corresponding materials and training opportunities now support the plan.

A New Approach to Planning and Budgeting. The College consistently fulfills all obligations for financial transparency. However, a shared understanding of the budget and budget process remained elusive. In the winter 2015 semester, the Vice President for Finance and the President held a series of town-hall meetings to describe the budget process. Similar sessions followed to share the budget challenges facing the College. Moving closer to a zero-based budgeting model, department directors were asked to provide a rationale for their existing budgets and project their needs for the coming

year. This information drove the budget projections developed for the Board of Trustees.

In each of the initiatives described above, the College brought its values to life through broad engagement. These interactions were characterized by a mutual respect for others and the transparent sharing of information. In addition, each initiative contributed to the development of the Vision for the College's next five years, which aligned with the formation of the shared governance system.

The year 2015 marked the end of the 2011-2015 strategic plan. In March of 2015, a call went out for participation in the new governance system with special focus on laying the Foundation for our Future: Shared Governance Priorities for 2015. These priorities incorporated the College's long-standing enduring goals:

- Encouraging student success
- Engaging our communities
- Enhancing employee impact
- Ensuring institutional effectiveness

The Board of Trustees reviewed and accepted the new strategic plan, Vision 2020 on December 1, 2015.

Every committee and department played a role in creating Vision 2020. At the workshop on November 25, 2015, individuals posted personal commitments of the ways in which they each would contribute to the goals. The result has been a document that is frequently used. Of the 88 goals identified in Vision 2020, 77 have been tackled (although not solved) in the first two years. Committee chairs and department leaders have met to identify key priorities and, most recently, to work on the College's new mission statement.

Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)

More than 125 employees responded to the call for participation in the new shared governance system. They began their work in committees in the fall semester of 2015. The announcement of the initial committee assignments was accompanied by a set of Frequently Asked Questions document to explain the governance process and next steps.

The new system held the promise of broader and deeper participation across sectors of the College. However, it would mean nothing without effective implementation that would bring the agreed upon values to life. Committee chairs stepped forward and the framework for a new internal communication system for shared governance was established. Leadership guides were developed and workshops scheduled to assist committee chairs in tackling their new responsibilities.

At the same time, a redesign of the College's website was undertaken. Across the campus, faculty and administrators were asked to describe their work clearly to others. Barriers between internal and external information diminished and in some cases disappeared. Shared governance information – including meeting times, agendas, and minutes – was easily accessible.

The Office of Institutional Research established a data repository with a wide range of information that was accessible to all.

The President used opening presentations at each Welcome Back session and on Professional Development days to describe the progress of the College and solicit input. In addition, she wrote quarterly letters to the College community on topics of interest and emphasis.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The commitment to evidence-based decision-making included a new monthly series of Data Discussions in which departments would share data with the broader community. The Data Discussion for Academic Services brought to light several key insights (such as the fact that 75% of the College's enrollment came from 62 courses). These insights subsequently informed faculty deliberations and the work done as a part of the Guided Pathways project described elsewhere in this report.

In addition, the College's annual production of the Local Strategic Value report documented the ways in which its credit and non-credit offerings supported the College's mission. Through AACC's Right Signals Grant, MMCC worked to align workforce credentials with academic programs with a new Integrated Manufacturing Program as the first example.

Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

MMCC has made a consistent commitment of time, energy, and financial resources to planning for its future and to addressing the opportunities identified in the previous site visit. A few examples of these investments include:

- Joining the Continuous Quality Improvement Network (CQIN) in 2015 and committing to cross-sector involvement in the participating teams.
- Using Newmann-Smith architects and Peter Basso Engineering to create a campus master plan.
- Establishing monthly meetings between the leadership of the Faculty Senate, President and Vice President for Academic Services in order to address items of mutual interest. Through these dialogues, issues are resolved and we are able to find ways to strengthen lectureship positions and increase the number of full-time faculty.
- Engaging Stamats to identify better approaches to student recruitment and enrollment.
- Creating and supporting the Office of Institutional Research.
- Strengthening partnerships with the local RESD (providing space for its culinary program), MSU Extension, the Central Michigan Manufacturing Association (providing office space and support in both cases), and creating the "State of the Community" events in February of each year.

Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

Commitment to Evidence-Based Decision-Making and Transparency. MMCC demonstrated its commitment to evidence-based decision-making by establishing the Office of Institutional Research early in 2014. The work of this office has contributed to greater transparency through the website's data depository and through the monthly Data Discussions. In addition, the adoption of Official Term Data brought greater confidence in the use of data for decision- making.

Outside Assessments. In addition to the internal research being done and to the state and federally required reporting, the College participates in, and actively considers the results of several significant studies:

- The PACE Survey of Employee Engagement
- The Ruffalo Noel-Levitz Survey of Student Satisfaction

- The Voluntary Framework of Accountability
- A customized study by EMSI on graduate success.

4R1: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

The results of the processes outlined above are a broad shared governance system, improved internal communication, and a strategic planning document that emerged from broad engagement across the college and with its internal stakeholders.

The College's leadership team has expanded from the President's six administrative reports to a College Council that includes two faculty members, two students, a representative of the directors' council, and a representative of the hourly staff (in addition to the President's direct reports). More than 250 individuals participate in committees and councils to fulfill the objectives of the College's Strategic Plan: Vision 2020.

The performance indicators used to determine the effectiveness of the processes for this section are primarily from the PACE Survey in the following areas:

- Mission and actions that reflect institution's values
- Communicating the mission and values
- Allocating resources to advance mission and vision

The Ruffalo Noel Levitz Student Satisfaction Inventory also provides the student perspective on the effectiveness of the processes for how resource allocation and programs and services meet student needs which is the core of the mission:

- Resource allocation for advancing college mission (helping student learn)
- Programs and services consistent with institution's mission (helping students learn)

The college's actual budget expenditures by major division also provides an indication on how resource allocations support the mission and vision.

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

As described in Section 6.1, the College Council is finalizing its recommendation of a new College Mission statement. It is anticipated that the Board will receive this recommendation in March of 2018. The Board, after significant internal and external consultation, is also contemplating changing the name of the College from Mid Michigan Community College to Mid Michigan College. If that action is taken, the leaders who have emerged through the shared governance system will take on important roles in communicating and shaping Mid's new identity – both internally and in its local communities.

The College has done good work in establishing its shared governance system but it is easy to become complacent or cynical about our communication with one another. Vigilance will be required to keep the system vibrant. This will also require new leadership from time to time so that a small few do not

become jaded or discouraged and so that more people have the opportunity to express themselves and take a leadership role. The addition of students in the shared governance system was surprising to many at the outset but is now broadly accepted. Work continues to incorporate students more effectively into the shared governance process and improvements are still need to streamline the logistics of the system (e.g., meeting times, coordination, record keeping, etc.)

The College is currently moving to a modest reorganization of its administrative team in an effort to become more cohesive and collaborative. This will surely be an adjustment for all concerned but should encourage cross-sectional work.

In the coming years, Mid anticipates having a larger regional footprint and therefore will be seeking greater input from the communities it serves. This will require that we learn to speak beyond the academy and interact with external stakeholders in new ways.

Sources

- 4.1 Allocating resources
- 4.1 Communicating
- 4.1 Mission
- 4.1 N-L allocating resources
- 4.1 N-L Program and services
- Committee Agenda Meeting
- Committee Leadership Guide
- Connecting Our Community 01162015
- Connecting Our Community DRAFT 03012015 (1)
- FAQs on Committees
- Involvement Task Force Communication Suvey
- Mid Improvement Model
- MMCC Annual Expenditures
- Shared Governance Handbook 63014 (2)
- Vision2020_Final

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2: PROCESSES

Engaging internal and external stakeholders in strategic planning (5.C.3)

As outlined in 4P1, the shared governance model at Mid calls for broad engagement in decision-

making at all levels. The Shared Governance model itself was the work of a core team, the Involvement Task Force, comprised of 20 staff, administrators, and faculty (full-time and adjunct). The group met ten times between September 4, 2014 and April 24, 2015 when the Shared Governance system was launched. Throughout that time, committee notes were posted on the intranet and updates were sent to the campus community from the president. The Shared Governance model was reviews and accepted by the Board of Trustees in February, 2015.

Similar broad engagement marked the development of the Campus Master Plan. Administrators, Board members, faculty, and staff interviewed architectural firms, ultimately recommending Newmann-Smith. Between June 3 and October 1 of 2015 more than 200 internal and external stakeholders in 20 focus group sessions facilitated by Newmann-Smith architects gave input about the future of the Harrison and Mt. Pleasant campuses.

Aligning operations with the institution's mission, vision and values (5.C.2)

The development of the College's strategic plan, Vision 2020, was the most extensive of all the planning efforts undertaken. Working through the College Council, the other shared governance committees, and the various administrative departments, the College assembled objectives for each of the College's four enduring goals:

- Encouraging Student Success
- Engaging Our Communities
- Enhancing Employee Impact
- Ensuring Institutional Effectiveness

In a process that ran from March 2015 through December 2015, the College used an appreciative inquiry framework (SOAR) to identify the College's Strengths, Opportunities, Aspirations, and Results.

As the diagram of the cascading plans depicts, alignment of the various plans occur in a couple of ways. First, the mission and enduring goals set the priorities for what the rest of the plans need to accomplish. Second, the timing of the planning cycles occurs in a manner that there is cascading effect of the higher level plans driving the others down through operations and the budget, which is developed to support the goals and objectives set forth in each plan.

Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

The Vision 2020 document was not created in isolation. It was the outgrowth of many planning efforts including but not limited to:

- MMCC Metrics for Measuring Success in Each Enduring Goal
- Review and analysis of the VFA Cohort Data
- Budget Transparency information and campus-wide workshops
- Development of the campus master plan (with more than 20 focus groups and 200 internal and external participants)
- Enrollment planning sessions and goal setting
- Update of the Marketing Plan
- Academic Division Planning
- MMCC Foundation Planning
- Performance appraisal process and goal setting

- Board of Trustees retreat and review

Drafts of the Vision 2020 document were circulated in the first three weeks of November. The plan was launched with at the opening session of the Professional Development day on November 25, 2015. It tied the goals and objectives to the designated committees and department in the shared governance model. Following the presentation, faculty and staff were invited to add their personal goals and special interests to a wall-to-wall display of the goals. These expressions of interest were collected and routed to the appropriate committee chair for follow-up.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

While the creation of the Vision 2020 Strategic Plan was an important achievement, steps to operationalize it were equally important. Each August, the president issues an invitation to participate on committees. Committee chairs receive a "charge" to the committees from the President, identifying the areas of focus for the coming year. In February 2016, a meeting of committee chairs was held to provide support and guidance in their efforts. In September 2016 a meeting of committee chairs and division/department leaders was held to meld the agendas and priorities of shared governance committees and administrative units. Leaders identified key objectives for the 2016-17 academic year. A compilation of these objectives was distributed to all participants in October 2016.

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

The College has also benefited from participation in the Continuous Quality Improvement Network (CQIN) which it joined in the spring of 2016. CQIN activities are led by the president and an institutional representative. MMCC's institutional representative is Dr. Matt Miller. Each summer the College sends a team to the CQIN Institute with a focused area of planning. The 2016 summer institute focused on mission and goals. As a result of the work of this group, the College was able to consolidate its strategic goals (Vision 2020) on a one page document.

The 2017 CQIN Institute further challenged the team to strive for greater clarity. The 2017 team agreed and advocated for a more memorable College mission statement. To that end, the President sent a message to all committee chairs in August 2017, encouraging committees to focus on only three goals for the fall semester, including the development of a new Mission Statement. Subsequently 16 committee-based recommendations were received for a new Mission Statement. On November 3, 2017, Committee Chairs, College Council, and Directors Council met to review the submitted mission statements. This group of leaders identified key words from each submission and organized them according to function - Why, How, and What. Four possible statements emerged and were sent to College Council for consideration. The College Council focused on "Empowering Learners, Transforming Communities" and in the winter 2018 semester will work to provide a corresponding values statement. It is anticipated that the recommendation of a new mission statement will go to the Board of Trustees in the spring of 2018.

4R2: RESULTS

The results of the process outlined in 4P2 has been a dynamic strategic plan that has been used by our Continuous Quality Improvement Team (CQIN), by the College Council and by our department and committee leaders in moving the College forward. Vision 2020 sets forth ambitious but achievable goals. Seventy-seven of the eighty-eight specific objectives in Vision 2020 have received attention

since the beginning of the plan and many have shown real progress.

Vision 2020: Mid in the Middle provides a comprehensive look at the strategic plan and the progress that has been made as of November 2017. At the same time, the College has not forgotten the recommendations of the previous HLC site visit team. It has also addressed many of those recommendations as shown in Responses to Strategic Challenges.

Further evidence of the impact of the Vision 2020 strategic plan can be seen in the results of work done on the Vision 2020 Aspirations:

- MMCC will increase skill based certificate and degree attainment
  - Transfer & Completion Rates (Mi School Data)
- MMCC will engage with the communities in our region to form effective alliances, leverage resources, expand educational opportunities and provide services to more citizens
  - Number of dual enrolled students
  - Map of Partnership Locations across the State
- MMCC will recruit, attract, challenge, support, and retain talented and dedicated faculty, staff, and administrators to educate our students and serve our communities
  - Job Posting Data
  - Employee Turnover Rates
- MMCC will establish policies and practices that promote educational access and affordability for all members of the community who have the ability to benefit from its programs.
  - Maintaining Affordability
- MMCC will develop systems for monitoring and sharing its progress on key federal, state, and institutional metrics
  - IR Website links to data
  - Increased utilization of Entrinsik's Informer data reporting tool
  - IR HelpDesk providing reports & data
  - The College hosts monthly Data Discussions on various data related topics to increase awareness and use of appropriate data

Because the Vision 2020 strategic plan was a synergy of many subsets (e.g., the enrollment plan, Campus Master plan, safety plan, etc.), the College now has many more focused actionable plans.

4I2: IMPROVEMENT

Pacing our efforts has been a challenge during this planning process. In a recent quarterly report, the President asked employees for suggestions for improvement. Some individuals expressed frustration about the rapid pace of change and the many initiatives underway. Others expressed the hope that barriers would be removed so that more progress could be made more quickly. The College Council has discussed this dilemma and tries to gauge employee and student sentiment. The effort to be more focused and intentional in our efforts is an effort to make sure that morale and engagement remain high.

The College has also undertaken a reorganization of its executive leadership team. Through its continued work with CQIN, it became apparent that a lack of clarity about leadership functions was impeding the drive for clarity in our vision, values, and goals. The reorganization has not yet taken effect at the time of this writing. The group has already discussed the importance of measuring its effectiveness in a year and making corresponding adjustments.

Leveraging technology has helped to improve internal communication and better alignment of efforts.

Continued work in this regard will be necessary if the Vision 2020 goals are to be achieved.

Funding the various priorities within existing budgets poses a significant challenge that will need to be addressed as state support dwindles.

The College's next strategic plan will begin in 2021 so the planning process will need to begin in 2019. This is likely to coincide with major renovation on the Harrison campus. Managing that disruption along with the planning process is likely to be a challenge. However, this campus team has shown itself to be hard-working and resilient. They will find a way to see the goals of Vision 2020 through to completion and begin the planning process once again.

Sources

- 3.1 Data Pertaining to Job Postings
- Cascading Plans
- Data Discussions
- Dual Enrollments
- Employee Turnover Rates
- HelpDesk usage stats IR Closed tickets.pdf
- Informer usage
- IR Website Links
- Maintaining Affordability
- Map of Partnership Locations.pdf
- Response to Strategic Challenges.pdf
- Transfer Rates
- Vision2020 Mid in the Middle

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3: PROCESSES

Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

MMCC's Board of Trustees has established policies defining the relationships between the institution and the Board. These policies define the role and duties of the Board (107), and the college president (108). Board Policy 301.02 is the policy that states the Board's expectation for the faculty to have a role in academic matters.

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

Board policy 107 defines the role of the Board in establishing policies and how it is to govern the college, and how the development of administrative policies is to occur. Further definition is provided in Policy 108, which defines the presidential relations and delegation authority. The day to day operation of the institution has been assigned in a delegation roster, which identifies who is responsible for which areas of the college. The Board has specifically addressed issues of external influence in board policy 303.05.

The Board has established policy 303.09 in regards to financial oversight. This policy provides specific instructions for college expenditures and establishes approval limits in regards to bids and departmental purchases, credit card limits, investment of idle funds, tuition, and salaries. The policy demonstrates how the Board maintains oversight while delegating operations to the administration of the college.

The college's shared governance structure is summed up in the attached table.

Philanthropic support is an important component of the overall revenue mix at the College. Although total giving is a small percentage of the budget, gifts allow the College to take on projects and complete tasks that are outside the normal operating budget. These funds help the college pursue innovation, facilities improvements, student scholarships, and faculty development.

All donations to the College are directed to the MMCC Foundation, which is a separate organization with a 501(c)3 designation. The purpose of the MMCC Foundation is to collect funds and gifts that will support the College and its operations for years to come. Although the Foundation is a separate entity, it does receive support from the College in terms of office space, employee salary and benefits, and funds to cover operational expenses. Because of the close relationship, it is important that safeguards are in place to ensure that relationships with donors and other external parties are handled appropriately.

The MMCC Foundation has an independent board of directors that meets throughout the year. Members of this board are approved by the Foundation Board without a requirement to go before the College Board of Trustees. To ensure good communication and a common purpose, a Trustee from the MMCC Board serves as a member of the MMCC Foundation Board. The College President also serves as a member of the Foundation Board.

Foundation Board members sign a Conflict of Interest statement each year, which is on file with the Foundation office. These forms ask the board members to identify potential conflicts of interest, and to identify how the conflicts will be addressed. When potential conflicts are identified, the Foundation director works with the board member to ascertain the nature of the conflict and how to manage it during Foundation activities (ex. abstaining from some votes, disclosing the conflict with the full Board, etc.). To date, the Foundation board has not had any instances of conflict of interest.

The Foundation Board has a Gift Acceptance Policy, a Naming Policy, and an Investment and Distribution Policy. Each of these policies clearly identifies how the board will act in certain situations that have the potential to impede the Foundation's independence from undue influence.

The MMCC Board of Trustees is removed from the day-to-day activities of the Foundation. The MMCC Board does receive regular reports from the Foundation and is especially interested in major efforts of the Foundation to support the College (such as large fundraising events and major fundraisers like capital campaigns).

In addition, the MMCC Board Policies (Policy 1001) has language that addresses a CEO code of ethics and conflicts of interest. The policy notes that it is the responsibility of board members to "avoid not only conflict of interest, but also the appearance of it."

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The Board receives a monthly board report from the major divisions of the college informing the Board on staff changes, a financial summary, community relations, academic updates and progress, and enrollment updates. The Senior Staff attends each board meeting to discuss their portion of the report. All employees are welcome to attend board meetings. The shared governance structure includes faculty committees (the Academic Council, the Council of Chairs & Deans, Assessment Committee, Curriculum Committee, and General Education Committee) which have responsibility for their respective areas of academic concern.

Ensuring open communication between and among all colleges, divisions and departments

MMCC has a variety of communication methods to ensure employees are informed. Shared governance allows all employees to have the opportunity to contribute and receive formal communication concerning college matters. Minutes from all committee meetings are publicly shared on the college website. The president also sends employees a quarterly report and hosts monthly informal breakfasts sessions with open agendas. The college circulates a Mid Mich Weekly report and Mid Month report, to which employees may submit items. These newsletters are shared with all employees via email and the college website. A text message service is used to reach adjunct instructors to share reminders, updates, and training opportunities. The college website has been upgraded, revised, and updated to provide employees access to current and relevant information. The new website now tracks all changes and maintains a historical record of website information.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

MMCC uses its shared governance structure as the primary means to facilitate collaboration across units. Committees with a focus on academic standards include the Curriculum and Academic Standards Committee, the General Education, and Assessment Committees. These committees have substantial representation of faculty, but also include representatives from other divisions, as well as student representatives. All committees share meeting agendas and minutes with the college, and all are open meetings. These practices allow anyone with an interest to follow and participate in the committee business, albeit, they would not have the ability to cast a vote.

The primary responsibility for academic standards rests with the Curriculum and Academic Standards Committee. That committee's charge is defined in the Faculty Master Agreement:

> Through regular review and discussion, the Curriculum and Academic Standards Committee ensures the quality, relevance, and consistency of College curricula. The Committee will also review degree requirements and establish academic standards of progress for students.

After review and deliberation the Committee must recommend appropriate action on curriculum and academic standards and present its recommendations to the President/Board for approval prior to implementation.

The Curriculum and Academic Standards Committee will review all College credit courses and curricula on a regular basis. All new courses will be submitted to the Committee for their discussion and recommendations as well as any proposed new curriculum. Periodically, the Committee will review degree requirements and the standards of academic progress for students.

The General Education Committee's statement of purpose is to develop, coordinate and oversee the College's general education program requirements. The Assessment Committee's purpose is to work collaboratively with the VP of Academic Services and Deans to support assessment efforts across the curriculum, to review the results of assessment activities, and to recommend quality improvements related to academic assessment and student learning.

Providing effective leadership to all institutional stakeholders

The Board provides for external stakeholder input on its monthly agendas by having a standing item for Public Comment (established in accordance with Policies 202.01 and 202.08). Anyone with an issue pertaining to the college may address the Board at this time. For internal stakeholders, the Board has seats at each meeting for representatives of the faculty and hourly staff bargaining units, and they also are provided an opportunity to address the Board with concerns. Further, Board Policy 202.03 provides any Trustee, interested citizen, or employee of the college an opportunity to request an agenda item be placed on the next official Board meeting. Additionally, the Board expects the administration to provide anticipated impacts from its decisions on students and other stakeholders. This information is taken into account during their discussion and deliberations. Board Policy 109 clearly recognizes the Board's source of authority as the community and its need to be responsive to its community.

Developing leaders at all levels within the institution (2.C.1, 2.C.2)

The college strives to make leadership opportunities available for all employees. Such leadership opportunities occur through committee service, special projects, promotion, and professional development. The college created the Center for Learning and Leadership (CLL) to be an in-house resource for professional development, coaching, and mentoring. In addition to in-person training and coaching, the CLL provides a professional development webpage which includes prepaid subscriptions to personal and professional development websites, conference opportunities, and online resources. The CLL sponsors Leadercast and Leadercast Women events, bringing world renowned speakers to campus via a live simulcast. These events are open to all college employees and the public.

The college holds two professional development days each year. These days function as in-house conferences with program tracks for staff and faculty. Sessions at these PD days can include leadership training.

The college has a professional development fund for faculty. These funds are available to all full-time and adjunct faculty, and may be used in support of leadership training.

MMCC sponsors employees each year for participation in several state and local Leadership Academies. The Michigan Community College Association, as well as Clare, Gladwin, and Isabella Counties each offer Leadership Academies. The College Council oversees a nomination process for

selecting employees for participation in these academies.

The Directors Council, which is comprised of the college's mid-level managers, engages in leadership development, facilitated by the Center for Learning and Leadership, during the second meeting of every month to further develop their leadership capacity.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

MMCC has several critical policies and processes for ensuring its ability to act in accordance with its mission and vision. First, the Board and the college administration adhere to the Michigan Open Meetings Act (Policy 202.01) and all meetings are considered public meetings (Policy 202.08). Secondly, all agendas and minutes are published and made public. These policies establish transparency with internal and external stakeholders, thereby ensuring accountability to stakeholders that the institution will act in accord with its publicly stated mission and vision. Further, in its operational matters, the shared governance structure ensures alignment between the committee work and the college's strategic objectives, and thereby also ensuring alignment with the mission and vision at the operational level. Additionally, the college established a Foundation Board, separate from the Board of Trustees of the college, which handles the solicitation and receipt of donations, and thereby prevents the possibility of undue influence being exerted upon the Board of Trustees.

4R3: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

MMCC relies on the Personal Assessment of the College Environment (PACE) survey for measuring the effectiveness of the long term leadership of the institution. The college uses this survey tool every three years, with the last being completed in 2015.

The response rates, and groups surveyed are included in the Response Rate document. The college considers comparison data that shows MMCC's 2011 and 2015 data as well as the national Norm Base data. Summary responses across the five question categories provide an overall measure of leadership climate, and also provides comparison with the national Norm Base. This provides a measure of the four PACE climate factors:

- Institutional Structure
- Supervisory Relationships
- Teamwork
- Student Focus
- Overall

Further measures of the college's leadership effectiveness are found by looking at specific item questions from the PACE survey, as noted below.

- Establishing appropriate relationship between the institution and its governing board; establishing oversight responsibilities and policies of the governing board; maintaining board oversight, while delegating management responsibilities: Board relationship and oversight
- Ensuring open communication
- Collaborating across all units
- Providing effective leadership
- Developing leaders

- [Ensuring the institution's ability to act in accordance with its mission](#)

Interpretation of results and insights gained

The aforementioned PACE survey items are all par with national norms (where available) and previous administrations of the survey. One area where MMCC experienced a significant decline from the 2011 administration to the 2015 one was on the question "MMCC procedures and policies are effectively communicated." A similar concern was discussed in Category 3, where employees expressed a concern about "my work is guided by clearly defined administrative processes." Based on these scores, it appears MMCC has some room to improve in more clearly defining and communicating administrative processes and procedures. This topic will be distributed throughout the shared governance committee structure for feedback and further discussion.

The PACE College Climate results indicate MMCC is close to the NILIE Normbase on the five climate factors. PACE also uses these results to classify leadership styles into four categories:

- Coercive -- in the range of 1 - 2
- Competitive -- in the range of 2 - 3
- Consultative -- in the range of 3 - 4
- Collaborative -- in the range of 4 - 5

MMCC falls into the Consultative range on this scheme.

Another of note is employee perceptions of advancement opportunities. While MMCC's score is not dissimilar from national data (2.96 for MMCC and 3.1 for national comparables), it is the only score in this section that was below the 3.0 line. While it is not feasible for all employees to advance, the new leadership structural change implemented by the President in 2017, may provide opportunities to advance in the short-term.

4I3: IMPROVEMENT

Future improvements in this area include the identification of specific leadership competencies and skill tests to assess leadership competencies. These competencies and assessments will aid in building the foundation for skill-specific professional development and a formal succession plan.

We also intend to use the PACE survey data more intentionally throughout the shared governance committees.

Sources

- Board relationship and oversight
- Collaboration
- Communication
- Delegaton Roster
- Developing leaders
- Effective leadership
- Ensuring mission
- MMCC Climate and Leadership Style

- PACE Summary comparison
- Policy 1001
- Policy 107
- Policy 108
- Policy 109
- Policy 202.01
- Policy 202.03
- Policy 202.08
- Policy 301.02
- Policy 303.05
- Policy 303.09
- Response by Classification
- Shared Gov Table

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4: PROCESSES

Developing and communicating standards

Development

Board Policy 107 establishes the authority and procedure for the development of college policy, and

places that authority in the corporate action of the Board. This policy ensures Board developed policy is consistent with provisions of law. Policy 107 also authorizes the President, working with his/her administrators, to develop policy to regulate traditional managerial functions of the college. This occurs through the shared governance structure. The appropriate shared governance committee reviews new policies/standards and makes a recommendation to the College Council for final approval.

Communication

Policy and procedural standards are communicated throughout the institution utilizing various methods. Board Policy is disseminated on the website, which is updated after each Board meeting at which a policy change was approved.

Other policy or procedural standards are communicated through our shared governance communication system. The Mid Matters Committee develops and maintains avenues for internal communication among employees. Additionally, each shared governance committee or council posts minutes on the website accessible by all employees and students. Regular reminders go to all employees regarding how to access meeting agendas and minutes for each committee/council.

Additional dissemination of policy changes occurs at PD day sessions, other training sessions, employee onboarding, departmental meetings, as well as the MidMich Weekly newsletter and the Mid Month newsletter. There is a library of each communication on the website. Further, the President distributes a quarterly letter describing major initiatives and items of college interest.

Students have access to policy standards through the website and the Catalog which is reviewed and updated by the Academic and the Student Services divisions.

Financial Reporting is published on the public website on our Transparency Reporting page. This includes Audit Reports, Local Strategic Value Report, and the Use and Finance Bi-Annual Forms.

Training employees and modeling for ethical and legal behavior

MMCC requires all employees to participate in training through SafeColleges. The Personnel Services Advisory Committee evaluated several training packages and recommended SafeColleges to the College Council for final approval. Annual training using these video modules is mandatory for all employees and is monitored by Personnel Services.Training materials cover:

- Bloodborne Pathogen Exposure Prevention
- Sexual Violence Awareness
- FERPA - Confidentiality of Records
- Hazard Communication - Right to Understand
- Sexual Harassment - Staff to staff
- Title IX and Sexual Misconduct
- Visual Weapons Screening

Title IX Investigators and Case Managers go through additional training as required.

The Personnel Services (PS) department regularly reviews standards for employee onboarding including checklist information for initial sessions with Personnel Services representatives, as well as supervisors for newly hired employees. Additionally, two days are dedicated annually to professional development. A sub-team of the Personnel Services Advisory Committee develops the agenda for

staff and administrators, while the Academic Council develops the faculty's agenda. Examples of sessions offered recently include:

- Accessibility
- Gender Diversity on Campus: A Casual Conversation About What We Might Do Better
- Empowering Adults with Autism in the College Classroom
- Barriers to Student Success
- Safety on Campus
- Education as a Human Right: Open Access for all Minds
- Helping International Students
- Data Security Policy

Operating financial, academic, personnel and auxiliary functions with integrity (2.A.)

Financial Operations are governed by Generally Accepted Accounting Principles (GAAP) and GASB (Government Accounting Standards Board) standards.   The college is audited annually by Plante Moran. The financial audit includes a report on the financial statements, risk of fraud, and some testing of internal controls. The final report is approved and accepted by the Board of Trustees.

Academic standards are developed and approved by the Curriculum and Academic Standards Committee. This committee meets bi-weekly and is comprised of faculty members appointed by the Faculty Senate, as well as administrators appointed by the president. Meeting minutes are available to the college community through the shared governance communication system. Additionally, the faculty master agreement (page 63) has a substantial section on a Code of Ethics that provides faculty expectations. Among the pillars are: commitment to the student, commitment to the profession, and commitment to professional employment practices. This agreement was negotiated by a committee of faculty and administrators, approved by the President and the faculty senate, and finalized by the Board of Trustees.

Students have an opportunity to provide feedback via an online course evaluation system each semester. The results of these surveys are provided to the course instructors as well as their respective deans. There are open-ended questions which allow for comment on course experience. In addition, students have access to a "Student-Instructor Concern Form" which provides an informal route for mediation of issues. Students also have access to a formal grade grievance process.

All employees and students are encouraged to report Title IX violations. Title IX complaints are investigated according to Title IX guidelines. All employees receive annual Title IX training.

The Vice President of Academic Services provides an annual report to the Board of Trustees which covers academic program data, completion rates, and campus specific data including online and blended/hybrid delivery.

The Board of Trustees expects ethical behavior and integrity throughout the organization. Through consultation with our President, the Board establishes policy to guide such practices. The President communicates directly with the Board regarding ethical issues. The Board approves the annual budget, the annual audit, and any spending over $20,000. All Board of Trustee meetings are public and meeting times are posted. Board meeting minutes are available online and accessible to anyone.

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Website information is reviewed and updated by departments responsible as content experts. Marketing and IT make the actual updates in response to helpdesk ticket submissions about information changes or updates.

Program information is available on the website and the Catalog. In addition, the college has a partnership with a FullMeasure, a company providing a mobile application for students to access program information including progress along Guided Pathways. Guided Pathways provide a clearer path to completion and were developed by faculty.

The college recently adopted Ellucian's Self Service for financial aid. This student interface provides online access to their financial aid status, as well as another point of communication with the financial aid department.

To make sure students understand the cost of attending college, the college offers a Net Price Calculator. Textbook pricing is available through the bookstore website, and also via the online schedule of courses by clicking the course information link.

Accreditation information is available on the college website and includes the System Portfolio and a direct link to the college's accreditation status with the HLC.

4R4: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

MMCC uses the PACE survey to monitor the climate of the institution, which includes measures of acting with integrity.

Interpretation of results and insights gained

The means of integrity-related questions from the PACE climate survey ranged from 3.28 to 3.79. The National norm base range was 3.22 to 3.77. This suggests that general satisfaction with how well MMCC employees perceive these integrity-related items was similar to the national norm. With this indirect measure, employees generally report that unacceptable behavior is discouraged and administrative processes clearly guide their work. When considering comparison with the national norm base, MMCC employees expressed satisfaction levels at or slightly above four of the seven questions. Of the three that were lower than the national norm base, only one showed a large difference: the actions of this institution reflect its mission This suggests that perhaps our mission isn't as clear as others nationally, or that employees perhaps don't see as strong of a connection between their continuous quality improvement work, and the vision statement. Since all three of these areas have an element of communication, that could serve as the basis for a focused improvement project.

4I4 Improvements

In an effort to more closely align the College's quality improvement projects with the mission and vision, an improvement tool was created. The expectation is that all administrative units use this new tool as they work on their individual project. This tool begins with an identification of project team members, the related AQIP category, and Vision 20/20 objective. Then it leads users through a Current State-Future State exercise, which leads into an Action Project development plan. The hope is, this tool more strongly connects projects back to the vision of the college while driving continuous

quality improvement principles deeper into the institution.

Sources

- GRADE CHANGE AND REVIEW PROCEDURES
- Mid Improvement Model (1)
- Mid Mich Weekly
- Mid Monthly
- PACE Integrity
- Policy 107
- Student Concern Form

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P1: PROCESSES

Selecting, organizing, analyzing and sharing data

The Office of Institutional Research is responsible for coordinating external reporting, assisting with and coordinating data requests, and improving data reliability, security, and access. The college uses Ellucian Colleague as the primary system for housing and accessing institutional data. This system requires intensive IT involvement to access and author Colleague-based data reports. The college utilizes Entrinsik Informer to pull data from additional data sources such as the Learning Management System (Moodle) and other internally developed databases. While the use of Informer has increased access to custom reports to users familiar with Informer, other data users rely on the IR Office to supply data needs. End users submit data requests through the college's Helpdesk Trouble Ticket System, WebHelpDesk. The IR Office responds to the requests by either pointing the end user to existing data on the IR website or compiling a custom report to meet the need.

The Office of Institutional Research creates snapshots of key student data each enrollment period at predetermined dates to establish Official Term Data (OTD) which remains constant for reporting and comparative purposes. The Director of IR along with the IT Systems Programmer identified the relevant data elements to include in the OTD files. Both consulted colleagues in their fields as well as internal stakeholders for this data element determination. During the setup of the official term data, several areas were identified for clean-up due to missing data, inconsistent fields for collecting certain data elements, and other anomalies. Research essential fields went through a cleaning and verification process to ensure reliability. The OTD now forms the basis for many internal and externally required reports.

Determining data, information and performance results needs

Under the college's shared governance system, the Institutional Research Advisory Committee (IRA) provides advisement and assistance to the Director of Institutional Research. One of the directives for the IRA is to solicit data needs of other college committees and departments. This soliciting occurs through attendance at meetings by IRA members, and the Director of IR reaching out through electronic communications. This stakeholder input informs the IR Office of unit and departmental data needs. Other routine data needs are defined by external reporting requirements.

Making data, information and performance results readily and reliably available

Institutional data is openly available on the IR website. This data includes Institutional KPI's, MMCC Fast Facts, dashboards, and the college's data repository. Institutional KPI's include the Voluntary Framework for Accountability (VFA), Ruffalo-Noel-Levitz Student Satisfaction Inventory, Graduation/Transfer rates, HLC Financial ratios, and the Workforce and Economic Development Annual Report. The data available here was that which is identified by the process described above. If additional data is routinely requested, it is added to the appropriate category on the IR website.

Each month the college schedules a "Data Discussion" open to all employees. A different department hosts the discussion each month and presents on some aspect of data and data use by their department. The goal of these discussions is to increase awareness and understanding of the data available, how it is being used, where to find it, and how it is defined.

As mentioned previously, any employee needing custom reports may use Informer to create the report or use the HelpDesk Ticket System to request specific data as needed.

Ensuring the timeliness, accuracy, reliability and security of knowledge system

Our primary source and storage of data is our Student Information System (SIS), Ellucian Colleague. The system is hosted locally in a secure server room with physical access limited to the Chief Information Officer and the Director of Information Technology.   Because of the sensitivity of data stored in this system, controls are in place to limit access to data to employees who require access. Accounts are separate, dedicated accounts and are only created for a subset of staff members who require access to the SIS. A majority of instructors do not require direct SIS access and instead use supporting online systems for submitting grades and communicating with students.

Colleague access requests requires signatures by designated division-level approvers. Colleague account password changes are required periodically, and chosen passwords must meet the standard Red Hat Enterprise Linux complexity requirements. Off-campus remote access to Colleague requires a Virtual Private Network (VPN) connection, which must be requested separately and configured with IT assistance. All on-campus access to the Colleague web user interface goes through encrypted HTTPS through our centralized load balancers. All inter-server traffic for Colleague is restricted to a private server network.

Periodically, the college invites Ellucian to assess our practices against known best-practices for using Colleague. Ellucian provides documented recommendations for improvement and training based on their review. These recommendations appear in the Results section.

The Ellucian recommendations go to the Technology Services Advisory Committee sub-committee, the Colleague Process Committee (CPC). The CPC consists of representatives from departments that use Colleague. The CPC prioritizes the recommendations and arranges staff trainings. Additionally, the CPC schedules regular update patch meetings to go over how update patches would affect various departments and determine the best course of action to test patches in a test environment before implementation.

All campus web sites and systems are hosted over encrypted HTTPS which is centralized through our load balancers. This limits which servers have a copy of our certificate's private key. A shared wildcard web certificate for all web sites simplifies certificate renewal. The centralized load balancers allow us to adjust HTTPS configuration for all campus-hosted systems, thereby providing response to vulnerabilities quickly, and to enable quicker revocation of certificates in case of an intrusion event.

Our Learning Management System, Moodle, is hosted locally in a secure server room with limited physical access. The college's single sign-on system manages all accounts and allows access for faculty to only those courses assigned to them within Colleague. Moodle stores gradebook data and faculty submit final grades through a Colleague web interface.

The website and web content access is limited to web administration staff responsible for maintaining and updating web content. The college plans to decentralize some web content administration to content experts in various departments after individual content experts have completed developer training, as well as accessibility training to assure all web administrators meet accessibility requirements.

The Office Institutional Research along with IT personnel completed Official Term Data (OTD) cleanup and verification. This OTD will remain "frozen" for comparative reporting.The Office of Institutional Research has the responsibility of coordinating data clean-up and evaluation of data entry standards.

Tracking outcomes/measures utilizing appropriate tools

Tracking and measuring the effectiveness of knowledge management processes occurs through contracted consultants -- Ellucian -- for our main administrative database. In addition, the SSL Labs website, which is a non-commercial research effort hosted by Qualys, provides a collection of documents and tools related to SSL (Secure Sockets Layer). SSL Labs provides a means to assess our website security and issues a grade.

5R1: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

- Ellucian's Discovery Report on MMCC
- SSL Lab Grade on MMCC web security
- Number of Informer reports & dashboards
- IR Website Usage
    - 2016
    - 2017
    - Revised Page (after Oct 2017)
- Help desk tickets
    - IR/Data tickets opened and tickets closed for data/information
    - All HelpDesk Tickets Closed (2014-2017)
- Monthly Data Discussion Presentations

Interpretation of results and insights gained

As mentioned in 5P1, MMCC uses the Ellucian Colleague SIS. In an effort to deepen our understanding of the system, and expand its usage, a consultant was hired to:

- Identify utilization and inefficiencies of technology through best practice business processes
- explore new solutions that will enhance staff, faculty and student success
- establish a support structure to sustain success.

The consultant provided a detailed set of recommendations aligned to the college's four enduring goals established in Vision 20/20 (see 5R1). More generally, there is an increased need for greater automation. This is true from end user perspectives (faculty/staff and students) and from a communications management perspective. The college will need to have further discussions on the value of increased automation compared to the financial investment.

Given the amount of information contained in the SIS, it is critical to keep these data secure. The college earned an SSL Lab grade of A, with high scores in Certificate, Protocol Support, Key Exchange, and Cipher Strength. With the changing technical landscape, levels will need to remain high.

Most of the help desk ticket items have shown steady increases over the past several years. The two that haven't been as consistent are Data and Reporting and IT Tech Support. Data and Reporting reductions coincides with a change in staffing, as the full-time IR individual left the institution and was replaced temporarily by a retiring Vice President. Also, the implementation of monthly Data Discussions likely provided data at the onset which reduced the need for additional requests.

One of the largest increases in requests relates to Moodle, the college's Student Information System. As the college has put a greater emphasis on online course offerings, the number of requests has good up significantly (nearly tripling the requests between 2014 and 2017). As the need for additional online offerings and a push towards integration of open educational resources into online course shells, there may be a need to evaluate staffing plans to handle the increased demand.

5I1: IMPROVEMENT

Although the college implemented data request tracking in our Helpdesk ticket system, enforcement of data request tracking should be improved to provide an accurate picture of data needs and identification idea of which data requests remain unfilled. Some departments have learned to create their own reports. The college approves of individuals creating their own reports; however, when they do, awareness and communication of the existence of these reports is lacking. This can lead to duplicated efforts. By centralizing the tracking, not necessarily the reporting itself, the college could benefit from everyone's reporting work.

The Colleague Process Committee identified issues with the approval process for granting access to data in Colleague. If a person moves to a different department, that person may retain the level of Colleague access required in their former position, even though it's not required for their new position. They maintain it to provide transitional support to their former department. This support role needs clearer definition in terms of scope and time. The Colleague Process Committee recommends:

- Colleague Access should be attached to a position rather than an individual person
- If a person moves to another department, the transitional support interval should be defined and terminated after the interval has passed.

We expect to have this new process defined by Fall of 2018. Transitioning to the new process will have to be cascaded and will take a few years.

Sources

- Closed HelpDesk Tickets
- Data Discussions
- Ellucian MMCC Discovery Report
- HelpDesk usage stats IR Closed tickets.pdf
- Informer usage
- IR Website Links
- IR-Data page stats 2016
- IR-Data page stats 2017
- Revised IR Website after Oct 2017
- SSL Server Test_ www.midmich

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2: PROCESSES

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

The College's fiscal, physical, and technological infrastructures are each managed by an administrator who reports directly to the President of the College, and ultimately the Board of Trustees. The Vice President for Finance and Administration is responsible for accounting, budgeting, purchasing, payroll, facilities management, risk management, and auxiliary services. The Chief Information

Officer is responsible for information technology hardware and software, network maintenance, data integrity, cyber security, user support, email, and telecommunications.

MMCC has an annual operating budget of approximately $32M (FY17) to support its operations. The primary operating fund revenue sources are tuition and fees, state appropriations, and property taxes. These three sources comprise 99% of total revenues as depicted in this attached chart (2017 GenFund). The remaining sources of revenue at 1% include the following: interest income, facility rental, scrap sales, and other miscellaneous sources.

The College's low millage rate of 1.2232 and stagnant state appropriations leave MMCC more heavily reliant on tuition and fee revenue than other Michigan community colleges (revenue comparison chart). As a result, processes were put in place to identify growth areas and create strategies to target these areas. This process is primarily housed with the Enrollment Management Committee (EMC). As mentioned previously, this committee consists of representatives from academic administration, student services, marketing, and faculty. Each spring this committee develops enrollment projections, and target areas for growth. The EMC arrives at its projections and targets by beginning with a review of enrollment data from the previous academic year to compare actual results to the proposed targets. This analysis, along with trend data that pulls enrollment data from the previous five years, informs the committee's discussion as it plans for the upcoming Fall and Winter semesters. With the enrollment data as a foundation, the committee members provide additional input into the strategic and environmental factors that may influence enrollment. Based on these discussions, the committee sets enrollment targets for the academic year, including percentages for various sub-groups of students like dual enrolled, international, veterans, etc. These targets are shared with the college through meeting minutes, and the documents are also shared with various committees. Individual departments are then responsible for developing and implementing strategies to increase enrollment.

MMCC continues to apply for federal, state, and private grants. The college was awarded the TRiO Educational Talent Search/Student Support Services grant to provide intensive support to those who need it most: low income students, first generation students, and students with disabilities. This is a retention strategy, and addresses both efforts to increase student success and resource needs garnered through the enrollment revenue of the retained students. In March 2016, it was announced that the college was one of 20 community colleges in the country chosen to participate in the Right Signals initiative. The purpose of the initiative is to standardize a credentialing system that will recognize quality credentials that will send the "right signals" to prospective employers, students, and other colleges regarding the meaning of the credentials. This effort assists in the recruiting of technical/occupational students by providing clear, short-term pathways to careers in technical occupations.

In April 2015, MMCC engaged Neumann/Smith Architecture to partner with the College to develop a Campus Master Plan. Over twenty focus groups, consisting of over two hundred students, faculty, administrators, support staff, community members and business representatives, and Board of Trustee members dedicated extensive time and effort providing input through information gathering sessions. The process involved understanding MMCC's mission statement and core values, evaluating the existing characteristics and conditions of each campus, establishing and prioritizing needs, and developing a framework to guide how these needs may be addressed in the future. The Master Plan is guiding the College in evaluating and prioritizing future capital projects.

The College's technological infrastructure is at an appropriate level to support faculty, staff, and student needs on both campuses. In addition to scheduled maintenance of network infrastructure and scheduled hardware and software replacement, the College's technology resources are supported

through a helpdesk ticket system.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)

MMCC plans effectively to ensure that its resource allocation aligns with the College's mission. The mission of MMCC 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." This statement, as well as the four enduring goals of the College (Encouraging Student Success, Engaging the Community, Enhancing Employee Impact, and Ensuring Institutional Effectiveness), are adaptable to the changes in the College's organizational structure, resources, and opportunities. The outcome of the annual budgeting process is the culmination of fiscal, physical, and technological strategies with regard to institutional mission and the availability of funding sources.

During the budget process, each budget manager presents his/her recommendations and requests for the following academic year. These are reviewed by College Council and evaluated in part on their connectedness to the college's vision.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

MMCC is governed by a Board of Trustees elected by citizens who reside in one of the public school districts of Beaverton, Clare, Farwell, Gladwin, or Harrison. The Board of Trustees establishes those broad policies appropriate to the functioning of the College. The Board derives its authority from the community, and therefore, must act on behalf of, and be accountable to, the entire community. The Board of Trustees forms a vital link between the College and the community, facilitating communication on behalf of the College's interests. The Board of Trustees has the responsibility of policy and budget approval. Under the guidance of the Vice President for Finance and Administration, budget assumptions are identified and budget guidelines, worksheets, and instructions are distributed to departmental budget officers. Budget officers are responsible for reviewing current and historical data for each budget area to establish their annual budget request. The Vice President for Finance and Administration reviews the departmental submissions to ensure alignment with the College's fiscal, physical, and technological needs, strategic goals, and resource availability. A balanced budget is developed and presented to the Board of Trustees for formal adoption, following a special public budget hearing in June.

Tracking outcomes/measures utilizing appropriate tools

Tool	Measure	Use	Frequency	Reviews Results
HLC Financial Ratios	Primary reserve ratio; net operating revenue ratio; return on net assets; viability ratio	Operational results of higher education institutions	Annual	Administration; Higher Learning Commission
ACS Data	Revenue; expense; student count	Categorizes information by activity classification	Annual	Administration; other community colleges

5R2: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

Mid Michigan Community College					
HLC Financial Ratios					
	FY12	**FY13**	**FY14**	**FY15**	**FY16**
Primary Reserve Ratio	0.150	0.189	0.262	0.322	0.331
Net Operating Revenue Ratio	0.072	0.075	0.077	0.134	0.001
Return on Net Asset Ratio	0.053	0.131	0.168	0.074	-0.008
Viability Ratio	2.321	2.945	4.495	6.447	8.049
CFI	3.42	4.86	6.46	6.09	4.3

The Michigan Community College Activities Classification Structure (ACS) is a set of categories and related definitions, which allows users to examine the operation of an institution as they relate to the accomplishment of that institution's objectives. It is a framework that categorizes information by activity classification. The resulting data tables provide helpful comparisons among the 28 Michigan community colleges and aid in setting tuition rates, expense budgets, and capital requirements. The attached charts are samples that indicate MMCC's effectiveness in terms of instructional costs as compared to other Michigan Community Colleges.

Interpretation of results and insights gained

Among the ACS measures cited above, MMCC is well below both the State average as well as the comparable Michigan community college group average for both cost per student contact hour and instructional costs per Fiscal Year Equated Student (FYES). This demonstrates that MMCC operates very efficiently. In tight fiscal times, with both property tax and state support declining, it is critical for MMCC to operate efficiently. That being said, much of the difference is attributed to the unbalanced ratio of full-time to adjunct faculty. Hiring more adjunct faculty is efficient, but it also doesn't provide for as many student-to-faculty interaction opportunities as adjunct faculty tend to have more outside responsibilities that take them off campus. In the long run, MMCC must continue to develop ways to bring this balance in line.

In terms of average class size, MMCC is on par with the State average, but is significantly over the average of our comparable group. This is an issue MMCC is going to have to explore further. Preliminary thoughts involve the schedule of classes. It is possible that MMCC does not have the right classes offered on the right days and times. While initial exploration has not been able to

confirm this on a large scale, qualitative data from Advisors has indicated a need to have more block scheduling of classes to provide students with either a Tuesday/Thursday OR a Monday/Wednesday schedule. More analysis needs to be completed in this area.

5I2: IMPROVEMENT

The College anticipates the need to steadily increase tuition rates and fees in order to mitigate the impact of low property tax values, a stale millage rate, and below modest increases in state appropriation funding from the State. In addition, the College plans to regularly review contracts and prepare RFPs for competitive pricing and service to reduce or maintain current expenditure levels.

The College completed a significant construction project in 2015, and continues to perform annual maintenance projects to ensure the physical and technological infrastructures are maintained and used efficiently for current and future academic and community needs.

Sources

- ACS Instructional costs
- General Fund Revenues FY 2017
- Revenue per FYES.pdf

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P3: PROCESSES

Building budgets to accomplish institutional goals

MMCC begins its annual budget process by providing overview information in open sessions. It continues by building and distributing budget worksheets to departmental budget officers. The worksheets include prior year figures, salary and benefit assumptions, and overall expense targets. The Business Office staff compile the returned worksheets and shares them with the College Council for review and input. This stage seeks the broad perspectives of the entire college community.

The Senior Staff then weighs the budget requests against revenue estimates, projections, and requests for strategic project funding to determine proposed tuition and fee increases and/or further expense reductions. The broad criteria used for setting budget priorities are: the strategic plan objectives, focus on student learning, and completion. The final proposed balanced budget is presented to the Board of Trustees and adopted upon their approval. The operating budget is managed by the Business office. Expenditures are initiated at staff levels and routed to the appropriate budget officers for approval.

Monitoring financial position and adjusting budgets (5.A.5)

College expenses are monitored through an accounts payable process and reported to the Board of Trustees in monthly financial statements. Departmental and institutional expenditures are subject to available budget dollars and any resulting budget adjustments are initiated at the budget officer level and approved by the Business office up to $5,000, approved by the President from $5,000-$19,999, and approved by the Board of Trustees if $20,000 or more. Budget officers have the ability to monitor their budgets in real-time by using a self-service budgeting module within the college's administrative database system (Colleague by Ellucian).

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

The Information Technology (IT) department oversees the technological infrastructure that ensures data is reliable, secure, and user-friendly. They are responsible for the key processes of maintaining and updating computer equipment and software, managing risks through technology audits, and providing technological assistance through a Helpdesk ticket system. Additionally, IT is responsible for maintaining data backups, applying timely software patches, and creating test versions of the college's administrative database system.

The college's administrative database system includes student academic, billing, and financial aid subsystems, as well as accounting, payroll, and human resources. Web-based self-service tools are available to students and employees and allow registration, payments, grades, transcripts, budgets, paystubs, leave summaries, direct deposit banking information, and electronic tax documents. All software updates and patches are first installed to a test environment by IT staff and once testing is complete and approved by the Director of IT, the updates are installed into production and communicated to college staff.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

The Vice President for Finance and Administration is responsible for maintaining the college's physical structure, including facilities and grounds. Reporting directly to the VP is the Director of Facilities. The Director of Facilities is responsible for monitoring timely responses to maintenance requests, and electricity, water, heating, ventilation, and physical safety concerns.

Security is provided by a third party vendor (Whelan Security Services). This vendor was selected through an open bid process, with proposals reviewed by the Safety and Security Committee and approved by the President and Board of Trustees. Security officers are provided on both of the college's campuses for the entire time classes are in session.

Managing risks to ensure operational stability, including emergency preparedness

Because MMCC 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 College Council and Senior Staff plan for realistic risk. The college 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 is committed to maintaining a safe, secure and positive learning environment. The primary concern is for the safety of our students, faculty, staff and visitors. To meet this end, the Office of Student Oversight was created to construct policies and procedures that keep the college community secure, informed, and in compliance with mandated laws and policies. The college has a written emergency plan (see especially pp. 9-20), and conducts periodic training exercises with local emergency responders. As mentioned, the college contracts for on-campus security at both the Harrison and Mt. Pleasant locations.

The Office of Student Oversight 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 and compliance 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.

MMCC has a detailed Crisis Response Plan that outlines the college's immediate response to a crisis and its operational procedures. This includes the use of electronic and cellular communications in the event of a major emergency. The Core Crisis Response Team along with Campus Security, the Office of Student Oversight, and members of the Campus Safety and Security Committee are assisted by local law enforcement and Homeland Security to review, update and routinely reassess the Crisis Response Plan. Campus Security along with the Office of Student Oversight, are positioned to have the initial responsibility of making a determination and requesting the necessary resources to investigate any situation that may constitute an emergency or dangerous situation. The Office of Student Oversight has the responsibility of notifying the Core Crisis Response Team of any such incident so that judgment may be made to determine if the situation does, in fact, pose a threat to the health and safety of the campus community. If so, a course of action will be imposed, including notification to the campus community.

Tracking outcomes/measures utilizing appropriate tools

Tool	Measure	use	frequency	review
Budget report	Budget versus actual	To monitor expenditures	As expensed; formal report monthly	Budget officers; Finance; President
annual audit	Internal and financial controls	Report annual financial position and risk of fraud	Annual	Finance; President; Board of Trustees
helpdesk ticket	Response times; areas of concern	Process improvement	As needed	IT Staff and Facilities

safety report	Occurrence statistics	Awareness; reduce risk	Annual	Students; Administration

5R3: RESULTS

Summary results of measures and Comparison of results with internal targets and external benchmarks

- The college measures operating expenditures each year by account classifications (instruction, public service, instructional support, student services, institutional administration, and plant operations), as depicted in the attached chart on annual expenditures.
- The IT department reviews the effectiveness of its Helpdesk ticket system by analyzing the number of tickets opened and closed.
- Each October a crime report is published that includes information on campus safety and security efforts, policies, procedures, as well as crime statistics. The report is designed to keep the campus community informed and safe.
- The State of Michigan's Activities Classification Structure for Community Colleges provides comparative data on various aspects of the colleges' operations. Of particular relevance here is comparisons on how the colleges compare regarding instructional costs.

Interpretation of results and insights gained

In 2015, the difference in expenditures between Instruction and Student Services was approximately $900,000. By 2017, that number had swelled to $3.3 million. This was necessary to begin to address the unbalanced ratio of full-time to adjunct faculty. During this time several Lectureship positions were added. More work needs to be done in this area, but it is difficult with the previously discussed budgetary challenges and the desire to still keep other operational units functioning properly.

While the instructional expenditures as a percentage of the budget has been increasing, MMCC is still well below the State and comparable group averages in terms of instructional cost per FYES. So while MMCC is spending more, we are still very efficient with our costs per student in comparison to other Michigan community colleges.

The College historically has been a very safe environment for both staff and students. Over the past three years, there have one been three reports of Clery-related issues. That being said, their is still a concern about under-reporting of incidents. The College has increased conduct-related staffing considerably over the past three years, and has invested significantly in training in areas like Title IX, Clery, and VAWA. An increase in reported incidents obviously is not desired, but College personnel want to ensure that students and staff have confidence in systems and opportunities to report.

5I3: IMPROVEMENT

Over the next three years, the college will continue to improve upon its budget process to minimize the direct impact on tuition rates. MMCC's FY17 financial audit resulted in a clean, unmodified opinion, with no material misstatements, but yielded one material weakness with regard to internal controls. The college has since corrected the control, but will strive for an audit report free of material weaknesses.

The college has a shared governance structure with committees directly charged with improving

college functions including, but not limited to, campus safety and security, institutional research, facilities, enrollment management, and student oversight.

The college has contracted with Risk Management to test its cyber security and will continue to educate employees and students on the risks involved with data breaches.

Sources

- ACS Instructional costs
- Criminal Offenses
- HelpDesk usage stats
- MMCC Annual Expenditures
- MMCC Crisis Manual 2017-2018 v2
- MMCC_2017_Annual_Security_Report

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: PROCESSES

Selecting, deploying and evaluating quality improvement initiatives

In addition to regular participation in the HLC conferences and Strategies Forum, the College has benefited from participation in the Continuous Quality Improvement Network (CQIN) which it joined in the spring of 2016.

Following CQIN protocols, the president and our institutional representative, Dr. Matthew Miller, Vice President of Student Services are CQIN champions. The presidents and institutional representatives gather in March for preview sessions with the speakers selected for the summer institute. This enables the presidents and institutional representatives to vet the presentations and to consider who might participate in the CQIN Summer Institute in August based on the presentation themes. The 2016 summer institute focused on identifying the value propositions of the institution.

The MMCC team included two Faculty members, an Academic Advisor, the Director of Distance Education, the Registrar, the Executive Director of Personnel Services, the Director of Marketing and Communications, the Vice President of Finance and Facilities, the Vice President of Student Services and the President.

Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

The HLC Strategy Forum in October followed the 2016 CQIN Summer Institute. Mid's team included two full-time faculty member, one adjunct instructor, the Coordinator of Learning Support Services, the Director of Communications, one dean, one trustee, and the president. The Team focused on improving processes, particularly those related to degree completion – a major objective in the Vision 2020 strategic plan.

The 2017 CQIN Summer Institute focused on maximizing the talents of faculty and staff. Our team consisted of a dean, the President of the Faculty Senate (MEA Union), the Director of Economic and Workforce Development, the Personnel Services team of three people, the Director of Distance Education, a member of our Physical Plant team, and the president.

The 2017 CQIN presentations emphasized the relationship between clarity of purpose and employee morale and engagement. Despite the fact that MMCC had adopted a shared governance model with an aligned strategic plan, members of the campus community found it difficult to remember and relate to its mission statement: ***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.***

The CQIN Institute team persuaded the President to undertake a revision of the Mission statement to achieve greater clarity. The President turned to the shared governance system and urged committees to propose alternatives. In an interactive meeting, committee chairs, department leaders, and senior staff members reviewed the sixteen proposals that had come from the committees. We identified key words. We used a software product to test "readability" and "memorability." In the end, the group proposed three possibilities to the College Council.

The 2017 CQIN Institute brought an additional opportunity to MMCC. CQIN schools were invited to work with the Business Innovation Factory (BIF) to redesign an aspect of their business model. MMCC is considering an expansion of its geographic footprint throughout the region and chose that topic for examination. Two trustees, three vice presidents and the president attended the BIF Design Sprint in November 2017 and will continue the exploration of that new model in through the 2018 CQIN Summer Institute.

6R1: RESULTS

Mid's shared governance values call upon us to be decisive and this was true for each of the Quality Initiative teams.

The 2016 CQIN group focused on the value propositions that Mid hopes to bring to its students and communities. Upon returning to campus, it created a one-page version of Vision 2020 and circulated it through the committee system. CQIN participants transferred the learnings from the Institute into discussions and planning sessions back on campus. These discussions fostered a hard look at the reality of the student experience, especially in the intake process. A cross-divisional team agreed to a

new approach using mentors in an integrated service model. As a result, Mid has adopted an integrated advising model and reorganized its Student Services Division.

The Strategy Forum team focused on processes. Three process improvements emerged from this work:

- The creation of the Mid Improvement Model (MIM) which is used for our AQIP action projects and by our Senior Staff to manager projects;
- The decision (and subsequent implementation) to award degrees based on completion without requiring a separate application.
- The decision to find software that would put the College's new Guided Pathways model in the hands of the student and thus empower enrollment and career planning. (Full Measure Education was subsequently selected as the software vendor and the App will launch in April 2018.)

The 2017 CQIN team focused on the relationship between clarity and employee effectiveness. They concluded that the complexity of the College's existing Mission statement is a barrier to our efforts. The team advocated for a more memorable College mission statement and agreed on an approach that would encourage clarity. Upon returning to campus in August 2017, the President sent a message to all committee chairs encouraging them to focus on only three goals for the fall semester, including the development of a new Mission Statement. The request sparked lively discussions at the committee level and 16 committee recommendations came forward. On November 3, 2017, Committee Chairs, College Council, and Directors Council met to review the recommendations. This group of leaders identified key words from each submission and organized the salient words according to function - Why, How, or What. Four possible statements emerged and advanced to College Council for consideration. The College Council focused on "Empowering Learners, Transforming Communities." In the winter 2018 semester, the College Council is working to provide a corresponding values statement. A recommendation for a new College mission statement will likely go to the Board of Trustees in the spring of 2018.

The CQIN/BIF Design Sprint has resulted in a modest reorganization of the College's leadership team in order to designate a Vice President for Community Outreach and Advancement. This person will work with the BIF team to implement the model as we identify the best options for expanding the College's footprint in Mid Michigan.

6I1: Improvement

We have already made some of these quality improvements such as the adoption of the Mid Improvement Model. In April we will launch the College's App to empower the learners we serve. In May we will graduate students who have completed their requirements, whether or not they applied for graduation.

The College Council feels strongly that the new mission statement must be accompanied by a set of values. We already have engaged in deeper conversation about what institutional values should be set forth and about who chooses those values. These are valuable discussions in their own right and evidence a heightened level of maturity for the group. Their goal is to gather and process input from their constituents and then propose a Mission and Values Statement to the Board of Trustees by the end of the winter semester.

The BIF work is leading Mid into new areas. The model calls for a "Shift" in our thinking. For Mid, that shift included the reorganization of staffing and a new approach to senior staff meetings. The next

phase incorporates new information and we are beginning to digest significant amounts of information about or region. We will gather further information through on-the-ground interviews. By this summer, we will be ready to prototype one element of the project.

Sources

- BIF Design Methodology
- Five Value Propositions
- Vision 2020 One Page

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2: PROCESSES

<u>Developing an infrastructure and providing resources to support a culture of quality</u>

MMCC has been an AQIP institution since 2001, and during that time has made significant strides in creating a culture of quality. At first, a Quality Action Council was formed to discuss quality initiatives and make decisions on action projects. More recently, in an effort to widen the quality infrastructure of the institution, the shared governance system was created to engage employees from all levels of the College. Together, we focus on the goals and objectives of our strategic plan. This broad engagement and action-oriented approach moves the needle toward quality. As a result of the last portfolio review, an Institutional Research office was created. This position has been significant in creating meaningful measures that reflect our progress on our persistent challenges.

<u>Ensuring continuous quality improvement is making an evident and widely understood impact</u>

on institutional culture and operations (5.D.1)

As mentioned in earlier sections, the college maps its continuous quality initiatives back to Vision 20/20. However, the connection to the AQIP categories has not been as evident. To aid in this process, the college created the Mid Improvement Model, which takes project team leaders through a process that begins with statements on how the project ties to Vision 20/20 AND the appropriate AQIP category. Then the model leads the project team through a Current State/Future State exercise, followed by an AQIP Action Plan declaration. All administrative units are expected to utilize the Mid Improvement Model for at least one project, and are encouraged to use it for all projects. All of the completed forms are stored and reviewed by the college's Senior Staff to determine which will be submitted as official action projects.

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The college has an established vision that is set to run through 2020. This vision has established four enduring goals, each with a defined set of objectives (88 in total). Each of these objectives is assigned to one of the shared governance committees. To date, 77 of the 88 objectives have been met. Updates are posted on the college website.

Our most recent portfolio submission (2012) identified the four strategic challenges listed below along with notations of accomplishments.

Benchmarking & Relevance	Joined the Volunteer Framework of Accountability, the first cohort of the Michigan Community College Association (MCCA) Guided Pathways initiative, the Great Lakes Bay Regional Alliance (led its STEM Employer Resource initiative, the Continuous Quality Improvement Network (CQIN) and its extended work with the Business Innovation Factory. Launched State of the Community events to engage local leaders in plans for the future.
Data & Trends	Established the Office of Institutional Research. Created Official Term Data sets and data repository websites. Launched monthly *Data Discussions*. Used EMSI study to identify graduate success rates. Segmented student recruitment targets and designed a corresponding dashboard.
Resources and Institutional Sustainability	Successfully concluded a $5.5M capital campaign and opened two new facilities. Increased the number of full-time faculty by 23%. Reduced retirement costs and increased adjunct compensation. Reduced employee health care premiums through a self-funded model. Reduced energy costs. Successfully negotiated contracts through 2021-22 with the College's two unions. Began to address long-standing infrastructure issues on the Harrison campus.
Succession and Governance	Created a shared governance framework of 21 committees to create and implement the College's strategic plan. Created the Center for Learning and Leadership. Established Professional Development Innovation Funds. Encouraged emerging leaders through MCCA, CQIN, the MI-ACE Network, and local leadership academies.

Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

We are becoming concerned about the vitality of the AQIP Pathway as the cost of participating in Strategy Forums and the Annual Conference increases. Our understanding is that many schools are moving to the Open or Standard Pathway. When the appropriate time comes to make that choice, we will engage our committees in considering the options. Even if the College moves to another HLC Pathway, its commitment to quality improvement will prevail through the legacy of AQIP and through its new engagement with CQIN (soon to be known as AFIT).

6R2: RESULTS

Mid's shared governance system is a direct results of its participation in AQIP and the 2013 Strategies Forum. Two examples of Objective updates are below. Additionally, two samples of the Mid Improvement Model are also included. AQIP Action Projects are identified in table of our previously identified strategic challenges listed above and have had an impact on all aspects of the College.

6I2: IMPROVEMENT

In the next three years, we anticipate the fulfillment of most goals in Vision 2020. We anticipate that Mid will expand its footprint and its impact across the middle portion of the state. We anticipate renewed vitality on the Harrison campus after significant renovations. We anticipate increases in enrollment, retention, and completion. We anticipate the implementation of new financial services to students. We anticipate academic program growth and a further expansion of faculty leadership.

These are ambitious but achievable goals for Mid. We look forward to hearing the suggestions of the Review team to further strengthen our efforts.

Sources

- MIM Sample 1
- MIM Sample 2
- Vision 2020 Update 1
- Vision 2020 Update 2