**Workshop Presentation**

Jennifer Fager, Ph.D., Vice President of Academic Affairs will present the annual academic report.

**Board of Trustees Meeting Agenda**

### APPROVAL OF AGENDA

**Item II, Approval of Agenda**  
Presenter: Board Chair Jacobson  
Board Consideration: Action

**Item III, Public Comment**  
Presenter: Board Chair Jacobson  
Board Consideration: Information

### APPROVAL OF CONSENT ITEMS

**Item IV, Approval of Consent Items**  
Presenter: Board Chair Jacobson  
Board Consideration: Action

### UNFINISHED BUSINESS

**Item V-A: District Expansion Timing**  
Presenter: President Hammond  
Board Consideration: Information

**Item V-B: Enrollment Reports**  
Presenter: Matt Miller  
Board Consideration: Information

### NEW BUSINESS

**Item VI-A: Correspondence and Announcements**  
Presenter: President Hammond  
Board Consideration: Information

**Item VI-B: Curriculum Changes**  
Presenter: Jennifer Fager  
Board Consideration: Information/Action

**Item VI-C: Foundation Board Member Appointment**  
Presenter: Tom Olver  
Board Consideration: Information/Action

**Item VI-D: Audit Renewal Information**  
Presenter: Lillian Frick  
Board Consideration: Information

**Item VI-E: Risk Management Information**  
Presenter: Lillian Frick  
Board Consideration: Information

**Item VI-F: Auxiliary Services Blanket Purchase Order**  
Presenter: Lillian Frick  
Board Consideration: Information/Action

**Item VI-G: MCCA Board of Directors Designation**  
Presenter: Board Chair Jacobson  
Board Consideration: Information/Action

### BOARD COMMENTS

**Item VII-A: Calendar of Events**  
Presenter: Board Chair Jacobson  
Board Consideration: Information

**Item VII-B: Board Comments- Other Business**  
Presenter: Board Chair Jacobson  
Board Consideration: Information
Still Rowing in the Same Direction: 
Academic Affairs Annual Report 
2019-2020

We are still in the Swing of Things!

(But it looks more like this!)
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**Introduction**

To be consistent with previous years’ reports, The Aspen Prize continues to be the organizer for the remainder of the report. As you may recall, the Aspen Institute College Excellence Program’s Aspen Prize for Community College Excellence identifies five themes that characterize institutions that are able to achieve exceptional outcomes for students. These themes include: 1) Strong leadership and vision, 2) Clear pathways to credentials and other intentional structures to support students, 3) Intentional focus on improving teaching and learning, 4) Consistent, systematic, and strategic use of data to improve practice, and 5) Integrated structures that link the college to the broader community for the benefit of students. This report, organized around these five themes, represents the work and accomplishments of the members of Academic Affairs at Mid since July 1, 2019.

**1. Strong Leadership and Vision**

The Academic Affairs leadership team includes four Deans, two Associate Deans, and two Directors. The team members are identified in the Table below and each member’s responsibilities are identified.

**1.a. Strong Leadership**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Leadership</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>Jennifer Fager, Vice President of Academic Affairs</td>
<td>Academic Division including Arts and Sciences, Health Sciences, Business and Professional Studies, Career and Workforce Education, Off-Campus Instruction and Dual Enrollment, Online and Distance Learning, Libraries, Learning Services, Mid’s ALO for Regional Accreditation (HLC), Shared Governance Committees</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Stevens Amidon, Assistant Vice President/Dean of Arts &amp; Sciences</td>
<td>Humanities, Fine Arts, Science, Mathematics, Social Sciences, ALP, Developmental Education, Institutional Accreditation support</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Barb Wieszciecinski, Dean of Health Sciences/Director of Nursing for the Mount Pleasant Campus</td>
<td>Allied Health, Medical Assistant, Nursing Education, Pharmacy Technician, Physical Therapist Assistant, Radiography, Computed Tomography Technology, Magnetic Resonance Imaging, EEG, Public Health</td>
</tr>
<tr>
<td>Department</td>
<td>Name</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Career and Workforce Education</td>
<td><strong>Shawn Troy</strong>, Dean of Career and Workforce Education</td>
<td>Advanced Integrative Manufacturing, Automotive and Diesel Service, Office Professional, Drafting, Facilities/Heating/Refrigeration/Air Conditioning, Industrial Technology/Machine Tool, Plastics Technology, Perkins Grant, Career Services, Veterans and Apprenticeship Services</td>
</tr>
<tr>
<td>Off-Campus Instruction</td>
<td><strong>Rick Smith</strong>, Associate Dean for Off-Campus Instruction</td>
<td>Dual Enrollment Faculty and Curriculum Liaison, Middle College Faculty and Curriculum Liaison, High School to College Transfer Liaison, Dual Enrollment Site Development Support, Off-Campus Programming Support, Articulation Agreements</td>
</tr>
<tr>
<td>Online Learning and Professional Development</td>
<td><strong>Marisa Wier</strong>, Associate Dean of Online Learning</td>
<td>OER, Website Compliance and ADA Alignment/Monitoring, Online Course and Program Development Training and Support, OLL Staff Leadership, Faculty Support for Learning Management Systems (Moodle), Educational Technology</td>
</tr>
<tr>
<td>Library</td>
<td><strong>Corey Goethe</strong>, Director of Libraries</td>
<td>Library Staff, Managing and Maintaining the Collections, Cataloging, Supporting Curricular Offerings</td>
</tr>
<tr>
<td>Learning Services</td>
<td><strong>Jason Howard</strong>, Director of Learning Services</td>
<td>Peer Tutoring, Supplemental Instruction, Testing, Coordination with the Math Lab and the Writing Center</td>
</tr>
<tr>
<td>Academic Division Support Team</td>
<td><strong>Lacey Anderson</strong>, Administrative Assistant for Academic Affairs</td>
<td>Academic schedule coordination, maintains records on loads including full-time faculty base and overloads and all adjunct faculty; directs all first-level student instructor concerns, grievances, dishonesty, and plagiarism reports; supports, organizes, tracks curriculum changes for the Curriculum Committee; Assists, plans, and organizes events including Professional Development Days, Faculty Welcome Back Days, and Honors Convocation</td>
</tr>
</tbody>
</table>
1.b. Strong Vision

Long-range planning for the Division of Academic Affairs: Development of an Academic Master Plan

The Academic Master Plan was again used as a driver during the 2019-2020 Academic Year to focus attention to specific goals. The Academic Master Plan is intended to describe the priorities of the academic unit for the next five years (2018-2023). It is intended to elaborate upon Vision 2020 and subsequent strategic plans developed by Mid and also includes expectations for regional accreditation. Although Vision 2020 will close at the end of the fiscal year, it is our hope and expectation that the Strategic Directions of the Academic Master Plan will coincide with subsequent institutional strategic plans.

1.c. Academic Master Plan Overview

The Academic Master Plan continues to serve several purposes:

- To establish priority initiatives for the Division of Academic Affairs
- To advance the college’s work in aligning academic affairs with other divisions at the college
- To align work and resources across the division
- To provide ongoing assessment, accountability, and continuous improvement measures that will help guide all future decisions affecting student learning at every level of the college
- To cultivate a climate that supports and enhances the work of faculty at Mid.
- To meet goals set collaboratively within and in support of the Division of Academic Affairs


The goals highlighted in green, below, were given primary consideration during the 2019-2020 Academic Year.

1. Diversity, Equity, and Inclusion: Academic Affairs will raise awareness, increase knowledge, and develop skills focused on diversity, equity and inclusion to ensure success in a global workforce.

2. Assessment: Mid Academic Affairs programs will model best practice in student learning outcomes assessment.
Update on Goal Progress: Over the past two years, the Assessment Committee, under the leadership of David Kedrowski, faculty member in Mathematics, set major goals: assist faculty with assessment (especially closing the loop and program-level assessment), get Master Course Proficiency (MCP) information posted to the Mid website, create an Assessment Handbook, and develop assessment plans for each program offered at Mid.

The first goal is perennial for the committee. While we were able to help faculty in a variety of ways, it is perhaps more noteworthy to mention the support faculty gave each other outside of the committee, especially showing evidence of closing the loop and developing program assessment plans. It's a signal that we are finally developing our own assessment culture at Mid.

A draft Assessment Handbook is in process and should be complete during the 2019-20 academic year and finalized into its current form. The plan is to keep the Handbook as focused as possible, using links to forms, documents, websites, and more to provide depth to faculty where they need it but not overwhelm them at first. Some forms will be shared with the Curriculum Committee so faculty will have access to them when developing curricular proposals.

For 2019-20 the Committee completed its MCP work, worked with the deans and faculty members to complete at least develop assessment plans for their programs, and focused efforts on a data storage solution in consultation with the Technology division at Mid and in collaboration with the General Education and Curriculum Committees. Unfortunately, the data storage solutions were not developed.

3. Continuous Quality Improvement Process: Academic Affairs will use evidence to drive decision making and evaluation.

In collaboration with Institutional Research, Academic Affairs proposed multi-level dashboards to be used for ongoing and long-term planning. These dashboards include the following structures that will provide real-time data, as well information on a weekly, semester by semester, and annual basis. Currently, these dashboards are under development.

Dashboards for Academic Affairs

Daily/Real Time:

Instructor Absences
Attendance
Enrollment in Pathways and by location
Enrollment in Course Sections and by location

Weekly (go back 3 years):

Faculty reporting attendance
high absentee rates
Instructor login freq. (online)
Heatmaps-OLID (Seasonal)

Session/Semester (go back 3 years):
Enrollment Man. Report
Gradebooks
Syllabi
Grade distribution by section
Review course evaluations (response rates)
Enrollment by program/and course section (Students in SEATS)
LLS usage data,
Technology usage,
OER savings/usage,
Student performance in OER sections
Guided Pathways Data
Barrier course data
Faculty load—number of courses, and enrollment in courses
Program ROI

Annually (go back 3 years):

Retention and completion data
Demographic data (of all programs by age, race, special pop)
Enrollment report
Graduation rates
Accreditation data for each program
FT/PT credit breakdown
How many students apply to our programs each year (Barb)
Regional breakdowns (offsite)
Course fees
Program inquires

4. **Program Development and Enhancement:** Academic Affairs will meet the changing needs of the students and the workforce in the region, in Michigan, and globally by developing potential and evaluating existing programs to ensure alignment with external standards and/or professional practices.

5. **Dual Enrollment/Off Campus Partnerships:** Academic Affairs will strengthen existing partnerships and develop new partnerships between the College, K-12 partners, transfer institutions, and business and industry as we expand Mids’s footprint.

6. **Scheduling and Schedules:** Academic Affairs will optimize the master schedule to meet student needs and programmatic requirements.

7. **Learning in Multiple Modalities:** Academic Affairs will meet the changing needs of learners in a global society by developing additional courses and programs and evaluating existing courses and programs.

   **Update on Goal Progress:** Please see the Innovation Fund project list (Section 3c) as well as the chart listing all courses that are currently offered in an online format (Section 2c).

   Please see the section on COVID-19 below for further explanation.

8. **General Education:** Academic Affairs will ensure that Gen Ed. 1.0 and 2.0 meet the needs of the learners.
2019-2020 General Education Committee Accomplishments Relative to the Above Goal:

- Courses identified to satisfy MTA general education for transfer degrees (Gen Ed 2.0);
- Subcommittee formed 4/20 to explore Gen Ed and A.A.S degrees (Gen Ed 1.0);
- General Education Program Assessment Plan created and submitted Fall, 2019;
- Student Learning outcomes for General Education Program articulated:

  When you finish the General Education program at Mid Michigan College, you will be able to

a) Identify complex problems and analyze them in effective ways (Analytic Inquiry)

b) Locate, evaluate, and cite information resources to complete projects (Use of Information Resources)

c) Explore concepts from different perspectives (Engaging Diverse Perspectives)

d) Describe ethical issues in societal problems to inform decision making (Ethical Reasoning)

e) Interpret and use quantitative information to solve problems (Quantitative Fluency)

f) Communicate ideas in writing (Written Communicative Fluency)

g) Communicate ideas orally (Oral Communicative fluency)

- Five Minutes for First Years: a series of flash teaching talks at the start of each committee meeting devoted to sharing classroom best practices with a professional development goal;
- Language for Gen Ed faculty to include in their course syllabus to promote and raise awareness of Gen Ed Program learning outcomes: “This course is part of Mid’s General Education Program. General Education is designed to further develop students’ skills in analytic inquiry, use of information resources, engaging diverse perspectives, ethical reasoning, quantitative fluency, written communicative fluency, and oral communicative fluency”;
- Frequently asked questions about General Education drafted for future inclusion on the college’s website;
- Google drive storage for General Education Committee materials including assessment reports, meeting agendas, and minutes;
- 2019-2020 Assessment reports presented from the following Gen Ed program courses: ENG 222, MAT 212, HIS 101/102, BIO 101, and PHY 105;
- Yearly assessment report schedule created;
- 2020-2021 assessment report schedule created 4/24/20;
- Subcommittee formed to embed awareness activities into Gen Ed curriculum.

9. **Barriers to Completion:** Academic Affairs will utilize continuous quality improvement principles and practices to develop models of support to reduce time to degree/program completion.

In the 2018-2019 Academic Year, the full-time Math and English faculty revised their placement procedures to better place students in credit-bearing courses where possible. Since those changes have been made, we have seen a dramatic decrease in the number of students enrolled in noncredit-bearing remedial classes. The most encouraging aspect of this change is the fact that we have not seen a corresponding increase in failure rates of our credit-bearing English and Math
classes. We are continuing to work with Student Services and faculty to emphasize the importance of getting students into the courses they need for graduation and/or transfer as quickly as possible.

Another initiative reducing the time to completion, is the Guided Pathways approach which we discuss later in the report. These pathways support the “15 to Finish” initiative which the VP of Academic Affairs has been emphasizing at new student orientations. Since beginning implementation of these pathways in Fall 2018, MID has seen a significant increase in the average number of credit hours students enroll for each semester.

10. **Community Connections:** Academic Affairs will enhance curricular offerings to ensure civic engagement and service learning opportunities are available to all students.

11. **Student Success:** Academic Affairs will define student success based on an individual student’s personal and professional goals.

12. **Collaboration:** Academic Affairs will partner with other divisions at the College to ensure consistency, clarity, and shared decision-making across the entire student experience.

13. **Quality Instruction:** Academic Affairs will ensure quality and academic integrity of courses and programs across the curriculum.

Goal Progress Summary: Instructors who teach online at Mid are required to complete a learning to teach online course, either through Mid or a third party. Online Learning redeveloped the Learning to Teach Online at Mid credentialing last summer to be a more rigorous experience that will better prepare faculty to teach online. In addition to this training, Online Learning hosted their first Online Developer Bootcamp May 11 – 15. This crash course was designed to help faculty transition their courses to the online format and prepare them for creating an engaging online experience for their students.

Online Learning has also been developing mini modules called Tech Bites that instructors can take in Moodle to learn about a new educational technology. These courses are designed to be bite sized (1 hour) and use badges to track completion.

**ADA 1.0 - Fundamentals of Accessibility**  
Tech bites: Podcasting  
Tech bites: Screencasting  
Tech bites: Flipgrid  
Tech bites: Zoom  
Tech bites: Pear Deck

14. **Process and Policies Review and Development:** Academic Affairs will ensure appropriate processes and policies are consistent and clear with a primary focus on student success.

15. **Communication:** Academic Affairs will ensure transparent communication.

Goal Progress Summary: While our focus for the 2019-2020 Academic Year included the four identified goals, we have made significant progress in other areas. The Academic Affairs division focuses on our collective successes as a general rule. To begin highlighting these successes, we created, “The Wins Column” to share these successes across the division. Many of these achievements are outlined in the remainder of the report. Additionally, we are
hosting Town Hall meetings to discuss issues of importance and relevance to faculty and members of the Academic Affairs division.

The Academic Master Plan continues to be an ambitious agenda and we are committed to ensuring student success and believe these goals allow us to focus our efforts in specific directions.

2. Clear pathways to credentials and other intentional structures to support students

This report paints a picture of how well Mid is performing in providing quality instructional services and structures to support students. The flow of information starts from the intake of the students. After the point of intake, we consider what we do for the students while they are with us (the delivery of instruction), how our students do after they leave us (transfer success and job placement), and finally, a look at how efficient we are in providing educational opportunities for our students.

This first section provides information on our students in terms of age, gender, full or part time status, class designation, and ethnic background. Who are our students? We need to answer this question to further develop clear pathways and credentials to meet their needs.

2.a. Who are our students? Summary of Student Demographics—Fall 2019

In 2019, 37.9% of our students were under the age of 18, 23.4% were 18-19 years old, 22.5% were ages 20-24, 16.2% were 25-64, and <1% were 65 years old or older. Thirty-six percent of our students enrolled full-time in Fall 2019, 46% male and 54% female. Part-time students make up 64% of our total Fall 2019 enrollment and females represent nearly 64% of these students. Eighty-two percent of our students enrolled in Fall 2019 identify as White, non-Hispanic per the IPEDS data. No other Race-Ethnicity category is represented with more than 5% of the Mid student population.

2.b. Dual Enrolled High School Students (Academic Master Plan Goal 5)

Mid continues to realize an increasing number of dual enrolled high school students on nine high school or school district sites. In Table 2.b the Number of Dual Enrollment Courses Sections by Location is noted.

<table>
<thead>
<tr>
<th>School</th>
<th>Winter 2020</th>
<th>Fall 2019</th>
<th>Winter 2019</th>
<th># of Sections/District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alma High School</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Beaverton High School</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Big Rapids High School</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Clare High School</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Chippewa Hills</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Farwell High School</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Flex Tech High School</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Huron Intermediate School</td>
<td>12</td>
<td>14</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marlette High School</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Mecosta-Osceola Intermediate School District</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Sacred Heart Academy</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
In Figure 2.1 you will note that there are more classes taken than there are dual enrolled students as many students enroll in more than one course. For example, in Fall 2018 the average dual enrollment student took 1.57 courses. $1576/1003 = 1.57$ (average # of classes a dual enrollment student took).

We also track the success rates of dual enrolled students. These success rates are based on grades of C or better.
The chart below compares dual enrolled students to non-dual enrolled students with regard to the attainment of a C or better in students’ coursework during the Winter 2019 and Fall 2019 terms.

2.c. Clear Pathways to Credentials

Michigan adopted the Guided Pathways process to aid in college completion reform. Guided Pathways have been described as an “integrated, institution-wide approach to student success based on
intentionally designed, clear, coherent, and structured educational experiences…” (Guided Pathways: The Scale of Adoption in Michigan, January 2018). At Mid, we have developed nearly 60 different Guided Pathways with an overall focus on “15 to Finish” where students enroll full-time and complete their programs in two years. Evidence suggests that if students enroll full-time at least one semester they are more likely to complete a program. Table 2.d. lists Mid’s Guided Pathways developed by faculty. These Pathways were fully implemented with the newly enrolled students beginning in Fall 2018 and we continue to see our students progress toward their academic goals.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Communications</td>
<td></td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>History and Political Science Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Michigan Transfer Agreement Online</td>
<td>MTA Certification</td>
</tr>
<tr>
<td>Psychology Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Sociology Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Web Design</td>
<td>Certificate</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Administrative Assistant Professional (AAP)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Administrative Assistant Professional (AAP)</td>
<td>Certificate (pathway pending)</td>
</tr>
<tr>
<td>Administrative Assistant Professional (Legal Office)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Administrative Assistant Professional (Medical Office)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Business Studies Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ARE THESE ACCURATE/UP TO DATE FOR YOUR DIVISIONS?
<table>
<thead>
<tr>
<th>Course</th>
<th>Degree/License</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Marketing Level I</td>
<td>Certificate</td>
</tr>
<tr>
<td>Business Management and Marketing Level II</td>
<td>Training Credential</td>
</tr>
<tr>
<td>Small Business Management and Entrepreneurship</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Small Business Management and Entrepreneurship</td>
<td>Training Credential</td>
</tr>
<tr>
<td>IT Infrastructure and Cyber Security</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Computer Information Systems Software</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>Quickbooks Pro Advisor</td>
<td>Certificate/Certification</td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
</tr>
<tr>
<td>Certified Nurse Aide (CNA)</td>
<td>Certification Prep</td>
</tr>
<tr>
<td>Computer Tomography (CT)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Health Science Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Magnetic Resonance Imaging (MRI)</td>
<td>Associate in Applied Science</td>
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<tr>
<td>Medical Assistant</td>
<td>Associate in Applied Science</td>
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<tr>
<td>Medical Assistant</td>
<td>Training Credential</td>
</tr>
<tr>
<td>Neurodiagnostic (EEG) Technology</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Nursing</td>
<td>Certificate Degree in Nursing</td>
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<tr>
<td>Pharmacy Technician</td>
<td></td>
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<td>Phlebotomy</td>
<td>Certification Prep</td>
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<tr>
<td>Physical Therapist Assistant</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Public Health</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Radiography (X-Ray)</td>
<td>Associate in Applied Science</td>
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<tr>
<td>Human Services</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice: Law Enforcement Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Criminal Justice: State Corrections</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Criminal Justice: Pre-Service</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Early Childhood Education (ECE)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Early Childhood Education (ECE)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Elementary Education Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Secondary Education Transfer</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Math &amp; Science</td>
<td></td>
</tr>
<tr>
<td>Biology Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>CMU Biology Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Chemistry Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Math Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Physics Transfer</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Physics Transfer (Math Prep)</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>Skilled Trades</td>
<td></td>
</tr>
<tr>
<td>Advanced Integrated Manufacturing (Management)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Advanced Integrated Manufacturing (Machine Tool)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Advanced Integrated Manufacturing (Plastics)</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>Advanced Integrated Manufacturing (Welding)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Program Code</td>
<td>Program Name</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AIM 103</td>
<td>Advanced Integrated Manufacturing (Industrial</td>
</tr>
<tr>
<td>AIM 104</td>
<td>Robotics)</td>
</tr>
<tr>
<td>AIM 106</td>
<td>Advanced Integrated Manufacturing (Pre-Apprentice)</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Automotive &amp; Diesel Service Technology</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Automotive &amp; Diesel Service Technology</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Computer Aided Drafting and Design (CAD)</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Facilities/Heating/Refrigeration/AC (HRA or</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HVAC)</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HRA: Heating-Electricity Specialist</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HRA: Refrigeration-Air Conditioning Specialist</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HRA: Geothermal</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AIM: Machine Tool</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AIM: Industrial Robotics</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Welding</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Welding Pre-Apprentice</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Welding Pre-Apprentice (CTE)</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Fully-Online Programs</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Administrative Assistant Professional</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Michigan Transfer Agreement (MTA) online</td>
</tr>
<tr>
<td>AIM 107</td>
<td>Courses Offered Online</td>
</tr>
<tr>
<td>AIM 107</td>
<td>CIS 100</td>
</tr>
<tr>
<td>AIM 107</td>
<td>EDU 290</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HIS 101</td>
</tr>
<tr>
<td>AIM 107</td>
<td>HUM 253</td>
</tr>
<tr>
<td>AIM 107</td>
<td>SPE 101 (Hybrid)</td>
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<tr>
<td>AIM 107</td>
<td>AAP 236</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 140</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 164</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 230</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 238</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 250</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 255</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAP 264</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAC 205</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAC 261</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AAC 276</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AIM 104</td>
</tr>
<tr>
<td>AIM 107</td>
<td>AIM 107</td>
</tr>
<tr>
<td>AIM 107</td>
<td>ANT 170</td>
</tr>
<tr>
<td>AIM 107</td>
<td>ART 211</td>
</tr>
<tr>
<td>AIM 107</td>
<td>BUS 225</td>
</tr>
<tr>
<td>AIM 107</td>
<td>BUS 255</td>
</tr>
<tr>
<td>AIM 107</td>
<td>CIS 235</td>
</tr>
</tbody>
</table>
2.c.a. MiTransfer Pathways Project

With leadership from the Michigan Community College Association and in collaboration with the Michigan Association of State Universities, and the Michigan Independent Colleges and Universities the MiTransfer Pathways (MiTransfer.org) process was developed to aid in smooth transitions between the higher education institutions in Michigan. The overall goal of this program is to ensure that all courses transfer as direct equivalents between community colleges and four-year colleges and universities. Additionally, the program is designed to:

- Identify the community colleges or four-year colleges and universities that do not offer one of the MiTransfer Pathways courses, document that the equivalency does not exist, and identify how the institution will accept the course in the agreement.

- Provide support and technical assistance to the institutions that do not have a direct equivalency. Once the institutions reach a decision about the equivalency, add the direct equivalency to the equivalency matrix or document why the equivalency does not exist. If both institutions offer the course, then it is an expectation that the institutions will work diligently to align the course.

- Edit the articulation agreement with input from participating institutions. Clarify details regarding the maintenance of the agreement, communication responsibilities of participating institutions, and provisions for joining the agreement.

Twelve transfer programs were identified as key to student success in Michigan. These programs include: Communication, Computer Science, Mechanical Engineering, Social Work, Biology, Business,
Art, English, Exercise Science/Kinesiology, Public Health, Criminal Justice, and Psychology. Mid has faculty identified to participate in each of the MCCA-Sponsored sessions to ensure our students benefit from the transfer process. Faculty and Academic Leaders participating from Mid include: Diane Miller, Chris Goffnet, Steve Amidon, Jessica Chemberlin, Jeremiah Wagner, Svetlana Overbaugh, Amy Fisher, Brad Olrich, Eric Chamberlin, Jason Howard, Barb Wieszciecinski, Barney Ledford, Maria Gross, and Kelley Eltzroth. In Winter 2020, MCCA determined that pathways will be on hold for English and Computer Science due to varying requirements from institution to institution.

2.c.1. Industry-Recognized Certifications

In order to provide opportunities to expand student learning opportunities, Mid offers a wide-range of career and industry-recognized skill certifications. Mid is affiliated with NC3, the National Coalition of Certification Centers, a nationwide network of education/training providers and corporations that develop, implement, and sustain skills standards. Table 2.c.1 includes the industry-recognized certifications and short-term training opportunities available to those interested in career advancement and professional development.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Industry-Recognized Certification</th>
</tr>
</thead>
</table>
| Facilities, Heating, Refrigeration, & Air Conditioning | NC3/Snap-on & Starrett Precision Measurement  
NC3/Snap-on Multimeter  
NC3/Trane Residential Systems  
EPA-Refrigerant Handling  
NATE Industry Competency Exams  
Seal Tight Gas Line                                                                 |
| Computer Aided Drafting & Design            | Certified SolidWorks Association (CSWA) Exam  
SoftPlan Certification Exam                                                                 |
| Administrative Assistant Professional       | Microsoft Word Specialist  
Microsoft Word Expert  
GREG Document Processing Certificate                                                              |
| Automotive & Diesel Service                | NC3/Snap-on & Starrett Precision Measurement  
NC3/Snap-on Multimeter  
NC3/Snap-on Wheel Service & Alignment  
NC3/Snap-on Battery Starting & Charging  
NC3/Snap-on Torque Fundamentals  
NC3/Snap-on Automotive Scanner Diagnostics                                                    |
| Advanced Integrated Manufacturing          | NC3/Snap-on & Starrett Precision Measurement  
NC3/Snap-on Multimeter  
NC3/Level 1 AC/DC  
NC3/Level 1 PLC  
OSHA & MIOSHA Industrial Safety  
FANUC Programming Certification  
FANUC Vision & Sensor Certification  
Armstrong Tool Safety  
American Welding Society Sense Level I                                                           |
| Welding                                     | American Welding Society Sense Level 1                                                             |
| Computer Information Systems (CIS)          | CompTIA IT Fundamentals  
CompTIA Network+  
CompTIA Security+  
CompTIA PenTest+  
Cisco Certified Entry Network Technician  
Cisco Certified Network Associate  
Cisco Cybersecurity Operations  
Cisco Cybersecurity Fundamentals                                                               |
2.d. Other Intentional Structures to Support Students

Academic Affairs offers intentional structures to support students. Among these support structures are the Career Center, Learning Services, and Open Educational Resources. Each of the following sections reflects the good work accomplished by each of these units within Academic Affairs.

Career Center
Mid’s Career Center has been in operation since the summer of 2017, under the direction of Mary Battaglia and Amy Dykhouse. In July of 2019, Amy’s position expanded to include oversight of the Vocational Educational Assistance Program (VEAP). This transition allowed our department to serve additional students covered by the Perkin’s Grant, as well as the general student population, accommodations students, TRIO Student Support Services (SSS) students, incoming students at orientations, and area high school juniors and seniors.

The number of overall contacts has increased substantially, as students receiving accommodations and VEAP services commonly make requests for additional support or mentoring related to career preparation. With increased time demands, general Career Center student contacts did decrease; however, a greater number of students were provided Career Services related information noted in the increase in New Student Orientation numbers. Our annual goal to increase contacts to students by 20% was met and exceeded, with an increase from 1,518 to 2,109, or 38.9%. We have additionally begun to collect regular responses from Career Center students through Google surveys to gather feedback to continue to improve and expand our services to our students.

This past year of 2019 was the first year for the Career Center to host the annual College Career Fair. With 78 job seekers attending the event, we saw a noticeable increase as compared to the 56 job seekers attending in 2018. Number of participating employers was slightly lower in the 28 participating in 2019 as compared to the 35 employers in 2018. Through continued partnership with area employers as well as collaboration with Michigan Works, we seek to continue to grow this opportunity for both regional employers and students. This opportunity for growth will move the Career Center forward in gaining knowledge on potential careers and beneficial student - employer connections.

<table>
<thead>
<tr>
<th>Population Served (Method)</th>
<th>Time Period</th>
<th>Number Served</th>
<th>Time Period</th>
<th>Number Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Student Population (Office, Email, Phone, Text, Classroom Presentations)</td>
<td>3/2018 to 3/2019</td>
<td>681</td>
<td>4/1/19 to 3/31/20</td>
<td>222</td>
</tr>
<tr>
<td>Perkin’s Grant: Accommodations and VEAP (Office, Email, Phone, Text, Classroom Presentations)</td>
<td>7/2018 to 3/2019</td>
<td>244</td>
<td>4/1/19 to 3/31/20</td>
<td>1,176</td>
</tr>
<tr>
<td>General Student Population (New Student Orientations)</td>
<td>7/2018 to 3/2019</td>
<td>310</td>
<td>4/1/19 to 3/31/20</td>
<td>581</td>
</tr>
<tr>
<td>High School Students (On-site visits/Presentations)</td>
<td>11/2018 to 3/2019</td>
<td>283</td>
<td>4/1/19 to 3/31/20</td>
<td>130</td>
</tr>
<tr>
<td><strong>Total Contacts</strong></td>
<td><strong>1,518</strong></td>
<td><strong>2,109</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Services

Learning Services at Mid, led by Jason Howard, provides support for learning through Supplemental Instruction, tutoring, and testing accommodations. Students who attended Supplemental Instruction sessions earn higher Grade Point Averages than those who do not attend as reported in Table 2.d.1.

Table 2.d.1. Supplemental Instruction Usage-Fall 2019

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Non SI Group</th>
<th>SI Group</th>
<th>SI + Non SI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
</tbody>
</table>

Summary

Total Number and Percentage of Graded Students Attending SI

- Mean Final Grade of SI Participants: 2.92
- Mean Final Grade of Non-SI Participants: 2.43
- Difference from SI to Non-SI Group: 0.49

Open Educational Resources

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

For Winter 2020, we have saved students a total of $226,700.00, bringing our total cost savings to $1,360,967.00 since 2016.
Table 2.d.2. Student Savings Through OER by Course

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Number of Sections</th>
<th>Students Per Section</th>
<th>Actual Number of Students</th>
<th>Cost of New Textbook at Bookstore</th>
<th>Total Savings for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020WI</td>
<td>AAP.264</td>
<td>All Faculty</td>
<td>1</td>
<td>24</td>
<td>22</td>
<td>100</td>
<td>2,200.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>BIO.103</td>
<td>All Faculty</td>
<td>3</td>
<td>25-30</td>
<td>69</td>
<td>100</td>
<td>6,900.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>BUS.171</td>
<td>Schram</td>
<td>1</td>
<td>29</td>
<td>16</td>
<td>100</td>
<td>1,600.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>CHM.111</td>
<td>All Faculty</td>
<td>2</td>
<td>24</td>
<td>28</td>
<td>100</td>
<td>2,800.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>CHM.112</td>
<td>All Faculty</td>
<td>1</td>
<td>24</td>
<td>9</td>
<td>100</td>
<td>900.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>COM.101</td>
<td>All Faculty</td>
<td>25</td>
<td>24</td>
<td>453</td>
<td>100</td>
<td>45,300.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>COM.195</td>
<td>All Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>COM.257</td>
<td>All Faculty</td>
<td>1</td>
<td>24</td>
<td>13</td>
<td>100</td>
<td>1,300.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>ENG.110</td>
<td>All Faculty</td>
<td>6</td>
<td>10-24</td>
<td>45</td>
<td>100</td>
<td>4,500.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>MAT.101</td>
<td>All Faculty</td>
<td>3</td>
<td>15-20</td>
<td>17</td>
<td>100</td>
<td>1,700.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>MAT.104</td>
<td>All Faculty</td>
<td>13</td>
<td>20-40</td>
<td>210</td>
<td>100</td>
<td>21,000.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>MAT.105</td>
<td>All Faculty</td>
<td>13</td>
<td>20-40</td>
<td>211</td>
<td>100</td>
<td>21,100.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>MAT.212</td>
<td>All Faculty</td>
<td>11</td>
<td>20-40</td>
<td>244</td>
<td>100</td>
<td>24,400.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>MID.150</td>
<td>All Faculty</td>
<td>2</td>
<td>29</td>
<td>50</td>
<td>100</td>
<td>5,000.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>PHY.105</td>
<td>All Faculty</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>100</td>
<td>600.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>PHY.212</td>
<td>All Faculty</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>100</td>
<td>300.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>PSC.101</td>
<td>All Faculty</td>
<td>4</td>
<td>24-25</td>
<td>67</td>
<td>100</td>
<td>6,700.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>PSY.101</td>
<td>All Faculty</td>
<td>19</td>
<td>15-35</td>
<td>399</td>
<td>100</td>
<td>39,900.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>SOC.101</td>
<td>All Faculty except Bowden and Griffis</td>
<td>18</td>
<td>17-35</td>
<td>329</td>
<td>100</td>
<td>32,900.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>SOC.200</td>
<td>Chamberlin</td>
<td>1</td>
<td>24</td>
<td>20</td>
<td>100</td>
<td>2,000.00</td>
</tr>
<tr>
<td>2020WI</td>
<td>SPN.101</td>
<td>All Except Hybrid</td>
<td>4</td>
<td>25-30</td>
<td>56</td>
<td>100</td>
<td>5,600.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Number of Sections</th>
<th>Students Per Section</th>
<th>Actual Number of Students</th>
<th>Cost of New Textbook at Bookstore</th>
<th>Total Savings for Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Number of Sections</th>
<th>Students Per Section</th>
<th>Actual Number of Students</th>
<th>Cost of New Textbook at Bookstore</th>
<th>Total Savings for Students</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Name</th>
<th>Instructor Name</th>
<th>Number of Sections</th>
<th>Students Per Section</th>
<th>Actual Number of Students</th>
<th>Cost of New Textbook at Bookstore</th>
<th>Total Savings for Students</th>
</tr>
</thead>
</table>

3. Intentional Focus on Improving Teaching and Learning

3.a. Course Revisions, Program Revisions, New Courses, and New Programs
In Academic Affairs, an intentional focus on Improving Teaching and Learning takes on many forms. Curricular changes in 2019-2020 are an example of this focus and lists Course Revisions, program revisions, new courses, and new programs developed or designed in the 2019-2020 academic year. It is important to note that these efforts were led by Bob Elmore as Chair of the Academic Standards and Curriculum Committee.
Course Revisions, Program Revisions, New Courses, and New Programs
Curriculum Changes 19-20
(For 20-21 Academic Year)

New Programs

AAS.SBM  Associate in Applied Science Degree: Small Business Management and Entrepreneurship (replaces AAS.BUS)
BUS.TC.SBM  Small Business Management/Entrepreneurship Training Credential
CERT.MGTMKTG  Business Management and Marketing Level I Certificate
BUS.TC.MGTMKTG  Business Management and Marketing Level II Training Credential
MA.TC  Training Credential: Medical Assistant
WLD.C.APPCTE  Certificate: Pre-Apprentice Welding CTE
WLD.C.APP  Certificate: Pre-Apprentice Welding
WLD.TC  Training Credential: Welding Technology (replaces WLD.C)

Programs Ended

WLD.C  Certificate of Achievement: Welding Technology
AAS.BUS  Associate in Applied Science Degree: Business

Program Changes

AAS.AAP  Administrative Assistant Professional - Associate in Applied Science
  • AAP.232 was added to the program as an option with AAP.250 and AAP.234.
AAS.AIM  Associate in Applied Science: Advanced Integrated Manufacturing
  • Add new courses AIM.160 and AIM.250
AAS.AMS  Associate in Applied Science: Automotive and Diesel Service
  • Add AMS.109 to the program
AAS.MA  Associate in Applied Science: Medical Assistant
  • Removed BIO.131 and replaced with BIO.120
  • Removed MAT.104 and replaced with MAT.102
  • Courses reconfigured to 8-week offerings

New Courses

AAP.232  Introduction to Social Media Marketing
AIM.160  Introduction to Programmable Logic Controllers
AIM.250  Advanced CNC Programming
AMS.109  Small Engines and Engine Fundamentals
BIO.107  Introduction to Wildlife Management
CIS.281  Game Programming I
CJS.205X  Evidence and the Police Officer Part 1
CJS.205Y  Evidence and the Police Officer Part Two
CJS.220X  Introduction to Corrections Part 1
CJS.220Y  Introduction to Corrections Part 2
ECE.112X  Infant-Toddler Development Part 1
ECE.112Y  Infant-Toddler Development Part 2
ENG.226  Creative Nonfiction Writing
HAS.101  Hunting Strategies
HAS.102  Fishing Strategies
HED.101X  Intro to the Health Professions Part 1
Revised Courses
AIM.102 Machine Shop Practices II
- Remove MAT.104 prerequisite from course
ART.210 Digital Painting and Illustration
- Remove prerequisites from course, ART.205 and ART.235
ART.220 Figure Drawing
- Remove prerequisite from course, ART.205
ART.240 Professional Practices/Portfolio
- Remove prerequisites from course, ART.110, ART.130, ART.205, ART.215, ART.236, ART.239
ART.253 Introduction to Animation
- Remove prerequisite from course, ART.206
ART.256 Business in Art
- Remove prerequisite from course, ART.252
BIO.101 College Biology
- New Course Description
CIS.260 Systems Analysis
- Add prerequisites, CIS.125 OR CIS.131 OR CIS.175
CIS.190 Introduction to Cisco Networking
- Course name changed from Cisco Internetworking I to Introduction to Cisco Networking
- Course description changed
CIS.195 Switching, Routing, and Wireless Essentials
- Course name changed from Cisco Internetworking II to Switching, Routing, and Wireless Essentials
- Course description changed
CIS.290 Enterprise Networking, Security, and Automation
- Course name changed from Cisco Internetworking III to Enterprise Networking, Security, and Automation
- Course description changed
CIS.295 Professional Certification Exam Preparation
- Course name changed from Cisco Internetworking IV to Professional Certification Exam Preparation
- Course description changed
AMS.205 Steering & Suspension Systems
- Updated lab and lecture hours
AMS.232 Automotive Tech Internship
- Updated lab and lecture hours
- Added previous completion or concurrent enrollment in MID.150
AMS.124 Automotive Heating & Air Conditioning
- Updated lab and lecture hours
AMS.206 Brakes
- Updated lab and lecture hours
AMS.116 Electrical Accessories
- Updated lab and lecture hours
AMS.104 Basic Automotive Electricity
- Updated lab and lecture hours
AMS.222 Manual Transmissions and Drive Train
- Updated lab and lecture hours
AMS.214 Automatic Transmissions
- Updated lab and lecture hours
AMS.240 Auto Diesel Performance and Diagnosis
- Updated lab and lecture hours
AMS.126 Engine Performance II
- Updated lab and lecture hours
AMS.125 Engine Performance I
- Updated lab and lecture hours
AMS.110 Auto Engine Fundamentals & Overhaul
- Updated lab and lecture hours
MAT.102 Algebraic Concepts
- Removed prerequisites, MAT.101 or appropriate placement
BIO.120 Introduction to Human Disease
- Add ALH.100 as a corequisite requirement
ALH.250 Medical Assisting Office Externship
- Changed prerequisite and corequisite requirements
AAP.255 Medical Office Procedures
- Removed prerequisites, AAP.140 and CIS.100
ALH.214 Clinical Procedures II
- Changed prerequisite and corequisite requirements
ALH.213 Pharmacology for Medical Assistants
- Changed prerequisite and corequisite requirements
ALH.230A&B Lab Procedures for the Medical Office Pt. 1 and Pt. 2
- Changed prerequisite and corequisite requirements
ALH.230 Laboratory Procedures for the Medical Office
- Changed prerequisite and corequisite requirements
HIS.101 Issues in Western Civilization I
- Updated course description, course objectives, and master course proficiencies
HIS.102 Issues in Western Civilization II
- Updated course description, course objectives, and master course proficiencies
HIS.211 History of the United States I
- Updated course description, course objectives, and master course proficiencies
HIS.212 History of the United States II
- Updated course description, course objectives, and master course proficiencies
HIS.223 History of Michigan
- Updated course description, course objectives, and master course proficiencies
POL.201 Introduction to American Government
- Updated course description, course objectives, and master course proficiencies
PTA.101 Orientation to Physical Therapy
- New course description and course objectives
GEL.101 Physical Geology
- New Course Description
ECE.112 Infant Toddler Development
- New Course Description

Course Fee Changes
AAP.200 Advanced Word Processing Applications
ACC.261 Computerized Accounting
CIS.190 Introduction to Cisco Networking
CIS.195 Switching, Routing, and Wireless Essentials
ECE.112 Infant Toddler Development
ECE.113 Early Childhood Development and Learning
ECE.160 Pediatric CPR/First Aid - Pathogens
ENG.111 Freshman English Composition
GEL.101 Physical Geology  
HRA.102 Refrigeration Fundamentals  
HRA.104 Residential Refrigeration  
HRA.105 Hydronics  
HRA.106 Heating Fundamentals  
HRA.108 Heating Systems  
HRA.116 Fundamentals of Electricity  
HRA.191 Intro to Facilities Plumbing Maintenance  
HRA.198 EPA Refrigerant Handler Certification  
HRA.204 Light Commercial Refrigeration  
HRA.205 Motors and Controls  
HRA.215 HRA Controls  
HRA.220 Commercial Refrigeration Design  
HRA.240 Advanced Commercial Refrigeration  
MRI.260 Pre-Clinical Prep  
RAD.130 Radiographic Procedures I  
RAD.175 Radiographic Procedures II  
RAD.180 Clinical Education I  
RAD.205 Clinical Education II  
RAD.250 Clinical Education III  

Discontinued Courses  
None

3.b. Student Showcase  
The Student Showcase was cancelled due to the COVID-19 closure.

3.c. Innovation Fund  
To support the creative endeavors in developing curriculum that includes innovative content, pedagogy, and delivery methods, Mid created an Innovation Fund of $40,000 annually. During the 2019-2020 Academic Year, the following projects, represented in Table 3.d., Innovation Fund Awards for 2019-2020, were funded to allow faculty to develop curriculum aligned with the needs of students and the standards of the respective fields.

Table 3.c. Innovation Fund Awards 2019-2020

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Project Focus</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Miller, FT</td>
<td>Enhancement of Communication Course</td>
<td>$2,835</td>
</tr>
<tr>
<td>Joshua Long, PT</td>
<td>Enhancement of BUS.241</td>
<td>$2,500</td>
</tr>
<tr>
<td>Chris Goffnett, FT</td>
<td>Development of CIS.140 and Development of CIS.255 online</td>
<td>$2,835 $2,835</td>
</tr>
<tr>
<td>Mike Schram, PT</td>
<td>BUS.171 Developmental Process</td>
<td>$2,000</td>
</tr>
<tr>
<td>Jeremiah Wagner, FT</td>
<td>Development of BIO.103</td>
<td>$2,835</td>
</tr>
<tr>
<td>Kelli Butler, FT</td>
<td>Development of AAP.232 and Development of AAP.145</td>
<td>$2,835 $2,315</td>
</tr>
<tr>
<td>Svetlana Overbaugh, FT</td>
<td>BUS.122 into an 8-week Online Course</td>
<td>$2,835</td>
</tr>
<tr>
<td>Jon Miller and Tyler Foraker, PT</td>
<td>Development of GEL.101 online</td>
<td>$4,725</td>
</tr>
</tbody>
</table>
Jeff Percha, FT  Development of BIO.107  $2,835
Lucy Andarcia, FT  Development of SPN.101 online  $2,835
William Reader, FT  Development of ENG.226  $2,835
Ashlee Ritchie, FT  Development of ACC.231 with new textbook  $945
JJ Mertz, Jordan Webster, Bob Elmore, David Kedrowski  Development of STACK quizzes for MAT.104  $2,000

TOTAL  $40,000.00
REMAINING FUNDS  $0.00

3.d. Professional Development
The Academic Council oversees an annual budget of $50,000 to support faculty development. These funds are available to both full-time and adjunct faculty and allow faculty to travel to professional workshops and conferences and can also be used to bring professional development activities to the college. Table 3.e. Professional Development Fund Awards 2019-2020 identified individuals supported with funds from the account. Please note that due to the COVID pandemic, several conferences were cancelled that faculty were approved funding for, but could not attend.

Table 3.d. Professional Development Fund Awards 2019-2020

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Conference/Workshop</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelley Eltzroth</td>
<td>Lily Institute: New and Experienced FLC (Faculty Learning Communities Developer’s Institute)</td>
<td>$2,857.00</td>
</tr>
<tr>
<td>Diane Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Eltzroth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillary Kolb</td>
<td>Great Lakes Summer Institute</td>
<td>$488.00</td>
</tr>
<tr>
<td>Ron Holmes</td>
<td>NC3 Train the Trainer</td>
<td>$6,928.96</td>
</tr>
<tr>
<td>Richard Hollister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tom Brake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beth Corner</td>
<td>Nuts &amp; Bolts for Nurse Educators: Next Gen Learning (NurseTim)</td>
<td>$2,993.85</td>
</tr>
<tr>
<td>Julie Hipkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crystal Parker</td>
<td>CCIP Level 2  Mary Free Bed Hospital</td>
<td>$804.54</td>
</tr>
<tr>
<td>Jess King</td>
<td>V-iRVision Operation and Programming - 2D</td>
<td>$547</td>
</tr>
<tr>
<td>Anne Hauser</td>
<td>SIOP Training - Online</td>
<td></td>
</tr>
<tr>
<td>Jason Howard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diane Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karmen Sanders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Dziedzic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Dziedzic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Svetlana Overbaugh</td>
<td>SIOP Training CGRESD</td>
<td>$600</td>
</tr>
<tr>
<td>Sallie Butler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lauralee Lowe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan Dziedzic</td>
<td>Michigan Community College Biologists’ Fall Meeting</td>
<td>$170</td>
</tr>
</tbody>
</table>
4. Consistent, Systematic, and Strategic Use of Data to Improve Practice

The fourth theme of the Aspen Prize for Community College Excellence is consistent, systematic, and strategic use of data to improve practice. Data are collected from a variety of sources throughout various units within the college. The tables below represent data collected to date, however, there is a need within the Academic Affairs division to more fully integrate these data in order to provide a clearer picture of the total landscape. This topic will be addressed more fully in the final section of this report.

What happens with our students during the time they spend with us: are they learning what we intend for them to learn? The next two charts provide information on the success rates of the overall student population at Mid: the first in terms of C or better grades, and the second in terms of average GPA. These charts are based on grades earned by our students, and include “W” grades. Online course offerings are a significant segment of Mid’s instructional program. Therefore, included in the charts below are success rates for online courses and their withdrawal rates.

Figure 4.1

OVERALL STUDENT SUCCESS

Figure 4.2

COURSE WITHDRAWAL RATE

Figure 4.3

OVERALL STUDENT GPA
Other key indicators that suggest how well students are performing includes the percent of students that complete a course and the percent that are retained for additional courses one year later. Table 4.1 lists our retention rates from Fall to Fall semesters.

**Table 4.1 Retention Percentages for Fall to Fall at Mid**

<table>
<thead>
<tr>
<th>Retention from Fall to Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F12-F13</td>
<td>48.06%</td>
</tr>
<tr>
<td>F13-F14</td>
<td>50.95%</td>
</tr>
<tr>
<td>F14-F15</td>
<td>51.48%</td>
</tr>
<tr>
<td>F15-F16</td>
<td>50.77%</td>
</tr>
<tr>
<td>F16-F17</td>
<td>51.43%</td>
</tr>
<tr>
<td>F17-F18</td>
<td>48.30%</td>
</tr>
<tr>
<td>F18-F19</td>
<td>47.33%</td>
</tr>
</tbody>
</table>

The following figures show the completion and retention rates by the divisions represented in Academic Affairs.

![Percent Returning from Fall to Winter](image)

**Figure 4.4**
The following chart represents the fall to fall retention *by division* represented in Academic Affairs.
Another key measure of student success is how well they perform on externally administered exams. There are several program areas in which our students take such exams: Nursing, Radiography, Physical Therapist Assistant, Medical Assistant, Drafting/CAD, and Residential Air Conditioning & Heating.

**Figure 4.5**

**Figure 4.6**
Please note: 2019 pass rates: ARRT exam 9/14 64% pass rate; all 5 examinees passed on subsequent attempt. All indicated that they had taken the exam prior to being fully prepared due to a push to become certified quickly by the employer. The national comparison report reports 60% because it includes all examinees in 2019 even graduates from previous cohorts.

All 2018 graduates taking the ARRT exam in 2018 passed (100%). Eleven of the 2018 Radiography Program graduates successfully passed the ARRT Certification Examination. The National Comparison report provided by the ARRT includes all examinees from 2018, not just 2018 graduates. One examinee graduated in a previous year and unsuccessfully attempted the exam in 2018.

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

Figure 4.7
The Physical Therapist Assistant (PTA) Program did not graduate a class in 2016.

Mid PTA students continue to participate in the Scorebuilders NPTE Prep Course hosted by Delta College. This is the second cohort we have utilized the Academic PEAT (practice NPTE) with and this has aided in students preparing for the examination. Amanda Wismer completed an additional 20 questions in 2019 for the Federation of State Boards of Physical Therapy (FSBPT). The program continues to use this knowledge to improve their questions on examinations. Of the 11 students from the 2019 cohort who have passed their NPTE, all are employed.
Of the three students sitting for the Certified SolidWorks Associate exam, two of three passed the exam.
The Residential Air Conditioning and Heating competency exam gives our institution an idea of how our students perform in the state and across the country, but it also provides valuable instructional information to our instructors. For instance, results of the industry competency exams indicated that students were not performing as well in two areas of focus: Low Pressure Chillers and Fuel/Oil Furnaces. Ron Holmes, faculty member in the program, integrated concepts in these areas of study into the curriculum in hopes of improving student performance.

Since many of our students transfer to four-year institutions, another important measure is how they perform after they transfer. This information is an indicator of how well Mid prepares students for the four-year setting. The following series of charts provides information on transfer performance. The first shows how many students we have transferring to the major regional universities. In Fall 2013, 3.7% of our students transferred to CMU, FSU, or SVSU. In contrast, in Fall 2017 4.8% of our students transferred to CMU, FSU, or SVSU.

Figure 4.12
The following charts indicate how the transfer students perform in comparison to the native student population of the respective four year institutions.

**Figure 4.13**

**MID TRANSFER STUDENT PERFORMANCE AT CMU AFTER 1ST SEMESTER**

**Figure 4.14**

**MID TRANSFER STUDENT PERFORMANCE AT SVSU AFTER 1 SEMESTER**

**Figure 4.15**

**MID TRANSFER STUDENT PERFORMANCE AT FSU AFTER 1 SEMESTER**
With the assistance of the Business Office, the Academic Affairs Division has developed a Return on Investment (ROI) model which shows how well each instructional unit is doing from a financial perspective. The overall ROI for all of the instructional activities for 2018-19 was approximately $800,000.

The following graph provides a summary look at the ROI information at the division level for the last four years.

![Division Level Return on Investment](image)

<table>
<thead>
<tr>
<th>Division Level</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 General Education</td>
<td>$2,135,155</td>
<td>$2,263,739</td>
<td>$2,359,397</td>
<td>$2,283,327</td>
</tr>
<tr>
<td>1.2 Business &amp; Human Services</td>
<td>$448,827</td>
<td>$244,024</td>
<td>$263,776</td>
<td>$2,389</td>
</tr>
<tr>
<td>1.3 Technical &amp; Industrial Occupations</td>
<td>$(580,367)</td>
<td>$(470,447)</td>
<td>$(402,114)</td>
<td>$(574,224)</td>
</tr>
<tr>
<td>1.4 Health Occupations</td>
<td>$(1,049,276)</td>
<td>$(989,471)</td>
<td>$(981,655)</td>
<td>$(817,064)</td>
</tr>
<tr>
<td>1.5 Remedial &amp; Developmental</td>
<td>$31,910</td>
<td>$42,983</td>
<td>$(31,271)</td>
<td>$(131,335)</td>
</tr>
</tbody>
</table>

*Figure 4.16*
5. Integrated Structures that Link the College to the Broader Community for the Benefit of Students

5.a. Career & Workforce Division – Marshall Plan Grant, NC3 Initiative & More

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

**Auto & Diesel Service & Marshall Plan Grant**
In FA of 2019, the Magnus Center was opened to house a new Auto and Diesel service lab for both Mid Michigan College, and the Clare/Gladwin RESD. Funding for this project was possible through the Marshall Plan grant through the state of Michigan. The new lab houses a NC3 certification center that offers students the opportunity to learn on state-of-the-art equipment, and earn NC3 sponsored, 3rd party industry recognized certifications that will put them ahead as they prepare to enter the workforce. Furthermore, Mid students have earned 443 NC3 certifications since joining the organization in FA 2018, with 270 being earned during the 2019/20 academic year. Lastly, the new lab has also increased the programs profile with enrollment increasing nearly 40% from FA 2018 to FA 2019.

**Advanced Integrated Manufacturing (AIM) & Welding**
During the 2019/20 academic year, our Welding and AIM programs continued a strong relationship with the Clare/Gladwin RESD. These two programs served over 65 students from our 5 local districts (Clare/Harrison/Farwell/Beaverton/Gladwin) through duel-enrolled cohorts within these 2 programs. Furthermore, students in these programs earned close to 100 industry certifications, in addition to getting valuable industry experience through work-based learning and internship programs. In 2020/21, the AIM program will be delivering new Industry 4.0 curriculum in Level 1 PLC and Advanced Machining, along with continuing to invest in NC3/Industry 4.0 Level 1 certifications in areas such as Fluid Power, Mechanical Systems, and Automation. These efforts will be supported through a Industry 4.0 grant the college received in conjunction with the CMMA (Central Manufactures Association) from the State of Michigan in the Fall of 2019.

**HRA/Facilities & CAD**
In 2019/20, our HVAC & Facilities Program continued with strong enrollment as the program welcomed a 23-student cohort to the program in FA 2019. These students, who are all enrolled in the programs Fast-Track pathway, will be the first to have the opportunity to earn newly added NC3/Trane Residential Certifications that we’re added to the program during the 2019/20 academic year. The program also continues to have a robust internship program, along with a 100% job attainment rate for students who’ve earned at least a Certificate.

The Computer Aided Design Program (CAD) engaged in transfer talks with both Central Michigan University, and Ferris State University, with the goal of getting a transfer agreement in place during the 2020/1 academic year. Agreements such as this will provide graduating students a transfer option for those who are seeking to extend their education in their field. Lastly, the 3D printing Lab, that’s located
at the HA Tech Center, was very active during the fall and winter semesters as students were bringing their projects to life. These, student produced artifacts, are highly valuable as students prudently build on skills and add life to their portfolios.

Administrative Assistant Professional (AAP)
Our AAP Program started its second year under its current format of being 100% online. Being the only Office Professional program in the state that’s offered 100% online, Mid is positioned to take market share for students seeking this type of training. This program also offers the most up to date, and modern curriculum in the state, with newly added courses in the areas of social marketing, and event planning. Also, in line with the division's mission statement, this program also offers imbedded, 3rd party industry recognized certifications, in the areas of Microsoft and Lynda.

5.b. Division of Health Sciences

Nursing
Under the leadership of Barb Wieszciecinski, Dean of Health Sciences/Director of Nursing for the Mount Pleasant Campus, the Nursing Program has been granted full national accreditation by NLN Commission for Nursing Education Accreditation (CNEA) after a 3-day on-site visit by the accreditation team in April 2019. Effective 2020, the Nursing Program will be reporting Mt. Pleasant and Harrison NCLEX pass rates separately, as required by the Michigan State Board of Nursing.

The Nursing Skills Lab has integrated significant updated simulation in each lab and has organized a Mass Casualty event to assist students in preparing for "real world" nursing. The Nursing Program received a grant from the MSBON to upgrade simulation equipment in the skills lab.

Mid's Nursing Program continues to collaborate with 4-year universities to implement a seamless BSN transition. Mid is working exclusively with CMU for a Joint Nursing Education Pathway that will allow CMU Health Sciences students to seamlessly apply to the Nursing Program at Mid then transfer back to CMU for their BSN. In addition, it allows Mid students to apply seamlessly and be accepted to the CMU BSN Completion program prior to graduating from the ADN Program. The joint adventure supports the education to practice model while minimizing additional course requirements at both institutions.

Radiography
Additional clinical sites have been added to allow for more students to be accepted, Munson Healthcare Traverse City and McLaren Petoskey. Many of the local hospitals are small and limit the number of students due to staffing and patient volumes. Adding additional hospitals allows more program seats spread across the state of Michigan as well as bringing in larger hospitals for students to have a variety of procedures and equipment. Students placed in the smaller hospitals have the option of completing an observational rotation at one of the larger hospitals to experience this as well.

Physical Therapist Assistant
The PTA program was able to purchase a diathermy unit in 2019, which allows students the ability to practice this skill prior to clinical placement.

Medical Assistant
The Medical Assistant Program at Mid Michigan College has seen a drop in enrollment over the last 5 years. This has been a national wide trend throughout Michigan and the country. Due to medical community needs, the Associate in Applied Science for Medical Assistant Program is now being offered at the Huron Technical Center. This new area offering was determined from meetings with the
surrounding medical facilities and their desperate need for Medical Assistants in medical offices in their area. The Program was set up to offer local High School Juniors and Seniors an opportunity to complete their prerequisites for the Medical Assistant Program while in high school at the Huron Technical Center. Upon graduation from high school, student would then only need complete the core Medical Assistant courses and sit for the national Certified Medical Assistant examination through the American Association of Medical Assistants. This would prepare them for immediate entry into the health care workforce. I have had several inquires for this program from non-traditional students in the area, but the same issue has arisen with the majority of them; they can’t quit their current jobs to complete a two-year degree. Therefore, a new 10-month Training Credential for Medical Assistant is being developed. This credential has been put through the Mid Michigan College Curriculum Committee and will be offered at the Mt. Pleasant campus and the Huron Technical Center beginning in the Fall 2020 semester.

After speaking extensively with the Medical Assistant Education Review Board regarding this move to a short-term training option, it has been decided that the 36 credit hour Training Credential for Medical Assistant will assume the accreditation status so that all students who complete it will be eligible to sit for the CMA exam. More information to come on this subject.

Pharmacy Technician

The Pharmacy Technician Program at Mid Michigan College is a one-year certification program designed to prepare graduates for employment in a variety of health care settings. All of the PHT courses feature a hybrid format with online lectures and on-campus lab sessions. The PHT Program partners with PioneerRx, the top pharmacy management system in the industry. PioneerRx enhances the curriculum with a hands-on approach to learning that simulates the functions and workflow of today’s most innovative pharmacies. Mid’s PHT Program is one of seven programs in Michigan accredited by ASHP, the American Society of Health-System Pharmacists. Mid’s PHT Program is expanding its “footprint” into Mecosta-Osceola Intermediate School District in Fall 2020.

MiRIS Consortium

There are three programs included in the MiRIS consortium: MRI, CT, and EEG. The consortia model between MCCA and MiRIS addresses the need for a highly trained health care workforce in Michigan. The MiRIS Consortium is an innovative and collaborative model designed to allow students an opportunity to pursue a non-duplicative program of study and earn a certificate, associate’s degree, or baccalaureate degree. The Consortium partners with Michigan hospitals and outpatient facilities to provide students with a rich clinical learning experience across the state of Michigan. Mid is not only a partner, but a leader in the MiRIS Consortium.

<table>
<thead>
<tr>
<th>Program</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Notes for 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computed Tomography</td>
<td>n/a</td>
<td>11 Applied</td>
<td>4 Applied</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 Accepted</td>
<td>4 Accepted</td>
<td></td>
</tr>
<tr>
<td>EEG</td>
<td>n/a</td>
<td></td>
<td>8 Applied</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Accepted</td>
<td></td>
</tr>
<tr>
<td>MRI</td>
<td>12 Applied</td>
<td>21 Applied</td>
<td>13 Applied</td>
<td>3 had incomplete requirements, 1 accepted RAD, 1 accepted PHT, typically can only accept 5 but accepted more to fill open</td>
</tr>
<tr>
<td></td>
<td>5 Accepted (Allotted for Mid)</td>
<td>7 Accepted</td>
<td>7 Accepted</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Fall</td>
<td>Winter</td>
<td>Applied</td>
<td>Accepted</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>--------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>12</td>
<td>18</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>49</td>
<td>71</td>
<td>WI18 = 60</td>
<td>WI19 = 76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>48 Accepted</td>
<td>48 Accepted</td>
</tr>
<tr>
<td>Pharmacy Technician</td>
<td>1</td>
<td>18</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>48</td>
<td>38</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Radiography</td>
<td>29</td>
<td>18</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

The two students not accepted had personal issues that are requiring them to wait until fall 2020.

5.c. Business and Professional Studies

There were many changes to the Business and Professional Studies area during the 2019/2020 academic year which included both program updates and personnel changes. Personnel changes included the hiring of a new business faculty member, Robert Bejesky. Rob comes to Mid with a tremendous amount of knowledge in the area of Business Law, Economics, and Finance. Rob has been an adjunct faculty member for one of our local community colleges and brings many years of experience with him to Mid. We are very excited to have him on our team.

Keeping our courses relevant and engaging is one of the functions our faculty engage in throughout the academic year. Program updates in the Business area came in the form of three new certificates being developed for the business program: Small Business Management & Entrepreneurship Training Credential, Business Management, and Marketing Level 1 Certificate and Business Management and Marketing Level 2 Training Credential. The development of these new options created laddering opportunities for our students into one of our three business degree pathways. Another enhancement created in the Business area was a modification to ACC.261 - Computerized Accounting course. Students taking this course will earn their Quickbooks Pro Advisor Certification upon successful completion of the final exam.

Enhancements in the Early Childhood Education (ECE) area included a full re-development of ECE.112 - Infant-Toddler Development which now meets state licensing staff qualification rule R400.8122 (7) and provides 4.5 CEU’s or 45 hours of MiRegistry approved infant toddler state licensing. In addition to ECE.112, there are two other courses in the ECE area that allow students to meet state licensing requirements: 1) ECE.208- Early Childhood Administration meets state licensing program director staff
qualification rule R400.8113(9) which requires all program directors to have at least 2 semester hours or 3.0 CEUs in child care administration, and 2) ECE.160 meets employment qualification R400.8183 (7) for annual health and safety training to meet the required 2 hours of annual professional development.

Computer Information Systems (CIS) is an ever-changing field, and our full-time faculty members keep abreast of changes in this fast-paced industry and update their curriculum on an annual base to ensure our program is current. In the 2019/2020 academic year, all of our CISCO Certification courses were updated to meet the new training standards and our CIS-Programming pathway was updated to IT Infrastructure and Cybersecurity to focus on increasingly popular cybersecurity jobs emerging within the local workforce. Students intending to pursue a degree in the CIS - Software pathway are now able to focus on Game Development with the development of CIS.281 - Game Programming I.

Future projects in the Business and Professional Studies area include increasing our articulation agreements with our geographic partner Central Michigan University (CMU) as well as other four year universities throughout the state of Michigan, beginning the process of accreditation for our Early Childhood Education program, and expanding dual-credit opportunities for our ECE and Criminal Justice program.

5.d. Division of Arts and Sciences

The faculty in Arts and Sciences continue to make strong connections with the community. These efforts include participating in and organizing lectures and other events that celebrate the diversity and history of our community. Faculty also organize and support the Science Olympiad, Art Fairs, STEM Camp, and teach in MID’s non-credit, community enrichment courses.

5.e. Office of Online and Distance Learning

Online & Distance Learning
Online & Distance Learning Mission statement: "We prioritize innovation in online education by utilizing technology and educational theory to empower educators and cultivate student success."

Professional Development & Training (this is repeated from the above section)
Instructors who teach online at Mid are required to complete a learning to teach online course, either through Mid or a third party. Online Learning redeveloped the Learning to Teach Online at Mid credentialing last summer to be a more rigorous experience that will better prepare faculty to teach online. In addition to this training, Online Learning hosted their first Online Developer Bootcamp May 11 – 15. This crash course was designed to help faculty transition their courses to the online format and prepare them for creating an engaging online experience for their students.

Online Learning has also been developing mini modules called Tech Bites that instructors can take in Moodle to learn about a new educational technology. These courses are designed to be bite sized (1 hour) and use badges to track completion.

ADA 1.0 - Fundamentals of Accessibility
Tech bites: Podcasting
Tech bites: Screencasting
Tech bites: Flipgrid
Tech bites: Zoom
Tech bites: Pear Deck
Course developments
Before a course can be initially offered online, it has to go through our course development process. This ensures that our online courses are aligned with our face-to-face sections, that the courses are meeting online accessibility requirements, and that the course is meeting the requirements and best practices of online learning. We also help instructors revise their online courses.

Open Education Resources (OER)
We help support instructors who want to utilize OER. Please see the OER chart for more information about what courses have already switched to OER.

Moodle support
The staff of the Office of Online and Distance Learning serve as front-end customer support for students and instructors for Mid’s learning management system (LMS), Moodle. In this role, the staff offers advice and troubleshooting on the various functions of Moodle: how to administer course assignments and resources, how to set up the course gradebook, how to use advanced features, among other, more specific inquiries.

Looking forward and technological innovation
We try to explore and integrate new educational technology as much as possible by attending training, conferences, and conducting research. Our major initiative in this area is the implementation of virtual and augmented reality (VR/AR) and virtual lab experiences.

5.d. Honors Convocation
The Mid Honors Convocation is an important milestone in the lives of students. The on-campus convocation was cancelled due to COVID restrictions. A Virtual Honors Convocation was filmed and delivered to students and their families. Faculty nominated students for special recognition and recorded short videos for the virtual event. Students earning honors designations graduate with a cumulative GPA above a 3.5 or were recognized for special achievements for their program of study from a full-time faculty member. The Virtual Honors Convocation can be viewed here: midmich.edu/2020-honors-convocation.

6. Academic Affairs and COVID-19—We need to tell a story here!
The week of March 9-13, Mid scheduled Spring Break for students. Toward the end of the week, COVID-19 was recognized as a serious threat to public health. Clinicals were cancelled and we recognized that changes needed to occur and quickly. As a result, Academic Affairs developed a plan to move all courses to remote learning formats including Zoom and online recognizing some of our courses and programs needed to adopt more liberal attendance and completion criteria while adhering to strict expectations for quality. To assist students in making academic progress, we made the following accommodations for students for the Winter 2020 semester.

Credit/No Credit Grades
After much careful discussion, Mid elected not to move to a Credit/No Credit grading system. We are also not planning to offer that option for individual classes or students.
In many instances, we determined the Credit/No Credit option may not be best for students. For example, students do not receive credit for the course if they don’t earn a C or better, but if a student earns a C or better, they are often better off taking the grade. There were complications with classes taken on a Credit/No Credit basis around transferability to universities and acceptance into accredited programs. Many universities are considering a Pass/Fail option because they do not worry as much about transferability of credits and they can set guidelines for acceptance into their own accredited programs.

-The faculty adjusted their instructional methods and made a number of accommodations to ensure that students had the opportunity to meet the learning outcomes for each class.

-We provided supports outside of the classroom including online tutoring. Additional student supports and accommodations were available on a case-by-case basis from the Accommodations Office (https://www.midmich.edu/student-resources/support-for-success/accommodation-services).

Revised Guidelines for “Incomplete” Grades

As an alternative to withdrawing, some faculty allowed students to take an Incomplete in the class so they have more time to complete the class. This option was at the discretion of each faculty member. We were liberal in assigning incompletes particularly in our hands-on programs in health sciences and workforce education to ensure students were able to succeed regardless of any barriers they may have encountered.

The Health Sciences Lab and Clinicals were granted, from each respective accrediting body, the option to replace lab and clinical with simulation to keep students on target to graduate.

Final Exams and Grades

<table>
<thead>
<tr>
<th>Term</th>
<th>Earned Grades: A to C</th>
<th>Earned Grades: C- to F</th>
<th>Incompletes</th>
<th>Withdrawals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2017</td>
<td>7459 (72%)</td>
<td>1737 (17%)</td>
<td>5 (0%)</td>
<td>1149 (11%)</td>
<td>10350</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>7191 (71%)</td>
<td>1953 (19%)</td>
<td>1 (0%)</td>
<td>1023 (10%)</td>
<td>10168</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>6540 (71%)</td>
<td>1698 (18%)</td>
<td>2 (0%)</td>
<td>996 (11%)</td>
<td>9236</td>
</tr>
<tr>
<td>Winter 2020</td>
<td>6393 (70%)</td>
<td>1295 (14%)</td>
<td>688 (8%)</td>
<td>760 (8%)</td>
<td>9136</td>
</tr>
</tbody>
</table>

Observations:
- By and large students with letter grades assigned earned grades similar to prior winter terms at Mid.
- While there are a great many Incompletes, this was expected under policies as they emerged during the term, and for clarity, the Incompletes in prior terms are incompletes today, not incompletes when each of those prior terms ended.
- Interestingly, the withdrawal rate for 2020 WI is less than in prior terms.
COVID-19 Evaluation Form

During a time of uncertainty and “chaos” it is critical that we capture appropriate data so that we might gain a clearer understanding from a broad perspective. Each faculty member was asked to complete the form, below. It is our intention to aggregate their responses to better understand our shift to fully distance delivery. Results will be analyzed during Summer 2020.

Your Name: __________________________

Your Course (only one per form, please): __________________________

1. Identify the course content students will be responsible for completing through May 15, such as assigned readings and lectures, assignments, exams, group work, peer-review workshops, and any other work.

2. Indicate how each element of the course will be delivered to and/or received from students:

<table>
<thead>
<tr>
<th>Delivery/Retrieval Mechanism</th>
<th>Assigned Readings</th>
<th>Lectures</th>
<th>Discussion</th>
<th>Assignments</th>
<th>Exams</th>
<th>Group Work</th>
<th>Peer-Review Workshops</th>
<th>Other Work</th>
<th>Office Hours</th>
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<tr>
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<tr>
<td>Moodle Discussion Board</td>
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<td>Other (Specify)</td>
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3. Please identify any tools, resources, or assistance you need:

Please complete your answers for each question. Once complete, click file, download, select PDF option, save file to your drive. Send complete PDF as an attachment in an email to President Hammond (chammond@midmich.edu) Thank you!

Loaned beds and PPE

In support of public health efforts, Mid Michigan College loaned six Electric Hospital Beds to Mid Michigan Health in Gladwin, Michigan. In addition, Mid donated masks, gloves, and personal protection equipment (PPE) to local health care agencies involved in COVID-19 treatment.

Summer 2020

All summer 2020 semester courses will be delivered remotely as well. Summer 2020 lab-based courses may begin May 18, but no face-to-face labs will be available prior to June 22. These may change if state requirements are amended or altered.

Fall 2020

As of May 15, 2020, we intend to return to campus as scheduled for Fall 2020, however, these plans may change if the COVID-19 protocols change. We are examining courses for remote delivery and monitoring the requirements set by the various accrediting bodies governing many of our programs. Additionally, we are reviewing new recommendations from the CDC as they are made available and will adhere to the state guidelines set for institutions of higher education and K-12 districts, when appropriate.
7. Conclusions and Discussion
As we move toward meeting the goals of the College as outlined in the new Academic Master Plan, it is worth noting the following issues addressed in this report as they align with our aspirations of being recognized by the Aspen Institute for the Aspen Prize for Community College Excellence. The conclusions and discussion sections below will provide guidance and direction for the new academic leaders, including the entire and for Academic Affairs team at Mid. These comments are organized around the five Aspen Prize themes in hopes of providing context.

7.a. Strong leadership and vision
We have worked diligently to set a course for our “boat” but the waters have been pretty rough since March 13, 2020. Although we did not set aside The Academic Master Plan, we did suspend some of the elements in order to address pressing issues. I would argue that this is the very definition of strong leadership and vision. We have the right people in the boat and we are all rowing in the same direction.

7.b. Clear pathways to credentials and other intentional structures to support students
Beginning in Fall 2018, Mid students were enrolled in the Guided Pathways. This process provides direction toward meeting goals for program completion consistent with our desire for “15 to finish.”

Given the increased enrollments in online courses prior to COVID-19, it is imperative that we identify programs that can be completed fully online, via remote learning, and/or using OER. Regardless of the pathway chosen by students or the mode of delivery, it is our intention that we offer programs of quality.

7.c. Intentional focus on improving teaching and learning
We have spent a great deal of time as a division developing our full-time and part-time faculty. Under the leadership of Kelley Eltzroth, a faculty orientation program supports new faculty. Additionally, Rick Smith provides support similar support for adjuncts in collaboration with the Academic Deans.

Perhaps the most significant issues facing Academic Affairs is that of persistence and retention. This is a focus that is seen throughout the Academic Master Plan. Goal 9 focuses on Barriers to Completion and Goal 11 focuses on Student Success.

7.d. Consistent, systematic, and strategic use of data to improve practice
Of the five Aspen Prize themes, this report has allowed for the recognition that we can be nimble and proactive, however, we can do better. We can do so by strategically using data to improve practice and by collecting it and using it in a more consistent and systematic way. This will be critical as we gear up for our next Higher Learning Commission accreditation cycle.

7.e. Integrated structures that link the college to the broader community for the benefit of students.
I am reminded that "learning can happen anywhere, at any time." We have learned a great deal over these many weeks and I suspect learning will continue for a while. COVID-19 has changed every aspect of our lives. Our social relationships are maintained through technology, "screen time" has taken on a new meaning, people are struggling as are small businesses, and the frontline workers are superheroes! Daily news is filled with grim statistics and an occasional feel-good story. These statistics represent human beings. People with families and hopes and dreams. I recently read an article in Forbes that discussed the current state of things in our country and in the world. The author appears to have read my mind when stating that we are currently at, "the intersection of disruption and unpredictability" and after some resolution including reductions in virus cases, immunizations, etc., a new model for the world's economy and for higher education will emerge. Regardless, we need to
continue to meet the needs of our broader community while offering opportunities for students to meet their academic/career goals.

We need to position ourselves for the "emerging model," contribute further to Mid's next strategic plan, continue progress in the Academic Master Plan, and prepare for the uncertainties as we develop plans to return to campus and our new normal.
Approval of Agenda

Item II, Approval of Agenda

Presenter: Board Chair Jacobson

Board Consideration: Action

Approval of Agenda.

Recommendation:
It is recommended the Board approve the agenda as presented.
Approval of Agenda

Item III, Public Comment

Presenter: Board Chair Jacobson

Board Consideration: Information

The Board will allow public comment at this time.

Recommendation:
None, informational.
Approval of Consent Items

Item IV, Approval of Consent Items

Presenter: Board Chair Jacobson

Board Consideration: Action

A. Minutes - May 7, 2020 Regular Meeting; May 18, 2020 Special Meeting
B. Monthly Financial Report:
   4. Gifts and Donations: Donations totaling $9,353 were received for the Scholarship and Grant Fund in April 2020.

Recommendation:
It is recommended the Board approve the consent items as described by the Board Chair.
Mid Michigan College Board of Trustees Regular Meeting

May 7, 2020 – page 1
The meeting took place via Zoom Video Conference Technology due to the COVID-19 Virus and a Stay at Home order issued by the State of Michigan.

Present: Douglas A. Jacobson, Board Chair; Betty M. Mussell, Vice Chair; Richard S. Allen, Jr., Secretary; Thomas W. Metzger, Treasurer; Eric T. Kreckman, Trustee; Terry Petrongelli, Trustee; Carolyn C. Bay, Trustee

Absent: All Trustees Present.

Agenda Item I: CALL TO ORDER

The Board Chair called the meeting to order at 7:00 PM. Followed by a discussion about the workshop materials from Professors Kelley Eltzroth and Martin Eltzroth.

Agenda Item II: APPROVAL OF AGENDA

With no proposed changes, the Board Chair stated that the agenda stands as approved as reflected in the Board packet.

Agenda Item III: PUBLIC COMMENT

The Board Chair asked for public comment, no one one wished to comment.

Agenda Item IV: APPROVAL OF CONSENT ITEMS

The Board Chair stated the consent items stand as approved.

Motion by Trustee Mussell to retain Plante Moran as the auditor for Mid Michigan College for another year. Second by Trustee Petrongelli. All Ayes; Motion Carried.

Agenda Item V-A: ACCEPTANCE OF FOUNDATION GIFTS & PLEDGES/APPROVAL OF NAMING OPPORTUNITIES

Associate Vice President of the Mid Foundation Tom Olver presented the Board with the naming opportunities available on both the Harrison and Mt. Pleasant campuses, as well as those that have already been requested. The requested locations on the Harrison Campus are as follows:
- Ray & Rose Stover, $1,000, Rm.144
- Weinland Fitzhugh, $1,000, Rm.145
- Clare Rotary, $2,500, Student Lounge (end of main concourse)
- PNC, $2,500, Huron Conference Room
- Three Rivers, $5,000 Laker Cafe

Motion by Trustee Kreckman, to accept the gifts from the Foundation and allow the naming opportunities as presented. Second by Trustee Petrongelli. All Ayes; motion carried.
Agenda Item V-B: PRESIDENTIAL SEARCH UPDATE

A discussion took place regarding the presidential search. Each trustee had a chance to express their opinions on their preference for the candidate to follow Christine Hammond as the next President of Mid Michigan College.

Motion by Trustee Mussell to enter into negotiations with Tim Hood for the position of President of Mid Michigan College. Second by Trustee Petrongelli. All Ayes; Motion Carried.

Agenda Item VI-A: CORRESPONDENCE AND ANNOUNCEMENTS

Professor JJ Mertz presented about Mid’s new Hunting and Angling Scholars programs, set to debut in the Fall of 2020.

President Hammond outlined Mid’s plan regarding funding received from the CARES Act, as well as the plan for employees and students returning to campus.

Agenda Item VI-B: PROQUEST ELECTRONIC RESEARCH DATABASE 2010-2021 YEARLY RENEWAL

Director of Library Services Corey Goethe presented the Board with a request to renew ProQuest, an Electronic Research Database in the amount of $30,392.00.

Motion by Trustee Kreckman to approve the yearly ProQuest renewal in the amount of $30,392.00. Second by Trustee Mussell. All Ayes; Motion Carried.

Agenda Item VI-C: SUMMER ENROLLMENT UPDATE

Vice President of Student Services Matt Miller presented the Board with a Summer 2020 enrollment update.

Agenda Item VI-D: FOUNDATION BOARD MEMBER APPOINTMENT

Associate Vice President of the Mid Foundation Tom Olver presented the Board with a request to appoint Sarah Ostahowski to the Mid Michigan College Foundation Board of Directors for a three year term, beginning May 14, 2020.

Motion by Trustee Petrongelli to approve Sarah Ostahowski to the Mid Michigan College Foundation Board of Directors for a three year term, beginning May 14, 2020. Second by Trustee Bay. All Ayes; Motion Carried.
Mid Michigan College Board of Trustees Regular Meeting

May 7, 2020 – page 3

Agenda Item VI-E: ANNEXATION

Vice President of Community Outreach and Advancement Scott Mertes presented the Board with information regarding potential annexation with Gratiot Isabella Intermediate School District. The following motion was presented for the Board of Trustees’ consideration in advance:

“Per Board Policy 110, the Board of Trustees accepts statewide districting for community colleges; therefore, the Board extends a standing invitation to other school districts to affiliate with Mid Michigan College. As such, the Board of Trustees extends an invitation to residents of the Gratiot-Isabella Regional Education Service District for membership in the functional control of the College.

The Board authorizes such discussions and preparations as are necessary to introduce a ballot measure in the November 3, 2020 election which would, if approved, annex the residents within the Gratiot-Isabella Regional Education Service District to the College’s taxable district and afford all residents the benefits of such an arrangement.”

Motion by Trustee Petrongelli to approve the president and senior leadership of Mid Michigan College to continue discussions in preparation of placing a ballot proposal on the November 3, 2020 ballot to annex the Gratiot-Isabella Regional Education Service District as necessary. Second by Trustee Kreckman. A voice vote showed yes votes from Trustees Kreckman, Petrongelli, Mussell, Bay, Allen, Jacobson; and a No vote from Trustee Metzger; Motion Carried.

Agenda Item VI-F: EXCEPTION TO POLICY REQUEST

Associate Vice President of Human Resources Lori Fassett presented the Board with a request for a one time exception to Board policy 407.07 allowing twenty (20) days of leave time to be rolled into the 2020-2021 fiscal year due to the COVID-19 pandemic.

Motion by Trustee Kreckman to approve the one time exception to Board policy 407.07 as presented. Second by Trustee Allen. All Ayes; Motion Carried.

Agenda Item VII-A: CALENDAR OF EVENTS

Mid employees are busy planning Virtual Commencement, Honors Convocation and Nursing Pinning Ceremonies. Virtual Commencement will be on May 30, 2020 at 11:00 AM with a live stream watch party for everyone to enjoy.

Agenda Item VII-B: OTHER BUSINESS

None.
Meeting adjourned at 8:57 PM

Recording Secretary,
Amy Lince
Executive Assistant to the President and Board of Trustees

_______________________________
Douglas A. Jacobson, Board Chair

_______________________________
Richard S. Allen, Jr., Board Secretary
Mid Michigan College Board of Trustees Special Meeting

May 18, 2020 – page 1

The meeting took place via Zoom Video Conference Technology due to the COVID-19 Virus and a Stay at Home order issued by the State of Michigan.

Present: Douglas A. Jacobson, Board Chair; Betty M. Mussell, Vice Chair; Richard S. Allen, Jr., Secretary; Eric T. Kreckman, Trustee; Terry Petrongelli, Trustee; Carolyn C. Bay, Trustee

Absent: Thomas W. Metzger, Treasurer

Agenda Item I: CALL TO ORDER

The Board Chair called the meeting to order at 6:00 PM.

Agenda Item II: PUBLIC COMMENT

The Board Chair asked for public comment, no one one wished to comment.

Agenda Item III: APPROVAL OF PRESIDENTIAL CONTRACT

A discussion about the presidential contract and terms for Mid’s next president Tim Hood took place.

Motion by Trustee Petrongelli to accept the contract for Tim Hood as presented. Second by Trustee Mussell. All Ayes; Motion Carried.

Agenda Item IV: DISTRICT EXPANSION TIMELINE

The Board of Trustees had a discussion about the district timeline for the first three months of Tim Hood’s transition and their expectations regarding that matter.

Motion by Trustee Mussell to postpone the annexation proposal from the November ballot. Second by Trustee Kreckman.

Staff members spoke about the importance of the timing of this issue and it was suggested to wait on this decision until after the June 2nd Board Meeting when Thrun Law Firm can be heard from in regards to the issue.

Trustee Mussell withdrew her motion.

Motion by Trustee Kreckman to grant Anthony Freds one week of paid vacation and return him to active employment. Second by Trustee Mussell. A discussion to place this motion on hold until after the closed session took place.
Mid Michigan College Board of Trustees Special Meeting

May 18, 2020 – page 2

**Agenda Item V: CLOSED SESSION**

Motion by Trustee Allen to enter into a closed session at 6:39 PM to discuss attorney general information and personnel issues. Second by Trustee Petrongelli. A voice vote showed Yes votes from Trustees Petrongelli, Allen, Bay, Mussell, Jacobson, and a No vote from Trustee Kreckman; Motion Carried.

The Trustees returned to regular session at 7:42 PM.

Motion by Trustee Kreckman to grant Anthony Freds one week of paid vacation and return him to active employment. Second by Trustee Mussell. A voice vote showed Yes votes from Trustees Kreckman and Mussell and No votes from Trustees Petrongelli, Jacobson, Bay. Trustee Allen Abstained. Motion denied.

Meeting adjourned at 7:52 PM

Recording Secretary,
Amy Lince
Executive Assistant to the President and Board of Trustees

_________________________________  __________________________________________
Douglas A. Jacobson, Board Chair          Richard S. Allen, Jr., Board Secretary
MID MICHIGAN COLLEGE
FINANCIAL HIGHLIGHTS
GENERAL & AUXILIARY FUNDS
April 30, 2020

GENERAL FUND REVENUE:

- 2019-20 enrollment reports show the following changes in billable tuition hours from 2018-19 levels: Fall 2019 0.1% increase; Winter 2020 0.8% decrease. Summer 2020 registration is in process and will continue through May 19, 2020. The resulting total revenue represents 102% of the annual budget for the 2019-20 tuition and fees revenue.
- State appropriations revenue for 2019-20 increased 4.1% and was booked in October at $5,324,500. Additional state appropriations of $1,328,888 were allocated to Mid for the UAAL funding and booked as receivable in November.
- Property tax revenue of $2,462,446 was levied and booked as revenue in December 2019.

GENERAL FUND EXPENSES:

- Departmental expenses are in line with approximately 84% of the annual budget, with the exception of:
  - Public Service expended only 66% due to courses and workshops that were budgeted but will not take place this year.

GENERAL FUND REVENUE OVER EXPENSES:

- The total increase in net assets as of April 30, 2020 is $5.2 million. This excess will fund the operations for the balance of the 2019-20 fiscal year.

BALANCE SHEET:

- The cash balance increased $6.8 million from March 31, 2020 due to the Harrison renovation bond proceeds.
- The State appropriations receivable of $2,419,418 represents the remaining 4 monthly payments of 2019-20 general and UAAL state appropriations.
- Student receivables increased $261,000 due to 2020 Summer and 2020 Fall term registration activity in April.
- The prepaid expense balance of $237,340 represents a few multi-year prepaid items, other prepaid 2019-20 expenses, and prepaid HSA benefits that will be earned next fiscal year.
- The balance due to other funds of $9.3 million can be broken down as follows:
  - $611,000 due to the designated student activities fund
  - $2.5 million due to the auxiliary services for sales
  - $10,000 due to the scholarship and grant fund
- $700,000 due from the federal restricted fund for student financial aid funds disbursed to the student accounts
- $1.3 million due to students for CARES Act Emergency funds
- $468,000 due from the restricted grant fund
- $5.9 million due to building and site for current and future college needs
- $4,000 due to the Foundation

- The $2.2 million in accrued payroll and other compensation includes expenses incurred but not paid as follows:
  - Accrued salary, wages and vacation of $455,000
  - FICA, Federal and State withholding of $117,000
  - MPSERS/ORP/UAAL payable of $381,000
  - Employee health and dental insurances payable of $311,000
  - Deferred faculty pay of $804,000
  - Unemployment and workers’ compensation insurances payable of $3,200
  - Miscellaneous payroll deductions

- A significant portion of the preliminary Unreserved Net Assets of $3.9 million represents funds set aside by the Board of Trustees to fund current and future college expansion needs.

- The self-funded health care reserve is currently at $1.2 million. This reserve will help to prepare the college for future years with higher than expected employee health insurance claims.

**AUXILIARY FUNDS:**

- Total revenue is at 87% of the annual budget, which is 16% ahead of prior year. The espresso shop in Harrison, renamed Laker Café (previously Books & Beans), had not been in service due to construction but re-opened on January 27, 2020 for the Winter term.
- In-person auxiliary services, including both bookstores and the Harrison Laker Café closed March 11, 2020 due to restricted building access in response to the Corona Virus (COVID-19) Stay-At-Home order. Normal operations shall resume in accordance with direction from the Michigan Department of Health and the Governor’s office.
- Total expenses, at 87% of the annual budget, represent operational costs for the months of July through April and corresponds with sales volume.
- The excess revenue over expense to date is $55,437, and will be used to fund bookstore operations for the balance of the 2019-20 year.
# MID MICHIGAN COLLEGE

## BALANCE SHEET

April 30, 2020

### Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$ 18,357,853</td>
</tr>
<tr>
<td>Short-term investments</td>
<td>$ 699,484</td>
</tr>
<tr>
<td>Property taxes receivable</td>
<td>$ 218,210</td>
</tr>
<tr>
<td>State appropriations receivable</td>
<td>$ 2,419,418</td>
</tr>
<tr>
<td>Student receivables</td>
<td>$ 1,559,037</td>
</tr>
<tr>
<td>Other receivables</td>
<td>$ 133,448</td>
</tr>
<tr>
<td>Deposit - self-funded healthcare</td>
<td>$ 193,120</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
<td>$ 237,340</td>
</tr>
<tr>
<td>Due from (due to) other funds</td>
<td>$(9,263,462)</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>$ 14,554,448</td>
</tr>
<tr>
<td>Long-term investments</td>
<td>$ 362,315</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>$ 14,916,763</td>
</tr>
</tbody>
</table>

### Liabilities and Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Liabilities</strong></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>$ 57,299</td>
</tr>
<tr>
<td>Accrued payroll and other compensation</td>
<td>$ 2,200,926</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>$ 2,729,603</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net assets</strong></td>
<td></td>
</tr>
<tr>
<td>Reserved for:</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>$ 851,077</td>
</tr>
<tr>
<td>Program development</td>
<td>$ 852,425</td>
</tr>
<tr>
<td>Retirement incentives</td>
<td>$ 200,000</td>
</tr>
<tr>
<td>Self-funded healthcare reserve</td>
<td>$ 1,159,684</td>
</tr>
<tr>
<td>Unreserved</td>
<td>$ 3,944,291</td>
</tr>
<tr>
<td>Current year excess revenue over/(under) expenditures</td>
<td>$ 5,179,683</td>
</tr>
<tr>
<td><strong>Total net assets</strong></td>
<td>$ 12,187,160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td>$ 14,916,763</td>
</tr>
</tbody>
</table>
## MID MICHIGAN COLLEGE

### STATEMENT OF REVENUES, EXPENSES

For the ten months ended April 30, 2020

<table>
<thead>
<tr>
<th>OPERATING REVENUES:</th>
<th>Current Fiscal Year</th>
<th>% of Budget</th>
<th>Prior Fiscal Year</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$16,542,942</td>
<td>102%</td>
<td>$16,761,553</td>
<td>93%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$72,765</td>
<td>43%</td>
<td>$111,615</td>
<td>51%</td>
</tr>
<tr>
<td>Total operating revenues</td>
<td>$16,615,707</td>
<td>101%</td>
<td>$16,873,169</td>
<td>93%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES: Operating expenses:</th>
<th>Current Fiscal Year</th>
<th>% of Budget</th>
<th>Prior Fiscal Year</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$9,124,202</td>
<td>90%</td>
<td>$8,938,838</td>
<td>87%</td>
</tr>
<tr>
<td>Information technology</td>
<td>$1,239,921</td>
<td>77%</td>
<td>$1,312,611</td>
<td>72%</td>
</tr>
<tr>
<td>Public service</td>
<td>$573,825</td>
<td>66%</td>
<td>$536,103</td>
<td>63%</td>
</tr>
<tr>
<td>Instructional support</td>
<td>$1,697,018</td>
<td>73%</td>
<td>$1,968,266</td>
<td>81%</td>
</tr>
<tr>
<td>Student services</td>
<td>$2,375,928</td>
<td>73%</td>
<td>$2,663,603</td>
<td>76%</td>
</tr>
<tr>
<td>Institutional administration</td>
<td>$3,448,926</td>
<td>73%</td>
<td>$3,544,648</td>
<td>72%</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>$1,990,042</td>
<td>71%</td>
<td>$2,292,387</td>
<td>78%</td>
</tr>
<tr>
<td>Total operating expenses</td>
<td>$20,449,863</td>
<td>80%</td>
<td>$21,256,456</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Operating income/(loss)**: $ (3,834,157) $ (4,383,288)

<table>
<thead>
<tr>
<th>NON-OPERATING REVENUES:</th>
<th>Current Fiscal Year</th>
<th>% of Budget</th>
<th>Prior Fiscal Year</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>State appropriations</td>
<td>$6,893,953</td>
<td>103%</td>
<td>$6,676,877</td>
<td>131%</td>
</tr>
<tr>
<td>Property tax levy</td>
<td>$2,462,446</td>
<td>100%</td>
<td>$2,386,274</td>
<td>100%</td>
</tr>
<tr>
<td>Investment income</td>
<td>$143,176</td>
<td>286%</td>
<td>$136,450</td>
<td>273%</td>
</tr>
<tr>
<td>Unrealized gain (loss) on investments</td>
<td>$6,143</td>
<td>$10,542</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>-$ -</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$86,366</td>
<td>-</td>
<td>$90,519</td>
<td></td>
</tr>
<tr>
<td>Total Non-operating revenues</td>
<td>$9,592,085</td>
<td>127%</td>
<td>$9,300,661</td>
<td>156%</td>
</tr>
</tbody>
</table>

**Revenues over/(under) expenses**: $5,757,928 $4,917,373

<table>
<thead>
<tr>
<th>Inter Funds Transfers</th>
<th>Current Fiscal Year</th>
<th>% of Budget</th>
<th>Prior Fiscal Year</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Savings (Building &amp; Site)</td>
<td>$540,000</td>
<td>67%</td>
<td>$687,500</td>
<td>83%</td>
</tr>
<tr>
<td>Bond Debt Service (Building &amp; Site)</td>
<td>$38,245</td>
<td>6%</td>
<td>$16,720</td>
<td>5%</td>
</tr>
<tr>
<td>Restricted Grant Match</td>
<td>-$ -</td>
<td>0%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total Transfer to Building &amp; Site</td>
<td>$578,245</td>
<td></td>
<td>$704,220</td>
<td></td>
</tr>
</tbody>
</table>

**Net increase (decrease) in Net Assets**: $5,179,683 $4,213,153
MID MICHIGAN COLLEGE  
STATEMENT OF REVENUES, EXPENSES  
For the ten months ended April 30, 2020  
AUXILIARY FUND

<table>
<thead>
<tr>
<th></th>
<th>Current Fiscal Year</th>
<th>Prior Fiscal Year</th>
<th>% of Budget</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>$1,245,152</td>
<td>$1,349,828</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>Espresso Bar*</td>
<td>$14,009</td>
<td>$72,085</td>
<td>21%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>$1,259,161</td>
<td>$1,421,913</td>
<td>87%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>EXPENSES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>$1,071,985</td>
<td>$1,176,168</td>
<td>89%</td>
<td>83%</td>
</tr>
<tr>
<td>Espresso Bar*</td>
<td>$24,072</td>
<td>$65,041</td>
<td>40%</td>
<td>99%</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>$107,667</td>
<td>$106,178</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>$1,203,724</td>
<td>$1,347,388</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td><strong>EXCESS REVENUE OVER EXPENSES</strong></td>
<td>$55,437</td>
<td>$74,525</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Espresso bar (Laker Cafe) in Harrison Campus was temporarily closed due to construction and reopened on January 27, 2020.
Mid Michigan College
Contributions
April 2020

YTD Contributions

<table>
<thead>
<tr>
<th>Monthly Contributions</th>
<th>Curr YR</th>
<th>Prior YR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$9,353</td>
<td>$13,870</td>
</tr>
</tbody>
</table>

| YTD Contributions     | $240,241 | $174,010 |

YTD Top Contribution Totals in 2020:

- Lakers Academic Fund: $86,456
- David Terry Occupational Scholarship: $50,474
- Gerstacker Fund: $30,000
- Lakers Leadership Fund: $18,967
- General Fund (Unrestricted): $18,355
- Lakers Athletic Fund & Other Athletics: $7,139
- Health Sciences Fund: $5,020
- Kathleen Kehoe Memorial Scholarship: $5,000
- Other Funds: $18,830

YTD Total: $240,241
TO: Board of Trustees

FROM: Lori Fassett, Associate VP of Human Resources

SUBJECT: Staffing Update, June 2, 2020 Board Meeting

DATE: May 12, 2020

FULL-TIME NEW HIRES:
N/A

NEW PART-TIME AND STUDENT EMPLOYEES:

Robert Bejesky – Adjunct Economics (EDUStaff) Effective: 03/16/2020
Monica Rosen – Online Learning Intern (EDUStaff) Effective: 04/20/2020
Michael Verellen – Rapid Welding Instructor (EDUStaff) Effective: 04/13/2020
Dakota Hester – Work Study Library Effective: 03/29/2020
Kara Lybeer – Work Study Admissions Effective: 04/12/2020
Cheryl Barden – Adjunct Communications (EDUStaff) Effective: 04/30/2020
Lyndia Klasko – Adjunct Health Education (EDUStaff) Effective: 05/11/2020
Pepper Near – Adjunct Early Childhood Education (EDUStaff) Effective: 05/01/2020

INTERNAL TRANSFERS:

Sherry Simon From: Admin Specialist Tech Center To: Student Services Specialist Effective: 04/27/2020

SEPARATIONS:

Jeremy Fassett – Temp Maintenance (EDUStaff) Effective: 04/17/2020
Liz Frazier – PT Custodian (EDUStaff)  
Effective: 04/17/2020

Michael Gorges – PT Custodian (EDUStaff)  
Effective: 04/17/2020

Jerry Hilliard – Adjunct Business  
Effective: 05/10/2019

Trish Finerty – Adjunct Science (EDUStaff)  
Effective: 05/08/2020

Christine Moreau – PT Hospitality Assistant (EDUStaff)  
Effective: 05/08/2020

Leslie Peterson – Adjunct Nursing (EDUStaff)  
Effective: 03/24/2020

Veronica Card – Bookstore Student Worker  
Effective: 05/08/2020

Karleigh Elkins – Work Study Bookstore  
Effective: 05/08/2020

Savanna Fredenburg – Work Study  
Effective: 04/11/2020

Rebecca Guthrie – Bookstore Student Worker  
Effective: 05/05/2020

John Higgins – Library Student Worker  
Effective: 03/13/2020

William Lambourn – Work Study Bookstore  
Effective: 05/08/2020

Justin Lesniak – Bookstore Student Worker  
Effective: 05/08/2020

Lexy Lowe – Work Study Human Resources  
Effective: 05/08/2020

Esta Mahdi – Work Study Bookstore  
Effective: 05/08/2020

Danele Pasch – Work Study Resource Assistant  
Effective: 05/08/2020

Majesstik Prater – Work Study Bookstore  
Effective: 05/08/2020

VACANCIES:

Adjunct Computer-Aided Drafting (CAD), Mecosta-Osceola ISD (part-time)  
Posted

Adjunct Computer-Aided Drafting (CAD) (part-time)  
Posted

Adjunct Early Childhood Education, Clinton County RESA (part-time)  
Filled
Adjunct Computed Tomography (CT) (part-time) Posted
Adjunct English, Big Rapids, Tuscola (part-time) Posted
Adjunct Health Education, Dewitt HS (part-time) Filled
Adjunct Math, Big Rapids, Tuscola ISD (part-time) Posted
Adjunct Psychology, multiple offsite campuses (part-time) Posted
Adjunct Political Science or History, Caro (part-time) Posted
Adjunct Sociology, Big Rapids, Caro (part-time) Posted
Adjunct Speech, Bad Axe, Big Rapids (part-time) Posted
Adjunct Welding, Clinton County RESA/Ovid-Elsie (part-time) Posted
Anatomy/Physiology Faculty (full-time) Filled
Certified Nursing Aid (CNA) Instructor – Bad Axe (part-time) Posted
Criminal Justice System Lectureship Faculty – Off Campus (part-time) Posted
Custodian 2nd Shift – Mt. Pleasant (full-time) Interviewing
Dental Assisting Instructor – Gladwin, MI (part-time) Posted
Economics/Business Faculty (full-time) Filled
HRA Lab Technician (part-time) Posted
Mid College Assistant, Tuscola ISD (part-time) Posted
Mid College Assistant, Huron ISD (part-time) Posted
Mid College Assistant, Mecosta/Osceola ISD (part-time) Posted
Nursing Faculty (full-time) Filled
Online Learning Internship (part-time) Posted
Unfinished Business

Item V-A: District Expansion Timing

Presenter: President Hammond

Board Consideration: Information

Christopher J. Iamarino, Attorney from Thrun Law Firm will be joining the meeting via zoom to discuss the district expansion timing.

Recommendation:
None, informational.
Unfinished Business

Item V-B: Enrollment Reports

Presenter: Matt Miller  
Board Consideration: Information

Vice President of Student Services Matt Miller will present the latest Summer and Fall enrollment report updates.

Recommendation:
None, informational.
New Business

Item VI-A: Correspondence and Announcements

Presenter: President Hammond

Board Consideration: Information

Announcements may be made at this time.

- Letter from the Vice Presidents regarding expansion.

Recommendation:
None, informational.
May 25, 2020

Dear Members of the Mid Michigan College Board of Trustees,

Thank you for your sincere consideration of the annexation issue. This topic will have a long standing and important impact on the College for decades to come.

As the Vice Presidents at Mid, we feel compelled to follow up regarding the Board’s questions about the timing of the annexation vote for Isabella and Gratiot counties planned for November 3, 2020.

At the Board meeting on February 4, 2020, we outlined the four strategic priorities to which the senior leadership at the College has committed:

- Completion
- Expansion
- Quality and
- Sustainability.

These priorities will allow us to ensure the quality of our programs, focus our efforts in a purposeful way, improve the student experience, invest in technology, and continue to serve the rural areas throughout mid Michigan.

Of particular issue from the most recent Board meeting is the priority of Expansion. We are committed to growing our footprint including geographic expansion, as evidenced by enrollment growth and program development in the Thumb Region of Michigan. We specifically addressed the issue of annexation as key to fixing long-term funding issues while meeting the needs of the students we serve (and will continue to serve) in counties adjacent to Clare and Gladwin. At the February Board Meeting, we requested and received your support for these efforts. Throughout this process, the Board has consistently indicated a high level of trust in the college leadership. We hope it is evident that the College leadership has already put forth a lot of effort to prepare for the annexation vote.

The Vice Presidents are united in our commitment to the priorities we highlighted at the Board meeting on February 4. We have continued to prepare to take the next steps, that include setting a clear direction, addressing Mid’s funding issues (recently exacerbated by the potential cuts to state aid due to COVID-19), and hiring a president whose goals align with Mid’s priorities. Our priorities have not shifted. Our goals for Mid’s success have not wavered. Our commitment to annexation has not faltered.

We continue to work together to prepare for the success of our new president, Tim Hood, and are confident that we will be ready for the November 2020 election. We do not believe we can or should postpone. We have too much at stake. Perhaps a bit under the radar is the significant work we have completed to lay the foundation for the annexation vote. Below we have highlighted some of our efforts to date to lay the foundation for future annexation.
1. **Informational Meetings with Key Community Members**
   - Margaret McAvoy, Isabella County Administrator
   - Al Kaufmann, Former Mt. Pleasant Mayor
   - Don Schurr – Gratiot Economic Development
   - Jerry Jaloszynski – Isabella County Board of Commissioners
   - James McBryde – Middle Michigan Development Corporation
   - Mt. Pleasant Advisory Council for Mid Michigan College

2. **Strategic Partnerships**
   - Actively participate in the leadership of key organizations including Art Reach, Mt. Pleasant Community Foundation Census Committee, Mt. Pleasant Chamber of Commerce, Mid Michigan Health Advisory Council for the Central Region, Great Lakes Bay Regional Alliance, GLBRA STEM Initiative, and Town & Gown.
   - Established quarterly “brown bag” lunch series for Mt. Pleasant community in partnership with the Mt. Pleasant Chamber
   - Established partnership with the Isabella Community Sportsplex where Laker games routinely draw a sizable crowd
   - Created Mid employee volunteer program entitled “Doing Good in Your Neighborhood”
   - Finalized Dual Enrollment program for Gratiot County schools at Alma High School
   - Expanded Lifelong Learning options in Mt. Pleasant
   - Host Central Michigan Manufacturers Association (CMMA) on campus. The President sits on the CMMA Board and they have already indicated a willingness to aid in a millage attempt.
   - Michigan State University Extension Region 6

3. **Data Gathering Endeavors**
   - Using Economic Modeling Services, Inc. (EMSI), obtained a study of Mid’s economic impact on its service counties
   - Using a University of Michigan public policy graduate team, gathered perception data from our service communities
   - Engaged in a $5,000,000 capital campaign where significant positive community feedback was received

We hope to have a good discussion about timing and the President’s role in the annexation campaign at the next Board meeting. The Vice Presidents, the senior leadership, and many faculty and staff at the College are ready to move forward.

Thank you for your support and leadership of the College over the years. We look forward to answering your questions.

Sincerely,

Jennifer Fager
VP Academic Affairs

Lilian Frick
VP Finance & Administrative Services

Scott Mertes
VP Community Outreach & Advancement

Matt Miller
VP Student Services
New Business

Item VI-B: Curriculum Changes

Presenter: Jennifer Fager  
Board Consideration: Information/Action

Vice President of Academic Affairs Jennifer Fager will present the Board with the recommended curriculum changes from the curriculum committee.

Recommendation:
It is recommended that the Board approve these curriculum changes as presented.
Curriculum Changes 19-20
(For 20-21 Academic Year)

New Programs
AAS.SBM Associate in Applied Science Degree: Small Business Management and Entrepreneurship (replaces AAS.BUS)
BUS.TC.SBM Small Business Management/Entrepreneurship Training Credential
CERT.MGTMKTG Business Management and Marketing Level I Certificate
BUS.TC.MGTMKTG Business Management and Marketing Level II Training Credential
MA.TC Training Credential: Medical Assistant
WLD.C.APPCTE Certificate: Pre-Apprentice Welding CTE
WLD.C.APP Certificate: Pre-Apprentice Welding
WLD.TC Training Credential: Welding Technology (replaces WLD.C)

Programs Ended
WLD.C Certificate of Achievement : Welding Technology
AAS.BUS Associate in Applied Science Degree: Business

Program Changes
AAS.AAP Administrative Assistant Professional - Associate in Applied Science
  ● AAP.232 was added to the program as an option with AAP.250 and AAP.234.
AAS.AIM Associate in Applied Science: Advanced Integrated Manufacturing
  ● Add new courses AIM.160 and AIM.250
AAS.AMS Associate in Applied Science: Automotive and Diesel Service
  ● Add AMS.109 to the program
AAS.MA Associate in Applied Science: Medical Assistant
  ● Removed BIO.131 and replaced with BIO.120
  ● Removed MAT.104 and replaced with MAT.102
  ● Courses reconfigured to 8 week offerings

New Courses
AAP.232 Introduction to Social Media Marketing
AIM.160 Introduction to Programmable Logic Controllers
AIM.250 Advanced CNC Programming
AMS.109 Small Engines and Engine Fundamentals
BIO.107 Introduction to Wildlife Management
CIS.281 Game Programming I
CJS.205X Evidence and the Police Officer Part 1
CJS.205Y Evidence and the Police Officer Part Two
CJS.220X Introduction to Corrections Part 1
CJS.220Y Introduction to Corrections Part 2
ECE.112X Infant-Toddler Development Part 1
ECE.112Y Infant-Toddler Development Part 2
ENG.226 Creative Nonfiction Writing
HAS.101 Hunting Strategies
HAS.102 Fishing Strategies
HED.101X Intro to the Health Professions Part 1
HED.101Y Intro to the Health Professions Part 2
HED.190 Introduction to Exercise Science
SSC.195 Intercultural Communication
SSC.253 Small Group Communication

Revised Courses

AIM.102 Machine Shop Practices II
- Remove MAT.104 prerequisite from course
ART.210 Digital Painting and Illustration
- Remove prerequisites from course, ART.205 and ART.235
ART.220 Figure Drawing
- Remove prerequisite from course, ART.205
ART.240 Professional Practices/Portfolio
- Remove prerequisites from course, ART.110, ART.130, ART.205, ART.215, ART.236, ART.239
ART.253 Introduction to Animation
- Remove prerequisite from course, ART.206
ART.256 Business in Art
- Remove prerequisite from course, ART.252
BIO.101 College Biology
- New Course Description
CIS.260 Systems Analysis
- Add prerequisites, CIS.125 OR CIS.131 OR CIS.175
CIS.190 Introduction to Cisco Networking
- Course name changed from Cisco Internetworking I to Introduction to Cisco Networking
- Course description changed
CIS.195 Switching, Routing, and Wireless Essentials
- Course name changed from Cisco Internetworking II to Switching, Routing, and Wireless Essentials
- Course description changed
CIS.290 Enterprise Networking, Security, and Automation
- Course name changed from Cisco Internetworking III to Enterprise Networking, Security, and Automation
- Course description changed
CIS.295 Professional Certification Exam Preparation
  ● Course name changed from Cisco Internetworking IV to Professional Certification Exam Preparation
  ● Course description changed
AMS.205 Steering & Suspension Systems
  ● Updated lab and lecture hours
AMS.232 Automotive Tech Internship
  ● Updated lab and lecture hours
  ● Added previous completion or concurrent enrollment in MID.150
AMS.124 Automotive Heating & Air Conditioning
  ● Updated lab and lecture hours
AMS.206 Brakes
  ● Updated lab and lecture hours
AMS.116 Electrical Accessories
  ● Updated lab and lecture hours
AMS.104 Basic Automotive Electricity
  ● Updated lab and lecture hours
AMS.222 Manual Transmissions and Drive Train
  ● Updated lab and lecture hours
AMS.214 Automatic Transmissions
  ● Updated lab and lecture hours
AMS.240 Auto Diesel Performance and Diagnosis
  ● Updated lab and lecture hours
AMS.126 Engine Performance II
  ● Updated lab and lecture hours
AMS.125 Engine Performance I
  ● Updated lab and lecture hours
AMS.110 Auto Engine Fundamentals & Overhaul
  ● Updated lab and lecture hours
AMS.101 Automotive Service Introduction
  ● Updated lab and lecture hours
MAT.102 Algebraic Concepts
  ● Removed prerequisites, MAT.101 or appropriate placement
BIO.120 Introduction to Human Disease
  ● Add ALH.100 as a corequisite requirement
ALH.250 Medical Assisting Office Externship
  ● Changed prerequisite and corequisite requirements
AAP.255 Medical Office Procedures
  ● Removed prerequisites, AAP.140 and CIS.100
ALH.214 Clinical Procedures II
  ● Changed prerequisite and corequisite requirements
ALH.213 Pharmacology for Medical Assistants
  ● Changed prerequisite and corequisite requirements
ALH.230A&B Lab Procedures for the Medical Ofc Pt. 1 and Pt. 2
● Changed prerequisite and corequisite requirements
ALH.230 Laboratory Procedures for the Medical Office
● Changed prerequisite and corequisite requirements
HIS.101 Issues in Western Civilization I
● Updated course description, course objectives, and master course proficiencies
HIS.102 Issues in Western Civilization II
● Updated course description, course objectives, and master course proficiencies
HIS.211 History of the United States I
● Updated course description, course objectives, and master course proficiencies
HIS.212 History of the United States II
● Updated course description, course objectives, and master course proficiencies
HIS.223 History of Michigan
● Updated course description, course objectives, and master course proficiencies
POL.201 Introduction to American Government
● Updated course description, course objectives, and master course proficiencies
PTA.101 Orientation to Physical Therapy
● New course description and course objectives
GEL.101 Physical Geology
● New Course Description
ECE.112 Infant Toddler Development
● New Course Description

Course Fee Changes
AAP.200 Advanced Word Processing Applications
ACC.261 Computerized Accounting
CIS.190 Introduction to Cisco Networking
CIS.195 Switching, Routing, and Wireless Essentials
ECE.112 Infant Toddler Development
ECE.113 Early Childhood Development and Learning
ECE.160 Pediatric CPR/First Aid - Pathogens
ENG.111 Freshman English Composition
GEL.101 Physical Geology
HRA.102 Refrigeration Fundamentals
HRA.104 Residential Refrigeration
HRA.105 Hydronics
HRA.106 Heating Fundamentals
HRA.108 Heating Systems
HRA.116 Fundamentals of Electricity
HRA.191 Intro to Facilities Plumbing Maintenance
HRA.198 EPA Refrigerant Handler Certification
HRA.204 Light Commercial Refrigeration
HRA.205 Motors and Controls
HRA.215 HRA Controls
HRA.220 Commercial Refrigeration Design
HRA.240 Advanced Commercial Refrigeration
MRI.260 Pre-Clinical Prep
RAD.130 Radiographic Procedures I
RAD.175 Radiographic Procedures II
RAD.180 Clinical Education I
RAD.205 Clinical Education II
RAD.250 Clinical Education III

**Discontinued Courses**

None
New Business

Item VI-C: Foundation Board Member Appointment

Presenter: Tom Olver  Board Consideration: Information/Action

Associate Vice President of the Mid Foundation Tom Olver will be presenting the Board with a request to approve the appointment of Doug Ouellette to the Mid Michigan College Foundation Board of Directors for a three year term.

Recommendation:
It is recommended the Board approve the request to appoint Doug Ouellette to the Mid Michigan College Foundation Board of Directors as presented.
New Business

Item VI-D: Audit Renewal Information

Presenter: Lillian Frick

Board Consideration: Information

Vice President of Finance and Facilities Lillian Frick will be presenting the Board with a renewal letter from auditors Plante Moran.

Recommendation:
None, informational.
May 12, 2020

Ms. Lillian Frick, CFO
Mid Michigan College
1375 S. Clare Avenue
Harrison, MI 48625-9442

Dear Lillian:

Thank you for the opportunity to submit our audit and tax fees for the fiscal year ending June 30, 2020. We continue to enjoy the working relationship established with the staff and Board of Trustees and look forward to continuing a mutually-beneficial relationship.

Mid Michigan College continues to be an important and valued client of our firm and the prospect of continuing to serve the College is both exciting and important to us. Plante Moran has long served Michigan’s educational community, including universities, private colleges, and community colleges. We continue to have the in-depth experience, ability, and commitment to provide the College with the highest quality services and technical expertise.

As a full-service firm specializing in serving the higher education arena, Plante Moran continues to be well suited to address the auditing, tax, and consulting needs confronting the College.

**YOUR REQUIREMENTS**

Our understanding of your requirements is as follows:

- Perform annual audit of the financial statements of Mid Michigan College, which includes the Foundation
- Perform annual compliance audit of the federally funded programs of Mid Michigan College
- Present the annual audit plan to the Audit Committee of Mid Michigan College
- Present the results of the annual audits to the Audit Committee and the Board of Trustees of Mid Michigan College
- Preparation of Form 990 for the Mid Michigan College Foundation
FEES

We know fees are an important consideration in your selection process. Our fees for services are based primarily on the time required to complete an assignment and the value of the services rendered. As part of our commitment and partnership with the College, we propose to keep our fees flat for FY 2020 (June 30, 2020):

<table>
<thead>
<tr>
<th>Work to be Performed</th>
<th>June 30, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial statement and federal programs audits, testing</td>
<td>$56,000</td>
</tr>
<tr>
<td>Student Financial Assistance Cluster as a major program</td>
<td></td>
</tr>
<tr>
<td>Additional fee if CARES Act funding is required to be tested as a major program</td>
<td>$3,000-$5,000</td>
</tr>
<tr>
<td>Form 990 for Foundation</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

The fees for the annual audit of the College may be reduced by up to 5 percent based on the readiness before scheduled fieldwork and availability of the College staff during fieldwork. Items needed to determine readiness will be mutually agreed upon by both the College and Plante Moran but typically consist of the following:

- Student financial aid testing completed in June or July (one week) based on mutually agreed upon timing
- Final trial balance provided to Plante Moran by August 17, 2020 with all journal entries recorded, including GASB 68/75
- All requested workpapers provided to Plante Moran by August 17, 2020, including GASB 68/75

Our fees for the financial statement and federal programs audit are based on a 500-hour budget (400 hours for the financial statement audit and 100 hours for the federal program audit) based on our experience auditing other community colleges of your size. Unreasonable delays, repeated requests for information, or limited access to personnel resulting in additional time expended above 500 hours will be billed separately at our discounted rate of $115/hour.

The fees for the federal programs include testing for one major program, Student Financial Assistance Cluster, under the Office of Management and Budget (OMB)'s federal program audit requirement. If additional programs are required to be tested (programs expenditures in excess of $750,000 or identified as high risk by the OMB for 2020, such as the CARES Act funding), the incremental fee increase is estimated to be $3,000-$5,000 based on complexity. Our fees may be subject to an increase if management is unable to provide us the information necessary to complete our audit procedures during fieldwork.

Fees for business and consulting services vary, depending on the sophistication of the issues. For significant issues, we will discuss fees with you at the beginning of the project. Routine questions that can be easily answered without involving research would not be charged to the College.

The above fees do not include adoption of future accounting pronouncements which will be determined on a case by case basis in advance each year.
We assure you that Mid Michigan College will continue to be a valued client to Plante Moran. We will continue to use every available resource within our firm to provide the highest quality of service to ensure your complete satisfaction. If you have any questions or need any further information, please contact me at 517.336.7506 or at katie.thornton@plantemoran.com.

Very truly yours,

Plante & Moran, PLLC

Katie A. Thornton, CPA
Partner
New Business

Item VI-E: Risk Management Information

Presenter: Lillian Frick

Vice President of Finance and Facilities Lillian Frick will be presenting the Board with Risk Management information for the year:

The MCCRMA total for 2020-21 insurance premiums is $136,558. This represents a decrease in premium costs from 2019-20 of $8,124 or 5.6%.

Recommendation:
None, informational.
New Business

Item VI-F: Auxiliary Services Blanket Purchase Order

Presenter: Lillian Frick  
Board Consideration: Information/Action

Vice President of Finance and Facilities Lillian Frick will be requesting a Blanket Purchase Order in the amount of $307,500 for Auxiliary Services.

Recommendation:
It is recommended that the Board approve the blanket purchase order for Auxiliary Services as requested.
<table>
<thead>
<tr>
<th>VENDOR</th>
<th>AMOUNT</th>
<th>DESCRIPTION OF ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>D&amp;H Distributing</td>
<td>$25,000.00</td>
<td>Electronics</td>
</tr>
<tr>
<td>Elsevier</td>
<td>$60,000.00</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Cengage Learning</td>
<td>$47,500.00</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Nebraska Book</td>
<td>$62,500.00</td>
<td>Textbooks</td>
</tr>
<tr>
<td>McGraw Hill Education</td>
<td>$25,000.00</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Pearson Education</td>
<td>$52,500.00</td>
<td>Textbooks</td>
</tr>
<tr>
<td>Redshelf</td>
<td>$35,000.00</td>
<td>Inclusive Access Books</td>
</tr>
</tbody>
</table>

Total 2019-20 Blanket Purchase Orders $307,500.00
New Business

Item VI-G: MCCA Board of Directors Designation

Presenter: Board Chair Jacobson  
Board Consideration: Information/Action

Each year the Board must designate a Trustee Director and an alternative to attend the MCCA Board of Directors meetings.

Recommendation:
It is recommended that the Board designate someone who is able to attend quarterly meetings out of town and overnight.
MEMORANDUM

TO: MCCA Board of Directors

FROM: Michael Hansen, Secretary, MCCA Board of Directors

DATE: May 14, 2020

SUBJECT: Certification of Appointments to the 2018-2019 MCCA Board of Directors

Article VII, Sec. 1 and 2 of the Michigan Community College Association (MCCA) Bylaw states:

“There shall be a Board of Directors composed of the chief administrative officer of each member college and one member of the governing board. The governing board of each member college shall also designate an alternate who shall serve in the absence of its governing board member Director of the Association.

Prior to July 15 each year, each member college shall certify to the Secretary of the Association its members of the Board of Directors.”

Attached is a copy of a Certification Form for the designation of 2020-2021 representatives to the MCCA Board of Directors. Please indicate and certify the names of the President Director, Trustee Director, and Alternate Trustee Director from your member college.

Please return a signed copy of the Certification Form to the MCCA office before July 15, 2020, so the composition of the 2020-2021 MCCA Board of Directors may be known before the July 2020 annual meeting.

Please contact me if you have any questions regarding this procedure.

Michael Hansen
CERTIFICATION OF APPOINTMENT
2020-2021 MCCA BOARD OF DIRECTORS
MICHIGAN COMMUNITY COLLEGE ASSOCIATION

CERTIFICATION FORM

At a _______________________________ meeting of the Board of Trustees or Board of
(Special/Regular)
Education of __________________________ held on ______________________
(College) (Date)
the following were designated as the chief administrative officer and governing board
representatives of ____________________________ to the Board of Directors of
(College)
the Michigan Community College Association for the year beginning July 1, 2020 and
ending June 30, 2021.

MCCA BOARD OF DIRECTORS REPRESENTATIVES

President/Chancellor Director ________________________________________________
(Name)

Trustee Director _______________________________________________________
(Name) (Board Title)

Alternate Trustee Director ______________________________________________
(Name) (Board Title)

Submitted by: __________________________________________________________
(Signature of Authorized Agent)

___________________________
(Date)

Return this completed form by July 15, 2020 to:
MCCA – 110 West Michigan, St. 650, Lansing, MI 48933-1611, fax to: (517) 372-0905 or
e-mail to michelle@mcca.org. Thank you.
## Board Comments

**Item VII-A: Calendar of Events**

**Presenter:** Board Chair Jacobson  
**Board Consideration:** Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 23</td>
<td>Board of Trustees Meeting, Esther C. Conference Room, Harrison Campus &amp; via Zoom at <a href="https://midmich.zoom.us/j/96610972296">https://midmich.zoom.us/j/96610972296</a></td>
</tr>
</tbody>
</table>

**Recommendation:**  
None, informational.
Board Comments

Item VII-B: Board Comments- Other Business

Presenter: Board Chair Jacobson

Board Consideration: Information

1. Any comments may be offered by Trustees at this time.

Recommendation:
None, informational.