Reaffirmation of Accreditation Recommendation
for
Mid Michigan Community College
Harrison, Michigan
of the 2014 - 2015
Academic Quality Improvement Program
Review Panel on Reaffirmation

The Higher Learning Commission

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AQIP Review Panel on Reaffirmation (lead reviewers starred)

Timothy Allwein, Associate Professor of Business, Indiana Institute of Technology, Wayne, IN
Martha Casazza, Founding Partner, TRPP Associates, Chicago, IL
Joan Costello, Provost/VP for Academic Affairs, Inver Hills Community College, Grove Heights, MN
Scott Epstein, Executive VP for Quality and Effectiveness, Davenport University,
   Grand Rapids, MI
Mark Kretovics, Interim Director, School of Foundations, Leadership, and Administration, College of
   Education, Health, and Human Services, Kent State University, Kent, OH
Bill Lamb, VP of Instruction, Kirkwood Community College, Cedar Rapids, IA
Deborah Loper, Director of Assessment, Colorado Technical University, Colorado Springs, CO
Lynn, Onken, Quality Systems Manager, Nebraska Organ Recovery System, Omaha, NE
Laurie Pemberton, Director, Institutional Research & Planning, Allan Hancock College, Santa Maria, CA
Rob Spohr, VP for Academic Affairs, Montcalm Community College, Sidney, MI
Karen Stewart, VP for Quality and Strategic Development, Waubonsee Community College, Chicago, IL
William Tammone, Provost, Illinois Central College, East Peoria, IL
*Wendolyn Tetlow, Ret. Vice President of Instruction and Student Learning, Bay de Noc College, 
   Escanaba, MI
Elizabeth Towell, Associate Dean, Northern Illinois University, DeKalb, IL
Linda Wellborn, Director of Institutional Effectiveness, Evangel University, Springfield, MO
*John Yoder, Higher Education Independent Consultant
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I. Context And Nature Of Review

A. Review Purpose, Process, and Materials

AQIP Reaffirmation of Accreditation reviews are scheduled seven years in advance, when an institution first joins the Academic Quality Improvement Program (AQIP) or when an institution already participating in AQIP is reaffirmed via the AQIP Reaffirmation of Accreditation process.

In conducting these reviews, the AQIP Reaffirmation of review panel examines the following materials for each institution:

- Current Commission History file of institutional actions
- Current Commission Statement of Affiliation Status
- Current official Commission Organizational Profile
- AQIP Review Panel Report(s) on Institutional Status Change Requests
- Focused visit report(s) and action letter(s)
- Institutional websites
- Key correspondence between the institution and the Commission
- Last Comprehensive PEAQ Evaluation team report, institutional response, and Commission action letter
- Summary of Action Projects attempted
- Summary Update of institutional activity and dynamics since the last Quality Checkup, provided by the institution on September 1 of the review year
- Systems Appraisal Feedback Report
- Systems Portfolio, including update provided by the institution on September 1 of the review year
- Quality Checkup report
- Any evidence supporting compliance with the Criteria for Accreditation
- Any other major reports or documents that are part of the institution’s permanent Commission files

Two lead panelists from the AQIP Reaffirmation of Accreditation draft a recommendation that is reviewed and approved by the entire panel before it is forwarded to the Institutional Actions Council.

B. Organizational Context

Mid Michigan Community College was first accredited by the Commission on March 27, 1974, (having been admitted to Candidacy for Accreditation on March 1, 1971).
The institution was admitted to AQIP on September 14, 2000. It participated in four Strategy Forums between 2001 and 2013.

Since admission to AQIP the institution has officially declared and attempted 22 individual Action Projects; 19 have been completed and three remain active. The institution provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these.

The institution provided its Systems Portfolio for review in November 2012, and received a Systems Appraisal Feedback Report on February 18, 2013.

AQIP conducted a Quality Checkup visit to the institution on April 2-4, 2014, and provided a report of the findings of the visiting team in July 2014.

The college submitted a change request for approval to offer full degree programs via distance delivery in May of 2012, a corresponding site visit was conducted in September 2012 and the request was subsequently approved.

C. Organizational Scope and Structure (including extended physical or distance education operations)

The institution offers eight certificate programs and 22 associate degree programs that lead to one of four associate degrees. In the fall of 2012, the institution reported 4,484 degree seeking students, 2,229 non-degree seeking or other students, including 506 dually enrolled high school students, for a total head-count enrollment of 7,213.

The main campus is located at 1375 S. Clare Avenue, Harrison, Michigan. The institution has a branch campus at 2600 S. Summerton Road, Mt. Pleasant, Michigan. It also offers courses in collaborating high schools in the area. Selected courses, programs and degrees are offered partially and fully online.

The college is a public, two-year, not-for-profit institution.

D. Notification of Quality Checkup Visit and Solicitation of Third-Party Comment

A Quality Checkup site visit to the institution was conducted on April 2-4, 2014. In compliance with Commission requirements, the institution notified its constituencies and the public of this visit and solicited third-party comment to be sent directly to the Commission. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution’s compliance with Commission’s notification and third-party comment requirements.

E. Compliance With Federal Requirements

The Quality Checkup team that conducted a site visit to the institution on April 2-4, 2014 examined evidence provided by the institution of its compliance with the Commission’s federal
compliance program. The Quality Checkup site visit team concluded Mid Michigan Community College met all federal requirements.

F. Evidence of the Organization’s Responsiveness to Previous Commission Concerns Regarding Fulfillment of the Criteria for Accreditation

There were no accreditation issues identified during the review of the 2012 Systems Portfolio or during the subsequent Quality Checkup in 2014.

II. Fulfillment of the Criteria for Accreditation

CRITERION ONE: MISSION. The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination: _x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:

- The mission of Mid Michigan Community College (MMCC), first articulated at its founding in 1965, seeks to "... Provide educational and community leadership for the development of human ability… [and]…enable students and the community to achieve success in a global society." The college seeks to accomplish its mission by providing a combination of career and transfer programs as well as by offering customized training for businesses and industry in the area. The scope of programming flows from the mission statement which is translated into organizational goals as set forth in the Board Policy Manual. The mission was revisited and reconfirmed by internal and external stakeholders during the 2008 and 2011 Strategic Planning processes.

- The college serves a district with above average rates of poverty, low educational achievement, high rates of illiteracy and chronic unemployment. All of the programming and support services proposed and developed by the college are reviewed and must be approved by the Board of Trustees. Board policy mandates that
proposed programs must serve its mission and be targeted specifically to serve the needs of the population within its service area.

- MMCC uses an integrated planning and budgeting system that aligns mission, vision, values, and planning. Stakeholders and individuals and groups responsible for each part of the process are clearly identified and the procedures are spelled out in college and board manuals.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: 

- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

- MMCC’s mission statement, along with its statements of vision and values, institutional priorities and strategic plans, are articulated and easily available on the college website and in its catalog and other appropriate print and electronic sources. The president is accountable to the Board of Trustees for ensuring continued alignment between the college’s mission, vision, budgeting and planning.

- The college utilizes an integrated system for setting program and budgeting priorities. This process is driven by the college's stated mission and the needs of its service area. The mission statement was reviewed and confirmed by both internal and external stakeholder bodies during the Strategic Planning processes occurring in 2008 and 2011.

- As noted elsewhere, the founding mission of the college has been clear: to serve the students and the community in which it is located; a district with above average rates of poverty, low educational achievement, high rates of illiteracy and chronic employment. The college's integrated planning model ensures that the programming and support services are specifically targeted to serve the needs of this population. All programming and support services are reviewed for alignment with the college mission and vision annually during the budgeting process.
Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: _x_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:
- The college serves a diverse student body. The entering student population has significant remedial needs and barriers to success as shown by placement tests and other information collected at admission. The institution provides needed support including Library and Learning Services, the Writing Center, intensive student advising protocols, the Early Alert system, and the activities of the Retention Coordinator. HR processes for employees include, among other things, enhancing new employee on-boarding initiatives, developing and implementing a service culture and enhancing understanding and ability to work effectively with diverse populations.

- The college offers programming to serve the needs of its diverse students and to provide them with the skills needed to function in today's society. Led by the General Education Committee, the faculty has developed a series of seven general education courses that seek to ensure the application of the four common learning outcomes needed for effective functioning in today's society, such as examining multiple perspectives, acquiring critical information literacy, and self-reflection. The general education courses at the second level seek, among other things, to “…[infuse] an understanding and respect for the diversity of our global society.”

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.
Team Determination:  

_x_ Core Component is met  
__ Core Component is met with concerns  
__ Core Component is not met  

Evidence:  

- MMCC is a two-year, public institution in which service to the community is embedded in its founding mission statement. While the primary focus is on student completion, the college has increased its accessibility and presence in the service area by offering dual enrollment programs in area high schools, offering courses in multiple locations, and offering selected courses and programs online.

- As a community college, MMCC’s primary goal and programming are reflected in its mission and vision statements: “…[to provide] educational and community leadership for the development of human ability… [and]…enable students and the community to achieve success in a global society.”

- MMCC engages with external constituencies through developing collaborative relationships with numerous community and educational organizations in their service areas and state-wide. Over 30 community representatives took part in planning focus groups in 2013. Ninety-eight members and 88 different organizations participated in 11 different advisory committees to the college during the same time period. Additionally, the college offers customized training that serves businesses and industry in the area.

Team Determination on Criterion One:  

_x_ Criterion is met  
__ Criterion is met with concerns  
__ Criterion is not met  

Summary Statement on Criterion One:  

Criterion One is met and no Commission follow-up is recommended.

Mid Michigan Community College’s mission is clear and has been effectively communicated and implemented. The institution’s integrated planning and budgeting processes ensure that programming and support services remain in alignment with the mission under which the college was founded and, simultaneously, ensure that the mission and vision continue to represent the evolving needs of the community.

The college has developed and prioritized a broad range of partnerships and essential relationships that serve both the college and its broader community.
CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: _x_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:
- MMCC lists its commitment to integrity as one of its core values. The college’s commitment to integrity and to ethical policies and processes are outlined in the Board of Trustees Manual and in its Code of Ethics and Standards for Professional Conduct where operational and policy expectations for the Board and the college are spelled out. Responsibility for ensuring day-to-day operational integrity and ethical practice are clearly delegated to the president and his team of senior officers. The continuing integrity and ethical practice of the college is ensured by a system of regular reviews. The integrity and accuracy of financial and other key data is ensured through periodic spot checks and audits by external agencies. A formal complaint and grievance process is in place for faculty, staff and students to be used whenever violations of ethical practice are suspected.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: _x_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:
- The institution’s website is easily accessible and provides information about its programs, policies, and procedures. The college’s vision, mission and goals are clearly available, in addition to information about its accreditation and its affiliation with the Higher Learning Commission. Information about costs, including a Net Price Calculator are available through the website, as well.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination:  _x_ Core Component is met
                  __ Core Component is met with concerns
                  __ Core Component is not met

Evidence:
• The State of Michigan passed the Michigan Community College Act in 1966 to ensure that community colleges in the state function autonomously. The provisions of the Act and the Board’s internal policies show that its authority derives from the community and that it must, therefore, act on behalf of, and be accountable to, the community.

• As part of the strategic planning process, the governing board considers and reviews the institution’s mission and vision and its strategic objectives with advice and input from both internal and external constituencies. Elected and appointed representatives of the faculty, staff and administration, along with broadly representative advisory committees and boards from the community, participate in the planning and visioning processes. The president and other senior administrators present monthly reports to the Board of Trustees.

• Each governing board member discloses any potential conflicts of interest and signs a disclosure statement on an annual basis.

• The Board of Trustees Manual clearly defines the role of the Board in formulating and overseeing policy while daily management of the institution is delegated to the president. The faculty are charged with oversight of academic programs.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination:  _x_ Core Component is met
                       __ Core Component is met with concerns
                       __ Core Component is not met

Evidence:
• Expectations for teaching and learning, including academic freedom, are communicated to faculty through Board of Trustee policies outlined in the Board’s
Policy Manual and through the college’s strategic and operational planning process. The institution encourages faculty sharing of assessment and teaching techniques with their peers. Expectations for faculty and students are defined and available through the faculty handbook and course syllabi.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination:  _x_ Core Component is met  
                   ___ Core Component is met with concerns  
                   ___ Core Component is not met

Evidence:

- As a community college, MMCC does not require research as part of its mission. As a result, faculty, staff, and students do not pursue research activities as a regular part of their work or study assignments, although some curriculums require students to search for secondary sources on a topic, and the institution’s library addresses copyright and other information literacy issues.

- The primary guidance to students in the ethical use of information resources is accomplished as a regular part of the curriculum through a required core general education course.

- Policies and procedures on academic honesty and integrity are among the professional expectations listed in the adjunct faculty handbook and on the college’s intranet for faculty. A policy and process for dealing with academic dishonesty and plagiarism is indicated in the college catalog and on the adjunct faculty instructional resources intranet website. The college recommends that this policy is included in each course syllabus.

Team Determination on Criterion Two:

  _x_ Criterion is met  
  ___ Criterion is met with concerns  
  ___ Criterion is not met
Summary Statement on Criterion Two:

Criterion Two is met and no Commission follow-up is recommended.

Mid Michigan Community College functions with integrity and appropriate inclusiveness toward both internal and external community stakeholders. Provisions for regular input from the broader community are in place and institutional decisions are based on evidence that is regularly reported to the Board of Trustees. Policies to ensure ethical practice are in place, monitored and enforced across the institution.

CRITERION THREE:  Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution’s degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination:  _x_ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

Evidence:

- MMCC has numerous partnerships with high schools, universities, and other community colleges in the state to ensure that its curriculum is appropriate to higher education. In addition, advisory boards for the technical programs help to ensure currency of its programs.

- MMCC offers associates degrees and aligns its learning goals with those of other community colleges in the state. In addition, MMCC has devoted a number of Action Projects to revising its developmental courses to make sure that these courses align with college-level English and math courses.

- MMCC’s 2012 Systems Portfolio notes that “To ensure consistent delivery, all courses at MMCC, regardless of delivery method, must follow the Dynamic Criteria Mapping
(DCM) guidelines for the program goals, course goals, and learning outcomes as approved by the curriculum committee and the assessment committee.”

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Team Determination:  _x_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:
- MMCC has developed an Action Project, “Degree Qualifications Profile Curriculum Mapping,” to map MMCC’s curriculum to the 19 student learning outcomes of Lumina Foundation’s degree qualifications profile for the AAS degree and certificates. These learning outcomes include the general education learning outcomes.
- Figure 1A in MMCC’s Systems Portfolio articulates MMCC’s general learning outcomes at the 100- and 200-levels of learning and aligns the outcomes with seven courses that comprise the core of general education.
- One of MMCC’s general learning outcomes requires students to demonstrate the ability to employ “both critical and creative techniques in learning.” In addition, students engage in research and demonstrate information literacy.
• MMCC’s general learning outcomes, as articulated in Figure 1A of the Systems Portfolio, identify three 200-level courses in which students demonstrate global awareness. Also, MMCC recently developed a study abroad program in the Dominican Republic.

• MMCC is a community college, and as such, scholarship is not required of faculty and students, although some MMCC courses have a research component, and the MMCC general learning outcomes indicate research is required. Likewise, the institution’s alignment of learning outcomes with Lumina Foundation’s outcomes indicates that the institution addresses creativity and discovery of knowledge at key components of its associate degrees.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination:  

X Core Component is met  

___ Core Component is met with concerns  

___ Core Component is not met

Evidence:

• MMCC reports 46 full-time and 163 part-time faculty which serve 4,552 degree- and non-degree-seeking students. The Quality Highlights note that it has provisional lectureships and other flexible positions that respond to the enrollment trends.
• As noted in its 2012 Systems Portfolio, MMCC adheres closely to HLC’s guidelines for hiring faculty; the faculty contract language for degree and experience requirements exceeds those guidelines.

• Per MMCC’s 2012 Systems Portfolio, full-time faculty members are evaluated using a method that incorporates a Teaching Effectiveness Portfolio, Classroom Observations, Student Evaluations, and a self-evaluation and goal setting component that is completed by the faculty member.

• Key objectives and goals in MMCC’s strategic plan drive training and development at the college. Faculty can also set professional development goals through the evaluation process. In addition, MMCC provides sabbatical opportunities for faculty to pursue further studies. A tuition reimbursement program provides encouragement for faculty to pursue advanced degrees. Figure 4b in the 2012 Systems Portfolio shows an increase in total employee participation in the tuition reimbursement plan over a period of six years, from one to 63 participating in the program.

• An Action Project devoted to improving retention and completion indicates that faculty play a role in improving persistence indicating that MMCC faculty are accessible to students.

• MMCC devoted an Action Project to improving the effectiveness of recruiting, selecting, and interviewing new employees to ensure consistency and appropriateness of hiring. Professional development of employees is tied to institutional goals; and, as noted above, employees have the opportunity to set their goals during the annual performance review process. In addition, grant projects, such as Title III, have in the past provided MMCC support personnel with opportunities for professional development as these relate to the needs of students.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological
infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

**Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

**Team Determination:**
- x Core Component is met
- __ Core Component is met with concerns
- __ Core Component is not met

**Evidence:**
- MMCC provides students Academic Advising, Career Services, Student Life, and Library and Learning Services, which also include tutoring and supplemental instruction.
- MMCC is an open door institution but assesses students’ college preparedness using ACT cut off scores and ACCUPLACER to appropriately place students in their academic courses. MMCC offers developmental math and English courses for students who are not college ready.
- MMCC completed an Action Project in 2011 entitled, “Developing a Faculty Mentoring System for Academic Advising Program.” Fourteen faculty members worked with Advisors to help improve retention.
- MMCC began a capital campaign in 2005 to improve facilities, and with the help of state funds, has added numerous buildings to the institution’s two campuses, among them the Herbert D. Doan Center for Science and Health Technologies, a Center for Student Services, a technology center, and medical imaging facilities.
- The Library and Learning Services department provides students with research assistance, per library website, and contains a link to copyright information.

**Core Component 3E:** The institution fulfills the claims it makes for an enriched educational environment.

**Subcomponent 1.** Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

**Subcomponent 2.** The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

**Team Determination:**
- x Core Component is met
- __ Core Component is met with concerns
- __ Core Component is not met

**Evidence:**
- MMCC offers a wide range of co-curricular programs that are suited to the institution’s mission to provide “community leadership for the development of human ability,” and
“to enable students and the community to achieve success in a global society.” Such co-curricular programs include clubs, athletics, study abroad, internships, and co-ops.

- An example of MMCC’s demonstration of claims to help students achieve success in “a global society,” involves the institution’s development of a study abroad program based on service learning. In this program, students travel to the Dominican Republic to work with students in impoverished areas.

**Team Determination on Criterion Three:**

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

**Summary Statement on Criterion Three:**

Criterion Three is met and no Commission follow-up is recommended.

Mid Michigan Community College provides high quality education as demonstrated through academic and student support systems and processes that have been improved continuously through the AQIP accreditation process, specifically through Action Projects, through collaboration with other higher education institutions, and through grant opportunities. MMCC’s academic programs and enriched educational programs are aligned with the institution’s mission and are appropriate to the associate degrees the institution offers. Faculty hold credentials per HLC guidelines, and both faculty and staff have opportunities for professional development, as those activities align with institutional goals. MMCC tests and places students appropriately and offers developmental courses for those students who are not college ready. The institution’s 2005 capital campaign has resulted in many new facilities and resources for the benefit of students and the community.

**CRITERION FOUR: Teaching and Learning: Evaluation and Improvement.** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Core Component 4A:** The institution demonstrates responsibility for the quality of its educational programs.

- **Subcomponent 1.** The institution maintains a practice of regular program reviews.
- **Subcomponent 2.** The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
- **Subcomponent 3.** The institution has policies that assure the quality of the credit it accepts in transfer.
Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination:  
- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:
- MMCC’s program review process occurs every four years, and per Figure 1D in the 2012 Systems Portfolio, faculty address four main areas in the review process: 1) mission, goals, and objectives of the program, 2) program quality, 3) program health, and 4) SWOT analysis (strengths, weaknesses, opportunities, and threats) and action plan.

- MMCC’s website contains information about “Non-Traditional Credit Application,” “Reverse Transfer,” and “Transferring to MMCC.”

- MMCC has a Board Policy entitled “Transfer Credit 301.05” concerning the evaluation of credits; this policy appears on MMCC’s website.

- Pre-requisites for course sequences are indicated on the college website in the academic program area where pre-requisites are required.

- A partial list of specialized accreditations appears on MMCC’s website and includes: Medical Assistant, Radiography, Pharmacy Technician, and Physical Therapy Assistant.

- MMCC’s 2012 Systems Portfolio contains a number of figures that document multiple years’ data in graduate employment rates, transfer performance rates at four-year institutions, and selected data on licensure exams.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination:  _x_ Core Component is met  
_ _ Core Component is met with concerns  
_ _ Core Component is not met

Evidence:
- MMCC indicates in its Systems Portfolio (1P2) that the lead faculty or content champions at the institution develop program specific outcomes using the Dynamic Criteria Mapping (DCM) format. General education learning outcomes are integrated in the program outcomes.

- In its 2012 Systems Portfolio MMCC documents assessment of student learning outcomes in general education and in its programs through presentation of numerous charts and graphs and discussion of those figures. The institution provides trend and comparative data in such programs as the LPN, RN, Rad Tech, and Air Conditioning programs. MMCC also assesses learning outcomes in its developmental courses.

- Evidence that MMCC uses the data it collects is apparent in Action Projects, such as those addressing revision of developmental education courses and academic support services. Likewise, data gathered from general education and program assessment are used to drive decisions about curriculum changes needed in relevant areas.

- Evidence that MMCC employs good practices in assessment includes the institution’s Action Project devoted to mapping curriculum to Lumina Foundation’s Degree Qualifications Program (DPQ), and aligning learning outcomes with those outcomes necessary for students to pass nationally-normed licensure exams.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: 
- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

Evidence:
- Per Quality Highlights report, MMCC notes that the college “now uses persistence, progression, retention, and completion data” to understand which students are persisting and how targeted interventions can help in the process of addressing student needs.

- While the academic program review process does not specifically state that retention of students is addressed during program review (Figure 1d Systems Portfolio), no doubt this issue is considered because enrollment data are gathered, as is assessment of student learning outcomes, and transfer and job placement information—all of which would compare to the number of initially enrolled students.

- MMCC’s numerous Action Projects related to Helping Students Learn and Understanding Student and Stakeholder Needs all tangentially reveal how MMCC has used retention and completion data to improve processes and systems in academic services and related support areas. As an example, a project entitled “Identifying high, medium, and low risk first-year students,” completed in 2011 addressed students who present at-risk factors.

- MMCC’s method of gathering and analyzing data demonstrates good practice as evidenced by the fact that it reports data to IPEDS and to the state of Michigan, which now reviews key performance indicators at community colleges in the state and ties success to appropriations. In addition, MMCC has benefitted from AQIP feedback on results data. Likewise, MMCC has participated in Achieving the Dream and Breaking Through, and received feedback about the viability of its data.

Team Determination on Criterion Four:
- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met
Summary Statement on Criterion Four:

Criterion Four is met and no Commission follow-up is recommended.

MMCC demonstrates responsibility for the quality of its educational programs through its program review process, through policies about evaluation of credits, and through partnerships with other higher education institutions. MMCC publishes a partial list of accredited programs on its website and provides pre-requisite information associated with courses and programs in the college catalog. MMCC assesses its articulated general education learning outcomes and includes assessment results in its 2012 Systems Portfolio for both general education and some of its occupational programs. The institution collects retention and completion data and provides it to external regulatory institutions, as required. MMCC’s long-time association with AQIP, Achieving the Dream, Michigan state consortia, and grant opportunities have all helped MMCC continuously improve the quality of its programs and services.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Subcomponent 4. The institution’s staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: _x_ Core Component is met
___ Core Component is met with concerns
___ Core Component is not met

Evidence:
- The strategic planning and accountability structures and processes that have been adopted help administrators maintain fiscal and human resources at appropriate levels
throughout the cycle. The use of an information systems platform (Blackboard Analytics) and a systems approach helps ensure the institutional budget is aligned with its strategic plan in support of the institution’s strategic directions. This budget and planning process supports the mission of the institution.

- MMCC’s budgeting process is aligned with its operational and strategic planning. The process generates input and budget requests from both academic and non-academic units, evaluates them in terms of strategic plan priorities and creates an annual budget. These processes include annual budgeting, staffing, and program development proposals and requests that originate in departments or other units and make their way through a successive prioritization and approval process that culminates in the adoption of a budget by the Board of Trustees.

- As a public institution, the mission and goals of MMCC are under continuous evaluation by its Board of Trustees and, ultimately, by the public which elects them. In the spring of 2012 the college instituted a process whereby Divisional/Departmental Analysis Plans (otherwise known as DAPs) provide the basis for operational and budgetary decision-making. This process helps maintain alignment between organizational structure, work processes, and institutional mission.

- The college seeks to incorporate an appropriate blend of formal qualifications with desired experience in its hiring decisions and has adopted the Higher Learning Commission’s guidelines for identifying faculty qualifications. During its recent period of rapid growth, special attention and training was provided for hiring managers to ensure that the interviewing and selection processes resulted in the most desirable hiring decisions. Systems and processes are now in place intended to successfully attract qualified candidates. A new employment process was developed in 2009 based on input and feedback from the Strategic and Administrative Councils and from the faculty. Feedback resulted in a new policy framework, implemented throughout the organization, for developing or revising job descriptions, posting positions, interviewing, assessing, and selecting candidates.

- Budgeting at MMCC follows a defined process that aligns operational planning with prioritized needs and resources. Changes in personnel needs are discussed as part of the institution's long-term planning process and are aligned with the strategic goals and initiatives of the college. These are reviewed annually during the development of each year's fiscal budget. A new process was implemented in 2012 to help align the organizational structure and work processes. Among other things, this process includes the provision that each supervisory staff member prepares and presents a Divisional/Departmental Analysis Plan which is summarized and used for making operational and budgetary decisions in the fiscal year planning cycle.

**Core Component 5B:** The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

March 23, 2015
**Subcomponent 1.** The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

**Subcomponent 2.** The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

**Subcomponent 3.** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Team Determination:**  
_x_ Core Component is met  
__ Core Component is met with concerns  
__ Core Component is not met

**Evidence:**
- The college operates in accordance with the policies and procedures outlined in the Policy Manual of the Board of Trustees, as well as the college catalog and the institution’s various handbooks. With overall accountability to the Board of Trustees, the president ensures alignment of administrative policies and procedures with the mission and vision of the college. The Mission and Service Leaders are responsible for providing leadership in creating vision, policies and plans while the deans and associate deans and directors are responsible, respectively, for strategic and operational implementation.

- The Board of Trustees delegates the daily management activities of the college to the president and, through him, to his leadership team. The president and his team provide monthly reports to the Board in order to keep them fully informed of personnel, budgetary, fiscal and operational matters. The president meets regularly with the Board to provide updates and seek its counsel.

- The college has adopted significant shifts in its governance structures in anticipation of an upcoming presidential transition. The intention has been to enhance representation and participation across all sectors of the institution. The new structures now center upon: the Strategic Council with membership from the executive team, the Administrative Council in which all administrators are members, and the Academic Council, General Education, Curriculum and Assessment Committees through which the faculty evaluate, assess and set policy for all academic matters. Faculty work with deans and the Assessment Committee to establish and review learning outcomes and assessment plans.

**Core Component 5C:** The institution engages in systematic and integrated planning.

**Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.
Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:  
_x_ Core Component is met  
__ Core Component is met with concerns  
__ Core Component is not met

Evidence:
- The college brings together both operational and planning processes in its Strategic Council. Chaired by the president and described as a "small but broad group that represents every division of the organization," the Strategic Council is responsible for developing and implementing the college’s Strategic Plan, serves as a guide for identifying new market products, resources required, potential partners and collaborations and, further, determines the allocations and priorities of funding for specific proposals.

- Assessment of student learning, as well as operational and strategic planning and budgeting are managed through the institution’s departmental structures and are ultimately coordinated and monitored by its Strategic Council. The Council continuously evaluates the effectiveness of all planning and operations, including student learning, through a system of regular reports that include, among other things, the college’s system of KPIs and other assessment processes housed within the academic departments.

- MMCC’s planning process is comprehensive and includes all of the college’s stakeholders, both internal and external. Strategic planning is integrated with operational planning and includes annual assessment results and regular program and departmental evaluations. Input from external advisory groups along with information from graduate and employer surveys ensures that the plans accurately reflect the needs of the institution’s stakeholders. Comprehensive planning occurs on a three- or four-year cycle with more focused, short-interval planning cycles occurring on an annual basis.

- Consideration of possible fluctuations in institutional context such as revenue, enrollment and tuition are built into the college’s planning processes under the overall coordination and monitoring of the Strategic Council and, ultimately, the Board of Trustees. Projections are made on the basis of priorities and needs that have been identified with input from the institution’s external advisory groups and through the
institutional governance and planning structures and that take into consideration Board priorities and college mission.

- The integrated planning model that has been adopted by the college incorporates continuous environmental scanning to ensure awareness of new and anticipated developments, including technological developments and demographic shifts. There is broad participation across the institution in the annual quality review, assessment and budgeting processes. This broad participation helps to ensure that the institution anticipates and remains abreast of developments that will impact continued fulfillment of the college mission.

**Core Component 5D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 2.** The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Team Determination:**

_ x _ Core Component is met
__ Core Component is met with concerns
__ Core Component is not met

**Evidence:**

- MMCC has adopted a series of key performance indicators (KPIs) at the institutional level that provide regular monitoring and feedback on the performance of the institution’s key operations. These include, among others, measures of retention, student satisfaction, and degree completion/transfer rates. A procedural plan to “further advance the institution's capabilities in using data to improve operations” was implemented in 2012 with the establishment of the DREAM Team (Data Reporting a Valuation Analysis and Management).

- The DREAM Team was chartered in July 2012 and charged with coordinating the college's data collection and distribution. A web-based centralized repository and a series of web accessible reports were developed that make it possible for any college department to access and readily use common data and to guide operational and strategic planning, budgeting and prioritization of needs.

**Team Determination on Criterion Five:**

_ x _ Criterion is met
__ Criterion is met with concerns
__ Criterion is not met
Summary Statement on Criterion Five:

Criterion Five is met and no Commission follow-up is recommended.

Mid Michigan Community College shows ongoing and continuing maturity as an institution that is committed to a continuous improvement model. The college has successfully integrated its operational and strategic planning and ongoing assessment processes into a system that is broadly participatory and is able to sustain continuous improvement. The college has demonstrated its ability to implement and use its model in continuously scanning for environmental change and by embedding processes for ongoing improvement in its operations and programs.

V. TEAM RECOMMENDATION

A. Affiliation Status

Reaffirmation Panel agrees that the Criteria for Accreditation are all met.

Rationale: The Panel’s rationale for this conclusion is spelled out above for each of the five Criteria for Accreditation.

Criterion-related Monitoring Required (report, focused visit):

Monitoring: n/a
Rationale:

B. Commission Sanction or Adverse Action

III. Participation in the Academic Quality Improvement Program (AQIP)

A. Comments and counsel on specific improvement projects

MMCC has completed 19 Action Projects and has three active projects that have been reviewed. MMCC is applauded for developing projects that encompass all nine AQIP categories. Seven of the programs have been devoted to Helping Students Learn.

Of particular note is MMCC’s concern for ensuring that students are ready for college, that they are placed correctly, that curriculum is appropriate to the level of college and student learning, and that support processes are in place to serve the needs of students, faculty, and employees at the first level of college. Evidence of this concern for incoming students
includes such Action Projects as “Improving Academic Support,” “Review of Students Services Policies,” “Aligning Processes between Academic Services, Student Services, and Academic Support Services,” “Identifying High-, Medium-, and Low-risk, First-Year Students,” and “High School to College: Creating Appropriate Paths for the Transition.” These projects and others all point to MMCC’s efforts to improve services that impact retention and completion.

MMCC’s active projects are aligned with three AQIP categories, Helping Students Learn, Building Collaborative Relationships, and Leading and Communicating. In the first project, MMCC indicates it is a member of a consortium focused on mapping AAS degree and certificate learning outcomes with the Lumina Foundation’s definition of outcomes for those levels of learning. This project promotes improved assessment processes, curriculum review, faculty development, and overall program quality improvement. MMCC is encouraged to complete the project and publish its outcomes for each program on the website so that current and prospective students have access to expectations for learning.

The two other active projects—one devoted to developing a formal process to prioritize partnerships, and the other to improve its institutional culture of involvement—demonstrate the institution’s broad vision of how continuous quality improvement reaches deep into the institution and beyond to the community. MMCC is encouraged to complete the projects and share results with stakeholders.

To ensure the success of the three active projects, MMCC could benefit from “closing the loop” on the plan-do-study-act cycle. That is, publicly document the success of the projects—with data, if possible—to demonstrate that improvements are not linear, but circular, and require further actions based on scrutiny of evidence. Targets for improvement should be established based on analysis of data gathered, and then actions taken to meet the new goals.

B. Comments and counsel on key institutional processes and systems

MMCC is a mature institution with many key processes and systems in place that the institution has worked diligently to improve over the years through Action Projects and other initiatives. Improved systems include, but are not limited to, human resources (orientation and hiring processes), academic support (student recruitment and placement processes, and academic advising), assessment, degree restructuring, community education, measurement (key performance indicators), governance, and planning.

MMCC may want to consider a process that makes more transparent and public the institution’s evidence of meeting its performance targets, such as retention and completion rates and assessment of student learning outcomes. A public dashboard that documents progress toward meeting institutional goals could help the institution’s image and demonstrate open commitment to improvement. The dashboard could appear on the college’s website and be updated on a regular basis. The institution has an opportunity to use the website to share information about how the institution meets specific HLC
subcomponents of the *Criteria for Accreditation*. As examples, employee contracts detailing rights and responsibilities should be public and accessible, as well as information about accessibility of faculty and program learning outcomes. A systematic process for developing and publishing appropriate kinds of data and information to be included on the website will help communicate internally and externally the institution’s efforts to be a high performing organization.

C. Comments and counsel on the institution’s culture of quality and its quality program or infrastructure

With almost 15 years of experience in continuous quality improvement, MMCC provides evidence in its accreditation documents of possessing a culture of continuous quality improvement. MMCC makes some candid and insightful comments in its Quality Highlights Summary, however, such as how the institution is transitioning from management by individuals to management by data collected through processes and systems. This shift to fact-based management is fundamental to continuous quality improvement; MMCC is encouraged to ensure that key institutional goals and markers of success are communicated openly on a regular basis. A current Action Project focuses on improving MMCC’s culture of involvement across all employee groups to help with the decision-making process. This Action Project may assist in establishing good practices of empowerment and communication.

What might enhance the institution’s culture of quality is its public presentation of success through display of a dashboard (as noted above in III. B.) on its website and more complete compliance and improvement information on the website. In addition, with the arrival of new leadership, the institution has the opportunity to rethink its approach to quality improvement initiatives and consider how information is presented internally to employees and to the community.

**Summary of panel comments and counsel about the organization’s commitment to continuous quality improvement and its participation in AQIP:**

MMCC has demonstrated over the years that it effectively uses feedback from HLC to continuously improve its teaching and learning processes. The broad range of Action Projects covering all nine AQIP categories demonstrates MMCC’s understanding of and commitment to meeting accreditation requirements and of improving continuously. Considering the relatively small size of MMCC, the institution has committed considerable human and capital resources to projects and initiatives that drive improvement, such as the Action Projects, *Achieving the Dream*, and various grant opportunities that in the long run meet students’ needs and help to improve retention and completion. Under new leadership, the institution can renew its commitment to achieving the goals of a high performing organization.
### STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** no change.

### APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

**RECOMMENDATION:** no change.

### APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.
Recommendations for the
STATEMENT OF AFFILIATION STATUS

RECOMMENDATION: no change.

ACCREDITATION ACTIVITIES:

AQIP, Quality Checkup: 04/02/2014
AQIP, Systems Appraisal: 11/01/2017
AQIP, Quality Checkup: 2022 - 2023
AQIP, Systems Appraisal: 11/01/2021

RECOMMENDATION: no change.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2007 - 2008
YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015
RECOMMENDATION: 2022-2023
ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1348 Mid Michigan Community College  MI

TYPE OF REVIEW: AQIP Reaffirmation of Accreditation Recommendation

DESCRIPTION OF REVIEW:

☑ No change to Organization Profile

Educational Programs
Programs leading to Undergraduate
Associates Program Distribution
Bachelors 47

Programs leading to Graduate
Doctors 0
Masters 0
Specialist 0

Certificate programs
Certificate 13

Recommended Change: no change.

Off-Campus Activities:
In State - Present Activity
Campuses: None.

Additional Locations:
Huron Intermediate School District - Bad Axe, MI
Farwell High School - Farwell, MI
Mt. Pleasant - Mt. Pleasant, MI
Herbert D. Doan Center for Science & Health Technologies - Mt. Pleasant, MI

Recommended Change: no change.

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.
ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change: no change.

Out of USA - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change: no change.

Distance Education Programs:
Present Offerings:
Associate 52.0301 Accounting AAS, Accounting Internet
Associate 24.0101 Liberal Arts and Sciences/Liberal Studies AA, Liberal Studies Transfer Internet
Associate 52.0201 Business Administration and Management, General AA, Business Studies Transfer Internet
Associate 52.0401 Administrative Assistant and Secretarial Science, General AAS, Business Information Systems Internet
Associate 43.0102 Corrections AAS, Criminal Justice - Corrections Internet
Associate 43.0107 Criminal Justice/Police Science AA, Criminal Justice - Law Enforcement Transfer Internet
Associate 52.0201 Business Administration and Management, General AAS, Business Internet
Associate 15.0000 Engineering Technology, General AAS, General Technology Internet
Certificate 22.0301 Legal Administrative Assistant/Secretary TC, Legal Office Specialist Internet
Certificate 52.0401 Administrative Assistant and Secretarial Science, General C, Business Information Systems Internet
Certificate 51.0716 Medical Administrative/Executive Assistant and Medical Secretary TC, Medical Office Specialist Internet
Certificate 52.0499 Business Operations Support and Secretarial Services, Other TC, Records Information Management Specialist Internet
Associate 24.0199 Liberal Arts and Sciences, General Studies and Humanities, Other AS, Math & Science Studies Transfer Internet
Associate 51.0907 Medical Radiologic Technology/Science - Radiation Therapist AAS, Magnetic Resonance Imaging Internet

Recommended Change: no change.
Correspondence Education Programs:
Present Offerings:
None.

Recommended Change: no change.

Contractual Relationships:
Present Offerings:
None.

Recommended Change: no change.

Consortial Relationships:
Present Offerings:
Associate 51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician Associate - 51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician (Magnetic Resonance Imaging Technician)

Recommended Change: no change.