

Systems Appraisal Feedback Report

An AQIP Pathway Report Completed In Response to a Systems Portfolio Submitted by

1350
MONTCALM COMMUNITY COLLEGE

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I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

Reflective Overview Statement

Governed by a board of seven elected trustees, MCC (Montcalm Community College) has been serving students in its region for 50 years with comprehensive programs for both transfer and career and technical education. Nearly 75% of the students attend the institution part-time to study any of the College's 61 associate, degree, certificate, or job training programs. MCC reports that 95% of its student body is Caucasian, and this mirrors the population demographic of the region served. It is a non-residential college that serves 1685 students at multiple locations, including dual-enrollment at area high schools, online, and several physical locations. MCC is focused on meeting the needs of its community spread over a large geographic area. Examples of this focus are: participation in the Michigan Community College Association Guided Pathways pilot whose goal is to modify its structure and delivery of academic offerings, participation in the Advanced by Degree initiative, and expansion of its concurrent enrollment offerings.

Category Summary Statements

Helping Students Learn: MCC states that its processes and results in this category are systematic with only one area being considered reacting: Academic Integrity. It has modified its common learning outcomes since the outcomes initial development. MCC has articulated student learning outcomes for all courses and programs, although it has not yet assessed all outcomes. In the past, the College has relied on 3rd-party assessments; however, MCC had challenges in collecting appropriate data with this method. This has resulted in the College using a system of rubrics for assessment purposes.

Even though MCC considers most of the processes related to Category 1 as being systematic, lack of comprehensive external benchmarks, no internal targets, and the data collection from the deployment of "in-house" rubrics combine to show several opportunities for the college to consider as MCC moves to the next level of systems maturity.

Meeting Student & Other Key Stakeholder Needs: MCC believes that its recent restructuring and its addition of quality teams will move forward CQI on campus. Recently, MCC developed initiatives related to Category 2: One.MCC and Developing Integrated Services for Student Support. The College also adopted policies that support student success. Those actions, as well as the College's involvement in Achieving the Dream, have resulted in new initiatives to support student success. As a result, Montcalm has seen improved persistence and retention, as well as an increased online success rate. The Office of Institutional Effectiveness has been expanded to better support assessment and data use across the institution. While many of MCC processes are at the systematic maturity level, the results are primarily at the reacting level. With the information presented in Figure 2, it is apparent that MCC has assessed itself. It appears that this insight and honesty should be valuable as Montcalm continues its quality journey. MCC realizes results are needed for CQI.

Valuing Employees: MCC's processes in this category are at the systematic level of maturity while its results are primarily, but not entirely, at the reacting level. Still, processes within this category are well-established, and there appears to be some coordination between departments and Human Resources in regards to hiring. Annual evaluations are tied to the college's strategic plan and a recent change to administrators' evaluations will ensure that goals and professional development plans are being monitored and data are gathered for confirmation. The College has identified the need to reverse the employee satisfaction trend. The college describes several projects identified to improve processes in this area, including improvements in data collection.

Planning and Leading: MCC's processes in this category are primarily at the systematic level of maturity, while the results vary between systematic and reacting levels of maturity. MCC's systematic processes may not necessarily be related to reported results or the self-reported institutional improvements. MCC acknowledges that employees should be more involved in institutional planning. As a result, MCC has self-identified communication, employee participation in institutional planning, and a new strategic planning process as next step improvements.

Knowledge Management & Resource Stewardship: Montcalm's processes are primarily systematic, and results vary at the systematic and reacting levels. The institution does not consistently set internal targets and often does not provide benchmarks in this category. The College does provide processes for allocating resources and maintaining infrastructure.

Quality Overview: Montcalm states that its processes and results in quality improvement

initiatives are systematic while its processes and results in a culture of quality are at an aligned maturity level. Even though the CQI Action Project was created with the purpose of changing quality processes, the results show little improvement, according to the Noel-Levitz Employee Satisfaction Survey. MCC is using the PACE survey to help assess its CQI culture and identify areas for improvement. The college's Quality Council provides a centralized structure for integrating its quality initiatives. In addition to the Quality Council, the recent expansion of the Office of Institutional Effectiveness has more effectively supported a data-informed decision making culture. Institutional quality is also a focus of MCC's current strategic plan in order to embed quality into the workings of the institution. The implementation of a quality improvement infrastructure and a training initiative are key in moving to a higher level of maturity.

II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

Strategic Challenge: Montcalm frequently reports that it follows the plan-do-study approach for deploying processes and selecting tools/methods/instruments for measuring outcomes/results. Yet, the College often appears to lack a result associated with the stated process and the College does not always report targets. Such processes are often categorized at the systematic level of maturity because they are long-standing repeatable processes and the plan-do-study approach for process deployment is generally understood and may be eroding institutional silos. At the same time, Montcalm indicates several times in the Systems Portfolio document that one of its goals is to increase employee participation in CQI. Hence, MCC may want to consider how to systematically ensure coordination and employee buy-in of all processes as it continues its AQIP journey.

Strategic Challenge: MCC often rates its process and results at a higher level than the review team. The College often lacks comprehensive external benchmarking and reported internal targets or states targets after the measure is complete. Without a description of a systematic process or how input or drivers are identified, results seem to be primarily reported as the PACE

and Noel-Levitz surveys even though reported process may not necessarily include alignments to these results. An area of opportunity for MCC may be to consider additional tools and measures. This, in turn, may move the college along in the AQIP systems maturity scale.

Strategic Challenge: Montcalm, as noted in its previous Systems Portfolio, continues to focus efforts on developing an academic assessment process for general education and degree programs that are designed to gather data, use data to determine areas of improvement, and evaluate the results of those improvements. The College does not identify a systematic deployment of academic assessment for programs. It appears that only a few programs are assessed and few results are gathered. To date, the College does not appear to measure or gather trend data or benchmark data to support assessing common learning outcomes. The College reports 3rd party tools such as NOTCI and internal rubrics. But the College does not identify a sample size or report comprehensive data sets that represent direct measures. Montcalm may benefit from measuring clearly deployed processes that are linked to tools/measures that assess student learning and assist faculty in making necessary revisions to improve student learning outcomes.

Strategic Challenge: Throughout the Systems Portfolio, Montcalm presents results in charts, tables, and figures. Montcalm may benefit from analyzing these results as it appears that limited interpretation of results was presented. Once evidence of data analysis is complete, learning from insights can be shared. Interpreting results and establishing improvements that are data driven and linked to analysis that emerges from Quality Council committees and teams may move forward the CQI process at the institution.

Strategic Challenge: As a mature AQIP institution, Montcalm is familiar with the foundation of CQI which is based on developing explicit, predictable processes that are repeatable and regularly evaluated. Based on the information provided, MCC does follow processes that are often repeatable, yet these process may not necessarily be evaluated or even widely embraced by employees, as evidenced by the AQIP Action Projects and MCC's self-reporting of hoping to engage more employees in CQI. At this stage of MCC's AQIP pathway journey, its development and use of continuous improvement processes could be more evident and purposeful.

III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

Category One: Helping Students Learn

MCC has defined work processes to help students learn. MCC's culture of quality also assesses its own maturity level in developing these processes. MCC's involvement in national initiatives such as Achieving the Dream allowed the institution the opportunity to implement new strategies which have been of benefit to students. The college systematically collects data from multiple sources and presents information concerning results. Generally, results are positive and compare favorably with both state and national data. MCC is very quick to address problem areas and to follow up when questions arise. An example of this practice is that MCC monitors online student success rates. The College provides evidence that success rates increased after requiring all online students to take "Effective On-line Learning." When online student success rates declined, MCC explored and addressed this decrease by training faculty. After this, success rates improved.

MCC faces a number of challenges to mature further in its CQI culture. Central to this category may be a more nuanced use of data. MCC has not yet implemented the use of internal data targets, KPIs, and benchmarks to help define goals and realize when strategies have been successful. MCC heavily relies on standardized assessment methods. While these assessment

tools offer the advantage of external comparisons, they do not necessarily reflect all of the locally identified educational needs and skill sets nor do they address the assessment needs of MCC's full set of programs and common learning outcomes. As a result, MCC's growth may include more clearly defining assessment practices that specifically target student learning in those areas that are not covered under the broad umbrella assessments of the NOCTI and NCLEX.

Category One Strategic Issues

MCC systematically reported limited data and productively responds to these data collected. Yet, the processes are not evident by which MCC targets data goals which are aligned to its institutional mission or data goals defined by MCC's support services or program assessment process. To grow in maturity, MCC may benefit from a more tailored data collection approach to probe the effectiveness of processes used to advance toward the KPIs that are used to define institutional effectiveness. Additionally, it is unclear the degree to which assessment practices are deployed in areas that are not covered by NOCTI or NCLEX. Little activity is reported regarding measurements of direct student learning of common learning outcomes or direct student learning of program outcomes beyond the Health Care and Business curriculum.

MCC features several practices in the portfolio. Many of the practices that MCC identifies appear to have been adopted as initiatives from larger networks of schools such as Achieving the Dream and MCCA. Much less frequently is there a clear presentation of data-based reasoning between assessment data that indicates a need, the adoption of change, and the additional consideration of data supporting the effectiveness of the new processes. Without more regular connections between data and process management, MCC's CQI culture may be limited to the adoption of best-practices.

The strategic issues identified Category 1 also reflect previous appraisals which include use of success indicators, collecting data on KPIs, and the presentation of data for common learning outcomes from student artifacts.

Category Two: Meeting Student & Other Key Stakeholder Needs

MCC demonstrates insight as to its strengths and weaknesses in this area. The College clearly has a number of meaningful partnerships and is a valued community leader. College partnerships are varied and range formal to informal. Having clear definitions of stakeholder and partner is noteworthy and is an important step in evaluating the value of its relationships

with external stakeholders. These definitions could form the basis of iterative processes to select, build, and maintain partnerships. MCC has several opportunities to develop tools to collect and measure the effectiveness and determine the value of partnerships.

The college has systematic processes for determining student needs and collecting student complaints. The College acknowledges the challenges of collecting relevant data about complaints. As a result, the college has an opportunity to develop a process to collect, analyze, and share its analysis while still maintaining confidentiality. The College also has an opportunity to develop equivalent processes for other key stakeholder complaint data.

Category Two Strategic Issues

It appears that MCC has defined processes, yet the results presented are not aligned to the reported process. Further, reported processes are not substantiated with clearly defined examples or with measures that suggest systematic process deployment focusing on a target that has been established through a benchmarking process.

Category Three: Valuing Employees

MCC has well developed processes for recruiting and hiring employees. The College collects data about its practices. In addition, it has a comprehensive employee recognition process and has recently improved its evaluation processes to better align with institutional objectives. Yet, it has an opportunity, which it recognizes, to improve process and develop metrics around professional development of employees. The data presented do not sufficiently connect to the processes described making it difficult for MCC to move beyond a systematic or reacting level. Furthermore, interpretation of the results does not include enough comparison to benchmarks or internal goals to help the institutional perspective. There is consistent use of the Noel-Levitz Employee Satisfaction survey which provides some important insights, but the internal goal of scoring higher than the national comparison group may be preventing the institution from addressing some declining scores and important differences between employee types. MCC is encouraged to continue to collect data sets and make improvements aligned to these data, as has been identified in the Systems Portfolio.

Category Three Strategic Issues

MCC may benefit from developing a data collection plan based on the processes and outcomes. The data collection set for Category 3 seems separated verses one snap-shot of a comprehensive, institutional view of valuing employees. Maturity in this area may include MCC considering data collection that moves beyond counts and satisfaction to determine if employees are learning and using information gained in training to improve job performance. MCC did recognize that the Road Trip to Quality training yielded valuable voicing data that informed the College that more employees want to be involved in CQI. Growing as a CQI institution may have impact on job performance and employee satisfaction.

MCC reported setting limited internal targets; hence, many data sets lack targets or articulated measures and goals. Areas of focus may be developing internal targets and using comprehensive external benchmarking to serve as opportunities for improvement.

Category Four: Planning and Leading

MCC addresses a number of the issues in this category through the strategic plan, formal communications, contracts, and policies. The integrity and the financial health of MCC is paramount to the institution. MCC should be commended for paying attention to these processes and recording outcome results aligned to these processes from multiple stakeholder groups including students, employees, and outside auditors. While the College can cite examples that give an indication that leadership, communication, and ethics are important, it is not clear how monitoring and evaluation take place.

Category Four Strategic Issues

As with other categories the issue of targets and benchmarks continues to be problematic. It is not a good strategy to determine that the target becomes whatever the outcome was. A second strategic issue is the collection of external stakeholder feedback as related to the Board of Trustees and their performance. The current process includes only a self-assessment.

Category Five: Knowledge Management & Resource Stewardship

The college has aligned the budget process with achievement of the four strategic goals. Data collection and availability of data to departments has improved significantly.

Category Five Strategic Issues

The opportunity exists for the college to build on its improvements by implementing processes to establish internal targets and external benchmarks. The processes need to be evaluated after established to ensure goals are being met.

Category Six: Quality Overview

The College used the Strategy Forum as an opportunity for growth. Since then, MCC has developed a quality infrastructure that includes broad based representation on the Quality Council and associated teams. This structure has engaged employees directly in quality improvement work. The collaboration between the Office of Institutional Effectiveness and Information Technology Services has increased the capacity of the college to create a data-informed culture. MCC recognizes that knowledge, communication, and involvement are key to developing a CQI culture. MCC has implemented strategies and programs to address those.

Category Six Strategic Issues

MCC's effectiveness as a CQI institution may benefit from expanding its current tools for improving its processes and plans. Although the College currently uses a 2010 measure and sporadic internal survey and tools, the College may consider identifying targets and benchmarks to systematize its CQI efforts. As a long-term CQI institution, MCC could grow by expanding its data sets, setting internal targets, expanding its use of benchmark data, and increasing its level of employee participation. These steps, in turn, may likely propel MCC on a path to evaluate its own process performance and expand employee participation in its CQI journey.

IV. Accreditation Evidence Screening

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for

reaffirmation of accreditation, peer reviewers must determine whether each is “Met,” “Met with concerns,” or “Not met.”

Appendix C of this report documents in detail the Appraisal team’s best judgment as to the current strength of the institution’s evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission’s website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution’s present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution’s Systems Portfolio and thus may be limited.

Criterion One. Mission: Montcalm’s mission positions the institution to be “a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all its [our] citizens.” This mission is publicly articulated using a variety of media and methodologies that reach community members, students, faculty, staff, and administration.

Criterion Two. Integrity: Ethical and Responsible Conduct: Montcalm demonstrates fiscal responsibility for resources including physical resources and staff who support the mission and educational offerings of the institution. The community and educational programs offered at Montcalm are clear and appropriate. The integrity of the institution is evidenced by policies and practices that support ethical and responsible practices.

Criterion Three. Teaching and Learning: Quality, Resources, and Support: Montcalm employees, including faculty, are trained and appropriately credentialed. Faculty and staff have the resources and the support necessary to move forward quality courses and programs which benefit the student. This includes instruction provided in multiple modes at multiple locations, including dual credit and online courses. Montcalm has general education proficiencies and competencies (synonymously referred to as common learning outcomes, general education outcomes, and student learning outcomes in the report provided) which are aligned to the mission of the institution and included in all degree programs. Online courses and dual credit courses follow the same content as face-to-face campus courses. Montcalm monitors academic rigor and course quality by reviewing student success data. The College offers student support services to all students and ensures access by providing tutoring facilities and

library services both online and in-person. Montcalm also provides academic advising and counseling to students at its main campus as well as its existing locations, for example the Greenville location.

Criterion Four. Teaching and Learning: Evaluation and Improvement: Montcalm has deliberately planned processes that have yielded results for retention and persistence. These include outcomes such as mandatory student orientation, a mandatory class that students must pass prior to enrolling in online courses, and ALP in developmental English sequencing. These activities show students are progressing and matriculating. However, Montcalm's results for assessing student learning are not as robust as its retention and persistence efforts. Montcalm has in place several processes for collecting data, indirect measures, to demonstrate and measure student learning. These processes seem somehow as if they are in the initial stages and not necessarily systematic and progressive. The institution states it provides resources needed to move forward student learning and program review information, including resources from the Office of Institutional Effectiveness and has developed tools such as rubrics to assess common learning outcomes. These processes have been in place since 2014. Yet, no data are not available in the report submitted. Montcalm is less specific about the tools used for program review, stating that faculty select tools with guidance from advisory committees. In the report provided, Montcalm provides 3rd-party information such as results from NOCTI and NCLEX as evidence of program review data. No direct data for program review associated with students reaching stated program learning goals are included. As Montcalm continues to move forward assessment of student learning at the institutional and program level, the institution may want to be more deliberate in its actions to collect, measure, and analyze data. The process appears to be in place, but the data collection and analysis should be more evident and included in reports.

Criterion Five. Resources, Planning, and Institutional Effectiveness: Montcalm's governance structure promotes collaboration and entrusts the Board of Trustees as well as executive level employees to set the policies and provide the checks and balances needed. Montcalm is a financially viable institution that follows effective policies and processes to assure it operationalizes its strategic plan. From its strategic plan, strategic goals are linked to resource and budget allocation. This process works to guarantee that the institution's mission is central to the budgeting process. In addition to the Board of Trustees approving an annual budget, the College monitors its budget and resource allocation through a deliberate monthly process.

Montcalm follows an institutional planning process and relies on the Office of Institutional Effectiveness for data that is used in decision making. Yet, the College continues to work on performance measures and successful CQI initiatives, including training, that permeate into all levels of the institution. An example of this is the 2013 AQIP Action Project “Establishing a Data-Informed Culture of Continuous Quality Improvement.” The outcomes, such as PACE results and other data sources, demonstrate the College is working on its CQI pathway and the journey continues. The College also continues to work through its overall deployment of institutional improvement initiatives based on institutional performance data that is linked to student learning and employee satisfaction. Continued gains are projected by the College in both areas, suggesting that the College knows CQI work is in-progress. Involving employees in developing processes that move forward the Strategic Plan, collecting data that measures process performance, and then analyzing data to make institutional change that improves performance are all indicators of continuous quality improvement.

V. Quality of the Systems Portfolio

- It is helpful to reviewers if the institution provides a context for data sets, such as sample sizes, center point of size and ratio of employee/student/faculty, and level of significance.
- When reporting results, the institution merged the outcomes, summary, and interpretation responses. Without clear delineation and a direct response to each question, it was difficult for reviewers to discern the information presented in these sections.
- MCC did address each question in the Systems Portfolio; however, data were repeated that did not correspond to the process reported.
- The reviewers found it helpful that MCC was deliberate in its reporting of evidence for the Criterion for Accreditation.

VI. Using the Systems Appraisal Feedback Report

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution’s third year in the AQIP cycle,

the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

APPENDIX A

Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
<p>The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.</p>	<p>The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.</p>	<p>The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.</p>	<p>Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.</p>

Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
<p>Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.</p>	<p>Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.</p>	<p>Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and</p>	<p>Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in</p>

		analysis of results at an institutional level.	decision-making and resource allocations.
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APPENDIX B AQIP Category Feedback

AQIP Category One

HELPING STUDENTS LEARN focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: MCC uses a process where faculty administrators review the common learning outcomes. This process considers needed proficiencies as well as compares proficiencies with other colleges and Lumina's Degree Qualifications Profile. This review process was completed in 2007, 2012 and 2015.
Determining common outcomes	Systematic: The repeatable, scheduled established process used by MCC to determine common learning outcomes includes faculty, administrators, community members, and business professionals. This process also includes formal, established channels of communication and documents how changes are made and what governing body has the power to make revisions and changes.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: Common learning outcomes are articulated through print and electronic communications and emphasized at mandatory New Student Orientation and in the College Success Course. Teams of interdisciplinary faculty have responsibility for each common learning outcome, the assessment, and determining the level of achievement. Third-party assessment or internal rubrics are used for measurements.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic: MCC uses a repeatable, documented, and scheduled process to communicate and incorporate learning outcomes. Because program curricula include an approved body of courses that satisfy the common learning outcomes, all students complete the entire general education component in their degree program. MCC has an established process to monitor goal inclusion and update courses and curricula as revisions are made.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: The relevancy of common learning outcomes is monitored by degree program advisory committees, the general education advisory committee, and the interdisciplinary team of faculty that are responsible for oversight of that particular common learning outcome. Faculty, employers, students, and community members are engaged in the process; and the institution uses the Lumina Degree Qualifications Profile to ensure the appropriate Associate's level. MCC may want to consider the frequency of review and develop an established rubric for advisory committees to use when assessing common learning outcomes and occupational goals. These may assist MCC in making revisions that are voiced by multiple advisory boards.

Designing, aligning, and delivering co-curricular activities to support learning	Systematic: Co-curricular activities and clubs are required to have learning outcomes that align with the mission or common learning outcomes. MCC also funds co-curricular learning activities that connect to the common learning outcomes at a higher level than those that do not connect to common learning outcomes. Evidence of their achievement must also be supplied. Figure 1P1.2 lists the co-curricular activities that support the common learning outcomes or the mission.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Systematic: MCC uses interdisciplinary teams that work with the assessment committee to select the tools for assessing common learning outcomes. These tools are aligned with AAC&U's Essential Learning Outcomes. This allows comparative data but may not be completely aligned to MCC's curriculum. MCC has an opportunity to develop a separate set of rubrics or to augment the AAC&U rubrics to allow alignment with the MCC curriculum. Collectively both tools may allow faculty to build a more holistic view of student skill development.
Assessing common learning outcomes	Systematic: MCC has developed a sustainable process for assessing common learning outcomes. The college follows an established schedule to deploy this process according to which may have begun in Fall 2014 according to Figure 1P3. This process includes discipline faculty and other necessary faculty as primary stakeholders. The deployment of this process includes sharing of data which promotes selected faculty as key stakeholder in the process to share student learning outcome data and results. The faculty further include the Office of Institutional Effectiveness in the process who then publically articulates results with all faculty.
Other identified processes	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC provides data for outcomes related to pass rates, general education grades, retention, and graduation rates. However, the data presented does not include direct measurements of student achievement for each of the common learning outcomes listed in 1P1. The results reported are pass rates and VFA measures.
Summary results of measures (including tables and figures when possible)	Systematic: Trend data are reported for pass rates for general education courses which may be an indirect measure of common learning outcomes. Rubrics are presented in 1R1.4, but no data from deploying the rubrics are presented. Other sample data included in Figure 1R1.8 through 1R1.13 presents student success, co-curricular attendance, self-assessment results, etc. MCC may consider these indirect measures of student learning. The indirect measures are systematic. Direct measures are not included.

Comparison of results with internal targets and external benchmarks	Systematic: MCC trend data from VFA includes Michigan Benchmarking and National Benchmarking from 2007-08, which is the most current data considering the 6-year co-hort. MCC does have established targets identified for persistence. Efforts are made to create comparison opportunities by using AAC&U VALUE Rubrics.
Interpretation of results and insights gained	Systematic: MCC interprets results and provides insights gained from that interpretation of indirect measures. Again, direct measures are not included.

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Established assessment practices led to a focus on student writing and MCC has taken reasonable steps to address concerns by promoting the transfer of student writing skills into other areas of the curriculum through a Writing Across the Curriculum initiative, ALP (Accelerated Learning Program), and professional development for faculty.
MCC has also shown improvements in the natural sciences area. Assessment initiatives were carried out over several years with a focus on increasing student learning.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Systematic: MCC's articulated mission supports programs that lead to transfer or employment. There is a detailed approval process that ensures that programs are appropriately aligned to the mission. The process includes shared governance and a checks and balance approach by all primary stakeholders, including faculty and executive level administrators.
Determining program outcomes	Systematic: The institution employs the DACUM process to ensure that program learning outcomes are relevant to the needs of employers in the workforce, which was improved with a recent AQIP Action Project, described in Figure 1P2.1. Faculty determine the learning outcomes with input from the program advisory committee and staff members trained in the DACUM process. Programs are reviewed every 3 years and MCC reports using an established set of inputs during program review. This review process includes using these inputs to revise program learning outcomes.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: With input from stakeholders, the 3-year program review assures the relevancy of programs. This review process includes using inputs to revise program learning outcomes. Faculty, students, and advisory committee members are primary stakeholders in this process. Information about the programs is published in both print and electronic communications.

Incorporating into the curriculum opportunities for all students to achieve the outcomes	Systematic: The MCC catalog publically articulates program information. The purposes, content, and level of achievement of outcomes are articulated through program descriptions, course syllabi, and program marketing materials.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: The program review process, engaged every 3 years, evaluates program curriculum and goals based on input from students, alumni, the program advisory committee, and transfer institutions. Assessment of student learning data are reviewed. Recommendations from students, advisory committee members, and faculty are also reviewed. The process includes reviewing enrollment trends and economic/workforce forecasts to evaluate societal needs.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: MCC has many co-curricular activities that are discipline-related and support student learning. Faculty and administrators follow a documented process that supports student learning outside the classroom. The student development and cultural events department is identified as the process sponsor. MCC also offers students the opportunity to develop co-curricular student groups. There is a process for students to follow that allows them to apply and identify a faculty advisor, elect officers, and establish group goals. They must also identify success metrics associated with each goal.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: Multiple direct and indirect measures are used to assess student learning. Advisory committees contribute to the selection of third-party assessment tools, such as NOCTI.
Assessing program learning outcomes	Systematic: The process identified includes faculty as deployment champions and key committee stakeholders as primary reviewers in the checks-and-balances system identified. The process deployed includes data collection, data review, data analysis, and the ability to identify improvements in learning outcomes and tools used to gather data.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Outcome data are reported to be tracked through direct and indirect measures. The tools used are primarily surveys, 3rd-party assessments for programs, program portfolio-based assessment, and the NOCTI (National Occupational Competency Testing Institute) assessment tool. The NOCTI results include trend data.

Overall levels of deployment of assessment processes within the institution	Systematic: While all programs have goals and assessments, some programs have recently updated goals and assessment tools. Programs are on a 3-year rotation for assessment and the percentage of programs at each stage of the rotation were not identified. MCC shared results from surveys and the NOCTI Competency Test for Business programs.
Summary results of measures (including tables and figures when possible)	Systematic: Figure 1R2.4 provides MCC's results in Business programs using the NOCTI assessments. NOCTI provides comparative information within Michigan as well as at the national level. MCC generally compares very well. MCC also provides tables that summarize graduate employment, and many programs have high placement rates. These represent indirect measures that have characteristics of a systematic rating. Direct measures are not apparent in the report.
Comparison of results with internal targets and external benchmarks	Systematic: MCC presents trend and benchmark data for the NOCTI Competency test. No other comparison data are presented nor are internal targets listed.
Interpretation of results and insights gained	Systematic: MCC uses a snapshot of the Business Program Assessment Results (Figure 1R2.4) to suggest that its students are doing as well or better than students who complete this assessment nation and statewide. Yet, Figure 1R2.11 shows that MCC student assessment results are declining. MCC also interprets survey and employment data. Insights gained include that although students are completing programs and prepared for employment, employment opportunities may not be available in the local economy.

112. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Based on results, MCC has identified and implemented (or plans to implement) more effective 3rd-party assessment tools. The institution also invested in professional development for faculty to connect the Degree Qualifications Profile, program assessment, and curriculum mapping. Information collected from student surveys have led to investments in equipment.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Systematic: MCC employs student surveys and placement tests to determine students' academic and support needs. Information about student needs is also gathered through course evaluations and graduate surveys.

Identifying other key stakeholder groups and determining their needs	Systematic: MCC uses a variety of tools to identify other stakeholder groups. These include environmental scanning tools, advisory committees, local economic data reports, workforce data, census data, and transfer data. College leadership members are actively involved in the community and key organizations.
Developing and improving responsive programming to meet all stakeholders' needs	Systematic: MCC works with community and business leaders to address community needs. MCC provides examples of where it used creative solutions to revise curricula to meet employer needs.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: Assessment tools are selected with input from program advisory committees, faculty, and administration. This is done systematically by identifying data needs, and identifying or developing, assessments to gather the data. This process has lead MCC to identify a customized assessment tool that is tailored to its needs.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic: As part of the regular program review that occurs every 3 years, the viability of programs is evaluated by analyzing multiple data points. The data are reviewed by the Vice President of Academic Affairs and a recommendation is made to the President. Figure 1P3.1 shows the enrollment in recently discontinued programs.
Other identified processes	

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC presents transfer student GPA performance, results from the Pre-Compass student survey, and results from the Noel-Levitz Student Satisfaction Inventory. Data concerning how students performed at transfer institutions or how many students successfully transferred are not included in the report.
Summary results of measures (including tables and figures when possible)	Systematic: Several tables show the results on pages 19 and 20. These are indirect measures.
Comparison of results with internal targets and external benchmarks	Systematic: MCC compares the transfer student GPA performance results against an internal benchmark. Student Satisfaction Inventory data shows both longitudinal and national comparison data.
Interpretation of results and insights gained	Systematic: Data from student surveys were analyzed to identify the most common reasons for attending MCC and the most common concerns for incoming students. Recent additions to the transfer services and incoming services for new students were described.

1I3. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>MCC has used the data regarding student's declared purpose to revisit the degrees it offers and consider missing curriculum tracks. This has resulted in the addition of several new paths of study.</p> <p>In response to survey data about students' concerns, the College now requires the College Success Course to support career exploration, and Guided Pathways have been implemented.</p>

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Systematic: MCC has used Compass scores to determine student preparedness regarding math, reading and writing prerequisites assigned to specific courses. The prerequisites are recommended by faculty and established by MCC's curriculum approval process. The course catalog identifies the required prerequisites associated with specific courses. MCC acknowledges that the Compass assessment will not be available at the end of 2016. It is developing a new process to replace its current one.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic: MCC has developed regularly scheduled and repeated processes to evaluate and ensure rigor for all its courses. Each course description, which includes the catalog description, prerequisites, course goals and objectives, assessment methods and delivery methods, is approved by the curriculum committee. In addition, each course description is updated on a 5-year rotation. Faculty are expected to teach and assess the goals and objectives in the course description, regardless of delivery method. All programs are reviewed by faculty and advisory committees each year and are evaluated on a 3-year rotation.
Awarding prior learning and transfer credits	Systematic: Prior learning credits are awarded through MCC's Registrar. MCC evaluates prior learning experiences through analysis of credential standards and industry standards or direct observations of student skills. Transfer credits are awarded through standardized agreements between institutions on a per-course basis. Where prior agreements have not been identified, faculty and the Vice President of Academic Affairs are consulted to evaluate the equivalency of the learning outcomes.
Selecting, implementing, and maintaining specialized accreditation(s)	Systematic: MCC's faculty review available accreditation opportunities and consult with administration to identify the value of specialized accreditation. MCC maintains specialized accreditations in its health occupations programs and approval to deliver training by other industry standards. The college has an opportunity to move to a more aligned level of maturity by reviewing specialized accreditation in relation to current strategic and operational goals.
Assessing the level of outcomes attainment by graduates at all levels	Systematic: MCC uses an assessment committee to review learning objectives, review methods implemented to assess student learning, and review how assessment data can inform improvements leading to increased student learning. All courses and programs have learning outcomes. Program outcomes are assessed on a 3-year cycle. The

	previously used process has been changed to increase the capacity by which faculty are engaged.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Systematic: Assessment tools for program assessment are selected by faculty with guidance from the program advisory committees. Both groups are engaged in on-going review of the program outcomes and assessment plans. In addition, the Assessment Committee supports faculty review of the assessment results and tools when the program is reviewed every 3 years. MCC has an opportunity to compare student learning assessment data across locations and modalities to augment the processes that assure consistent academic rigor.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC provides a list of measures tracked to determine the quality of its academic programs. These include student satisfaction surveys, NOCTI exams for business programs, graduate surveys (employment rates), PROE surveys as well as measures of the effectiveness of its student placement system. MCC has the opportunity to provide information about its assessment activities that rely on less standardized approaches that are still direct measures of student learning.
Summary results of measures (including tables and figures when possible)	Systematic: From the results reported, MCC's students consistently perform well on NOTCI, NCLEX and CMA tests. Student and other stakeholder responses indicate satisfaction with the college. MCC is evaluating student outcomes across modalities and is analyzing data for improvement. As MCC continues to do this, it will likely proceed to a higher maturity level through establishing benchmarks and targets and more clearly describing data that are shared and used. MCC has the opportunity to identify the percentage of programs that are currently meeting its 3-year outcome assessment cycle.
Comparison of results with internal targets and external benchmarks	Systematic: MCC compares itself with state and national peer groups for Noel-Levitz's Student Satisfaction Inventory, NCLEX, and NOCTI exams. The college also systematically looks at student success and employment by program and completion of developmental education. By establishing internal targets that are aligned with strategic and/or operational goals, MCC has the opportunity to move to a higher maturity level. MCC has an opportunity to identify/develop the means of comparing student achievement to state and national levels for common learning goals.
Interpretation of results and insights gained	Systematic: MCC provides a limited interpretation of results and insights gained. MCC reads the data provided and directly responds. MCC does not indicate that it practices comparing trends across assessment methods to identify opportunities to improve student learning. As MCC matures in its systematic collection and analysis of data, it will likely align results more clearly.

114. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC identifies the success of its ALP (Writing) curriculum in preparing developmental students for college-level composition courses. MCC also recognizes the need to address student success in math and appears to be modeling its next steps after effective changes used by the English faculty.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Systematic: MCC identifies underprepared and at-risk students prior to enrollment and once instruction is underway. MCC has a systematic process to identify underprepared students at entry by means of a placement test. The college is exploring with faculty input alternatives to this test. An early alert system is in place to notify advisors if a student is not doing well in classes. This proactive system allows advisors to contact students and determine support needs. The Early Alert system is showing elements of alignment and integration as faculty and advisors coordinate better to identify and meet student needs.
Deploying academic support services to help students select and successfully complete courses and programs	Systematic: MCC offers a variety of services to help students navigate the early stages of their college careers. These services include mandatory student orientations, advisor intervention for struggling students (Starfish Software), tutoring support, and multiple avenues for students to track into college-level courses if their skill sets are below college-prepared.
Ensuring faculty are available for student inquiry	Systematic: MCC Faculty are required by contract to hold 7 hours of office hours per week (up to 3 hours can be online). MCC offers ZOOM conference software to faculty to support online office hours and/or online courses. Specified office hours are posted on faculty office doors and in course syllabi.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Systematic: MCC seeks input from both students and faculty to determine learning support needs. Students are asked to fill out surveys at many different points during and after their interactions with advisors, counselors, and tutoring specialists. Noel-Levitz is used to confirm insights gained from these surveys which reflect a narrower window of time. Faculty input is gathered through a series of surveys, budget requests, and PACE. MCC recognizes that it has limited resources and has rationed free tutoring services for all students to 1 hour per week for each enrolled class. This allows MCC to focus efforts on students where tutoring services may raise a student through the success threshold. Additional free tutoring can be sought through a petitioning process that is

	refereed by counselors and faculty. Any student may secure additional tutoring through payment.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Systematic: MCC's current advising and tutoring staff are qualified and experienced. Current staff members have earned at least a bachelor's degree, and counselors have earned a Licensed Professional Counselor credential from the state of Michigan. Faculty identify and recommend students who serve as peer tutors.
Communicating the availability of academic support services	Systematic: MCC communicates the availability of academic support services in many ways, some of which are required activities or courses for students. MCC has an email communication plan to inform students of support services that includes messages from the President, Vice President of Academic Affairs, deans and a publically posted monthly announcement sheet.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services	Systematic: The Quality Council selects tools to evaluate support services with input from departments. MCC collects student survey information after each meeting with a counselor or tutor, New Student Orientation, using the Student Success Center, and after each college success course. This data along with the Student Satisfaction Inventory items related to student success are reviewed the by the Quality Council and used to determine future staffing decisions and other improvements to support services.
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Survey data are presented including a comprehensive analysis of Student Satisfaction Inventory data related to academic support services. Pass rates for specific courses and for online courses are presented that show the positive impact of recent improvements in writing instruction and preparing students for online course success.
Summary results of measures (including tables and figures when possible)	<p>Systematic: MCC presents data tables that are easily read and comparisons. The population size represented in the Noel-Levitz data and the return rate was not indicated. While the Noel-Levitz data suggests that MCC is better than average at meeting student academic support needs, the data gathered from student interactions with counselors, advisors, and tutors was not presented.</p> <p>While many measures are presented, no internal goals were identified. By establishing targets, aligning measures to strategic and/or operational goals, and more clearly articulating how this data are disseminated, MCC has the opportunity to move to a more aligned maturity level.</p> <p>Summaries of data sets follow: MCC data supports that students find the mandatory orientation informative and useful.</p>

	<p>The Writing Center data results show a comparison of student satisfaction with that survey and student awareness of the skills exercises. The latter data set has the potential to fuel curriculum revision to integrate the student support process with the curriculum development process.</p> <p>The Early Alert System results track the type of concerns raised as well as the effectiveness of the support systems in addressing the student needs for this problem. While the data appears impressive, the explanation about how concerns are categorized or the thresholds that need to be met to have a concern designated as “cleared” is not evident in the information provided.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>Reacting: MCC is able to compare itself against national standards using Noel-Levitz. The Noel-Levitz data also shows MCC performance over a 3-year window. MCC may benefit from identifying internal targets that align with its strategic plan and operational goals.</p>
<p>Interpretation of results and insights gained</p>	<p>Systematic: MCC provides a limited interpretation of results and insights gained. MCC notices drops in the English and math developmental course pass rates but does not offer any explanation or reactions to why. This is, however, addressed in the Improvements area for this subcategory. Also, MCC did interpret and react to variations in On-line Course Success Rates (Figure 1R5.11) to identify and address course content issues. This action has improved scores. MCC has observed increases in persistence and retention and tied those back to specific actions.</p>

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<p style="text-align: center;">Evaluation of Improvement Efforts</p>	
<p>MCC is responsive in identifying specific challenges and taking steps to address them. Based on the results collected, MCC has made a number of improvements including:</p> <ul style="list-style-type: none"> • Determining a minimum math placement score for entry into the lowest developmental math course. • Providing training to faculty members who teach online to ensure that similar levels of rigor are expected in the Effective Online Learning course. • Improvements of the testing center environment at the Greenville learning center. • Increasing the Writing Center funding. • Revising the early alert system process to ensure that faculty are aware of contact between staff advisors and the reported student as well as intervention plans. • Implementing staff and schedule changes to reduce the time students were waiting for a counselor appointment. 	

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

<p style="text-align: center;">Process</p>	<p style="text-align: center;">Team Comments on Process Maturity and Improvement</p>
<p>Ensuring freedom of expression and the integrity</p>	<p>Systematic: MCC has a policy that addresses the campus standard regarding academic freedom. The policy defines the purpose of</p>

of research and scholarly practice	academic freedom and the conditions under which faculty and students make speak freely.
Ensuring ethical learning and research practices of students	Systematic: MCC has an academic honesty policy that is published in the catalog and every syllabus includes a statement defining academic honesty and the consequences for infractions. MCC also provides proctored testing facilities, lockdown browser software, and anti-plagiarism software for faculty and student use.
Ensuring ethical teaching and research practices of faculty	Systematic: MCC equates this process to a review process. All faculty members are reviewed by their peers on a 3-year rotation during which course evaluations are reviewed. In addition, the Vice President of Academic Affairs and other administrators review all course evaluations at the completion of each term and provide feedback to faculty members.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Systematic: The Quality Council is responsible for selecting tools and reviewing tools each year. Currently the Quality Council has selected items from the Noel-Levitz Student Satisfaction Inventory, employee satisfaction survey, and the PACE survey.
Other identified processes	

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The Quality Council selects and reviews the assessment tools for Academic Integrity. This is done primarily through the Noel-Levitz, employee satisfaction surveys, and PACE survey.
Summary results of measures (including tables and figures when possible)	Systematic: MCC provides selected results from the Noel-Levitz and PACE surveys that reference ethical treatment and practices. Student and employee responses are, in general, positive. The mean from students over the years of the survey is between 5-6 on a 7-point scale. The mean for employees is between 3-4 on a 5-point scale. While results are clearly presented, sample sizes and significant differences are not identified.
Comparison of results with internal targets and external benchmarks	Systematic: MCC provides comparative data for both the Noel-Levitz and PACE surveys for the most recent year of the surveys. In both cases, MCC's mean responses are greater than the national comparison group.
Interpretation of results and insights gained	Systematic: MCC provides outside comparisons to national norms. No interpretations, however, are offered to improve or conserve its current results.

116. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC uses a combination of institutional policy, syllabi policy, and faculty review to assure that academic integrity remains intact. MCC's improvement efforts have not targeted processes associated with this subcategory.

AQIP Category Two

MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.

2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Aligned: The identification of key student groups starts with the strategic planning process which identifies priorities of student and service groups. Several types of data are considered during this process. Student groups are further disaggregated by attribute to aid in data analysis. The application process collects data about students and enables MCC to direct the student to various service providers within MCC. Each fall, relevant data are shared with the Quality Council for review.
Determining new student groups to target for educational offerings and services	Systematic: MCC's annual review of the strategic plan, department plans, and business/industry interaction provide information about potential student groups or services. The College's participation in statewide student success work ("Win-Win" and "Credit when its Due") helped MCC to identify students who left prior to completion and develop processes to recruit them with the goal of degree completion.
Meeting changing student needs	Systematic: One focus of MCC's current strategic plan is to expand student success oriented services. As a result, MCC has established the Quality Council structure as the result of an AQIP Action Project and has used its involvement with Achieving the Dream to improve data-based decision-making. Quality teams are charged with using the plan-do-check-act model to identify and address changing student needs. Data, feedback, and environmental scanning are considered in the identification of needs and possible initiatives. The Quality Council reviews the reports on initiatives.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Aligned: MCC's process for identifying student subgroups mirrors that used to identify student groups. Currently, the college has identified seniors, online students, and veterans as distinctive subgroups. Programs and support structures are in place for student subgroups, ranging from state- and national-level veteran education groups to partnering with the Montcalm County Commission on Aging.

Deploying non-academic support services to help students be successful	Aligned: Participation in Achieving the Dream and an AQIP Action Project focused on CQI have supplied the data to support MCC's process to deploy non-academic support services. Before implementing a new service, MCC reviews data to determine needs, researches approaches, and considers how the new service will benefit students. College leadership ensures that the service is aligned with the strategic plan, departmental plans, budgeting process, and resource allocations.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Systematic: MCC uses a standardized hiring process that uses job descriptions and identifies necessary qualifications. Representative committees select candidates with appropriate degrees and credentials. The Human Resources department ensures that all employees complete federal and state mandated training. MCC provides orientation of new employees through department leaders, and MCC continues to provide training and professional development opportunities for employees. The college has an opportunity to move to a higher level of maturity by linking these processes more directly to institutional goals and assessing the effectiveness of these processes.
Communicating the availability of non-academic support services	Aligned: Communication starts as soon as students are prospects through the automated recruitment communications mechanism. Information is included in the recruitment packet and continues through the mandatory orientation and the College Success Course. Material is distributed via multiple media and is updated regularly. The college has an opportunity to move to a higher level of maturity by aligning its processes more directly to its goals and priorities, setting targets, and establishing metrics to determine student satisfaction with communication and effectiveness of processes.
Selecting tools/methods/instruments to assess student needs	Systematic: MCC uses a plan-do-study-act model for assessment. Assessment activities are supported through the office of the Office of Institutional Effectiveness. Considerations in selecting an assessment tool include: the research question, benchmarking data, and research-proven tools, repeatability of the assessment method, investment and alignment with existing plans, timeliness, confidentiality issues, and how the results will be used.
Assessing the degree to which student needs are met	Systematic: Targets are derived from Jenzabar data and consider national and state trends, available resources, benchmark comparisons and student needs. A process is in place to allow for contextual data (before/after comparisons). If targets are not met, further discussions and analysis are implemented to determine root causes, reconsider strategies, and start a new round of planning.
Other identified processes	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Noel-Levitz Student Satisfaction Inventory, retention, and GPA comparisons of all students to special populations, and online course success data are all used to determine if current and prospective student needs are being met. One of the initiatives for identifying student needs is the "Win-Win" initiative. In this instance, the following were tracked: the

	size of the original pool, number audited, number contacted, and degrees awarded. Similar data sets were tracked for the “Credit When It’s Due” initiative.
Summary results of measures (including tables and figures when possible)	Systematic: MCC provides trend and comparative data on Noel-Levitz Student Satisfaction Inventory, success data on veterans compared to other students, and online course completion data. The college has an opportunity to identify additional data sources to determine student satisfaction with services and to more clearly provide context as to how the information provided aligns with its goals and priorities.
Comparison of results with internal targets and external benchmarks	Reacting: MCC provides limited comparative data in this area. It has an opportunity to move a higher level of maturity by establishing benchmarks and targets to determine if it is meeting student needs, as well as describing how this information is shared and used for improvement.
Interpretation of results and insights gained	Reacting: MCC is just beginning to interpret and gain insight from data collected. By delving more deeply into why students respond as they do on the Student Satisfaction Inventory and what factors may be contributing to changes in success by veterans and online students compared to others, the college has an opportunity to move to a more systematic assessment of how well it is meeting its students’ needs.

2I1. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>MCC has identified two new initiatives to address student needs. Student who do not attend during the first week will be included in the student services contact list to inform those students about available services. The same will be done with students who are in need of academic assistance.</p> <p>Improvements have been made to the campus library, amenities, atmosphere, and customer service based on feedback from faculty and students.</p> <p>The college is planning to expand the non-academic support services it provides by partnering with several business and community partners, such as Spectrum Health.</p> <p>Future improvements include implementing a texting service that works with Jenzabar to target students with specific information about support services.</p>

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Systematic: MCC has a systematic and centralized process for collecting student retention, persistence, and completion data. The Office of Institutional Effectiveness is the main office for producing KPI data. The College uses Jenzabar to collect and analyze institutional information but also utilizes external data sources for context. The National Student Clearinghouse Student Tracker is

	used to compliment data that the Office of Institutional Effectiveness is able to gather internally. There is an opportunity to move to a higher level of maturity by articulating how information is shared within the college.
Determining targets for student retention, persistence, and completion	Systematic: Targets are determined by MCC's Executive Team. Targets are identified annually and are informed by reviews from Quality Council and other teams including the Board of Trustees semi-annual strategic retreat. Targets are set considering the strategic plan and various initiatives. Targets are chosen to be both reasonable and challenging.
Analyzing information on student retention, persistence, and completion	Systematic: The Office of Institutional Effectiveness regularly prepares reports on student retention, persistence, and completion. In addition to these reports, the college uses IPEDS and VFA reports to understand its students' success. These reports are shared with key stakeholders including Quality Council, Executive Team, and the Board of Trustees, who are encouraged to provide their insights to determine what is influencing the data.
Meeting targets for retention, persistence, and completion	Systematic: The college reviews data in the context of the strategic plan and established targets. Resource allocation and initiatives are then aligned with those goals. There is an opportunity to more clearly articulate how these decisions are communicated and evaluated.
Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Systematic: By using the plan-do-study-act model, MCC determines appropriate metrics to assess student needs. Currently, the Office of Institutional Effectiveness provides assessment consultation, best practices resources, and training. The Office of Institutional Effectiveness has developed standards for its metrics, definitions, and benchmarks to assist in meaningful interpretation and use of data. MCC also uses external data sets such as VFA and IPEDS.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC collects and uses standard retention, persistence, awards conferred, time to completion, and 6 year outcome metrics from VFA to understand its results for student retention, persistence, and completion.
Overall levels of deployment of assessment processes within the institution	Systematic: The Office of Institutional Effectiveness has the responsibility for collecting data and producing appropriate reports. Data presented were for 2007 and 2008 through the VFA. More current data are provided for IPEDS comparisons. Measures indicated in the processes were summarized in the data presentation. The college is finding VFA data to be more meaningful than IPEDS.
Summary results of measures (including tables and figures when possible)	Systematic: As depicted in figure 2R2.1 & 2R2.2, retention and persistence have been fairly consistent and have shown an upward trend since 2011. The college's completion rate has been decreasing as depicted in figures 2R2.5 and 2R2.6. Targets have been set for these metrics. However, it is unclear how widely understood and communicated this information is or how it influences activities.

Comparison of results with internal targets and external benchmarks	Systematic: MCC provides comparative data from VFA. Figure 2R2.6 depicts MCC’s 6 year outcomes compared to other comparative groups. MCC students receive fewer Associates degree than its peer groups for the years presented, which the college attributes to local economic conditions at that time.
Interpretation of results and insights gained	Systematic: MCC provides limited interpretation of its results and attributes some of its outcomes to changes in local economic conditions and the move to increased stackable credentials in programs.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Based upon a review of its retention data and review of national best practices, the College has made changes to increase student success, such as mandatory orientation and attendance in a student success course, design of guided pathways, and redesign of developmental education. Due to the large number of part-time students, participation in VFA will yield more appropriate information than current comparison data available through IPEDS. The expansion of the Office of Institutional Effectiveness has increased the analytic capacity of the college.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	Systematic: The mission of MCC articulates an expectation for serving the community, and MCC has an operational definition for stakeholder. Key stakeholders are identified every 3 years through environmental scanning during strategic plan development. Stakeholder information continues to be reviewed quarterly by the Executive Team as this group reviews the strategic plan. The identified stakeholder categories are reported in Figure 2P3.1.
Determining new stakeholders to target for services or partnership	Systematic: MCC has operational definitions of stakeholders and partnerships, and these provide a framework for MCC leaders. The strategic plan specifies developing new partnerships as a goal, and MCC collects information about potential stakeholders and opportunities through internal and external meetings. It also takes into account the changing environment to proactively determine new partners and stakeholders as conditions warrant.
Meeting the changing needs of key stakeholders	Systematic: MCC recognizes the need for the college to be responsive, and as such, balances being grounded in the Strategic Plan with the need for decision-making agility. MCC uses community program advisory committees and workforce advisory boards as well as its reputation for “trustworthiness” as its approach to deploy this process. The primary result of this process is to align MCC curriculum with worker needs. No information is provided regarding the frequency of advisory meetings nor does MCC identify a process owner.
Selecting tools/methods/instruments to	Systematic: The plan-do-study-check act is the approach for assessment planning. MCC uses interviews, focus groups,

assess key stakeholder needs	surveys, environmental scanning, needs assessments, written agreements, and data profiles to assess key stakeholder needs. The Office of Institutional Effectiveness provides assessment consultation to ensure that appropriate tools are being employed.
Assessing the degree to which key stakeholder needs are met	Systematic: MCC uses benchmarks such as regional, state, and national trend data to set informed targets. The targets are developed to measure student success. The college closes the loop on this process by examining areas where performance targets are not met and engaging in conversations to determine root causes. In addition, ad hoc conversations with all partners occur regularly to build relationships, clarify needs, and enable responsiveness. While MCC provides information about setting and reviewing targets, the specific target information is not clear.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Outcomes tracked include: 1) satisfaction survey data (student and employee); 2) scholarships awarded; 3) degrees awarded, dual credit headcount, and early college enrollment. Although these measures may represent existing partnerships and student-stakeholder needs, these outcomes do not appear to reflect the processes reported in 2P3. The tools used are measures for students; none are provided for stakeholder groups.
Summary results of measures (including tables and figures when possible)	Systematic: The results for measuring student needs are summarized in graphics; however, results for other stakeholder needs are not presented.
Comparison of results with internal targets and external benchmarks	Reacting: MCC provides data sets that compare results from the Noel-Levitz Student Satisfaction Survey with a National Comparison group. Although MCC provides 3 data points, only one data point is provided for the National Comparison Group.
Interpretation of results and insights gained	Reacting: MCC believes the results reported show that the College is making progress meeting student learning needs as identified by students and meeting student financial need by showing the increase of the scholarships awarded by the MCC Foundation. While this indicates that MCC is making strides in meeting its students' needs, the College should consider developing measures to gauge its success at meeting other stakeholder needs.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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MCC has developed definitions of stakeholder and partner that it applies in determining stakeholder groups. MCC recognizes that its improvements must be deliberate and data driven to determine key stakeholders and if their needs are being met. Recognizing the lack of direct measures, MCC plans to address this by formally collecting data on partnerships.

The college will work with the Office of Institutional Effectiveness to systematize processes and integrate them into the Quality Council structure.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Systematic: MCC has clearly defined processes for 3 types of complaints: 1) state and federal law related; 2) academic; and 3) non-academic. The processes include investigation, evidence collection, and documentation. Students learn of the processes at orientation and in their first-year experience course, as well as through the website, the student portal, and the catalog. The complaint process includes communication with the student about the final status. Documentation of complaints is archived and findings are shared with necessary parties.
Collecting complaint information from other key stakeholders	Systematic: The complaint process for stakeholders is similar to that for students except for how complaints are submitted. It is not clear how stakeholders are informed of the complaint process. The college has an opportunity to better communicate its process to external stakeholders, and MCC may benefit from a formalized process that includes aggregating complaint data as well as a centralized system to capture this data.
Learning from complaint information and determining actions	Reacting: MCC describes the potential benefits to analyzing complaint data but does not describe whether it actually reviews complaints to realize these benefits. As previously stated, MCC may benefit from a formalized process that includes aggregating complaint data as well as a centralized system to capture this data. Currently, the Office of Institutional Effectiveness is responsible for aggregating complaint data, yet a centralized system may not necessarily exist at MCC.
Communicating actions to students and other key stakeholders	Systematic: MCC's communication of actions is dependent upon the complaint and parties involved. This deployed process does allow for confidential information to remain confidential and allows for anonymity. Should a complaint result in a process or policy change, those would be communicated through regular college channels.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting: Student services tracks complaints and resolutions are documented. A question on the Noel-Levitz Student Satisfaction Inventory related to complaints is used to measure student satisfaction. The college has the opportunity to develop more robust tools to evaluate complaint resolution such as point of service feedback to students and other stakeholders who have submitted complaints. MCC may consider including other stakeholder complaints into its current tracking system to determine the number and the type of stakeholder complaints received. Such information

	could be valuable in determining stakeholder needs and the degree to which the college is meeting them.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: MCC has a single measure of the number of total student complaints for a 4-year period and the results of 3 data points for the Noel-Levitz Student Satisfaction Inventory as it is relevant to student satisfaction with the channels to express complaints. This is an indirect measure.
Summary results of measures (including tables and figures when possible)	Reacting: The number of complaints increased in 2014, which the college attributes to corresponding to changes in communication to students (Figure 2R4.1). The number of complaints decreased the next year. Student satisfaction with the availability of channels for expressing complaints has increased since 2012 (Figure 2R4.2). These summarized results are not a reflection of the deployed processes reported in 2P4.
Comparison of results with internal targets and external benchmarks	Reacting: MCC student satisfaction with the availability of channels for expressing complaints is higher than the national comparison group in 2015 (Figure 2R4.2). However, this is the only data point provided.
Interpretation of results and insights gained	Reacting: MCC interprets changes in number of complaints received to changes in communication processes with students, and states that it has improved student satisfaction with processes based upon results of the Noel-Levitz Student Satisfaction Inventory. However, the analysis of the student complaint data is hindered by the results being shown in total instead of grouped by complaint type. The college has an opportunity to look at types of complaints received to determine patterns or trends. It also has the opportunity to develop metrics to analyze stakeholder complaints.

2I4. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC recognizes that this is an area that needs to be developed. Based on information collected through focus groups and surveys, MCC determined that a more centralized approach to service and communication is needed. The One.MCC Action Project was initiated to meet those goals. As a result, MCC is developing a system that can capture service requests, suggestions, and complaints as well as automate the complaint process. This project is expected to provide the capacity to review complaints for trends and issues as well as help MCC create plans and communicate more effectively.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Systematic: MCC has defined criteria for determining who would be a beneficial partner for the college. This process also includes multiple stakeholders at various levels of leadership and responsibility to review and determine partners at the local, regional, state, and federal levels. This deployed process engages leadership who consider numerous inputs from the institution and from the potential partner to assess the risk/benefit of the partnership. The request is also reviewed to determine consistency with the mission. All college partnership opportunities are reviewed by the President following college policies and procedures.
Building and maintaining relationships with partners	Systematic: MCC builds and maintains its partnerships through investment of time to determine the interest and capacity of potential partners. As the partnerships mature, both parties can create additional opportunities for future endeavors. The college has an opportunity to move to a more aligned level of maturity by evaluating the success of this process for both the college and its partners and to more clearly articulate which units of the college coordinate and communicate about its partnerships.
Selecting tools/methods/instruments to assess partnership effectiveness	Reacting: Like other processes in Category 2, the Office of Institutional Effectiveness is responsible for this informal process. Tools include surveys, research, and/or assessment results. MCC may benefit from tools or instruments that are agreed upon by the institution and administered as a scheduled event by a process owner or deployment champion.
Evaluating the degree to which collaborations and partnerships are effective	Reacting: MCC establishes targets and benchmarks individually for each partnership depending on the nature of the relationship. It has recently developed a rubric to guide in decision making. While it is making progress in developing a method for evaluation, at this time the process used has variance and may not necessarily be predictable in its approach or deployment.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: MCC's Board of Trustees conducts an annual self-evaluation of its relationship with its constituents and rates its performance as fairly consistent over time. The reported range is 3 to 4 on a 4-point scale. The college also describes some ad hoc assessments of specific programs such as growth of apprenticeship. The college has an opportunity to develop more robust and objective measures to track its relationships. These initial first steps could be used as the basis for developing more standardized measures.
Summary results of measures (including tables and figures when possible)	Reacting: While MCC provides much information about activities it conducts with its partners, it is unclear how the information reflects upon the effectiveness of its processes for selecting, building, or maintaining relationships

Comparison of results with internal targets and external benchmarks	Reacting: No comparison, target data, or external benchmark data was included in the report submitted.
Interpretation of results and insights gained	Reacting: MCC describes progress on a number of partnerships without providing interpretation of the partnership in a broader context or the insights gained from the partnership.

2I5. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The new strategic plan, for 2016-19, emphasizes strategic partnerships and will lead MCC to review current partnerships and determine new opportunities. MCC has developed, with broad employee input, a rubric to evaluate the degree to which a partnership supports the mission of the institution. MCC plans to improve its systems for data collection to measure partnership effectiveness.

AQIP Category Three

VALUING EMPLOYEES explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Recruiting, hiring, and orienting employees	Systematic: MCC has a documented, mapped process for recruiting and hiring employees that was reviewed and improved after the director of Human Resources position was secured in 2011. Human Resources is responsible for the employee orientation process which includes information about the college's mission, vision, and values as well as required trainings (such as FERPA, sexual harassment, and by-stander intervention) and information about the individual's employment. Additional position-specific training is provided by the employee's direct supervisor. Even though Montcalm has presented a detailed illustration of the process including MCC Employment Procedure #4200 and Figure 3P1.1, the College has an opportunity to set targets for hiring and developing measures to evaluate the effectiveness of its processes.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Systematic: Initial qualifications are established in the same manner for all employee groups. Qualifications and credentials are matched to job duties and reviewed by the Vice President of Administration before being sent to the President for final approval. Recent revision to procedure #4200 includes a statement of need for the position which is approved by the President prior to recruitment. With the hiring of the Human Resources director, training has been implemented for hiring teams, and behavior based and scenario based questions have been introduced.

	<p>Human Resources is the deployment champion of these processes, and the appropriate administrator(s) and stakeholders are included in the process and decision making. Still, the College has an opportunity to align its process for hiring qualified staff and administrators more clearly to its strategic plan or other institutional objectives and to evaluate whether existing processes are effective.</p>
<p>Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs</p>	<p>Systematic: MCC's process includes attention to and inclusion of the HLC guidelines for all faculty, including dual credit faculty. These are articulated in job descriptions and verified during the hiring process. A review of credentials was completed in 2015. Follow up is being done with full-time faculty who did not meet the standard; to be sure they are making progress.</p> <p>MCC's has designed and follows internal guidelines for assessing the credentials of occupational faculty. Human Resources is the deployment champion of these processes, and the appropriate administrator(s) and stakeholders are included in the process and decision making. MCC facilitates the process and stores necessary information using the College's enterprise system. The college has an opportunity to determine the effectiveness of its processes as it is fully implemented.</p>
<p>Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities</p>	<p>Systematic: MCC uses an iterative scheduling process that begins with and includes the Vice President of Academic Affairs working in consultation with the deans to determine faculty and staffing levels annually. The inputs in this process include course and program enrollment data, workforce demand, and community needs. Student course evaluation data is also used to determine instructor placement in courses. Faculty are asked to review the draft schedule and indicate their teaching preferences, full-time faculty first and then part-time faculty. Before a faculty member's course assignments are finalized previous course evaluations and academic credentials are reviewed to ensure that the faculty should and can be assigned to the course. Any unassigned courses are then filled by posting positions using the described Human Resources process. The college has an opportunity to align staffing needs to its strategic priorities and to expand its scheduling horizon beyond one year in order to better address student long term scheduling needs.</p>
<p>Ensuring the acquisition of sufficient numbers of staff to provide student support services</p>	<p>Reacting: MCC self-reports that it does not have specific criteria that inform the need to adjust student support staffing levels. Decisions are made on past history or anticipated need. Yet, MCC has a Just-In-Time plan: it supplements with work study students and arranges for retired employees to work during peak times. MCC has an opportunity to develop iterative processes, linked to its long term objectives to move to a higher maturity level.</p>

3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
<p>Outcomes/measures tracked and tools utilized</p>	<p>Systematic: Applicant referral source data and Noel-Levitz College Employee Satisfaction Survey are the main tools used to determine</p>

	<p>the effectiveness of MCC's recruiting, hiring and orienting practices. These data are collected systematically and is used to evaluate recruiting practices and employee satisfaction, respectively. MCC's internal data sets are limited to counts such as faculty retention data and number of adjunct faculty per semester. The college has an opportunity to develop additional tools to determine effectiveness of its hiring practices and to articulate how widely it shares this information and uses it to guide decision making.</p>
Summary results of measures (including tables and figures when possible)	<p>Systematic: One year of data shows that the MCC website is how most applicants learn about jobs, followed by friends, and advertisements. The Noel-Levitz Employee Satisfaction Survey items related to recruitment, hiring, and orientation earned scores that either increased or remained constant since 2012; the scores generally range between 3 and 4 on a 5-point scale and scores from 2015 are higher than the national comparison group for that year. At MCC part-time faculty represents a slightly larger percentage of the total faculty members than the average from other similar institutions. The 3-year average retention for part-time faculty is 89% and for full-time faculty it is 95%. MCC provided a more detailed analysis of the adjunct faculty population in terms of whether faculty are new or returning. The number of adjunct faculty has declined since 2013 along with decreased enrollment and contact hours taught. Adjunct faculty focus groups shared positive experiences with hiring, training, technical support, professional development, mentoring, scheduling, and compensation. Noel-Levitz College Employee Satisfaction Survey data indicates average satisfaction for employment related questions with a general increase in satisfaction for most questions. There was a drop in satisfaction in 2013 but an increase for the next administration of the survey (Figure 3R1.2). Employee satisfaction overall has decreased since MCC starting giving the survey. The college systematically collects data relevant to its employee recruiting and satisfaction, but it is unclear how data are shared or used in decision making.</p>
Comparison of results with internal targets and external benchmarks	<p>Systematic: MCC provides trend data. Benchmark comparison data are available for employee satisfaction data and the number of faculty. Internal goals are stated for the employee satisfaction survey data. Noel-Levitz College Employee Satisfaction Survey data indicate average satisfaction for employment related questions with a general increase in satisfaction for most questions. There was a drop in satisfaction in 2013 but an increase for the next administration of the survey (Figure 3R1.2). Employee satisfaction overall has decreased since MCC starting giving the survey. Even with this decrease, the college's employee satisfaction exceeds its national peers. Faculty retention (Figure 3R1.5) shows consistently high retention of employees, which could reflect overall satisfaction with the college. While the college provides valuable information, it is unclear how this data relate to targets or benchmarks or how the information is used in decision-making.</p>
Interpretation of results and insights gained	<p>Systematic: MCC acknowledges the decline in overall employee satisfaction and indicates that it is studying the data further. Even though drops in numbers of part-time faculty are in line with drops</p>

	in enrollment, there is limited interpretation of number of faculty and faculty retention results. This limited interpretation is applicable to all data provided in 3R1. The college has an opportunity to analyze this data in relation to institutional goals and priorities.
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3P1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC plans to conduct annual reviews of full-time faculty who are not compliant in the educational requirements to ensure that they are working towards meeting those standards. Additional questions about the hiring process will be added to the Employee Satisfaction Survey to gather more data about the efficacy of current processes.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators’ contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Systematic: MCC employs a performance evaluation for all employees that allows the review of progress, achievement of duties, and supports planning and goal setting in the context of the MCC mission and college goals. Reviews of faculty, administrators, and staff are conducted by supervisors. The President is reviewed by the Board of Trustees annually in May using a set of specific criteria to rate the effectiveness of the President. The primary outcome of the evaluation process is employee development. Still, the college has an opportunity to evaluate the effectiveness of its processes, revisit how employee evaluations are established, and use the resulting data to improve.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Reacting: MCC gathers input during the evaluation process, the employee satisfaction survey, and via an interactive blog. It also recently revised committee structures to ensure a diverse representation. MCC communicates to employees via evaluation process, intranet, and committee meetings. No clear process is described and it appears that soliciting input and communicating expectations is ad hoc and as need arises. The college has an opportunity to move to a higher maturity level by developing an iterative process to systematically gather information and communicate expectations.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic: The performance evaluation ties employee’s goals directly to the institution’s goal. All non-instructional employees were trained to use a new online evaluation system and learned about developing SMART goals. Faculty performance includes self-evaluation, peer evaluation, student input, and other evaluation tools all geared toward ensuring high quality instruction to support student success. Faculty evaluations also align with the college’s student success goal and a fifth strategy under resource development. The college has an opportunity to improve processes by establishing targets, evaluating the process, including gathering feedback from employees, and clearly defining the method of how specific goals are aligned with institutional objectives: do supervisors set them, or

	do they work collaboratively with their employees, or is there another method?
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Systematic: MCC policy states that a written evaluation must be completed for each employee at least once a year by the supervisor. MCC uses an established process for full-time faculty review that includes the development of a professional development plan, self-evaluation, and other written evaluations. The full-time faculty review documentation is archived in Human Resources. Adjunct faculty members are evaluated in-class by a faculty mentor during their first semester and additionally every 3 years by the department chair or dean of instruction and student development or a veteran faculty member. Staff members are reviewed after 30, 60, or 90 days and 6 months from their start. After that, evaluations are conducted annually using a set evaluation process that involves reviewing last year's goals and setting goals for the next year.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Systematic: Recognition for faculty and staff is an annual event that is a Recognition Dinner held in March. A nomination process is used for awards. Benefits are negotiated within the bargaining process, and compensation is based on external benchmarking by professional position or geographical location. The college has an opportunity to align its recognition, compensation, and benefits systems to the extent possible with its strategic priorities and evaluate employee satisfaction with these recognitions.
Promoting employee satisfaction and engagement	Reacting: MCC describes efforts it takes to gather feedback from employees but not specific processes for promoting employee satisfaction and engagement. MCC regularly uses the Noel-Levitz Employee Satisfaction Survey to collect information about employee satisfaction and engagement and to inform practices. In 2014, MCC administered the Personal Assessment of the College Environment (PACE) survey. MCC also has opportunities for employee engagement. Yet, engagement activities appear ad hoc and reacting. The college has an opportunity to clearly articulate a regular, repeatable process to promote satisfaction and engagement.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: MCC uses tenure rates, employee retention, adjunct faculty pay rates, and Noel-Levitz College Employee Satisfaction Survey as data to measure processes in 3P2. It is unclear how this information relates to the evaluation processes described and the college has an opportunity to develop measures that more directly assess the effectiveness of its processes.
Summary results of measures (including tables and figures when possible)	Reacting: Employee retention is high (Figure 3R2.2). Tenure attainment data (Figure 3R2.1) indicates that the majority of faculty attain tenure within 5 years of hire. Results from the Noel-Levitz College Employee Satisfaction Survey indicate moderate to high levels of satisfaction with work environment (Figure 3R2.3). It is unclear how this information is used in decision-making or

	contributes to the college's understanding of its evaluation processes. The college has an opportunity to develop more relevant measures.
Comparison of results with internal targets and external benchmarks	Reacting: MCC provides a 1-year comparison snapshot for questions related to employee satisfaction by reporting a data point for National Comparison Group 2015. MCC also provided a summary table for adjunct faculty pay rates at MCC and other area community colleges.
Interpretation of results and insights gained	Reacting: MCC does interpret and list insights from the multiple data sets provided. For example, the college notes that while higher than the national group, satisfaction levels have been decreasing over the years and it is reaching out to employees to learn why. Hence, no streamlined singular insight encapsulating all data sets reported is provided. Instead, MCC reacts to all data sets as a single entity verses using the data sets for common themes or trends.

3I2. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The college is taking steps to develop more robust metrics to better understand the effectiveness of its evaluation processes. A new administrative evaluation tool will align employee goals with institutional goals which will aid in the assessment of the success of those employees. MCC is monitoring the new process and gathering feedback from employees to determine if value is added with the use of this new tool. In addition, MCC is planning improvements in collecting data from employees to improve MCC's strategic plan. MCC is also planning to improve its employee evaluation process. The improvements noted are not necessarily aligned to data sets provided or processes discussed that are in need of noted improvement.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	Systematic: Professional development has been linked to the strategic plan, is aligned with the new administrative evaluation process, and is reviewed in the fall as part of the budget process that occurs each January. MCC sites multiple examples of providing support and professional development for all levels and groups of employees.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Systematic: MCC's faculty Master Agreement identifies professional development in Article VI, Section D. Faculty are required to have a professional development plan. MCC has a mechanism to assure funding for endowed leaves and fellowships. Processes are in place for faculty to apply for these opportunities. Approval through the Academic Vice President is necessary. In addition, the college allocates 2 percent of the faculty salaries to support professional development, endowed leaves, and faculty fellowships. Full-time faculty are required by contract and part-time faculty are invited to participate in Faculty Professional Days. All part-time faculty are required to attend one session of professional development during the summer.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Systematic: Professional development plans are part of the annual staff evaluation process. Funds are made available. The support staff as governed by support staff's Master Agreement Article 15 have access to formal education as defined as tuition reimbursement.
Aligning employee professional development activities with institutional objectives	Reacting: MCC's strategic plan indicates an expectation of excellence from employees. Responsibility for monitoring the quality of this outcome was not identified. Still, MCC is just beginning to align its objectives and employee professional development activities by stating a commitment to continued education of all employees in its strategic plan. As the linkage of individual goals into the evaluation processes proceeds, the college will likely move to a higher level of maturity to one that is more systematic and aligned with its priorities.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The varied measures reported include dollars awarded for faculty fellowship which is used for faculty development for a small number of faculty each year; Noel-Levitz College Employee Satisfaction Survey to track employee engagement; and employee satisfaction surveys regarding professional development. The College has the opportunity to develop additional measures as its processes mature.
Summary results of measures (including tables and figures when possible)	Reacting: Faculty use of funds has increased since 2010. The Noel-Levitz College Employee Satisfaction Survey results indicate employees are satisfied with development opportunities. The scores for items included in the Noel-Levitz survey related to professional development differed by employee type, showing that support staff rated their opportunities for training and professional improvement lower than faculty or administrators. All scores from all groups at MCC are higher than the national comparison group. The results indicate that the majority of people attending the Road Trip to Quality training were satisfied or very satisfied.
Comparison of results with internal targets and external benchmarks	Reacting: Noel-Levitz College Employee Satisfaction Survey tracks the information for employee satisfaction for professional development, but it is not clear if internal targets are set appropriately. Stating that "the general target is to have higher ratings than our comparison group and also to have the ratings show improved satisfaction as an increasing trend" is not evidence of a systematic approach for how to set and achieve internal targets.
Interpretation of results and insights gained	Reacting: MCC does note that levels of satisfaction varies by employee group with administrators expressing highest level of satisfaction and staff expressing the lowest. Given that, MCC provides minimal interpretation of the data presented and does not connect insights to the processes named in 3P3.

3I3. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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MCC has changed its administrator evaluation process to include individual administrators aligning professional development goals with institutional goals. Faculty processes have asked faculty to make similar connections, but MCC states that further investigation is needed. MCC plans to include goal alignment in the next mutual gain negotiation for support staff employees in 2016. MCC acknowledges that professional development needs to be expanded and suggests adding questions to the Employee Satisfaction Survey may help guide decisions in the future. MCC states that it plans to develop a method for collecting professional development fund usage. Even though MCC has made modifications to its professional development processes, it recognizes the need for more improvements. These include support staff and increasing funding support and reviewing professional development history.

AQIP Category Four

PLANNING & LEADING focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution's mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution's mission, vision, and values	Systematic: MCC used an inclusive process to establish and review its mission, vision, and values in 2009. This process involved senior administration, faculty, staff, and community stakeholders and consisted of campus-wide strategic planning conversations and focused conversations with community stakeholders. The Board of Trustees continues to use this process to review mission, vision, and values as part of its semi-annual planning retreats. It is unclear whether this process will be done regularly college-wide or if it was only due to the arrival of a new President. The mission, vision, and values of the institution are displayed prominently through campus signage, on the website, and in printed materials.
Ensuring that institutional actions reflect a commitment to its values	Systematic: The Board of Trustees and college are guided by policies and procedures that align with the value statements of the institution. MCC engages stakeholders in its work and gathers feedback to assess the alignment of work with mission, vision, and values.
Communicating the mission, vision, and values	Systematic: The vision, mission, values, goals, and current strategies for MCC are available on the website, in printed materials, and in the catalog. These are also shared with the campus community through employee events, the employee newsletter, and the MCC Connect intranet platform. Evaluations and employee awards are based on these principles. Community stakeholders are made aware of the vision, mission, goals and current strategies through annual community events.
Ensuring that academic programs and services are consistent with the institution's mission	Systematic: Academic programs are reviewed using employment data to determine workforce needs, input from students, graduates, and advisory committees, and through the budgeting process which requires a review of enrollment and financial data. A more clear evaluation of programs against the mission may benefit the college.
Allocating resources to advance the	Systematic: MCC uses a budgeting process that is reviewed by the Executive Team to assure that its actions and curriculum are aligned with

institution’s mission and vision, while upholding the institution’s values	the stated mission. Strategic decisions that involve allocations for programs and services are made during the budgeting process and throughout the year based on the alignment of programs and services with the mission and vision of the college. Resources have decreased in recent years with declines in enrollment and funding changes, resulting in more frequent review and evaluation of alignment. However, it is not clear how the allocation of the limited resources is made, only that alignment of programs and services with spending is consistently questioned.
Other identified processes	

4R1. What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC provides data from PACE, the Noel-Levitz Employee Satisfaction Survey, and the Noel-Levitz Student Satisfaction Inventory.
Summary results of measures (including tables and figures when possible)	Systematic: Data tables are consistent and show trends. Items from the PACE survey were presented showing the MCC mean scores compared to the Norm Base score; MCC scores exceeded that of the Norm Base for each of the items. The scores from the Noel-Levitz College Employee Satisfaction Survey were stable or increasing between 2010 and 2015 for all but 3 items. The items with declining scores included, “This institution involves its employees in planning for the future,” “The leadership of this institution has a clear sense of purpose,” and “This institution plans carefully.” The item scores for the Noel-Levitz Student Satisfaction Inventory were largely consistent; increasing between 2012 and 2015. MCC item scores for 2015 were higher than the national comparison data for that year. However, the context for statistical significance is not shown and it is unclear whether these survey questions relate directly to the processes described in 4P1.
Comparison of results with internal targets and external benchmarks	Reacting: Benchmarks for the two Noel-Levitz surveys and the PACE survey are presented, but the college has not set internal targets, other than to achieve higher scores than the benchmark group. The college has an opportunity to determine relevant internal targets and develop metrics to directly measure those targets.
Interpretation of results and insights gained	Reacting: Employees and students give high ratings for the selected items related to mission and vision. However, no interpretation or insights were provided for the Employee Satisfaction Survey items for which employee scores were declining. Interpretation is minimal.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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The Quality Council empowered an ad hoc committee to explore how effectively the mission, vision, and values were communicated through the college, which resulted in a rubric to gauge if their actions align with the institution's mission, vision, and values. This rubric will be tested in the next academic year. MCC has emphasized the mission, vision, and values in its communications plans and in the budgeting process and strategic planning.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Systematic: MCC has a regular process for strategic planning that involves internal stakeholder engagement (faculty, staff, and Board of Trustees), community stakeholder engagement, and evaluation of strengths, weaknesses, opportunities, and threats (SWOT). A new strategic plan will be developed using this process starting in the summer and fall of 2016 and will guide decisions between 2016 and 2019. It appears that the current plan represented a change, in that internal stakeholders gave their input electronically rather than in face-to-face meetings, as they did in the previous plan. As this next planning process moves forward, there will be a return to face-to-face meetings with internal stakeholders. Department and division goals are developed to support the college's strategic goals and may be shaped by input from students. The Board of Trustees and the MCC Foundation meet annually for a joint strategic planning session to align governing board work to the strategic plan and provide support to the administration.
Aligning operations with the institution's mission, vision, values	Systematic: MCC references the strategic plan to guide its actions at the level of divisions, departments, and committees. Taskstream AMS is used to ensure alignments and completion of projects. MCC may benefit by having a designated leadership team to assure departmental plans are aligned with the strategic plan. Starting in 2016 MCC will use a rubric to evaluate new initiatives and its alignment with mission, vision, and values.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: MCC uses a 3-year cycle for strategic planning. The President provides overall leadership with input from the Board of Trustees, the Executive Team, and the Quality Council. The Office of Institutional Effectiveness supports data use and monitoring. The President reviews division plans to support the institutional strategies. After the strategic plan is approved by the President and the Board of Trustees, the plan is entered into a Taskstream AMS. Figure 4P2.2 describes the regular timeline for planning activities and evaluation of results at leadership and divisional levels. Divisions and departments develop plans in line with the institutional goals, and those then roll into the overall plan. Reports are issued at regular intervals to keep all informed and to monitor progress. MCC has identified KPIs (Figure 4P2.3) and tracks data from environmental scans in Taskstream AMS.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional	Systematic: The regular strategic planning process includes reviewing data from SWOT analysis, environmental scans, and input from external stakeholders. The Board of Trustees intentionally holds meetings at the different service areas that the college serves in order to collect local impressions of the college and understand these different reasons. The college states that it recognizes an opportunity

weaknesses and potential threats	to enhance environmental scanning and plans to increase campus involvement, but no evidence of this information is provided.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic: MCC strategic planning efforts include a review of KPIs that demonstrate student success, financial stability, enrollment trends and projections, and efficient and effective operations. After joining the VFA, MCC modified its KPIs to match those for the VFA. Participation in the VFA will provide MCC benchmark data to evaluate its performance. Results for KPIs are presented to the Board of Trustees semi-annually, which allows the Board of Trustees and college administration opportunities to discuss and review results in light of the strategic plan.
Other Identified Processes	

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC lists examples of strategic outcomes in each of the plan's focus areas. The Noel-Levitz College Employee Satisfaction Survey indicates employees' perception of resources available to achieve goals, gauges employee's sense of planning practices, and confirms if employees support the mission, vision, and values.
Summary results of measures (including tables and figures when possible)	Systematic: MCC describes a number of initiatives related to the strategic plan goals. Some are specific outcomes, like "completely re-designed the developmental studies curriculum," while others describe behaviors, like "increased focus on establishing MCC as a leader in community engagement, economic development, and community collaborations." The scores from the Noel-Levitz Employee Satisfaction Survey were stable or increasing between 2010 and 2015 for all but three items. The items with declining scores included, "This institution involves its employees in planning for the future," "The leadership of this institution has a clear sense of purpose," and "This institution plans carefully." All of the item scores from 2015 are higher than the national comparison group scores for that year. The results presented do not match the processes described in 4P2.
Comparison of results with internal targets and external benchmarks	Reacting: MCC provides 3 years of comparative data for the Noel-Levitz College Employee Satisfaction Survey and states its results are higher than the national benchmark group; however, no information is presented on internal targets and only the most recent (2015) national benchmark results are given.
Interpretation of results and insights gained	Reacting: MCC provides minimal interpretation of the results presented and acknowledges that employees would like to have more involvement in the process.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Based on the results described in 4R2, MCC has made a number of improvements including: use of Taskstream AMS to manage strategic planning and associated initiatives to provide a more integrated approach to planning and a better allocation of resources; participation in the VFA to provide benchmark data related to student success; expanded environmental scanning efforts; development of the enrollment management plan that led to improved recruitment and admissions functions; and creation of the Quality Council and related teams to monitor quality efforts and AQIP activities.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Establishing appropriate Board-institutional relationships to support leadership and governance	Systematic: The MCC's Board of Trustees follows a schedule to review all Board Policies on a rotating 2-year basis. A full review of the policy manual has been completed. The Board of Trustees has embraced the "Policy Governance Model" which means the Board of Trustees operates at the mission, vision, and values level. The day-to-day institutional operations are managed at the administrative and/or other appropriate levels.
Establishing oversight responsibilities and policies of the Governing Board	Systematic: The Board of Trustees has an established half-day orientation process for new elected trustees. The orientation includes relevant administrative and Board of Trustee stakeholders involvement as well as content relevant to the functions and responsibilities of the MCC Board. The Board of Trustees completes annual self-assessments and an annual review of the College President. The Board of Trustees has established policies and procedures that govern their role and work.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Systematic: Multiple board policies are in place that delegate financial and academic responsibilities to the appropriate administrative level. In addition, board policy is in place which mandates that the College President has authority and oversight of specifically financial and authority stated matters. Faculty oversee academic matters under the direct supervision of the Vice President of Academic Affairs. This is accomplished through active leadership and membership on various college committees, including co-curricular clubs, advisory boards, curriculum committee, and assessment committee.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: The updated strategic plan placed a focus on developing an integrated communication plan. MCC has deliberately created open, transparent communication models that function at various levels of the institution (Figure 4P3.1 & 2). These communication models demonstrate a collaborative approach that uses multiple channels to facilitate communication.
Collaborating across all units to ensure the maintenance of high academic standards	Systematic: MCC engages in cross-departmental oversight for each MCC team. This oversight process allows the impact of changes and decisions to be monitored for each area. While it appears that this cross-departmental oversight is an innovative approach, the description lacks essential details, including how the certain departments are "selected" for the oversight, how the data are analyzed, and if guidance from the research department assists this analysis.
Providing effective leadership to all institutional stakeholders	Systematic: In addition to areas in which the Board of Trustees has direct oversight and leadership, it uses environmental scans to understand and explore community needs. This informs the institution's strategic plan and resource allocations. At the sub-process level, the

	Board of Trustees holds numerous events to include stakeholders and relies upon data from the PACE survey to guide its collaborative model of leadership. However, it is unclear how the information collected is used in providing effective leadership.
Developing leaders at all levels within the institution	Systematic: The Board of Trustees, through the Office of the President, empowers employee leaders to represent their respective areas and implement CQI projects. The MCC strategic plans emphasizes leadership development. The Master Agreements for 3 employee groups encourage and support professional development. MCC may want to consider if these activities lead to the action necessary to develop and sustain leadership and succession planning at MCC.
Ensuring the institution's ability to act in accordance with its mission and vision	Reacting: MCC has a policy that focusses on the college's mission, vision, goals, and values and has recently developed a rubric as a tool to help decision-makers guide the addition/deletion of campus programming. It is unclear whether this rubric is part of an iterative process to implement the policy.
Other identified Processes	

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: PACE survey, professional development for Board of Trustees, and evaluations all show the activities being conducted at the college.
Summary results of measures (including tables and figures when possible)	Reacting: PACE survey results are presented in 2 figures, and the general evaluation results of the college President and the Board of Trustees are presented. Results are limited to 1-year.
Comparison of results with internal targets and external benchmarks	Reacting: MCC does report a Mean score for its employees compared to a Norm Base for the PACE. MCC exceeds the PACE national benchmark. Internal targets were not identified. The Pace was administered in 2014, and will be again in 2017. This will begin to deliver trend information.
Interpretation of results and insights gained	Reacting: Although, MCC does provide individual interpretation for each summarized result provided, it provides limited discussion concerning interpretation or insights gained.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC has identified opportunities that may propel it forward on its CQI journey. These include developing metrics and tracking department data, focusing on institutional alignment, and administrator development. These improvements may not necessarily be aligned with the current processes identified in 4P3. The Quality Council has a faculty led sub-committee charged with improving communication at all levels. In 2015, an updated process for annual performance reviews for administrators was introduced.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing and communicating standards	Systematic: The mission statement defines and establishes expectations of institutional standards, and these are further defined in the value statements. The Board of Trustees uses the policy governance model and the MCC institutional policies and procedures formalize the framework for the standards (Figure 4P4.1). Relevant messages are deployed to relevant stakeholders using a communication model that is transparent and publically articulated.
Training employees for legal and ethical behavior	Systematic: MCC's policies and procedures set the tone for expectations. Human Resources has the primary responsibility for training, and this starts with the onboarding of new employees and continues through the annual employee performance review. MCC trains all employees on FERPA on an annual basis. HIPPA is part of the health occupations faculty model and student training. Training needs identified at the "grassroots" level can also filter up to be recognized by leadership.
Modeling ethical and legal behavior from the highest levels of the organization.	Systematic: MCC's strategic plan and Board of Trustees policies include attention to institutional value and accepted professional practices that model integrity, such as conflict of interest statements and stakeholder meetings that are based on environmental scanning data.
Ensuring the ethical practice of all employees	Systematic: MCC deploys activities to move forward this practice. Examples include: employee on-boarding (orientation to relevant content) and yearly trainings for FERPA, sexual harassment, and bystander awareness/sexual assault, however, training is not sufficient to ensure ethical practices are being followed. MCC has an opportunity to develop processes to monitor and enforce ethical practices of all employees.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Systematic: The Board of Trustees has the overall responsibility for fiscal management. It is expected that all employees know and understand the processes related to financial functions and follow them on a regular basis. MCC follows a schedule of events that include internal and external audits. Budgets are audited through internal control reviews, fraud risk analysis, and payroll audit finances review. Various resources related to academic integrity are available to the staff, and 3-year program review cycle provides an opportunity for evaluating programs within that context. The Registrar has significant responsibility in regard to student data integrity and grievance procedures. The Human Resources personnel provide leadership related to hiring and internal controls related to privacy and security of employee information.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Systematic: The approaches for these associated processes are deployed by appropriate academic departments and the necessary information is shared through appropriate communication channels such as the college website, the online catalog, and in print. In addition, MCC lists the process owner as the Vice President of Academic Affairs.
Other identified Processes	

4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: MCC uses audits to review its financial practices, tracks required training modules of employees, uses Noel-Levitz Student Satisfaction Inventory to track student satisfaction, and PACE to track employee satisfaction.
Summary results of measures (including tables and figures when possible)	Systematic: The College has had 5 years of clean audits, and 100% of employees have participated in mandatory training. The Noel-Levitz Student Satisfaction Survey indicates general satisfaction.
Comparison of results with internal targets and external benchmarks	Systematic: 100% of the employees completed training and 5 years of audits were determined to have no qualifications. MCC exceeded regional and national benchmarks for integrity according to the Noel-Levitz Student Satisfaction Survey. While it is good that performance and compliance were notable, MCC set its targets after it collected the results. Targets are typically set prior to receiving results.
Interpretation of results and insights gained	Reacting: MCC interprets results as positive and provides insights that provide direction that the institution is moving in a positive direction according to data from students, employees, and external auditors. However, MCC determined that the outcomes should be the targets. This may not be a desired process.

4I4. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC lists a number of improvements that are primarily at the sub-process and activity level. One is related to social media and the other to records retention. A new performance review tool has been developed. MCC will continue to enhance and improve technology related initiatives relative to security and user interface. The issue of improved communications will be researched. The institution is aware of necessary improvements and is planning activities relevant to move forward progress.

AQIP Category Five

KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Aligned: Noting the recommendation from its 2012 Systems Appraisal Report, MCC initiated an Action Project to improve the role of data in decision-making. The process for data selection, detailed in Figure 5P1, is comprehensive. The Office of Institutional Effectiveness supports departments college-wide, and reports to the MCC President, who also serves as the process owner.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Systematic: Data needs are driven by the college's strategic plan and external reporting mandates. In collaboration with the college President, leaders are responsible for determining benchmarks for individual divisions.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Aligned: The Office of Institutional Effectiveness provides data for departments, consults as requested, and is integral to the ongoing effectiveness and continuous quality improvement culture at the college.
Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Systematic: The college achieves this in a variety of ways: through maintenance of a public, master calendar of dates for campus functions, by procedures and related tasks documented by each department for its area, and through training, role permissions, single sign-on, a daily backup of systems, and an annual security audit all by Information Technology Services.
Other identified processes	

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Noel-Levitz Employee Satisfaction Survey and PACE are used as well as the number of data requests received on the website.
Summary results of measures (including tables and figures when possible)	Systematic: Tables are provided for PACE survey and Noel-Levitz Employee Satisfaction Survey results.
Comparison of results with internal targets and external benchmarks	Reacting: No internal targets are provided for PACE. External benchmarks are provided for both the Noel-Levitz Employee Satisfaction Survey and PACE.
Interpretation of results and insights gained	Systematic: MCC has established data summary and distribution methods. The college states that some employees and students are not as involved as they would like to be and that this desire will need to be attended to.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The college has implemented several means to improve access to data for decision-making, with the primary focus on staff training, increased communication, and improved data selection. With few exceptions, data used by departments are primarily accessed through the Office of Institutional Effectiveness.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Systematic: The Vice President of Administrative Services oversees the college's fiscal, physical, and technological infrastructures. The college engages in a zero-based budgeting process, requiring all departments to justify each line item. The college conducts an annual facilities assessment and maintains a 5-year facilities plan. The Information Technology Services department conducts security scans and audits.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Systematic: Goals are collaboratively established by department leaders and the College President and are based on the college's strategic plan. Facility assessment results and service data inform the strategic plan and the resource development process.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational	Systematic: Resources are allocated based on the fulfillment of four strategic goals for the college. The college regularly identifies opportunities to increase efficiency, including the recent college-wide reorganization following departures of several employees.

purposes are not adversely affected.	
Other Identified Processes	

5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The college counts data IT tickets, tracks scores on its Facility Condition Index, conducts audits, and ERP server time.
Summary results of measures (including tables and figures when possible)	Systematic: Data for IT ticket counts are provided and cost savings through the early retirement incentive for employees were provided.
Comparison of results with internal targets and external benchmarks	Reacting: The college reports that due to service ticket data being collected for only a year, an internal benchmark was unable to be set. No other internal targets or external benchmarks were provided.
Interpretation of results and insights gained	Systematic: Although internal targets and external benchmarks have not been provided for all areas, the college is beginning to have sufficient data to interpret and gain insights into its performance for resource management. The data gathered from the service ticket system and partnership with vendors indicate that MCC is starting to take a systematic approach in managing its resources in alignment with its mission and strategic plan.

5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
MCC has made several improvements in Information Technology Services infrastructure, including the ticket tracking system, early alert system to notify counselors and advisors of students at risk for not being successful, Single Sign On Version 2, and the creation of a digital services coordinator and team. Future improvements include One.MCC Action project and the implementation of a new service desk package. Additionally, the college's reorganization has provided both savings and improved customer service. With the levy that was passed in 2014, and an increase in student fees in 2016-17, MCC has improved its financial condition.

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals.	Systematic: The college maintains a comprehensive budgeting process, as detailed in 5P3.1, aimed at accomplishing four strategic goals.

Monitoring financial position and adjusting budgets.	Systematic: Supervisors systematically review budgets and revise as needed throughout the year. The Board of Trustees reviews the budget on a set schedule and approves the final budget for the college.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Aligned: The Information Technology Services department maintains the technological infrastructure in a reliable, secure, and user-friendly way through an annual security audit, scheduled events, security policies and procedures, and stakeholder input as needed.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Systematic: The facilities department maintains the physical infrastructure in a reliable, secure, and user-friendly way, through energy conservation and sustainability initiatives, and an annual Facilities Assessment Condition report.
Managing risks to ensure operational stability, including emergency preparedness.	Reacting: Individual departments are responsible for coordinating reactions to risks, instead of the college providing a comprehensive, systematic approach.
Other identified Processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: The Noel-Levitz Student Satisfaction Survey results are provided, as is average class size and cost per student data.
Summary results of measures (including tables and figures when possible)	Systematic: The college provides data from its energy conservation initiatives in Figure 5R3.2, and data on the Noel-Levitz Student Satisfaction Inventory is in Figure 5R3.5.
Comparison of results with internal targets and external benchmarks	Reacting: External benchmark data is provided for the Noel-Levitz Student Satisfaction Inventory. Internal targets, however, are not consistently given, providing the college an opportunity to comprehensively establish goals.
Interpretation of results and insights gained	Systematic: Students are shown to be more satisfied at MCC than at peer institutions.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
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The college developed an alternative to its current budget system. Going forward, the college will be granting budget requests that align with the insights gained from its Facilities Assessment Condition report.

AQIP Category Six

Quality Overview focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Systematic: The CQI process is championed by MCC's Quality Council whose membership is an inclusive group of administrators, faculty, and staff who approves and coordinates all institutional quality initiatives. The charge of the Quality Council is to ensure all departments are engaging in CQI efforts and using data to inform improvements. Six affiliated teams support the Quality Council by providing information and/or making recommendations as well as completing tasks assigned by the Quality Council. The Office of Institutional Effectiveness supports the college's quality efforts by identifying assessment tools and providing information to aid in decision making.
Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums.	Aligned: AQIP activities are coordinated through the Quality Council. Action Projects are identified and approved through the council using information from previous systems appraisals, strategy forum participation, comprehensive quality review reports, and emerging issues identified in the strategic plan. Further, the outcomes of these projects are operationalized to improve efficiency, student learning, and resource allocation.
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Systematic: Figure 6R1.1 lists MCC's AQIP Action Projects since 2012 and the results of those projects. Figures 6R1.2 and 6R1.3 provide baseline data from the PACE survey which indicate a healthy climate with regards to quality initiatives. MCC provides pre- and post-test results for the participants in the Quality Road Trip training, which indicate that employees were satisfied with the training and more informed. Figure 6R1.5 indicates decreasing satisfaction in some areas related to quality such as communication, efforts to improve quality, opportunities for professional development and the value of the work for the institution. While these measures are not direct measures of quality, the college has an opportunity to look more closely at root causes to this decline since 2010.

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6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
<p>MCC introduced a major training initiative to better inform employees about HLC, AQIP, and quality. MCC developed a data team based on the need to align the work of Information Technology Services and the Office of Institutional Effectiveness. Common data center and college glossaries were developed and are available to all employees.</p> <p>MCC also added more faculty representation to leadership teams as well as a student to the curriculum committee. Curriculum and assessment committees were reorganized under a Quality Council team in order to better align the goals and work of these 2 committees. The MCC Foundation purchased Curriculog software for the college to support management and documentation of the work of these committees.</p>

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Systematic: Using its 2013 participation in a strategy forum, MCC launched an Action Project to systematically establish a data-informed culture of continuous quality improvement. This Action Project helped the college build its capacity to inquire, collect and interpret data, in part by increased staffing in the Office of Institutional Effectiveness and closer collaboration between Information Technology Services and the Office of Institutional Effectiveness. In order to increase participation and understanding about quality initiatives, MCC instituted a mandatory employee training program.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Systematic: The data team collaboration under the guidance of the Quality Council has increased employee access and awareness of data and reports relevant to the college's Quality Council. In addition to mandatory quality training, the College's new intranet site, MCC Connect, is designed to heighten awareness and provide access to AQIP resources. MCC has developed a data center to help prioritize data requests and make results available to the campus community. A blogging tool will also be used to push information out to the campus community. The college has an opportunity to further develop this work by presenting information concerning the number of "hits" that website has garnered or how departments and employees are using the information from that site.
Ensuring the institution learns from its experiences with CQI initiatives.	Systematic: MCC encourages broad representation on Quality Council committees and teams by intentionally designing teams to ensure that all departments are represented. Regular communication to the campus about CQI work occurs via these teams and includes emails of Quality Council meeting minutes as well as meetings with staff from the Office of Institutional Effectiveness to help employees understand quality

	improvement processes. Currently, half of all employees are engaged in CQI initiatives, which should enhance the learning process. As presented, there is evidence of communication, but an opportunity exists to better demonstrate how learnings and reflections occur from experiences with CQI initiatives.
Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution.	Systematic: MCC reviews and reaffirms the role and vitality of the AQIP pathway by systematically embedding AQIP with other processes and not as a standalone. The broad representation on work teams and training initiative about AQIP requirements/activities helped increase interest in participation. The Quality Council is key in institutionalizing a quality culture at MCC.
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement to evidence a culture of quality?	Systematic: MCC provided pre- and post-test results for the required Quality Road Trip training; the results demonstrate an increased understanding of MCC’s CQI structure, initiatives, and the relationship to HLC accreditation. Results indicate that half of the participants are members of a quality team, and other employees are interested in participating on Quality Council teams. While both the Noel-Levitz and Quality Training survey results indicate there is still an opportunity to increase the level of engagement within the college, MCC still exceeds national benchmarks.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Assessment for both academic and non-academic programs and services will continue to be developed and expanded. Improvements in the MCC Connect and blog will continue to educate and inform employees, as increased communication will also continue to be a focus. MCC will continue to identify training needs that will support the quality culture and increase participation.

APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

Criterion One. Mission

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

Core Components (with sub-components noted, if any)	Evidence	Screening Feedback on Core Components
<p>1.A. The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>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.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>With the arrival of a new President in 2009, MCC reviewed its mission, vision, and values statements. Several campus-wide meetings were held with all interested faculty and staff.</p> <p>Community stakeholders were included in focus conversations concerning the mission.</p> <p>MCC (Montcalm Community College) has been serving students in its region for 50 years with comprehensive programs for both transfer and career and technical education. Both the credit and the non-credit offerings center on the mission which is “Montcalm Community College is a leader in creating a learning community, contributing to shared economic, cultural, and social prosperity for all our citizens.”</p> <p>MCC offers support services, advising, tutoring, counseling, that are designed to assist students in obtaining their educational goal which is centered on the mission of the college: student learning.</p> <p>The Board of Trustees follows a process to revise the mission, vision, and values.</p> <p>Curriculum and initiatives are vetted through senior leadership in appropriate areas to assure alignment with the institutional mission.</p> <p>As a community college, MCC offers certificate and degrees at the appropriate level and aligned to its mission.</p> <p>The Executive Team assures that budget prioritization and allocation are also aligned with the institutional mission.</p> <p>Figure 4P2.2 shows the detailed process of ensuring the mission and strategic plan are developed through an appropriate process. Figure 4P2.3 aligns the strategic plan goals with KPIs.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>1.B. The mission is articulated publicly.</p> <p>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.</p> <p>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.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>	<p>MCC’s vision, mission and values appear to be appropriate for a community college.</p> <p>MCC’s Vision, Mission, and Values are made available through promotional material, MCC’s website, and internal communications.</p> <p>MCC follows a comprehensive process and communication channel for the mission and strategic plan elements. An annual report encompassing all college departments is also disseminated throughout the college.</p> <p>The “Mission Rubric” is a tool for decision-makers to use when contemplating the addition/deletion of campus programming.</p> <p>The vision, mission, values, goals, and current strategies for MCC are available on the website, in printed materials, and in the catalog. These are also shared with the campus community through employee events, the employee newsletter, and the MCC Connect intranet platform. Evaluations and employee awards are based on these principles. Community stakeholders are made aware of the vision, mission, goals, and current strategies through annual community events.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>1.C. The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>MCC names key stakeholders including community organizations, educational institutions, local and state government, local businesses, and individuals in the college service area.</p> <p>MCC engages environmental scanning to understand the needs of key stakeholder groups.</p> <p>There is a comprehensive description of alignment of the college’s mission with the diverse needs of the constituents it serves, shown on page 4 of the Systems Portfolio. Additionally, placement assessments, described on page 17, that most students take prior to enrollment shows the needs of students being met appropriately. Program advisory committees, post-graduation surveys, and workforce data (page 18), all provide evidence of the college’s processes and activities</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	to provide attention to the needs of their constituents.	
<p>Criteria 1.D. The institution’s mission demonstrates commitment to the public good.</p> <p>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.</p> <p>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.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>	<p>MCC employees are made aware of the institutional mission, vision, and values through signage, communications, and promotional materials. Evaluations and employee awards are based on these principles.</p> <p>Strategic decisions regarding programs and services are made while given consideration to meeting the college’s vision, mission, and values.</p> <p>MCC uses a process to ensure college offerings focus on the vision, mission, and values.</p> <p>MCC creates and sustains appropriate relationships with business and community stakeholders to meet interests and respond according to the mission and stays within the scope of MCC’s capacity.</p> <p>MCC maintains advisory groups for career based and skills based programs of learning. These programs demonstrate a commitment to its mission: “Montcalm Community College is a leader in creating a learning community, contributing to shared economic, cultural, and social prosperity for all our citizens.”</p> <p>The mission statement defines and establishes expectations of institutional standards, and these are further defined in the value statements.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Two. Integrity: Ethical and Responsible Conduct

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

Core Components (with sub-components noted, if any)	Evidence	Screening Feedback on Core Components
<p>2.A. 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.</p>	<p>MCC deploys activities that are aligned with the appropriate employee or employee group for budget monitoring and recommendations. MCC follows a schedule of events that include internal and external audits.</p> <p>MCC’s Board of Trustees has the responsibility of financial integrity.</p> <p>Operational budgets are allocated at an appropriate administrative level and key</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>administrators and managers are tasked with budget monitoring.</p> <p>MCC follows a repeated schedule for resource allocation and budget requests.</p> <p>MCC conducts yearly external financial audits.</p> <p>Faculty are responsible for curriculum matters.</p> <p>Faculty have access to resources on ethics and legal matters. An example is the availability of Turnitin software.</p> <p>The Registrar and Dean of Student and Enrollment Services retains significant responsibilities to uphold ethical and legal standards in the areas of grievance documentation and resolution, student data integrity, and student rights as well as general admission and registration processes.</p> <p>Human Resources is the process owner and provides leadership for ensuring personnel function with integrity in hiring, training and development, and labor relations functions.</p> <p>Confidential employee information is stored securely.</p> <p>Employee performance evaluation policies and procedures are documented in institutional policies, procedures, and contracts.</p> <p>Human Resources provides guidance in legal and ethical practices and polices used during the hiring process.</p> <p>New Board of Trustee members complete an orientation session prior to participating in a meeting. This covers key topics and expectations.</p> <p>Two board policies specifically address Board of Trustee commitments and conflict of interest.</p> <p>The Board of Trustees oversees financial and academic policies through its executive limitation policies. These outline the boundaries within which executive activity takes place.</p>	
<p>2.B. The institution presents itself clearly and</p>		<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p>

<p>completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>MCC communicates information concerning its programs and costs on its website and in its online catalog.</p> <p>MCC uses a catalog software program accessible through MCC’s website. Print copies can be available when needed. The information includes credit courses and programs, requirements, and cost, code of conduct, FERPA, and a directory of personnel.</p> <p>MCC produces publications and disseminates print copies of the Annual Report to the Community each fall.</p> <p>MCC is accredited by the Higher Learning Commission.</p> <p>MCC maintains specialized accreditations in its health occupations programs and approval to deliver training by other industry standards.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p>2.C. The governing board of the institution is sufficiently autonomous to make decisions in interest of the institution and to assure its integrity.</p> <p>1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.</p> <p>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.</p> <p>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.</p>	<p>MCC’s Board of Trustees participate in the development of the strategic plan.</p> <p>Using environmental scan data, the Board of Trustees identify and meet with stakeholder groups.</p> <p>The Board of Trustees appoints a College President who can meet the needs of identified internal and external stakeholders as determined by the Board of Trustees.</p> <p>MCC has 2 board policies which specifically address conflict of interest. These policies focus on the boundaries of the scope of work of the board, including outline prudence, ethics, and legal boundaries. The Board of Trustee policies focus on the college’s mission, vision, goals, and values.</p> <p>The first procedure in the Board of Trustee administrative procedures manual is the mission and goals. Board policy focuses on mission, vision, goals, and values.</p> <p>MCC follows the practice that the Board of Trustees make strategic decisions that focus on strategic matters such as meeting the educational needs of the community.</p> <p>The MCC Board of Trustees follows a “Policy Governance” model in which the Board of</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</p>	<p>Trustees functions at the mission, vision, and values level. The daily operations of MCC are delegated to the College President and administration. Oversight of academic matters primarily occurs within the college's Academic Affairs division.</p> <p>The Board of Trustees complete an annual self-assessment that reviews their level of preparedness, responsible stewardship, and relationship with external constituents.</p> <p>The Board of Trustees oversees financial and academic policies and practices through its executive limitations policies. These policies cover communication and counsel to the board, staff treatment, employee compensation and benefits, budgeting, the college's financial condition and asset protection, and emergency executive succession.</p> <p>The Board delegates to the President its authority to select and employ college personnel, except for the chief academic and business officers, pay claims against the college; purchase, lease or otherwise acquire personal property for the college, invest funds and accept contributions, grants, donations, services or other financial assistance from public and private entities.</p>	
<p>2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>The MCC Policy Manual contains a specific policy pertaining to academic freedom. It is meant to protect the rights of faculty members. It also protects faculty, administrators, and students as private citizens.</p> <p>Article II, section K in the faculty contract addresses Academic Freedom to faculty.</p> <p>MCC has an academic freedom policy that states the conditions under which faculty and students are able to speak freely.</p> <p>Faculty members have the freedom to discuss all aspects of their subject matter in class. However, they should not introduce controversial topics not related to the subject matter, and they are not to force their viewpoint on students.</p> <p>The Board of Trustees is prohibited from interfering or controlling the actions of faculty as private citizens.</p> <p>MCC has a statement on academic freedom whose purpose is to protect the rights of faculty but without granting license to malign other</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>individuals, to preach the overthrow of the government by other than constitutional means, or to express disloyalty to the college through detrimental activities other than the normal grievance procedures.</p>	
<p>2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.</p> <p>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.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>The MCC Catalog contains a statement which covers academic honesty, cheating, and plagiarism. A similar statement is also on all syllabi. Students and faculty have access to anti-plagiarism software.</p> <p>Library services are introduced during the mandatory orientation and library personnel are available to make class presentations.</p> <p>Students are required to take a college success course which has an outcome to help students learn how to research and verify information sources.</p> <p>Faculty members introduce their classes to ethical research and appropriate resources via library instruction on how to use the resources that are available.</p> <p>Students who take English Composition 1 learn how to use library research and other resources.</p> <p>MCC provides proctored testing facilities.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

Core Components (with sub-components noted, if any)	Evidence	Screening Feedback on Core Components
<p>3.A. The institution's degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p>	<p>MCC has developed regularly scheduled and repeated processes to evaluate and ensure rigor for all their courses. Each course description, which includes the catalog description, prerequisites, course goals and objectives, assessment methods and delivery methods, is approved by the curriculum committee. In addition, each course description is updated on a 5-year rotation.</p> <p>Programs and certificates are to be reviewed by faculty and advisory committees each year, and are evaluated on a 3-year rotation.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>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).</p>	<p>Faculty are expected to teach and assess the goals and objectives included in the course description, regardless of delivery method, delivery mode, or delivery location.</p> <p>Dual credit courses, offered at area high schools, follow the same course description and goals as campus courses. In short, the same content is delivered.</p> <p>Montcalm identifies online learners as a student subgroup. Montcalm monitors online course success and hybrid courses success and then compares these success rates to face-to-face course success (Figure 1R4.20).</p> <p>Montcalm monitors course success rates for dual credit courses offered at high schools. (Figure 1R4.19)</p> <p>Students who want to complete an online course must pass the Effective Online Learning course prior to enrolling in a completely online course.</p> <p>Montcalm noticed difference in rigors concerning the Effective Online Learning course. Training was conducted to remedy these concerns.</p> <p>Montcalm was approved in 2013 by Higher Learning Commission to offer all its learning programs online.</p> <p>Montcalm offers courses at the Greenville location, and these courses are aligned with the same outcomes as the main campus.</p>	
<p>3.B. 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.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p>	<p>With input from full-time faculty and information reviewed from similar institutions, Montcalm established general education proficiencies in 1997-98. MCC has a deployed process for continually reviewing its general education program and aligning it to the college mission and degree programs.</p> <p>Montcalm informs students of learning outcomes in mandatory new student orientation and a mandatory College Success Course.</p> <p>Montcalm publishes learning common outcomes in its annual catalog.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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.</p> <p>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.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>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.</p>	<p>Montcalm faculty use the Lumina Degree Foundations Profile as a tool to align the goals of associate degree level programs.</p> <p>The common learning outcomes include: competence in written communication; competence in oral communication; knowledge of the natural works and application of scientific methods; competence in local, national, and global citizenship; and competence in basic computational methods and mathematical concepts and applications.</p> <p>Degree programs at Montcalm require students to complete the entire general education component. Course syllabi list the general education component(s) that is aligned with the course outcome(s).</p> <p>The general education content is aligned with courses in the following areas: 1) writing, 2) oral communication, 3) lab science, 4) math, 5) social science, 6) humanities and fine arts. All degree programs include courses that address these general education components.</p> <p>Input from community and business professionals in reaffirming and/or revising general education proficiencies is an established process. MCC believes that this promotes general education proficiencies representing and preparing students to navigate the world in which they live and work.</p> <p>Montcalm's framework for reviewing, reaffirming, and/or revising learning outcomes includes input from a general education advisory committee (which includes business and community members), benchmarking against other institutions, and scheduled conversations with full-time and part-time faculty.</p> <p>Faculty complete an established rubric to identify general education goal(s) in each course.</p> <p>During annual Faculty Development Days faculty review assessment results for the common learning outcomes, review common learning outcomes from other institutions, and receive input on the outcomes from community and business leaders. Changes to the common learning outcomes are considered during these discussions.</p>	
<p>3.C. The institution has the faculty and staff needed</p>	<p>Each January during the planning and budgeting cycle, MCC reviews information to determine the number of new faculty and review existing faculty</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p>

<p>for effective, high-quality programs and student services.</p> <p>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 e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p> <p>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.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-</p>	<p>availability to ensure student learning needs are met. The schedule of classes and the learning needs of students are included in the information reviewed.</p> <p>MCC follows HLC guidelines for all faculty, including dual credit faculty. MCC developed internal guidelines for assessing the credentials of occupational faculty. Human Resources facilitates the credentialing process in the hiring process. Faculty credentials are reviewed by the appropriate administrator and the Vice President of Academic Affairs. Montcalm reported a process included in Category 3 for continuing this process.</p> <p>MCC follows MCC Procedure #4560 for faculty evaluations.</p> <p>Tenured faculty as well as adjunct faculty are evaluated according to an agreed upon schedule. Students also complete evaluations of adjunct faculty.</p> <p>MCC plans to conduct annual reviews of full-time faculty who are not compliant in the educational requirements to ensure that they are working towards meeting those standards.</p> <p>MCC's Strategic Plan includes maintaining continuing education for all colleagues, ensuring currency and relevancy in the classroom and utilization of "best practices" in campus operations. This applies to faculty and staff.</p> <p>Professional development needs of employees (faculty, staff) are reviewed and included in the budget planning process.</p> <p>The College has established documents and policies that govern faculty professional development and training. These include: Article VI, D in the Faculty Master agreement and Article XI, D 5 in the faculty contract. In addition, fulltime faculty are required by contract to participate in Faculty Professional Development Days. Part-time instructors are invited to attend Professional Development Days.</p> <p>Faculty are accessible to students both in-person and online. This is done by scheduling and being available during office hours. Faculty can also use MCC supported online conference software to be available virtually and online for students. Faculty post office hours on office doors and in class syllabi.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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<p>curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>	<p>MCC has state licensed professional counselors; the academic advisor has 10-years of experience as well as a bachelor’s degree; the director of student success has a bachelor’s degree and has been trained in student success issues; tutors in subject disciplines have a bachelor degree credential in the subject for which they tutor.</p> <p>Staff members have an annual professional development plan, agreed upon by the staff and supervisor. Funds are allocated to support professional development for staff.</p> <p>Supervisors and Human Resources determine qualifications to ensure credentials for staff are met during the hiring process and prior to an employment offer.</p> <p>MCC’s process for hiring staff and faculty include a behavioral and cultural fit component. This is important in making sure all staff and faculty match the college’s culture and ethics.</p> <p>MCC staff have access to professional development opportunities such as conferences, user groups, campus training, and involvement in quality teams. Article 15 of the Staff Master Agreement is an agreed upon document outlining professional training and tuition reimbursement for staff.</p>	
<p>3.D. The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>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</p>	<p>MCC has a Student Success Center, tutoring services, counseling, advising, and the Writing Center. These services are established to assist students in learning content and skills needed in courses.</p> <p>As the Greenville campus expanded, Montcalm increased student support services to align with student need. These support services include the Writing Center, advising, and counseling center.</p> <p>With mandatory placement, MCC has used the Compass to assess all new students in reading, writing, and math. Students in the lower levels of Developmental Education are required to take a 3 credit hour Efficient Study course. The College partners with area literacy councils to support students scoring below 7th grade level in reading and writing. Compass will no longer be available as of November 2016. MCC is currently investigating how to replace Compass.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>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).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>	<p>Prior to enrolling in a fully-online class, students are required to complete a 1-credit Effective Online Learning class.</p> <p>MCC has two full-time counselors and 2 part-time advisors to serve approximately 1600 students. One counselor spends half-time serving special populations. One counselor also serves as the Accessibility counselor to assess the needs of students with disabilities.</p> <p>After providing appropriate documentation and meeting with a counselor, students can have reasonable accommodations provided.</p> <p>All MCC facilities have wireless internet available and classrooms are fully equipped with computers, projectors, overheads, and DVD players. The College has a number of open computer labs, and up to date instructional labs, as well as a performance center.</p> <p>Faculty are supported in their implementation of learning technology generally, and online learning specifically, through access to a full-time instructional technology consultant.</p> <p>The College conducts surveys to determine student and staff satisfaction with instructional facilities and resources. These needs are addresses through the budget process.</p> <p>MCC's English Composition 1 course provides instruction in research.</p> <p>MCC has a theater; up-to-date science labs; and up-to-date manufacturing, electronics, robotics, and health occupations equipment.</p> <p>The library offers books, magazines, online databases, and computers for student use.</p> <p>College services are structured to reduce barriers senior citizens may have such as limited income and lifestyle schedules.</p> <p>The college partners with the MI Veterans Affairs Agency to support the needs of student veterans and dependents.</p> <p>A placement evaluation is completed by each new student (with fewer than 15 credits in transfer).</p> <p>MCC uses Starfish Software to identify at-risk students by collecting information from faculty about student progress in their courses.</p>	
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	<p>Students that are identified as at-risk through Starfish are contacted by staff advisors by email and phone. Advising staff work with students to determine appropriate interventions. Based on feedback from faculty, the process now includes staff providing information back to faculty so they are aware of the contact and intervention plan.</p> <p>Every student participates in New Student Orientation which introduces the students to advising and counseling staff, the Student Success Center, the library, and the Writing Center.</p> <p>Library needs are determined by faculty members and are communicated to librarians.</p> <p>As a result of MCC's involvement in Achieving the Dream, data collection and analysis has improved in some areas. Consequently, a number of initiatives designed to enhance student success have been implemented. These include mandatory orientation, the Writing Center, library enhancements, Early College, College Success Course, and Guided Pathways.</p> <p>MCC has identified seniors (16% of the area population), veterans, and online learners as specific populations, and delivers programs and services to support them.</p> <p>In 2016, MCC received the Michigan Veteran Friendly School programs highest gold level Veteran-Friendly status. The college partners with the MI Veterans Affairs Agency to support the needs of student veterans and dependents.</p> <p>MCC's strategic planning structure and process identifies student need and assures development of plans to address the need. MCC has begun to offer integrated services to assist students in addressing barriers to education. This includes telemedicine, health referrals, and other basic resources. MCC has also monitored growth of its instructional sites and offered more funding to locations seeing more students.</p>	
<p>3.E. The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution's mission</p>	<p>Montcalm supports co-curricular activities and clubs which are aligned to academic departments. The student development and cultural events department are the process sponsors. Examples of evidence include student organizations in nursing, electronics, criminal justice, and accounting. Cultural activities aligned to</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>and contribute to the educational experience of its students.</p> <p>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.</p>	<p>supporting the mission include Constitution Day and Martin Luther King Day programs.</p> <p>Co-curricular activities and clubs have learning outcomes that are aligned with the mission. In addition, they provide evidence for achievement of those learning outcomes.</p> <p>Montcalm's mission includes being "a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens." For Montcalm this means education leads to successful transfer or employment. All co-curricular activities and clubs purpose are aligned to Montcalm's mission or learning outcomes.</p> <p>Montcalm shares results of the Noel-Levitz survey with faculty. MCC uses these data to assess Montcalm's co-curricular offerings according to student's perception.</p>	
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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 Components (with sub-components noted, if any)	Evidence	Screening Feedback on Core Components
<p>4.A. The institution demonstrates responsibility for the quality of its educational programs.</p> <p>1. The institution maintains a practice of regular program reviews.</p> <p>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</p> <p>3. The institution has policies that assure the quality of the credit it accepts in transfer.</p>	<p>Figure 1.P2.1 provides a list of activities and the timeline used in the program review process. Results from these activities which culminates into a practice of regular program review were not included in the report provided.</p> <p>Montcalm reports NOCTI results for 3 programs. In addition, MCC reports 100% pass rates on the NCLEX (PN and RN) and the Certified Medical Assisting Test. These results suggest students demonstrate necessary knowledge to successfully navigate and pass 3rd party exams. However, these results are not a substitute for internal program review.</p> <p>Figures 1.R2.5 provides 2-years of results for students employed after completion tracked by program level completion. These results are variable and should be further investigated to assure the mission of the institution aligns to offered program-levels.</p> <p>Montcalm provides 1 year data snapshot of students who were employed by field by program</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>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.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>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).</p>	<p>(Figure 1.R2.). Trend data may prove useful in making program curricula and review decisions. The mission of the institution is aligned to meeting community needs. MCC reports that some students may not be employed in their field of study as a result of the local economy. MCC may consider investigating if programs are aligned to employment needs and community demands and needs.</p> <p>Figures 1.R2.7 and 1.R2.8 suggest that students were prepared for further education and employment aligned to fields of study.</p> <p>Employer feedback based on worker performance of successful MCC Medical Assisting Program students is positive (Figure 1R4.14). This single-program feedback could be a model for other programs.</p> <p>Montcalm offers dual credit at 15 high schools. Dual credit faculty are credentialed using the same standards and process as campus faculty. Dual credit faculty are required to teach MCC content. Montcalm uses the same course outcomes and syllabi for dual enrollment and campus courses.</p> <p>Montcalm’s programs are reviewed by faculty and executive level stakeholders to ensure that approved programs are aligned to the mission, educational offerings, and degree level. These programs are publically articulated by Montcalm in the college catalog.</p> <p>The purposes, content, and level of achievement of outcomes are articulated through program descriptions, course syllabi, program marketing materials. This information needs to be transparent.</p> <p>Montcalm has a deployed program review process which includes data collection, data review, data analysis, and the ability to identify improvements in learning outcomes and tools used to gather data. The results of this deployed process were not included in the report provided.</p> <p>Programs are reviewed every 3 years. Montcalm reported this process and the established set of inputs used during this program review process. These inputs include information on the job market, student enrollment, revenue and expenditures, assessment results and improvements, advisory committee recommendations, number of faculty (both full-</p>	
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	<p>time and part-time), and student surveys. Results are reviewed by the Academic Vice President who then makes recommendations for program continuation and program discontinuation to the President. Examples of programs that have been discontinued and the data used to make these decisions were included in the report provided.</p> <p>Assessment of prior learning credits are limited but are awarded based the student having earned a particular credential or faculty assessment of student skill levels.</p> <p>The registrar's office evaluates all transfer credit based on official transcripts that are sent directly to MCC. If there is a question of transferability, the registrar consults with program faculty and/or the Vice President of Academic Affairs.</p> <p>Courses that have required reading, math, and writing levels as prerequisites include that information in the course syllabi. Information about the placement process and course prerequisites are also published in the catalog.</p> <p>When determining accreditations, program faculty consult with the advisory committee to evaluate the value, necessity, and cost of accreditation. Currently, only health occupation programs are externally accredited including Nursing and Medical Assisting.</p> <p>The assessment committee has approved all course goals, course objectives, and assessment plans.</p> <p>MCC uses mandatory placement tests for math, reading, and writing to determine student placement into appropriate level courses.</p>	
<p>4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <p>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p>	<p>The common learning outcomes include: competence in written communication; competence in oral communication; knowledge of the natural works and application of scientific methods; competence in local, national, and global citizenship; and competence in basic computational methods and mathematical concepts and applications.</p> <p>Montcalm's common learning outcomes are created by the faculty and stated in the catalog. Students are made aware of these outcomes 2 times: during mandatory student orientation and during the mandatory College Success course.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p> <p>3. The institution uses the information gained from assessment to improve student learning.</p> <p>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.</p>	<p>Montcalm has established interdisciplinary teams of faculty who are responsible for each common learning outcome. This team determines if the goal is up-to-date, determines how it is assessed, and determines the student achievement level. National norms or internal data are used to determine student levels of assessment. Faculty use the common level of 80% for each outcome. If a rubric is needed to assess the goal's achievement, the interdisciplinary team creates the rubric. The assessment committee approves the rubric.</p> <p>Montcalm reports that faculty used results from assessing oral communication and writing to make changes such as using the oral communications rubric to assess classroom oral presentations and implement writing across the curriculum. Montcalm further admits that these data or results, direct measures of student learning, were not available in the report provided.</p> <p>Under the direct supervision of the Vice President of Academic Affairs, faculty oversee academic matters of college committees and initiatives, including curriculum committee.</p> <p>Montcalm claims to include the purpose, content, and level of achievement in its program descriptions, course syllabi, and program marketing materials. Program marketing material was not provided in the report reviewed.</p> <p>In the document submitted, Montcalm uses the terms general education outcomes and learning outcomes synonymously. General education outcomes (common learning outcomes) are assessed on a 3-year cycle. This cycle began in fall semester 2014. No results are included in this report.</p> <p>Faculty are responsible for assessing student learning outcomes. Tools for assessing general education have been developed. Links to these rubrics were included in the report provided. Results from process deployment using these tools were not included in the report reviewed.</p> <p>Montcalm faculty have established tools (i.e. rubrics developed internally or externally) to assess student achievement as aligned to common learning outcomes. External tools include 3rd party assessment tools. The results of these rubrics or of these assessments were not reported in the report provided.</p>	
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	<p>Montcalm reported a process for assessing common learning outcomes, following a schedule beginning fall 2014 and concluding 2018. Results for 2014 or 2015 were not reported.</p> <p>Montcalm reported that assessment results (based on a 3-year rotation cycle identified in the report) are reported to institutional effectiveness. These results were not included in the report provided.</p> <p>Montcalm reported that it has developed a sustainable process for assessing common learning outcomes. The deployment of this reported process includes faculty as primary stakeholders collecting and assessing student learning outcomes according to reported rubrics. Further, the process includes faculty discussing the results during Professional Development days. These results are then used to drive changes in the assessment process in student performance. Yet, no results of direct measures were reported even though the college shared data results with faculty in fall 2015.</p> <p>Montcalm results for general education (common learning outcomes) include indirect measures such as results from the VFA and results of students passing both developmental and general education courses.</p> <p>Montcalm provides indirect measures such as a student self-assessment and a post-graduate survey as a measure for assessing general education outcomes.</p> <p>Montcalm provided an undated ETS test results chart that reports various levels of reading, math, and writing to report results of common learning outcomes. No alignment to the common learning outcomes is made in the report provided. In the portfolio, Montcalm faculty reported that the chart did not contain actionable data.</p> <p>Montcalm improved its assessment tool and measure (a rubric) as a result of assessing student learning outcome data in natural sciences.</p> <p>Montcalm reports that co-curricular activities and clubs are required to have outcomes that align with the mission or learning outcomes. Further, evidence of how these outcomes are achieved is required and proof of how outcomes will be assessed is required. Montcalm provides a chart</p>	
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	<p>of activities and alignment to the mission or student learning outcome. Direct measures or results of co-curricular activities or clubs were not reported.</p>	
<p>4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>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.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>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.</p>	<p>After reviewing course success rates in development English and math, Montcalm made data-supported decisions and engaged faculty in training and professional development to revise curriculum, deploy new approaches (ALP in English), and improve student success in an effort to impact student retention and persistence. Data suggest that the College is making progress in course success rates for developmental learners.</p> <p>The College presents 5 years of persistence/retention data that indicates rates of both retention and persistence are increasing.</p> <p>In order to increase rates of completion and success in online courses, the College implemented a requirement that students complete the 1-credit Effective Online Learning course prior to enrolling in fully online classes. Training was also provided to faculty to ensure the same level of rigor across course sections.</p> <p>The College has increased the budget for the Writing Center in order to meet students' needs.</p> <p>MCC collects data on student performance in courses and has an early alert system in place to identify students at risk and provide support to improve success.</p> <p>The Executive Team establishes targets for student retention, persistence, and completion each fall aligned with the strategic plan review process. Key actions to attain the targets are determined with input from the Quality Council. Targets are reviewed each fall and spring at Board of Trustee retreats. Factors for determining targets include current strategic plan and initiatives, data history, internal and external influences, and state and national comparison information.</p> <p>Divisional resources, plans, and activities are aligned with those of the institution to meet determined targets in retention, persistence, and completion.</p> <p>Pass rates for specific courses and for online courses are presented that show the positive</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)</p>	<p>impact of recent improvements in writing instruction and preparing students for online course success.</p> <p>MCC collects data and tracks completion, success, retention, and persistence rates for developmental education students. Figures 1R5.8 – 10. The practices allow the collection of repeatable and comparable data sets over time. When taken into consideration with other practices, this data allows MCC to improve its services to students.</p> <p>In 2013, MCC joined 24 of 28 Michigan Community College to participate in VFA in order to create measures that accurately reflect the community college experience. The College also uses the National Student Clearinghouse Student Tracker to determine outcomes of enrollment or attainment after leaving MCC. MCC also adds a qualitative research component to determine why students were not retained.</p> <p>MCC’s Office of Institutional Effectiveness is chiefly responsible for producing college KPI data on retention, persistence, and completion. Information for these measures is derived from the student information system: Jenzabar.</p> <p>MCC uses IPEDS cohorts for retention and completion.</p>	
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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.

<p>Core Components (with sub-components noted, if any)</p>	<p>Evidence</p>	<p>Screening Feedback on Core Components</p>
<p>5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological</p>	<p>MCC addresses its infrastructure needs through its budgeting process. Department leaders submit budget requests with justifications for each line-item. This is reviewed by the Executive Team and finally the Board of Trustees. The Office of Institutional Effectiveness provides data for KPIs and other metrics to inform resource allocation. MCC evaluates its physical facilities annually through the use of an independent firm. This information is used to justify facilities expenditures through the normal budgeting process.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>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.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.</p> <p>4. The institution's staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>	<p>MCC has implemented One.MCC to facilitate distribution of student information through dashboards and to track initiatives relative to KPIs.</p> <p>MCC allows employees to access budget information through MCC's ERP system. MCC takes measures to comply with state law to adjust budgets and adopt amended budgets.</p> <p>Student success is the MCC's first institutional goal within its Strategic Plan. The budget process used at the institution includes involvement at the appropriate academic level and key stakeholders, such as faculty, who initiate budget requests and needs that align to available institutional resources.</p> <p>MCC's budget is developed using the zero-based budgeting approach. The budgeting process is deployed by department leaders who then work with faculty and staff to receive input. The input received is then aligned with the Strategic Plan and vetted through a process which includes making sure institutional priorities are provided necessary resources. Data and Strategic Planning inform resource allocation.</p> <p>MCC tutors have bachelor's degrees in the field of study aligned to their that tutoring topics. MCC has counselors on staff who have bachelor's degree and are licensed counselors who meet the state requirements for licensure. MCC also has an advisor who has a bachelor's degree.</p> <p>MCC has a process that is vetted through supervisors and Human Resources which is used to determine staff qualifications as well as necessary staff training.</p> <p>The institution has a continual process and established timelines and practices to monitor the budget and expenses. Supervisors and individual budget managers continually monitor department budgets. The Board of Trustees receives monthly reports which include details of receipts and disbursements to actual comparisons. This monthly budget report also includes adjustments made from programmatic and funding changes. Following state law, budget changes are approved by the Board of Trustees by an institutional amendment each May. Semi-annually, an administrators' report includes financial indicators to the Board of Trustees. This allows the Board of Trustees to monitor costs and</p>	
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	<p>benchmark costs of MCC compared to similar institutions.</p> <p>The Strategic Plan is linked to the annual budget.</p>	
<p>5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The President communicates progress on the strategic plan to the Board semi-annually.</p> <p>The College follows a committee structure that enables multiple divisions and departments to share ideas and recommend policies. Stakeholders can provide input and necessary requirements and change can be addressed.</p> <p>The institution includes student members on the curriculum committee which oversees college academic curricular decisions.</p> <p>New Trustees receive formal orientation to the college prior to attending their first meeting. Orientation includes review of policies, procedures, meeting and board structures, annual events, audit process, and current strategic plan.</p> <p>Board of Trustees oversees financial and academic policies and practices through its executive limitations policies. These policies cover communication and counsel to the board, staff treatment, employee compensation and benefits, budgeting, the college’s financial condition and asset protection, and emergency executive succession.</p> <p>The Board of Trustees, through the Office of the President, empowers employee leaders to represent their respective areas and implement CQI projects.</p> <p>The Board delegates to the President its authority to select and employ college personnel, except for the chief academic and business officers, pay claims against the college; purchase, lease or otherwise acquire personal property for the college, invest funds and accept contributions, grants, donations, services or other financial assistance from public and private entities.</p> <p>Under direct supervision of Vice President of Academic Affairs, faculty oversee academic matters through active leadership of and membership in various college committees and initiatives.</p> <p>Through the Board of Trustees executive limitation policy, this Board oversees financial and academic policies and practices.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>The Board of Trustees executive limitations policy covers communication and counsel to board, staff treatment, employee compensation and benefits, budgeting, and the college’s financial condition and asset protection, and emergency executive session.</p> <p>High standards of academic excellence are included in the strategic plan. To share relevant information and make decisions, changes are communicated and shared. The deployment of this process includes data sharing, analysis, and stakeholder discussion.</p>	
<p>5.C. The institution engages in systematic and integrated planning.</p> <ol style="list-style-type: none"> 1. The institution allocates its resources in alignment with its mission and priorities. 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support. 5. Institutional planning anticipates emerging factors, such as technology, 	<p>MCC has a 3-year strategic planning cycle which includes gathering input from the Board of Trustees, college leadership, and Quality Council. The Quality Council is composed of representatives of all employee groups.</p> <p>MCC uses a 3-year cycle for strategic planning. The President provides overall leadership with input from the Board of Trustees, the Executive Team, and the Quality Council. The Office of Institutional Effectiveness supports data use and monitoring. The President reviews division plans to support the institutional strategies. After the strategic plan is approved by the President and the Board of Trustees, the plan is entered into a Taskstream AMS.</p> <p>Drafts of the strategic plan are distributed to employees for feedback.</p> <p>MCC uses its mission statement as the foundation of MCC’s strategic plan. Initiatives to achieve the strategic plan are reviewed by division leaders and the President through the Executive Team.</p> <p>Strategic plan activities and reviews are aligned with the college’s annual planning system.</p> <p>KPIs are aligned with strategic planning goals for the institution. Recently MCC joined the VFA and aligned its indicators with the VFA. MCC anticipates that the results of the VFA will provide continual information needed to forecast institutional priorities and plan for future needs.</p> <p>During development of the strategic plan, MCC engages in both a SWOT process and environmental scanning. The information gained allows for informed planning and has the intended outcome of planning for changes in the future.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>demographic shifts, and globalization.</p>	<p>Updates and review of the strategic plan occur at monthly Quality Council meetings. Updates and review also occur at other college leadership meetings as members are charged with sharing the information with their departments.</p> <p>Annually at the Board of Trustees Retreat, 5-year financial forecasts are reviewed and aligned with strategic priorities and student learning as well as the mission of the institution.</p> <p>Operationalizing the strategic plan links assessing student learning with evaluating how the budget supports student learning to how the institution plans and allocates resources.</p> <p>MCC held a community conversation in March of 2016 with the purpose of listening to the community voice for setting strategic direction and priorities for the institution.</p> <p>The Board of Trustees and the MCC Foundation meet yearly in a joint session to collaborate on the future direction of the institution and work on strategic planning.</p>	
<p>5.D. The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>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</p>	<p>MCC uses IPEDS reports, Noel-Levitz Student Satisfaction Inventory Results, Activities Satisfaction Structures report, institutional headcount and program enrollment information, and course success rates to document evidence of its performance. However, the documented process and the results associated with these data sets could more deliberately linked to performance measures and key work processes.</p> <p>The regular strategic planning process includes reviewing data from SWOT analyses, environmental scans, and input from external stakeholders. The Board of Trustees intentionally holds meetings at the different service areas that the college serves in order to collect local impressions of the college and understand these different reasons. The college states that it recognizes an opportunity to enhance environmental scanning and plans to increase campus involvement, but no evidence of this information is provided in the report reviewed.</p> <p>MCC Connect, an intranet site, provides all employees information about accreditation requirements, quality initiatives for the college, resources, and data. Within MCC Connect, there is a Quality Council site that provides relevant quality activity information, meeting information,</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

	<p>and training results. MCC has developed a data center that helps to prioritize data requests and makes results accessible to the campus audience.</p> <p>Items from the PACE survey were presented showing the MCC mean scores compared to the Norm Base score; MCC scores exceeded that of the Norm Base for each of the items. The scores from the Noel-Levitz College Employee Satisfaction Survey were stable or increasing between 2010 and 2015 for all but 3 items. The items with declining scores included, "This institution involves its employees in planning for the future," "The leadership of this institution has a clear sense of purpose," and "This institution plans carefully."</p> <p>MCC designs teams to have members that represent all areas of the college. In addition, Quality Council meeting minutes are distributed to all staff members. However, MCC could be more deliberate in how it uses these teams and the CQI process in order to learn from its operational experiences and improve institutional effectiveness.</p> <p>MCC self-identified measuring effectiveness as its priority in 2013. An AQIP Action Project was designed to promote quality and measure academic and non-academic functions. PACE was administered and these results were used as baseline data. The results drove immediate changes in communication and in the use of data sharing management.</p> <p>MCC's current team/committee structure allows membership for half of all employees who want to be engaged in CQI initiatives. MCC is working to add more employees to teams and committees after more employees expressed interest. MCC has an opportunity to engage all employees in the CQI path and make systematic changes based on the results.</p> <p>MCC has the opportunity to set targets informed by benchmarking data and establish articulated measures to reach these targets.</p>	
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