AQIP Systems Portfolio

JUNE 2016

Montcalm Community College

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INSTITUTIONAL OVERVIEW

Figure 0.1
Mission, Vision, Values, and Plan

Montcalm Community College

Mission

Montcalm Community College is a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens.

Vision

Montcalm Community College is west-central Michigan's preeminent provider of and preferred choice for education, training and life-long learning opportunities.

Values

Montcalm Community College subscribes to the following institutional values:
 - We provide a caring environment for our students, staff and community.
 - We expect competence and the pursuit of excellence from our students and staff.
 - We work in concert with our community stakeholders to advance the philosophy of life-long learning.
 - We are committed to providing open access and fostering success for all of our learners.

Strategic Plan 2013-2016
Strategic Goals:
 - Student Success
 - Resource Development
 - Institutional Quality
 - Community Outreach

Last year, Montcalm Community College (MCC) celebrated its 50th anniversary. MCC was established as a public, not-for-profit, two-year institution on March 2, 1965. As an open-access institution, our mission statement articulates that "Montcalm Community College is a leader in creating a learning community, contributing to shared economic, cultural, and social prosperity for all our citizens." The seven members of the MCC Board of Trustees (BOT) are elected biennially in an at-large, districtwide election. In 2009, Robert Ferrentino became MCC's fifth president. President Ferrentino has provided leadership through two strategic planning cycles with institutional goals grounded in student success, resource development, institutional quality, and community outreach. The college's mission, vision, values, and plan are provided in **Figure 0.1**.
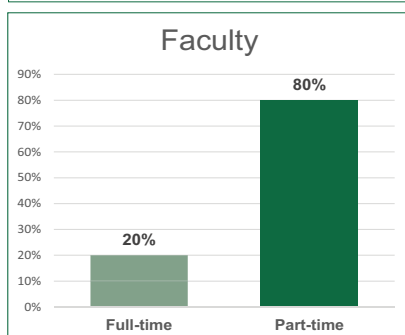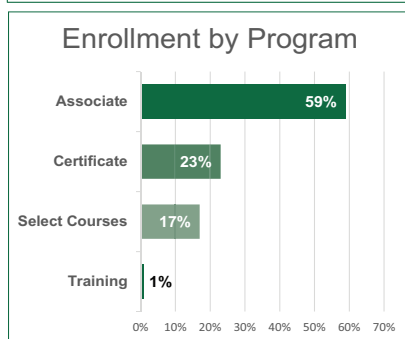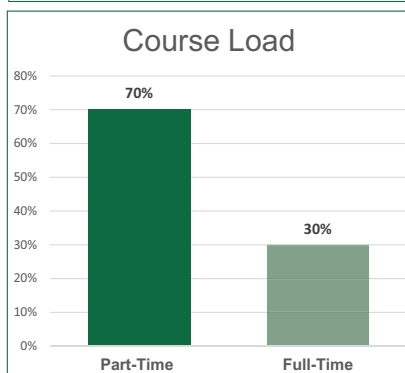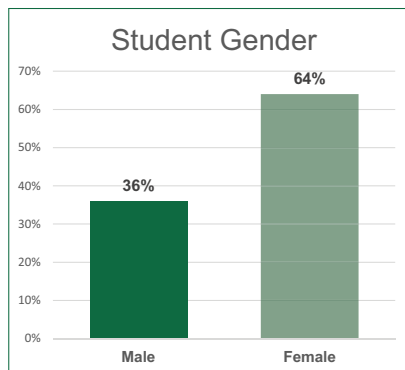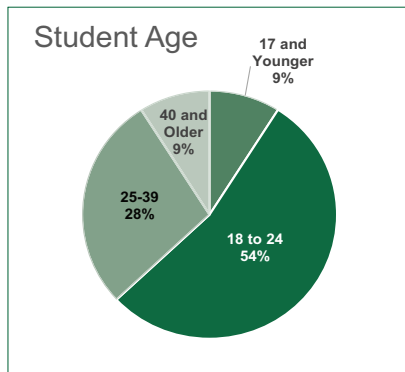
MCC's quality services are supported by a $15 million general fund budget. In 2014, voters approved a millage renewal providing the college with approximately $25 million in funding over 10 years. We are fortunate to have a strong partnership with the MCC Foundation (MCCF). With assets of $14 million, the Foundation's endowment is among the ten largest community college foundations in the state. The leadership of both organizations work closely together to align current and future institutional needs and resources. The Foundation supports MCC in its mission of creating a learning community by providing academic scholarships to MCC students, funding institutional grants for education projects, and supporting building projects.

MCC combines state-of-the-art facilities and technology with its highly qualified instructors, affordable tuition, and small class sizes. Located in west-central Michigan, Montcalm County and portions of surrounding counties comprise MCC's primary service area. MCC district residents live within the boundaries of one of the county's seven public school districts. Montcalm County is one of Michigan's larger rural counties at 708 square miles, with a population just over 63,000 people. Ninety-five percent of residents are caucasian and both MCC's student population and staff are reflective of this demographic. MCC's fall 2015 semester unduplicated student headcount was 1,685. Seventy percent of MCC's students attend the college part time. More than half of students are 18- to 24 years of age with an average age of 25. **Figures 0.2 and 0.3** provide additional data about our key characteristics.

MCC is a non-residential institution. Recognizing our broad geographic area and large commuter student population, MCC utilizes multiple learning centers and strategies to meet customer needs. Our main campus is situated on 220 acres in Sidney, Michigan which is about an hour northwest of Lansing. Most administrative and instructional services are provided on our main campus. This site features several instructional buildings as well as an NCAA-sized swimming pool, gymnasium and fitness center; the historic Barn Theater; Montcalm Heritage Village; and the Kenneth J. Lehman Nature Trails. Three other MCC learning sites provide significant instructional services. Recent expansion on our Greenville campus has doubled our capacity to serve learners in a community that boasts the largest percentage of the population in our service area. The two Greenville facilities are the Stanley and Blanche Ash Technology and Learning Center and the newer Bill Braman Family Center for Education which opened in fall 2013. The college also offers courses at classrooms in the Panhandle Area Center in Howard City and at the Ionia Public Schools' Administration Building to serve the northwest and southern portions of our market respectively. Extending our reach further into the communities we serve, MCC offers dual enrollment courses at area high schools, instructional services at the Montcalm Area Career Center, and clinical experiences utilizing more than 30 health care facilities throughout our region. Face-to-face instruction is complemented by MCC's online and hybrid format courses and Michigan Colleges Online (MCO), a partnership through the Michigan Community College Association (MCCA). The Higher Learning Commission (HLC) approved MCC's Program Change Request in 2012 enabling us to offer 100 percent of our programs online.

Figure 0.2
Montcalm Community College
Student and Enrollment Overview,
Fall Semester 2015

Student Age

- 17 and Younger 9%
- 40 and Older 9%
- 25-39 28%
- 18 to 24 54%

Student Gender

Male 36%
Female 64%

Course Load

Part-Time 70%
Full-Time 30%

Enrollment by Program

- Associate 59%
- Certificate 23%
- Select Courses 17%
- Training 1%

Faculty

Full-time 20%
Part-time 80%

MCC has been accredited by the HLC since 1974. In April 2004, MCC was accepted into the HLC's Academic Quality Improvement Program (AQIP). Since the 2012 systems portfolio, we have opened four Action Projects and closed three. Our Medical Assistant (MA) program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB) and our nursing program is approved by the Michigan Board of Nursing.

Consistent with our community focused mission, MCC offers comprehensive programming and services to individuals of all ages. Instructional credit programming currently includes 61 associate degree, certificate, and job training programs. MCC's participation in the Michigan Community College Association Guided Pathways pilot project is enabling the college to modify the structure and promotion of our academic offerings. Our "Advance by Degree" marketing campaign launched in 2015 promotes nine key programs of study including Advanced Manufacturing, Agriculture, Business, Criminal Justice, Digital Arts, Information Security, Information Technology, Nursing, and Transfer. Our focus on student success provides academic supports such as the Writing Center established fall 2015, and various co-curricular activities. International study abroad experiences provide global learning opportunities. Promotion of lifelong learning is a key focus for the college. Adults age 60 and older residing in the college's district may take MCC credit courses tuition free. A broad range of more than 100 noncredit courses are offered to enhance career development and personal enrichment. Community members of all ages are also engaged through MCC facility rentals and activities including cultural events, lectures, and summer camps.

The college partners with local businesses to offer customized instruction curriculum and training services. As an example, over the past three years our apprenticeship program has grown extensively, from 44 students in 2013 to 179 in 2016. To promote quality training experiences, MCC received a $1.7 million competitive grant in 2015 for equipment required for our high-wage, high-skill, and high-demand occupational programs such as health care and manufacturing.

MCC maximizes educational options by working collaboratively with area high schools, colleges, and universities. High school students from 15 in- and out of- district high schools took advantage of dual credit enrollment education during the 2015-2016 academic year. Seeking to create new educational opportunities for teenage students, MCC partnered with the Montcalm Area Intermediate School District (MAISD) and area public schools to establish an Early College program in fall 2013. Early College allows high school students to earn up to two years of college credit or an associate degree as part of their high school learning experience here on our main campus. Collaborative ventures with higher education institutions have expanded opportunities for students and have increased MCC's written transfer and 3+1 articulation agreements to 137.

Figure 0.3
Academic and Campus Overview, Fall Semester 2015

Academic Overview Fall 2015	
Student profile	
Credit Enrollment	**1685**
Part Time	**70%**
Female	**64%**
Minorities	**7%**
Degrees and Programs Offered	
Associate Degree Programs	**29**
Associate's through articulation	**2**
Bachelor's through articulation	**5**
Certificate Programs	**17**
Job Training Programs	**11**

Campus Overview Fall 2015	
Faculty and Staff	
Total Full-time and Part-time faculty	**145**
Full Time Faculty	**29**
Female	**84**
Total non-faculty personnel	**144**
Main campus gross square footage	**249,816**
Main campus total acreage	**220**
Number of offsite locations	**8**

AQIP CATEGORY ONE: Helping Students Learn

Category Introduction

Montcalm Community College (MCC) faculty members have made good strides in this category. The perceived maturity of process and results for category one are shown as **Figure 1.0**.

Common learning outcomes were created years ago, and since that time have been changed to better indicate what MCC expects from students. Fully implementing assessment of common learning outcomes has been difficult, but is progressing. Most work has focused on refining the assessment process to ensure the data that is collected is valuable. MCC was using many third-party assessments, and while these assessments provide comparison data, they did not always provide data that was relevant and/or actionable. This prompted faculty to stop using third-party assessments, leading to the creation of rubrics that are aligned to American Association of Colleges and Universities' (AAC&U) Value Rubrics. Data have been collected and used to drive improvements for the natural world and scientific method, written communication, and oral communication. A rubric for local, national, and global citizenship has been created and is being employed. A new goal was created around diversity and culture (it was broken out of other goals) has also been created and will be approved during the fall 2016 semester. Computational methods has been a struggle as math faculty had a hard time grasping the difference between a common learning outcome and a course outcome. That being said, based on data, math faculty are currently working on a program revision, and a better defined common learning outcome.

All programs at MCC have outcomes, but not all have been assessed. Programs are on a three-year rotating assessment schedule. MCC uses third-party assessments when available, but most programs are beginning to use portfolios. MCC has used a state required program-level assessment for years, but the process didn't provide enough information to drive program improvements. Therefore, MCC faculty and administration worked together to build new methods to assess program learning outcomes that met state requirements, but will also provide actionable data for program improvement.

MCC has mandatory placement after initial assessment testing. The college is moving to a process that employs multiple measures providing opportunities for students to opt-out of developmental education if they meet certain criteria, but only after they meet with a counselor/advisor so they understand their options and the implications. MCC faculty and administrators work closely with local businesses and universities to design and improve programs to better prepare students for the workforce and/or transfer. The program review process has led to seven programs being discontinued in the last seven years. This process has also led to the creation of many new programs that can better serve the community. A new survey that is administered to students before they do initial assessment testing helped MCC understand that most students come to MCC for degrees, and caused faculty and administration to look at the degrees we offer, and what was missing. This led to the creation of new agricultural programs, robotics programs, and software design programs.

The college has worked hard to ensure rigor is consistent across all modalities, locations, and in dual-credit programs. All faculty, even those in dual-credit, are required to teach MCC content, are employed by MCC, and must meet the same qualifications as all other faculty members. To ensure quality, MCC faculty have developed a college-wide rubric template, have/are developing common assessments, and are using third-party assessments when possible.

Figure 1.0
Perceived Maturity of Process and Results at MCC for Category One

Section	Perceived Maturity of Processes	Perceived Maturity of Results
1.1 Common Learning Outcomes	Systematic	Systematic
1.2 Program Learning Outcomes	Systematic	Systematic
1.3 Academic Program Design	Systematic	Systematic
1.4 Academic Program Quality	Systematic	Systematic
1.5 Academic Student Support	Systematic	Systematic
1.6 Academic Integrity	Reactive	Reactive

Many services that are considered "student services" at other institutions are housed in MCC's academic affairs department. Persistence and retention have increased dramatically since MCC began offering supplemental instruction, accelerated developmental education, a Writing Center, a required effective online learning course, a required College Success Course, and implemented an early alert warning system.

1.1 Common Learning Outcomes

1P1 Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs.

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution

The general education proficiencies (common outcomes) were initially created through a series of discussions involving all full-time faculty during the 1996-1997 academic year. These discussions were in turn based on information developed from a review of learning objectives in use by other colleges. In 2007, the college's assessment committee, made up of both faculty and academic administrators, formally reviewed all general education proficiencies, aligned them to MCC's mission, compared them to those of other colleges, and brought recommendations to the faculty body. Since all associate degree graduates of the college, regardless of their degree program, are expected to meet our goals for general education, these proficiencies were reviewed and updated by the entire faculty in 2012 and again in 2015. During each review, faculty aligned the proficiencies to the college's mission, and also to the associate degree level by using Lumina's Degree Qualifications Profile. (**3.B.1**)

Determining common outcomes

The process started in 1996-1997 when the first common outcomes were created by MCC faculty. These outcomes were periodically reviewed by faculty and reworded as needed. Assessment of student artifacts started in 2008 during MCC's semi-annual Faculty Professional Days. Faculty Professional Days are the Thursday and Friday prior to the start of the fall and spring semesters. This event is required for all full-time faculty and open to part-time faculty who choose to attend. During each fall Faculty Professional Days, to determine if changes to the common outcomes are needed, faculty look at results from general education assessment, consider common learning outcomes from other institutions, and talk with representatives from the community and local businesses (general education advisory committee). During this time, faculty members have an opportunity to propose additions, subtractions, or changes to the faculty. Proposed changes are discussed, and if the faculty as a whole support the changes, the proposal is taken to assessment committee for approval. The assessment committee is made-up of faculty and academic administrators, and is co-chaired by faculty members. During the faculty discussions, and informed by further research, a decision was made in the 2011-2012 academic year to change the language of MCC's general education "proficiencies" to "proficiencies and competencies." The purpose of the distinction is to reflect a more realistic expectation of the faculty regarding community college student performance. (**3.B.2, 3.B.4**)

Articulating the purposes, content, and level of achievement of the outcomes

Common outcomes are created by MCC faculty and articulated in MCC's annual catalog (http://tinyurl.com/jpclnur). The outcomes are also addressed with students in the mandatory new student orientation and in the mandatory College Success Course that every new student must take. They read as follows:

All associate-degree graduates are expected to demonstrate increased:

- competence in written communications;
- competence in oral communications;
- knowledge of the natural world and application of scientific methods;
- competence in local, national and global citizenship (**3.B.4**);
- competence in basic computational methods and mathematical concepts and applications (**4.B.1**).

Interdisciplinary teams of faculty are responsible for each common outcome. Each team is responsible for keeping the outcome up-to-date, determining how it is assessed, and determining the appropriate level of achievement. If needed, teams create a rubric for measuring achievement and present it to the assessment committee for approval. Each outcome has either a third-party assessment or internal rubric that is used for measurement of attainment. Faculty determine the levels of proficiency for each assessment using national norms, or internal data. For each outcome faculty use a baseline of 80% proficiency, but are always looking for increases in student achievement of these outcomes. The purposes, content, and level of achievement of outcomes are articulated through program descriptions, course syllabi, and program marketing materials. (**3.B.2, 4.B.1, 4.B.2**)

Incorporating into the curriculum opportunities for all students to achieve the outcomes

Every associate degree program at MCC requires students to complete the entire general education component. Students must take, and successfully pass, one college level writing course, one college level oral communication course, one laboratory

science course, one college level math course, two social science courses, and two humanities and fine arts courses. Courses that satisfy these requirements must be approved by the college's curriculum committee and assessment committee. In 2012, a matrix was developed to update the status of the general education assessment process. General education goals were aligned against stages of a development continuum including: broad goal definitions, selection/design of a rubric, use of the rubric, data collection, and data utilization. Each course offered by MCC has an official course description that is updated

Figure 1P1.1
Course Description General Education Goals Selections

GENERAL EDUCATION GOALS	Introduced	Reinforced	Assessed	N/A
1. Competence in written communications				
2. Competence in oral communications				
3. Knowledge of the natural world and application of scientific methods				
4. Competence in local, national and global citizenship				
5. Competence in basic computational methods and mathematical concepts and applications				

at a minimum five-year rotation (or sooner if necessary). Section 10 of the course description form is shown as **Figure 1P1.1**. As a resource, the assessment committee created a rubric providing guidelines in determining which level to select (http://tinyurl.com/hn65x55). The faculty member, or department chair, who updates the course reviews the definition of each goal and determines if the course introduces, reinforces, and/or assesses each common outcome using the rubric. The course description is then reviewed by curriculum committee. Curriculum committee approves course descriptions, including how each course relates to the general education outcomes. This process ensures that the common outcomes are introduced, reinforced, and assessed in all degree programs. (**3.B.3, 3.B.5**)

Ensuring the outcomes remain relevant and aligned with student workplace and societal needs

Every degree program at MCC has an advisory committee. This includes the general education advisory committee that includes faculty from numerous disciplines, employers, and community members. The general education advisory committee determines if the outcomes are relevant to the needs of students, employers, and society in general. If not, the advisory committee shares its concerns with the interdisciplinary team responsible for the outcome, or the assessment committee. Occupational program advisory committees determine the Knowledge, Skills, and Abilities (KSA) students need for each occupational program, including the general education courses that meet each common outcome, the needs of employers, and the needs of society. (**3.B.4**)

Designing, aligning, and delivering co-curricular activities to support learning

MCC has both co-curricular and extra-curricular activities. Co-curricular activities and clubs support learning, while extra-curricular activities and clubs are simply fun. Co-curricular activities and clubs are required to have learning outcomes that

Figure 1P1.2
MCC Co-Curricular Activities

Co-Curricular Activities to Support Learning	
Activity	Support for Mission or Learning
Alpha Tau Alpha, MCC's Phi Theta Kappa Honor Society organization	Written communication, oral communication, application of the scientific method
Fall cultural trip to the Stratford Theater Festival in Stratford, Ontario	Competence in local, national and global citizenship/cultural diversity
Spring cultural trip to Chicago, Ill	Competence in local, national and global citizenship/cultural diversity
Business Professionals of America Student Organization	Oral Communication, teamwork, business programs, leadership
Native American Student Organization	Competence in local, national and global citizenship/cultural diversity
Native American service learning trip to Eagle Butte S.D.	Competence in local, national and global citizenship/cultural diversity
Gay-Straight Alliance Student Organization	Competence in local, national and global citizenship/cultural diversity
Science Club Student Organization	Knowledge of the natural world and application of scientific methods
Math Club Student Organization	Competence in basic computational methods and mathematical concepts
Nursing Club Student Organization	Oral Communication, teamwork, leadership
Culture and Travel Club Student Organization	Oral Communication, teamwork, nursing program, leadership
Drama Club Student Organization	Competence in local, national and global citizenship/cultural diversity
One Book One County Montcalm	Varies by book
MCC Reads	Varies by book

align to MCC's mission or learning outcomes, and are required to present evidence of how those outcomes were achieved. Since co-curricular activities and clubs support MCC's mission and learning outcomes, they receive more funding than do extra-curricular. **Figure 1P1.2** provides a sample of co-curricular activities and their alignment to MCC's mission or learning outcomes. Student organizations must reapply for active status each semester. The application form includes a section where the organization can identify its goals, explain how its goals align with general education goals, and how goals will be assessed. MCC also uses Noel Levitz survey data to allow all students an opportunity to assess MCC's co-curricular offerings. Results are forwarded to the Office of Institutional Effectiveness (OIE), who shares them with faculty for analysis. As an example of extra funding, MCC's volleyball club is extra-curricular and receives $50 per semester, while the Business Professionals of America (BPA) club is co-curricular and receives $100 per semester (and often receives $5,000 per year for in- and out-of-state competitions). (**3.E.1, 3.E.2, 4.B.2**)

Selecting tools/methods/instruments used to assess attainment of common learning outcomes

As stated earlier, each common learning outcome has an interdisciplinary team responsible for assessing it. The interdisciplinary teams work with the assessment committee to select the tools/methods/instruments to be used for assessment. The committees have been using in-house rubrics that are aligned to AAC&U's Essential Learning Outcomes when possible. The benefit of using these rubrics is the ability to have comparative data. The downside is that these rubrics may not be completely aligned to the MCC curriculum. (**4.B.2**)

MCC mirrors the demographics of the area it serves with 93 percent of the student body being Caucasian. This drives MCC to pursue co-curricular activities focused on diversity and culture. Based on this identified need, the dean of instruction and student development worked with faculty to design a yearly International Symposium, and to design an International Relations course, to take advantage of MCC's membership with the World Affairs Council of West Michigan (http://www.worldmichigan.org/). The International Symposium brings in speakers from all around the world to MCC's campus to discuss issues and answer students' questions. Many faculty bring their classes to this event to help expose students to international issues. Students in the International Relations course attend the Great Decision Series each week at Aquinas College in Grand Rapids. More information on this series can be found at http://www.worldmichigan.org/events/categories/great-decisions-series/. To further support this effort, MCC's "well-traveled" dean of instruction and student development donated art that he collected from all over the world to the college. The college paid for the art to be framed, purchased a large world map, and purchased clocks with flags of eight different countries. These efforts transformed MCC's Doser Building into eight sections representing different areas of the world.

Assessing common learning outcomes

Schedule

General education outcomes are assessed on a three-year rotation. In year one, faculty members assess written communication and natural sciences. In year two, faculty members assess oral communication and math. In year three, faculty members assess global citizenship. This schedule is described in **Figure 1P1.3**. (**4.B.1**)

Figure 1P1.3
General Education Assessment Plan Schedule

General Education Assessment Plan Schedule				
Academic Year	**Semester**	**Prepare (Plan)**	**Assess (Do, Study)**	**Report (Further study, Act)**
AY 2015	Fall 2014	Science Oral Communication	NA	NA
	Spring 2015	Math Written Communication	Science Oral Communication	NA
AY 2016	Fall 2015	Citizenship	Math Written Communication	Science Oral Communication
	Spring 2016	Science Oral Communication	Citizenship	Math Written Communication
AY 2017	Fall 2016	Math Written Communication	Science Oral Communication	Citizenship
	Spring 2017	Citizenship	Math Written Communication	Science Oral Communication
AY 2018	Fall 2017	Science Oral Communication	Citizenship	Math Written Communication
	Spring 2018	Math Written Communication	Science Oral Communication	Citizenship

Planning Process (Prepare)

In the designated "prepare" semester of each year, faculty submit assignments/assessments they believe can be used to assess the scheduled outcome. The lead committee for each outcome then selects students, assignments, and assessments to be used and informs the faculty member and the director of institutional effectiveness. As an example, in fall 2014 the oral communication committee asked the entire faculty to identify assignments where students give oral presentations. The committee then selected numerous classes as samples and had those faculty members video tape the presentations.

Implementation Process (Assess)

Near the end of the designated "assess" semester, faculty members who had assignments selected as artifacts, forward copies of the assignments to the director of institutional effectiveness, who scrubs them for personal data. They are then forwarded to faculty members who will complete the actual assessment. The college pays both full-time and part-time faculty, who choose to be involved, to come to the college and spend a day or two applying the rubrics to the artifacts. This could also be done electronically individually either first or in total. As an example (continued from above), during the spring 2015 semester, MCC provided food and stipends for the oral communication committee, and other full and part-time faculty volunteers, to come together for two days for assessment of the artifacts. The first half of day one was spent on inter-rater reliability, and the rest of the time was spent applying the rubric to the artifacts. The data collected was shared with faculty during the fall 2015 Faculty Professional Days, where refinements in the process were recorded and strategies to improve performance were brainstormed. (**4.B.4**)

Use of Results (Report)

Results are then forwarded to the director of institutional effectiveness, and team members share the results with the entire faculty during the designated semester's Faculty Professional Days. Faculty discuss the data and brainstorm ways to improve student performance. As an example (continued from page 6), the data collected was shared with faculty during the fall 2015 Faculty Professional Days, where refinements in the process were recorded and strategies to improve performance were brainstormed. One of those strategies was to have most faculty use the assessment rubric as part of the grading process for the oral presentations they assigned. This way, students could be getting more feedback on how to improve their performance. (**4.B.3**)

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

Outcomes/ measures tracked and tools utilized

Our "Establishing a Culture of Data Informed Decision Making" Academic Quality Improvement Program (AQIP) Action Project led us to emphasize performance measures shown in the areas noted in **Figure 1R1.1**.

Figure 1R1.1
1R1 Performance Measures

Outcome/measures tracked	Tool Utilized
1. Percent of students passing developmental courses (MATH 050-075, ENGL 050,051, 070, 071, ALP)	Query of Student Information System
2. Percent of passing grades in general education classes (five-year trend)	Query of Student Information System
3. General-education-level assessment	Internal Rubrics aligned to AAC&U's Essential Learning Outcomes
4. Since 2012, MCC faculty have been designing internal rubrics to assess writing across all disciplines. During each semesters Faculty Professional Days, cross disciplinary groups of faculty (self-selected) worked together to create rubrics for general education goals. Once completed, the rubrics were brought to the entire faculty (we are small, so this is 28 full-time, plus any adjuncts who wanted to be involved) for feedback and approval. Faculty then tested the rubrics and made modifications as necessary.	Internal rubric
5. Percent of students passing gatekeeper courses (ENGL100, MATH100, MATH102, 190, 104, 159)	Query of Student Information System
6. Percent of students retained (comparison data VFA, Michigan under 5k, national under 2k)	Query of Student Information System
7. Percent of students persisting (comparison data VFA, Michigan under 5k, national under 2k)	Query of Student Information System
8. Post grad survey for each general education goal	In-house survey
9. ETS data for all, reading, writing, math, to show why we moved.	ETS Proficiency Profile

Summary results of measures
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

Figure 1R1.2 shows a dramatic increase in students successfully passing (grade of "C" or better) developmental courses from 2012 to 2013, and then a modest increase from 2013 to 2014. These courses include MATH 050 – 075, ENGL 050, ENGL 051, ENGL 070, ENGL 071, and Accelerated Learning Program (ALP). This improvement is mainly due to our involvement with Achieving the Dream. The initiative encouraged faculty and administrators to look at student success and determine what changes should be made. There was not time to make singular changes, so based on national data, MCC added new faculty members in English and math to concentrate on developmental education. MCC also rolled out the ALP in development English, and began requiring all students in developmental classes to take a College Success Course. Lastly, MCC added supplemental instruction to all developmental courses. The benchmarks for both English and Math are two percent increases in success per year. These were reached for two years, but both decreased within the last year.

Figure 1R1.2
Percent of Students Passing Developmental Courses
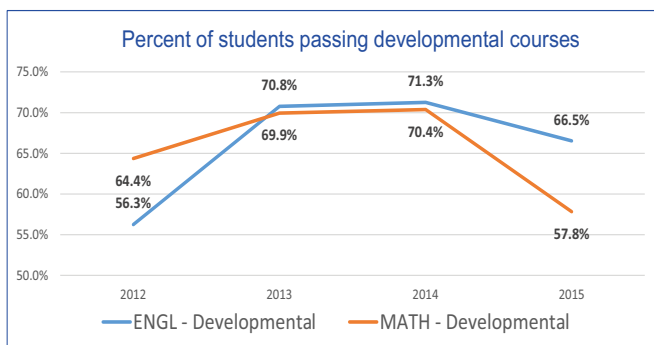
Figure 1R1.3
Percent of Passing Grades
in General Education Classes
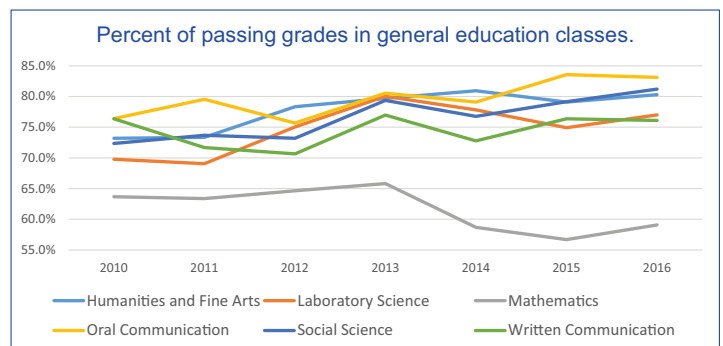
Figure 1R1.4

General-Education-Level Assessment Rubrics

Oral Communication Rubric	http://tinyurl.com/jdazgsl
Citizenship Rubric	http://tinyurl.com/zwohymb
Written Communication Rubric	http://tinyurl.com/hx4op8f
General Education Goal Rubric	http://tinyurl.com/hn65x55

Figure 1R1.5

Percent of Students Passing Gatekeeper Courses

Gatekeeper courses success rates.

Figure 1R1.6

VFA Results Regarding Percentage of Students Retained

| Voluntary Framework of Accountability (VFA) - Six Year Student Outcomes								
	Associate (Transfer)	Associate (No Transfer)	Certificate (Transfer)	Certificate (No Transfer)	No Award (Transfer)	Still Enrolled	Left (=> 30 Credits)	Left (< 30 Credits)
Main Cohort - fall entering students that are new to MCC								
MCC - 2007 Cohort	8.1%	8.3%	0.9%	3.4%	24.3%	1.5%	13.9%	39.6%
MCC - 2008 Cohort	8.5%	4.1%	3.9%	2.2%	47.0%	2.9%	6.3%	25.1%
Michigan Benchmarking College(s) 2008	9.4%	10.7%	1.5%	2.6%	31.2%	6.4%	10.4%	27.8%
National Benchmarking College (s) 2008	11.7%	12.1%	2.7%	5.8%	24.3%	2.3%	12.2%	28.8%
Credential Seeking cohort - fall entering students that are, by behavior, intending to earn a credential								
MCC - 2007 Cohort	11.8%	12.6%	1.3%	5.0%	23.8%	2.4%	20.9%	22.3%
MCC - 2008 Cohort	13.3%	6.4%	5.3%	3.4%	43.9%	4.2%	9.8%	13.6%
Michigan Benchmarking College(s) 2008	13.4%	15.2%	2.0%	3.6%	30.5%	7.3%	12.7%	15.2%
National Benchmarking College (s) 2008	16.3%	16.5%	3.8%	8.1%	22.3%	2.1%	14.0%	17.0%
First Time in College Cohort - fall entering students that are first time in college								
MCC - 2007 Cohort	8.5%	7.8%	0.7%	2.7%	21.5%	2.0%	13.5%	42.4%
MCC - 2008 Cohort	8.8%	4.1%	3.9%	2.3%	48.2%	1.8%	6.2%	24.6%
Michigan Benchmarking College(s) 2008	9.4%	10.0%	1.1%	2.4%	29.7%	7.5%	9.7%	30.2%
National Benchmarking College (s) 2008	10.4%	9.9%	1.4%	4.7%	26.8%	2.5%	13.5%	30.9%

Figure 1R1.7

VFA Results Regarding Percentage of Students Persisting

Voluntary Framework of Accountability (VFA)			
Fall to Next Term Retention, two year cohort, 2015			
	MCC	Michigan	National
Main Cohort	73.10%	74.90%	68.70%
Credential Seeking Cohort	87.90%	90%	87.70%
First Time in College Cohort	74.20%	78.20%	74%

In response, the OIE provided math faculty with data showing where students were having problems. MCC's vice president for academic affairs met with math faculty, reviewed the data, and discussed possible improvements. Math faculty are currently working on improvements and will present their suggestions soon. English faculty decided to wait one more cycle to see if the decrease was an anomaly.
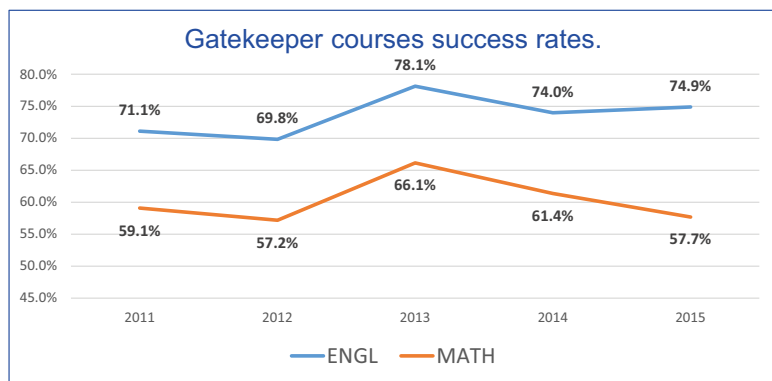
Figure 1R1.3 shows that passing grades in all general education courses has increased since 2010. The goal is two percent per year. Much of this increase is due to faculty having data available and having time to discuss problems and improvements. The links provided in **Figure 1R1.4** connect to rubrics developed by faculty members for the purposes of general education assessment. Oral communication, citizenship, and written communication rubrics are provided. There is also a rubric that is a supplement resource for the course description form's general education checkboxes. When supplemented with Figure 1R1.2, **Figure 1R1.5** helps show that the problem in math is much more than just developmental, and is not just an anomaly. This is why there is much more concern with math faculty than there is with English faculty. **Figure 1R1.5** includes gatekeeper courses defined as ENGL100, MATH100, MATH102, MATH 190, MATH 104, and MATH 159.

MCC began participating in the Voluntary Framework for Accountability (VFA) in 2013. VFA data are shown as **Figure 1R1.6 and 1R1.7**. Cohort data from 2007 and 2008 shown in **Figure 1R1.6** are the most current available since it is based on six-year outcomes. Since these cohorts were before the major changes that MCC started to make in 2008, VFA results will not be valuable for a couple years. The college will continue to build out this cohort data. VFA comparison school data is Michigan enrollment under 5,000 and national under 2,000. Results do show that MCC was behind national benchmarks, so the changes made were warranted. **Figure 1R1.7** shows that persistence has increased. Current internal target is two percent per year. Persistence (fall to spring) and retention (fall to fall) both increased between 2013 and 2014. This is due to the increases in course-level success from 2012-2014. Results from 2015 showed slight declines, which we attribute to decreases in math course success.

Post-graduation surveys for general education assessment are supported by studies conducted by Penn State University's Engineering Program post-graduation survey. As **Figure 1R1.8** illustrates, MCC graduates indicate that their self-reported level of capability in each of the general education goals increased for those students completing degrees, certificates, and job training programs. **Figure 1R1.9** shows results for reading, writing, and math. The college is looking for a new tool for this measure. The chart, while interesting, provided MCC faculty with no actionable data.
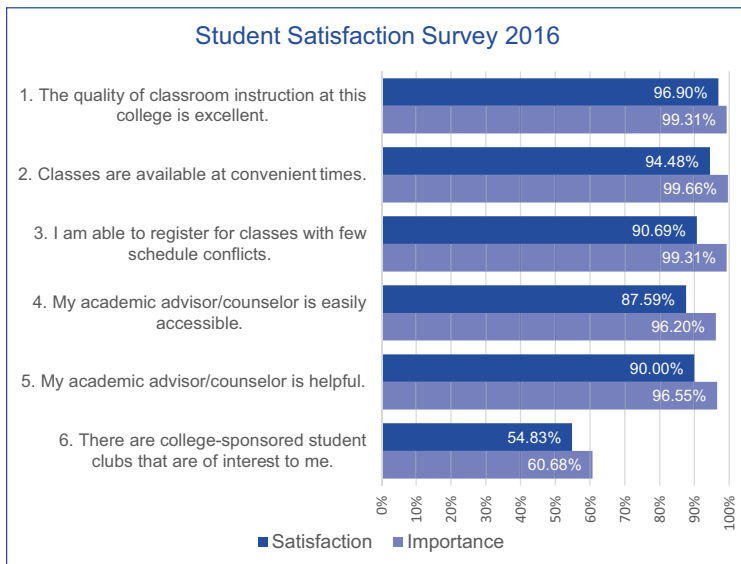
Figure 1R1.8
Post Grad Survey Results Regarding General Education Goals

Post Graduation Survey. Student Self Assessment. General Education Goals.												
	Associate Level Graduates						Certificate or Training Level Graduates					
	BEFORE		AFTER		CHANGE		BEFORE		AFTER		CHANGE	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
1) Competence in written communication	3.41	3.39	4.22	4.36	0.81	0.97	3.40	3.53	4.25	4.12	0.85	0.59
2) Competence in oral communication	3.03	2.90	3.92	4.03	0.89	1.13	2.75	3.47	3.65	4.00	0.90	0.53
3) Knowledge of natural world	3.08	2.90	3.62	3.79	0.54	0.89	3.15	3.20	3.55	3.92	0.40	0.72
4) Competence in citizenship	2.84	2.79	3.46	3.74	0.62	0.95	2.85	3.05	3.30	3.59	0.45	0.54
5) Competence in computational methods	3.16	3.23	3.95	4.15	0.78	0.92	2.90	3.25	3.80	3.95	0.90	0.70

Figure 1R1.9
All ETS Proficiency Reading, Writing, and Math Results

ETS Proficiency Profile									
	Proficient			Marginal			Not Proficient		
	Pre	Post	National	Pre	Post	National	Pre	Post	National
Mathematics, Level 1	37.00%	50.00%	38.00%	31.25%	25.00%	29.00%	32.25%	24.83%	33.00%
Mathematics, Level 2	14.00%	19.67%	17.00%	22.25%	29.00%	21.00%	63.75%	51.17%	62.00%
Mathematics, Level 3	1.25%	4.50%	4.00%	9.00%	9.00%	10.00%	89.50%	86.33%	87.00%
Reading, Level 1	53.50%	61.17%	49.00%	23.25%	21.67%	25.00%	23.25%	17.50%	26.00%
Reading, Level 2	20.50%	29.33%	22.00%	20.25%	23.00%	18.00%	59.25%	47.33%	61.00%
Writing, Level 1	46.00%	55.17%	45.00%	37.50%	34.50%	35.00%	16.50%	10.00%	20.00%
Writing, Level 2	9.75%	12.00%	10.00%	31.00%	36.50%	28.00%	59.00%	51.17%	62.00%
Writing, Level 3	4.25%	5.67%	3.00%	16.25%	14.67%	14.00%	79.75%	79.50%	82.00%

Figure 1R1.10
MCC Student Satisfaction Survey Results Regarding Clubs

Student Satisfaction Survey 2016

Figure 1R1.11
Club Day Attendance

Club Day Attendance
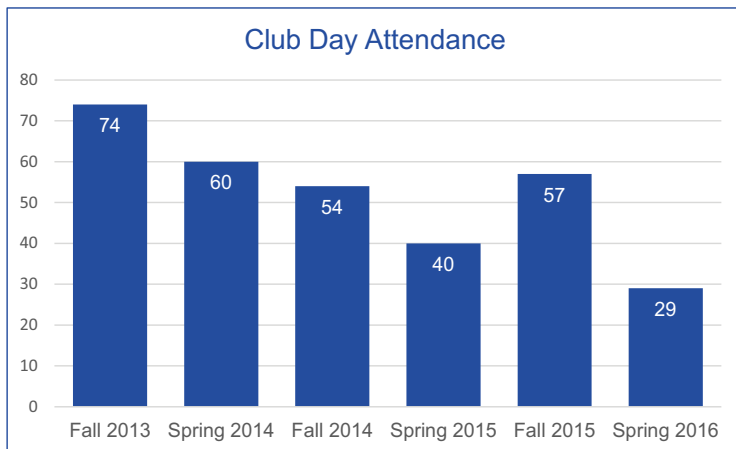
MCC offers a variety of opportunities for students to be involved through its student activities office. During the current academic year 2015-2016, MCC has a total of 19 clubs. Of these, 16 are co-curricular based on the submission of stated goals and another three are considered extra-curricular. Clubs can be either co-curricular or extra-curricular. Co-curricular clubs receive $100 per semester, and may request more for competitions and trips. Extra-curricular clubs receive $50 per semester and cannot request more. To become co-curricular, clubs must create goals aligned to MCC's mission, general education outcomes, and/or programmatic outcomes. Information regarding the clubs' names, purposes, advisors, and contact information are available on our website at www.montcalm.edu/student-clubs. As an institution, we encourage the development of new student club opportunities on an ongoing basis. At this time, a Digital Arts Club and a Debate Club are in the process of being developed for a potential 2016-2017 academic year start. In March 2016, our MCC student satisfaction survey included specific questions about student clubs. **Figure 1R1.10** provides student survey results showing the satisfaction and importance of clubs relative to other college items. These results show that compared to other items, students feel clubs are less important and are less satisfied with them.

As a small, rural community college most MCC students work and/or have families. Club involvement has been weak, and is not anticipated to get better. For those who do participate, the data indicate that students in co-curricular clubs are active and successful. Clubs compete nationally and consistently win awards. Clubs also align themselves to college outcomes, and assess those outcomes each semester. One strategy the college uses to promote club opportunities to students is through a Club Day open house occurring each fall and spring semester. **Figure 1R1.11** shows trended Club Day attendance since fall 2013. Attendance has decreased as enrollment has decreased. MCC is considering finding a new way to promote clubs, so more students can be reached.

Figure 1R1.12
MCC Business Professionals
of America Awards

BPA Competition Awards Received		
Year	Number of State Competition Awards Received	Number of National Competition Awards Received
2011	14	11
2012	7	5
2013	8	5
2014	9	5
2015	8	3
2016	7	Upcoming competition

Figure 1R1.13
Art Prize and Chicago Museum District Trip Survey Results

Art Prize and Chicago Museum District Trip Survey Results				
	Trip Date	Number of Trip Participants	Survey Respondents (N=)	Key results
Art Prize Trip	9/25/2015	42	28	87% of respondents stated that they felt they fulfilled their reason for attending ArtPrize.
				83% of respondents stated that they agree that MCC is fulfilling its mission by providing this ArtPrize trip to the community.
				86% of respondents stated that they felt this experience will make them more appreciative of art in the future
				100% of respondents stated that they would be interested in taking another MCC cultural trip in the future.
Chicago Museum District Trip	3/19/2016	80	60	77% of respondents stated that they felt they fulfilled their reason for attending Chicago.
				78% of respondents stated that they agree that MCC is fulfilling its mission by providing this Chicago trip to the community.
				73% of respondents stated that they felt this experience will make them more appreciative of the humanities in the future.
				95% of respondents stated that they would be interested in taking another MCC cultural trip in the future.

Phi Theta Kappa and BPA are two MCC clubs that demonstrate significant benefits for students. Phi Theta Kappa is the largest American higher education honor society with 1,285 chapters on two-year and community college campuses in all 50 states. There are also chapters internationally. Over time, MCC's Alpha Tau Alpha chapter of Phi Theta Kappa has been consistently recognized at regional and international levels for their achievements, earning 12 regional and 17 international awards between 2011-2016.

With a student leadership focus similar to Phi Theta Kappa, the BPA Club's purpose is to enhance leadership and communication skills, effectively preparing students to enter the workforce after attending MCC, while representing MCC with a high degree of scholarly achievement and integrity. The national BPA Workplace Skills Assessment Program's competitive events program is a primary intra-curricular component offered by Business Professionals of America. This program enables students to prepare for and compete in contests in over 65 categories, under five assessment areas. MCC students have participated in state and national competitions each year since 2006. The results shown in **Figure 1R1.12** attest to the skills and competency of our students.

All co-curricular trips and events are assessed. Data in **Figure 1R1.13** show how participants perceive these events and trips as aligning to college outcomes. The majority of participants indicated that the trip(s) helped MCC fulfill its mission. This chart indicates that a vast majority of participants believe the trips are supporting the college and the curriculum.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years?

While reviewing general education assessment of written communication, faculty learned that students were not writing at a sufficient level. Discussions led to the implementation of Writing Across the Curriculum, and three MCC English faculty gave presentations on assessing writing to all full-time, and many part-time faculty. Results are not available for this improvement. (**4.B.3**)

Based on data showing that MCC students were not successful enough in developmental writing, our vice president of academic affairs sent an English faculty member to the Community College of Baltimore to learn about the ALP. The faculty member decided that MCC should implement the change, so that faculty member began training other MCC faculty. The basic idea of ALP is that students take developmental writing (ENGL071) in classes with a maximum of 10 students. Those students also take Freshman Composition I (ENGL100) during the same semester, with the same instructor, with up to 14 students who are not from ALP. This process began in fall 2013 as a test. The results were amazing, with students completing both developmental writing and Freshman Composition I at a rate of approximately 91 percent. Based on two years of data, MCC will only offer developmental writing in the ALP format starting fall 2016. (**4.B.3**)

Faculty continued to research acceleration, and in 2014 developed an integrated reading and writing course modeled after the California Acceleration Project. This model of acceleration emphasizes integration, high challenge, and high support. In fall of 2015, MCC began offering Academic Literacy (ENGL060) using the California Acceleration Project model. This course replaced two separate courses for reading and writing (ENGL051 and ENGL070), eliminating an exit point for students in developmental education. Currently, all developmental education classes with one exception (ENGL050: Introduction to College Reading) use a research-based model of acceleration. Faculty continue to investigate further uses of acceleration in developmental education. (**4.B.3**)

English faculty started an online discussion with all faculty, including adjuncts, on how students could be better supported. Based on this discussion, and data on written communication, MCC English faculty developed a Writing Center. During fall 2014, faculty began researching writing centers, made many visits to other writing centers, and attended the International Writing Center Association's 2015 Summer Institute. The MCC Writing Center was launched in fall 2015. Hours were expanded for spring 2016 to accommodate increasing demand. As of March 31, 2016, 130 unique students were served by the Writing Center since its opening. (**4.B.3**)

Natural sciences faculty have been using rubrics for years. It is important to note that many of the "improvements" were to the rubric and process itself. As the process has improved, the data, and faculty's ability to use it, have improved. Their improvements are shown in **Figure 1I1.1** which continues onto page 12. (**4.B.3**)

Figure 1I1.1
Natural Science Improvements

Natural Sciences Improvements	
Date	**Improvements Based on Data (data presented in results section)**
Circa 2000	Rubrics for "Awareness and Understanding of the Physical World" and "Awareness and Understanding of the Scientific Method" are developed
Spring/Fall 2007	Working from earlier survey results identified 10 key proficiencies including "Natural World" and "Scientific Method"
Fall 2008	Proficiencies reduced to 7. "Natural World" and "Scientific Method" combined. New wording: "Knowledge of the Natural World and Application of Scientific Methods"
Spring 2009	Science Gen-Ed team created Key Goals and assessment plan and developed lab report rubric/methodology. Reports begin being assessed.
Fall 2009	Reduced to two goals: · Perform an experiment to gather data using scientifically sound methods and equipment. · Communicate scientific information in a lab report. Blind methodology. Two assessors per report. Inter-rater reliability assessed.
Closing the Loop (*Data from Fall 2009 through Fall 2010*)	Key findings: · 52 to 62 percent of student reports met expectations. · Initial results seemed instructor specific, so some effort to introduce concepts of scientific methodology were introduced in several courses. · We don't do well at teaching students to communicate scientifically; 36 to 38 percent of students met expectations. · Inter-rater reliability was high. (Where it varied most was when reports were poorly written.) · Students have difficulty writing/explaining their logic. In fact, in general, Students write so poorly that assessing scientific method this way is difficult and sometimes impossible. The assessment score often came down to the quality of their writing. · Changed method of assessment by using short multiple choice "quizzes" over data presented to students in ALL classes possible.
Spring 2012	Changed from Lab reports to a Test format/methodology. Each instructor/Discipline created their own tests. Tests were shared and discussed in an attempt to be consistent.
Fall 2013	Changed from different tests to a universal test format/methodology. Test incorporates: · Reading and interpreting data from a graph. · Determining independent vs. dependent variables. · Choosing an appropriate hypothesis. · Determining results based on data. · Using science knowledge/understanding to draw conclusions and make predictions.
Closing the Loop (*Data from Fall2012 through Spring 2013*)	· Results were poor. (100 Level: 26 to 45 percent, 200 Level: 32 to 51 percent). · No improvement was seen between 100 and 200 level classes. · Data were collected on how many science classes students had taken. · Shorter tests of five questions (developed Fall 2012) with aligned criteria meant that only one question could be missed and still qualify as meeting expectations (75 percent was needed). This was believed to be the cause of the poor results. · Little instruction on scientific method is repeated at the 200 level. Perhaps it is forgotten. · Create a single test usable by all disciplines. · Include a survey of which science courses were taken at MCC.

Closing the Loop (*Data from Fall 2013 through Fall 2014*)	· Results were better. Meeting expectation (score of 75 percent or better)
	100 Level: 60 to 74 percent, 200 Level: 82 percent
	· Some improvement noted at the 200 Level.
	· No correlation between number of science classes and score.
	· Exam is time consuming and for some classes doesn't relate in students' minds to course objectives.
	· Create a multiple choice version with goal of administering it via SoftChalk™ or Canvas™ outside of class time – this should reduce variation in scoring, too.
Spring 2015	Changed universal test methodology to largely multiple choice.
Closing the Loop (*Data from Spring 2015 through Fall 2015*)	· Results good. Meeting expectation (score of 75 percent or better)
	100 Level: 55 to 72 percent, 200 Level: 75 to 90 percent
	· Definite improvement noted at the 200 Level.
	· Possible bias from students taking tests repeatedly, in multiple classes
	· Methodology variances: Some give tests for (extra) credit, some not. Some give early in term, some late
	· Suggested dividing into different pre/post (introductory/advanced) tests.
	· Put on Canvas and record with student ID to track individual progress.
2016	· To be determined

1.2 Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess.

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution

MCC's mission is to be "a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens." Therefore, programs are expected to lead to successful transfer, or to employment. All associate degree programs include MCC's general education requirement, which includes required courses in humanities & fine arts, communication, science, social science, and mathematics. New programs must be approved by the curriculum committee to verify relevant coursework. New programs must then be approved by assessment committee to verify program goals and how they will be assessed. Finally, new programs must be approved by the vice president for academic affairs and the president. Alignment with the mission, educational offerings, and degree level is verified at each step of the approval process. Existing programs are reviewed on a three year rotation, with alignment to the mission, educational offerings, and degree level being verified by curriculum committee, assessment committee, and the vice president for academic affairs. (**3.E.2**)

Determining program outcomes

Learning objectives are set by faculty with input from program advisory committees. Members of program advisory committees include MCC faculty, students currently in the program, former program students, area employers, and university representatives. Program-level outcomes are shaped by the Developing a Curriculum (DACUM) process in the development of program goals for student learning. MCC has two employees who have been trained by Ohio State University in the DACUM process. According to the Ohio State website:

> "*DACUM is a very effective process in which a panel of expert workers and a skilled facilitator precisely identify the duties and tasks performed by a successful workforce. The DACUM process for occupational analysis involves local men and women with reputations for being the top performers at their jobs, while working on a short-term committee assignment with a qualified DACUM facilitator. These highly functional workers become the panel of experts who collectively and cooperatively describe the occupation in the language that those within their industry can understand and embrace.*"

The DACUM process leads first to the creation of a comprehensive list of duties and tasks performed by people employed in the field. Program-level goals for student learning are then aligned with these duties and tasks. Under the direction of our vice president for academic affairs, program goals are systematically reviewed by our program advisory committees which meet at least once per year. To ensure that our course and program learning goals are consistent with the career needs of our students and the realities of the employment market, our programs are thoroughly reviewed at least every

three years. This thorough review includes information on the job market, program enrollment, cost, revenue, assessment results & improvements, numbers of full and part-time faculty, and student surveys. Program review was one of the college's recent AQIP Action Projects. (For documentation, see AQIP Action Projects under AQIP Supporting Documents at: www.montcalm.edu/accreditation.) MCC's program review process is illustrated in **Figure 1P2.1**. (**4.B.4**)

Figure 1P2.1
MCC's Program Review Process

Program Review Process	
January 1	Generate list of programs to be reviewed and provide Program Review in Occupational Education (PROE) template.
January 15 - February 15	Generate names and emails for students in programs, develop and send surveys, compile results.
February 1	Confirm advisory. Collect names and addresses of advisory committee members and faculty involved with the programs being reviewed - forward to Lisa Lund for surveys. Encourage survey completion.
February 10 - 28	Send and compile faculty and advisory committee surveys.
March 5	Make program data available to faculty program teams and advisory committees - e.g., enrollment, graduate placement/transfer, assessment, awards.
Spring Semester	Convene advisory committee meetings, review template and survey to get feedback. Request needed data/ information for these meeting from IE.
July 1 - August 30	Complete report components including market information, data, advisory committee feedback, faculty program team recommendations, program assessment data, survey results, analysis, recommendations.
August 31	File report in PROE folder on IE SharePoint site.
September 15	Provide complete PROE reports with Faculty Program Team, Assessment Committee, and other stakeholders who will review them.
November 1	Provide additional report feedback, recommendations to VP for Academic Affairs.

Articulating the purposes, content, and level of achievement of the outcomes

The currency and effectiveness of programs are verified through the program review process. Each program is reviewed on a three-year schedule. The program review process assesses program curriculum and goals by seeking input from current and former students, advisory committee members, and receiving transfer institutions. Students and advisory committee members evaluate the programs/courses, recommend additions and deletions to the curriculum, verify that program level goals are relevant, recommend levels of achievement for each program goal, and review assessment data. Each program has an advisory committee, with meetings taking place at least once per year to ensure programs are current. In some cases, such as the apprentice advisory committee, advisory committees meet as often as monthly. The purposes, content, and level of achievement of outcomes are articulated through program descriptions, course syllabi, program marketing materials, and through the MCC Academic Catalog at http://catalog.montcalm.edu. (**4.B.1**)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs

As stated above, the program review process assesses program curriculum and goals by seeking input from current and former students, advisory committee members, and receiving transfer institutions. Program learning outcomes are assessed and reported to the director of institutional effectiveness every three years. Students and advisory committee members evaluate the programs/courses, recommend additions and deletions to the curriculum, verify that program level goals are relevant, recommend levels of achievement for each program goal, and review assessment data. Advisory committees review program outcomes data, enrollment data, economic and workforce forecasts, surveys of students, and surveys of faculty to assess program effectiveness. (**3.B.4**)

Designing, aligning, and delivering co-curricular activities to support learning

MCC uses many co-curricular activities to support student learning in academic programs. Faculty and administration work together to find/design co-curricular programming to offer. The process varies depending on the program and type of co-curricular program. To become a co-curricular student organization, the students must find an advisor, then must elect officers, create goals, determine how the goals will be measured, and apply for co-curricular status. Current co-curricular activities include, but are not limited to BPA student organization, Nursing student organization, Electronics student organization, Equine and Agriculture student organization, and the Criminal Justice student organization. BPA competes in business and technology related events against university students and has had at least one state winner every year. The Nursing club focuses on healthcare issues. The Electronics club has repaired electronic equipment, sold it, and used proceeds to purchase back packs for children in low-income families. An example of a non-club co-curricular activity is in accounting. The full-time accounting faculty member was looking for a way to support student learning in the Tax Accounting class. He worked with administration to move

the course from a fall offering to a spring offering to coincide with tax season. He then worked with local non-profit agencies to train MCC students in the Tax Accounting class to be certified to complete taxes for low-income individuals. Students are required to volunteer outside of class to complete tax returns for low-income individuals. (**3.E.1, 4.B.2**)

MCC's student development and cultural events departments seek to provide extra-curricular and co-curricular programming that supports and complements academic instruction in the classroom. Constitution Day programs highlight aspects of American history and political science; Martin Luther King Day programs give additional information in matters pertaining to diversity and human rights. Ash Lectureships support global awareness and issues regarding the environment. Each of these annual or special events are selected to strengthen the learning community and facilitate increased cultural literacy. **Figure 1P2.2** provides examples of MCC's co-curricular events conducted from January-March 2016. Results of additional student development events are provided in 1R1.

Figure 1P2.2
Student Development and Cultural Events

Student Development and Cultural Events			
Date	Name of Event	Type of Event	Number Attended
1/19/2015	Martin Luther King Jr. Day	Luncheon/lecture	76
1/21/2015	Club Advisors Luncheon	Meeting/luncheon	14
2/10/2015	Russia: Then and Now	Luncheon/lecture	79
3/19/2015	RAVE Presentation	Luncheon/lecture	26
4/22/2015	Student Recognition Banquet	Luncheon/lecture	103
9/17/2015	Constitution Day	Luncheon/lecture	72
9/17/2015	Constitution Day	Dinner/lecture	41
10/13/2015	China's World Influence	Luncheon/lecture	69
10/21/2015	RAVE Presentation	Luncheon/lecture	46
11/11/2015	Veteran's Day Luncheon	Luncheon/video	16
1/25/2016	MLK Day	Luncheon/lecture	51
2/9/2016	Ash Lectureship	Luncheon/lecture	63
2/12/2016	Valentine's Dance	Dance/music/dance lessons	51
3/2/2016	Jim Spalink concert	luncheon/music	21
3/2/2016	Jim Spalink concert	dinner/music	23
3/9/2016	MCC Reads "Veterans in Film" Program	Day - Movie Presentation	56
3/10/2016	Islam-What Muslims Believe	Luncheon/lecture	54

Selecting tools/methods/instruments used to assess attainment of program learning outcomes

Wherever possible, faculty members assess student learning using multiple direct and indirect measures. Direct measures include objective tests, papers, presentations, portfolios, etc. Indirect measures include surveys and other reflections on learning by employers or the students themselves. Program faculty work with advisory committees to analyze each program goal, the availability of third-party assessment tools, and internal tools that can be developed. Assessment tools are then selected and brought to the assessment committee for approval. As an example, the Early Childhood Education advisory committee and faculty were looking for a third-party assessment tool. The process started with faculty contacting the OIE to help determine what was available. Faculty took each assessment and determined which was best to assess program learning outcomes, eventually selecting the National Occupational Testing Institute (NOCTI). Faculty took recommendations to the advisory committee for approval. Once approved by the advisory committee, faculty presented the updated program assessment form to assessment committee where it was approved. (**4.B.2**)

Assessing program learning outcomes
Once the assessment has been deployed, results are then brought back to the assessment committee and the program advisory committee for review. Program faculty then work with the assessment committee and the advisory committee to identify possible curriculum improvements and/or improvements to the assessment tools if necessary. (**4.B.1, 4.B.2, 4.B.4**)

As a complement to course-level and program-level assessment, MCC periodically conducts institution-wide surveys that assess the broad effectiveness of students' educational experience. Two surveys are used to measure student perceptions about their educational experience. The first is the Noel Levitz Student Satisfaction Inventory, which provides student information benchmarked to national data. The second is an internal MCC Student Satisfaction Survey which is benchmarked to the Noel Levitz inventory but provides opportunity for the development of additional exploratory information. These surveys are conducted in alternate years.

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

Figure 1R2.1
Measures for 1R2

Outcome/measures tracked	Tool Utilized
1. Student achievement of program goals	Standardized tests [NCLEX nurse licensure examinations, National Occupational Competency Testing Institute (NOCTI x 3) exams, MA, will start tracking A+, Security +, Network +]
2. Student achievement of program goals	Employer, faculty, students PROE Survey
3. Student achievement of program goals, and ability to gain employment	Graduate surveys (prepared for work, employment in field, overall and NURS & BUSN/MGMT/MRKT)

Figure 1R2.2
Programs Using
Third-Party Assessments

Third party assessed programs
Accounting
Business Entrepreneurship
Business Management
Business Marketing
Office Administration
Nursing

Figure 1R2.3
Programs Using
Portfolio-based Assessment

Portfolio-based assessment
All four agricultural programs (New)
Criminal Justice (New)
Digital Arts (New)
Industrial Automation Maintenance (New)
Industrial Technology
Technical Drafting and Design
Web Developer & Programming (New)
Welding

Figure 1R2.4
NOCTI Business Program Assessment Results

National Occupational Competency Testing Institute (NOCTI) Testing Results	MCC	MCC Cumulative	State	Nation
Accounting-Basic - Fall 2016				
1. Journalizing	77.5	71.8	70.5	67.2
2. Posting	74.6	69.6	68.5	66
3. Payroll Preparation	56.7	62.9	63.3	62.9
4. Cash and Banking Procedures	74.7	77.5	75.1	73.9
5. Merchandise Inventory	72.3	66.4	67.7	62.7
6. Completion of Accounting Cycle	73.7	68.3	65.9	62
7. Identification and Application of Source Data	75	78.6	75.2	75.6
8. Mechanical and Electrical Accounting Devises	78.6	77.9	78.4	77.3
9. Security	64.8	64	61.3	59.6
10. Basic Accounting Knowledge	84.7	78.6	78.2	74.5
General Management - Spring 2015				
1. Technical Skills	68.2	69.8	67.5	66.9
2. Business Management	73.3	76.3	72.6	72.4
3. Academic Foundations	80	80.4	75.7	77.4
4. Systems	83.3	89.8	86.4	88.5
5. Ethics and Legal Responsibilities	94.3	84.3	80.8	83.8
6. Communication	81.5	85.4	80.9	80.7
7. Information Technology Applications	68.6	72.7	66.4	66.4
8. Problem Solving, Critical Thinking and Decision-Making	60	62.1	59	59.7
9. Leadership and Teamwork	86.7	83.9	78.2	81.5
10. Safety, Health, and Environmental	62.9	79.9	74.9	74.8
11. Employability and Career Development	90	90	85.3	89.2
Administrative Assisting - Spring 2016				
1. Computer Applications	84.9	81.2	79.4	78.9
2. Working in an Office Environment	84.9	83	81.9	81.5
3. Records Management	80.3	75.9	74.2	72
4. Office Procedures	81.3	79.1	78.9	77.2
5. Accounting and Computational Skills	77.4	72.5	69.6	68

Outcomes/measures tracked and tools utilized

The college uses a variety of direct and indirect measures to assess program-level learning outcomes including those shown in **Figure 1R2.1**.

Overall levels of deployment of assessment processes within the institution

All programs have program-level goals. Actual assessment of these goals is ongoing, using a three-year rotation. All programs have been assessed for years, but at this time, not all programs have been assessed using their new program goals and by the process that has been approved by the assessment committee. The programs listed in **Figure 1R2.2** have been assessed using third party assessment.

Based on program committee input, most other MCC programs are moving to a portfolio-based assessment process. Student will be required to build a portfolio, which will be reviewed by faculty after each course, and prior to graduation. Students who have not built an acceptable portfolio (rubrics being created) will be required to revise them prior to being granted a credential. These programs are listed in **Figure 1R2.3** (programs marked as "New" have been dramatically changed within the last year, created within the last year, or will start fall 2016).

Summary results of assessments
Comparison of results with internal targets and internal benchmarks
Interpretation of results and insights gained

NOCTI assessment results for business programs as shown as **Figure 1R2.4** show that MCC students consistently performs as good as, often better than, community college business students in Michigan and the United States. The NOCTI test has been used for over five years and these results have remained consistent. We will continue monitoring this, and continue to look for other relevant assessment tools.

Figures 1R2.5 and 1R2.6 shows that many MCC students are employed, but many not in their field. This has more to do with the local economy than student performance. Montcalm County has consistently had an unemployment rate much higher than both state and national averages. Since this is self-reported, it is not always clear what students believe is "employment in their field of study."

Figure 1R2.5
Graduate Survey Results
Regarding Employment by Program Level
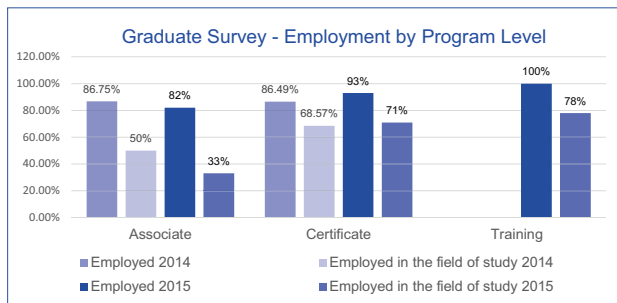
Results for the graduate survey are shown in **Figures 1R2.7 and 1R2.8**. Eight-eight percent of students believe they were prepared for the workforce (note: we will need to change this question since "somewhat prepared" can be taken as negative as well). Ninety-two percent believe they were prepared for further education. These are positive, but we will need to reach out to students who responded negatively to see why they feel they were not prepared.

Figure 1R2.6
Graduate Survey Results
Regarding Employment Outcome

2015 Graduate Survey - Employment by Program			
	Program level	Employed	In Field of Study
Accounting	Associate	57%	29%
Arts AA	Associate	100%	0%
Associate of Liberal Studies	Associate	87%	21%
Automotive Certificate	Certificate	100%	100%
Business Admin/Entrepreneurship	Associate	100%	100%
Business Admin/Management	Associate	100%	33%
Child Development Associate (CDA)	Job Training	100%	100%
Computer Support Technology	Associate	100%	50%
Corrections Officer	Job Training	100%	50%
Criminal Justice/General	Associate	0%	0%
Early Childhood Development	Associate	100%	100%
Education Parapro	Associate	100%	33%
General Studies	Associate	80%	66%
Liberal Studies	Certificate	100%	40%
Long-Term Care Nurse Assistant	Job Training	100%	100%
Machine Tool Theory	Certificate	100%	100%
Medical Assistant	Certificate	88%	75%
Medical Information Systems	Associate	100%	0%
Medical Office Administration	Associate	40%	0%
Office Administration	Associate	100%	100%
Pre Nursing	Certificate	92%	77%
Registered Nursing	Associate	100%	87%
Renewable Energy	Job Training	100%	100%

Figure 1R2.7
Graduate Survey Employment Preparation Responses
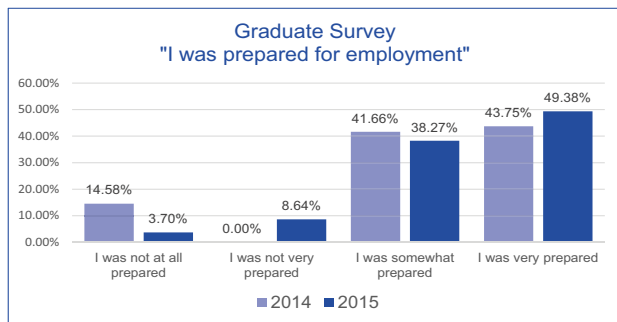
Figure 1R2.8
Graduate Survey Preparation for Further Education
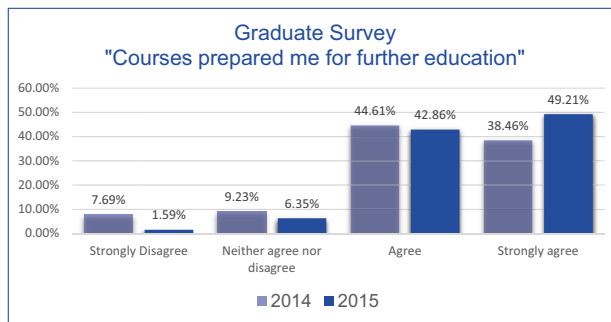
Figures 1R2.9 and 1R2.10 provide information about the Program Review of Occupational Education (PROE) Survey. A survey is administered to students, advisory committee members, and faculty. Results provided here are for the accounting program.

Figure 1R2.9
PROE Survey Student Responses

PROE Survey Example	
2015 - Accounting	
	Rating (N=5)
Teaching, methods, procedures and course content meet your occupational needs, interests and objectives	100 percent of students responded acceptable, good or excellent
Written objectives for courses in your occupational program are used by the instructor to keep you aware of your progress	100 percent of students responded acceptable, good or excellent
Instructional equipment is current and representative of industry	80 percent of students responded good to excellent, 20 percent indicated below expectations

The student survey is administered via email to all students who declare a major as their program of study. The survey has a total of 14 general questions and many contain sub-questions. Questions on this survey are different than the faculty and advisory committee surveys. **Figure 1R2.9** shows a sampling of some of these questions with their ratings regarding the accounting program. Results are provided to advisory committees, faculty, and institutional leadership to determine recommendations for change. We typically have low response rates for these surveys within and across programs.

Figure 1R2.10
PROE Survey Advisory Committee
and Faculty Survey Responses

PROE Advisory Committee Survey Example		
2015 - Accounting		
	Faculty Rating (N=2)	Advisory Committee Member Rating (N=2)
Instructional program content and quality are based on performance objectives that represent job skills and knowledge required for successful entry level employment.	100% of respondents indicated this was excellent.	100% of respondents indicated this was either acceptable or good.
Follow-up studies on program completers and leavers provide information used to review and where warranted revise the program	50% of respondents indicated this was acceptable.	100% of respondents indicated this was acceptable.
Instructional equipment is current and representative of industry	100% of respondents indicated this was good or excellent.	100% of respondents indicated acceptable or excellent.

Figure 1R2.11
NOCTI Assessment Results

National Occupational Competency Testing Institute (NOCTI)					
	MCC 2013	MCC 2014	MCC 2015	State 2015	Nation 2015
Administrative Assisting	79.10	NA	78.20	76.80	76.30
General Management	81.50	73.50	76.20	74.40	75.20
Basic Accounting	68.20	72.20	71.70	69.20	66.90

These results show that students are happy with instruction and objectives. Since only eighty percent of these students reported that equipment is sufficient, faculty are looking for ways to improve. The only "instructional equipment" students use is QuickBooks, so other products are being reviewed. These results are consistent throughout all programs. The equipment review was very low in industrial trades during the review two years ago. Improvements are listed in 1I2.

A PROE survey similar to the student survey is administered via email to all faculty teaching program courses and to current advisory committee members. This survey has a total of eight questions. Results are provided to advisory committees, faculty, and institutional leadership to determine recommendations for change. **Figure 1R2.10** shows the faculty and advisory committee survey responses to a sampling of questions.

Figure 1R2.11 shows that MCC student NOCTI assessment scores are consistently above state and national benchmarks. Faculty and advisory committee members are satisfied with these results. This is consistent throughout all programs.

1I2 Based on 1R2, what improvements have been implemented or will be implemented?

In response to needing better assessment tools, MCC paid for an adjunct faculty member to become certified with the American Welding Society. This will lead to AWS assessment and certification for students. MCC has also become a Cisco school, so Cisco assessment and certification will be available. In both cases, assessment for certification will be a required course component. Also, as stated above, the Paraprofessional and Early Childhood Education programs are beginning to use NOCTI, so we will have comparative data.

To help expand the use of program assessment, MCC brought in an external facilitator to work with faculty during Fall 2015 Faculty Professional Days. This training covered the Degree Qualifications Profile, program assessment, and curriculum mapping.

To help improve employment results, MCC created "Career Connections," an employment resource for both employers and students. Employers can advertise their employment needs for free, with Career Connections being emailed to all students and alumni every two weeks. Not only does it help employers and students, it also helps MCC track students who get jobs.

In response to students not being satisfied with industrial equipment, which was outdated, MCC applied for, and received, $1.7 million from the State of Michigan to purchase new equipment. All equipment was selected by faculty and the advisory committee. Students are no longer unhappy with the equipment.

1.3 Academic Program Design

1P3 Academic Program Design focuses on developing and revising program to meet stakeholders' needs.

Identifying student stakeholder groups and determining their educational needs

Most every student who starts at MCC is required to take a placement assessment. Student groups that are not required to take the placement assessment include students who have previously earned a degree, or students who have already taken an approved assessment. This assessment is used to place students into the proper level of reading, writing, and math courses. MCC has mandatory placement but has been reviewing national best-practices and internal information to determine the most appropriate methods to promote student success. Students who earn a 3.3 cumulative grade point average in high school within the past five years can choose whether to take developmental or college level coursework. Before taking the assessment, students fill out a college survey that asks questions about marital status, parental status, why the student chose MCC, and fears they have about starting college. These data are disaggregated in different ways to create student cohort data, and better identify student groups and their needs. Broad categories of student groups include potential students, current students, former

students/near completers, and graduates. Examples of student subgroups that we have identified include, but are not limited to: students who are single-parents, students who are married and have children, students whose goal is to transfer to another institution, students who want a better career, students who test into developmental education, low-income students, online students, students new to college, dual-enrolled high school students, adult students, guest students, veterans, students with disabilities, students at risk of academic failure/needing early intervention, students from different generations, students of various ethnicities, working students, and unemployed students. (**1.C.1, 1.C.2**)

In addition to environmental scanning and meetings, we formally collect information about our programming through student evaluations. Every student is asked to evaluate the courses they take, whether they complete them or not. This information is compiled and reviewed by academic administrators and faculty. MCC's vice president for academic affairs, dean of instruction, and dean of health occupations meet after every semester to review every comment made by students, and send faculty members both kudos and suggestions for possible improvement. It is important to stress that MCC uses student evaluations and assessment data for quality improvement purposes.

MCC also conducts a post-graduate survey which is conducted six months after a student's graduation. The post-graduate survey provides feedback from our graduate student group which is used to modify programs or influence other aspects of the collegiate experience at MCC. To gauge the needs of our incoming student group, a survey is given just before students take the Compass assessment. This data is used to help understand student needs, and obstacles they may face.

Identifying other key stakeholder groups and determining their needs

Environmental scanning is a primary planning tool used to keep current about the needs of other key stakeholder groups. The environmental scanning process includes data from program advisory committees, local economic data, local workforce data, census data, and transfer data from transfer universities. Other key stakeholder groups include, but are not limited to: community organizations, educational institutions (both K-12 and transfer institutions), local and state government, local businesses, and individuals in the college's service area who desire lifelong learning opportunities. MCC uses various methods to determine the needs of other key stakeholder groups. As an example, with our transfer student group, many transfer institutions report transfer student performance data back to MCC. This information is utilized by MCC faculty and administration to better prepare transfer students for their chosen institution and align programs between institutions. Another example is dual-enrolled high school student data, which is queried and analyzed to convene discussions with local K-12s and the Montcalm Area Intermediate School District. These discussions led to curriculum changes at the K-12 level and promotes curriculum alignment. Local business needs are collected through program advisory committees, and through local chamber of commerce and economic development meetings. MCC has an administrator assigned to every chamber of commerce. The vice president for academic affairs is president of the Montcalm Economic Alliance, the dean of community and workforce education serves as the president of the Ionia County Economic Alliance and the dean of instruction leads the local humanities council. (**1.C.1, 1.C.2**)

Developing and improving responsive programming to meet all stakeholders' needs

MCC faculty and administrators work with community and business leaders to respond quickly to industry demands. All occupational programs have local advisory committees made up of industry leaders. MCC's general education program has an advisory committee made up of local businesses and community leaders. These meetings occur at least once per year, and ask committee members to identify their current needs and project what the future may hold. MCC faculty and administration work together to use that information to make the necessary curriculum changes to keep the programming up-to-date. (**1.C.1, 1.C.2**)

An example of developing responsive programming is when MCC's partner apprentice companies indicated a need for specific welding skills sooner in the program, and the need for robotics training. MCC's credit welding courses had become too broad for local industries, and required a survey welding course as a prerequisite. Working with employers, MCC revived an older welding course that fit the needs of the companies, but was so specific that it rarely was taught. To meet industry needs for speed, MCC ran the course through the workforce training division (non-credit) following the outline for the credit course. The welding course was taught over two weekends, and credit was awarded to students who passed the assessments. For robotics, MCC learned that local employers were using FANUC robotics and needed training. In early 2015, when the State of Michigan developed the Community College Skilled Trades Equipment Program (CCSTEP), MCC applied for and received $1.7 million for equipment. MCC's application included 22 letters of support from local companies and two local high schools. A new company locating in Greenville decided to purchase ABB and Kuka robotics, and informed MCC's dean of community and workforce education of the purchases. Within one week, MCC redirected some of the grant funds to purchase two ABB robotic trainers and two Kuka robotic trainers. These examples are intended to show that MCC uses data and meetings with all stakeholders to determine their needs and design responsive programming.

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

The tools/methods/instruments discussed above, and others, are developed through meetings with advisory committees, faculty, and administrators. The process starts by the group identifying what data is needed. After data needs are identified, the groups identify and evaluate the assessments that are available. If no existing assessment is found to be sufficient, the committee or group designs its own. As an example, MCC faculty and administrators determined that data about incoming students was necessary. This is more than demographics, it included how students want to be communicated with, their fears, their goals, and many other factors for which data had not been previously collected. Compass had a research instrument, but after review the committee felt it was not sufficient. So, the committee came together and created a survey that is administered just before the Compass exam.

Reviewing the viability of courses and programs and changing or discontinuing when necessary

MCC reviews all programs on a three-year rotation. Factors reviewed in the study include the applicable job market, assessment data and improvements, enrollment data, number of full and adjunct faculty, revenues and expenditures, and advisory committee recommendations. After all data is collected, it is examined by the vice president for academic affairs, who then makes a recommendation to the college president to either continue the program or start the discontinuation p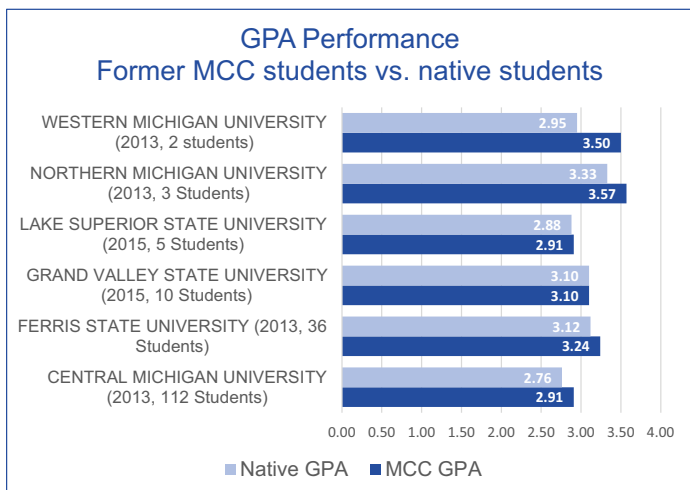rocess (students are allowed to finish). Examples include the Electronics, Business Information Systems, and Cosmetology programs. **Figure 1P3.1** shows enrollments in recently discontinued programs. During the 2015 review cycle these programs were found to have had low enrollments for over three years, and low employment potential. The vice president of academic affairs had previously communicated with program faculty and made it known that the programs were in danger of being discontinued. The vice president of academic affairs made the recommendation to the president to discontinue the program. The programs are now in the discontinuation process, with classes being phased out over a two-year time-frame. (**4.A.1**)

Figure 1P3.1
Enrollment in Recently Discontinued Programs

Enrollment in Recently Discontinued Programs					
	2012	2013	2014	2015	2016
Automotive Certificate	17	20	13	8	
Business Information Systems	20	13	9	6	8
Cosmetology Certificate	25	21	13	10	4
Cosmetology Management	18	21	22	16	14
Electronics Certificate	3	3	7	3	2
Electronics Technology AAS	15	16	15	10	6
Emergency Medical Technician	1			1	
Grand Total	99	94	79	54	34

IR3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Figure 1R3.1
Transfer Student GPA Performance

GPA Performance
Former MCC students vs. native students

WESTERN MICHIGAN UNIVERSITY (2013, 2 students): Native GPA 2.95, MCC GPA 3.50
NORTHERN MICHIGAN UNIVERSITY (2013, 3 Students): Native GPA 3.33, MCC GPA 3.57
LAKE SUPERIOR STATE UNIVERSITY (2015, 5 Students): Native GPA 2.88, MCC GPA 2.91
GRAND VALLEY STATE UNIVERSITY (2015, 10 Students): Native GPA 3.10, MCC GPA 3.10
FERRIS STATE UNIVERSITY (2013, 36 Students): Native GPA 3.12, MCC GPA 3.24
CENTRAL MICHIGAN UNIVERSITY (2013, 112 Students): Native GPA 2.76, MCC GPA 2.91

■ Native GPA ■ MCC GPA

Outcomes/measures tracked and tools utilized

- Post graduate surveys, pre-enrollment surveys, and data from transfer institutions
- Employee satisfaction, student satisfaction, and Personal Assessment of the College Environment (PACE) survey
- Transfer information including Voluntary Framework of Accountability data
- Compass survey
- Enrollment data

Summary results of assessments

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

Transfer student data presented in **Figure 1R3.1** shows that MCC students do as well or better than native university students. This meets MCC's internal benchmark that transfer students will do as well or better than native students.

The college administers a student survey prior to Compass testing. Results are provided in **Figures 1R3.2, 1R3.3, 1R3.4, and 1R3.5** for the 2013-2016 reporting years. The Compass survey data is very interesting. The majority of incoming students are coming to MCC for a degree, followed by transfer, and taking classes for their job. The top three reasons students choose MCC are that we are close to home, affordable, and offer small class sizes. While this data is not used in academics, it is used for marketing purposes. The things that concern incoming students the most are not knowing what their major is, with transfer a close second. None of the students thought they would have difficulty in college, and only seven percent were worried about fitting in. Compass survey data show that students come to MCC for a degree, but are also worried about not knowing what their program of study is. Students come to MCC for transfer, but many worry about the actual transfer process. This led to an improvement discussed in 1I3.

Figure 1R3.6 shows that MCC student satisfaction with belonging, concern for their well-being, feeling welcomed, and faculty consideration have remained consistent over the last three measurement cycles, and all are slightly above MCC's benchmark of the national average.

Figure 1R3.2
Pre-Compass Survey Results
Regarding Reported Student Goals
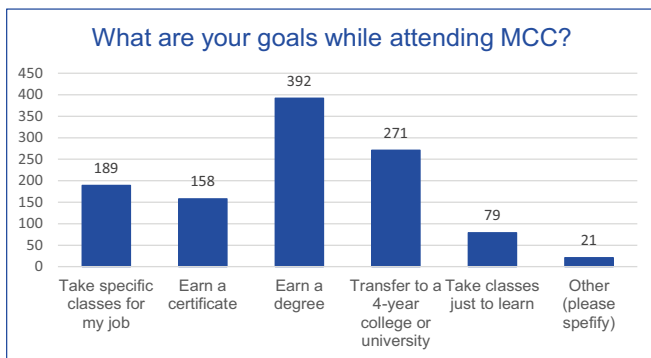
Figure 1R3.3
Pre-Compass Survey Results
Regarding Why Students Chose MCC
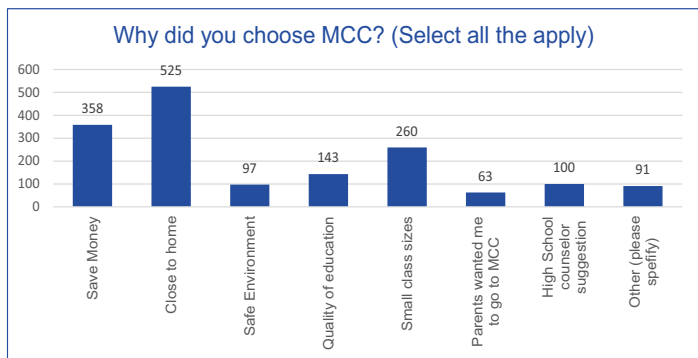
Figure 1R3.4
Pre-Compass Survey
Results Regarding Student Concerns
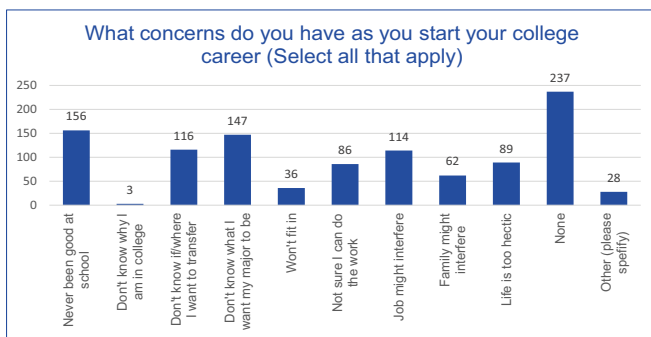
Figure 1R3.5
Pre-Compass Survey
Results Regarding Employment Status
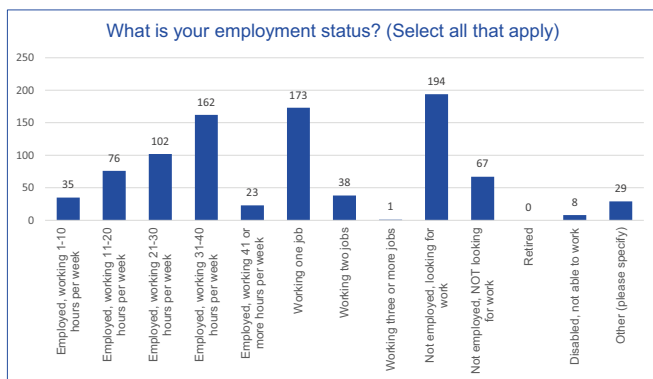
Figure 1R3.6
Noel Levitz Student Satisfaction Inventory Results Regarding Well-Being

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Most students feel a sense of belonging here.	5.57	5.65	5.64	5.38
The college shows concern for students as individuals.	5.47	5.51	5.46	5.21
Students are made to feel welcome on this campus.	5.98	6.00	6.15	5.7
Faculty take into consideration student differences as they teach a course.	5.40	5.46	5.4	5.32

1I3 Based on 1R3, what improvements have been implemented or will be implemented?

Understanding that most students come to MCC for degrees caused us to look at the degrees we offer, and to determine what was missing. This led to the creation of new agricultural programs, robotics programs, and software design programs.

Students not knowing their major or where they were going to transfer, and having it backed up by data, was one of the reasons MCC began requiring GNST100, College Success Course, for all new students. This course, which previously was only required for students testing into developmental coursework, was also changed to "beef-up" the career exploration portion of the course.

MCC has developed over 100 transfer agreements with local universities, and many others with local K-12 Career Centers. To help students determine where they are going to transfer, MCC has been implementing Guided Pathways, and began emailing the MCC Transfer Connection newsletter to all students. Transfer Connections is emailed out once every two weeks, and provides information on selected transfer agreements.

1.4 Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations.

Figure 1P4.1
Placement Levels

Placement Levels - Math		
Level	**Score**	**Placement**
Math Level 1	Students who score 35 or lower on Compass Pre-Algebra are placed in Math Level 1	Students who place into Math Level 1 must take Math 050
Math Level 2	Students who score 36 or higher on Compass Pre-Algebra are placed in Math Level 2	To take a course that requires Math Level 2, students must have a Compass Pre-algebra Score of 36 or higher; or have successfully completed (C or better) one of the following courses: MATH 050, MATH 075, MATH 090, MATH 095, MATH 100, MATH 102, MATH 104, MATH 120, MATH 151, MATH 152, MATH 159, MATH 180, MATH 190, MATH 250, MATH 251
Math Level 3	Students who score 44 or higher on the Compass Pre-algebra Test, or a 26 or higher on the Compass Algebra Test are placed in Math Level 3	To take a course that requires Math Level 3, students must have a Compass Pre-algebra Score of 44 or higher; or have successfully completed (C or better) one of the following courses: MATH 075, MATH 090, MATH 095, MATH 100, MATH 102, MATH 104, MATH 120, MATH 151, MATH 152, MATH 159, MATH 180, MATH 190, MATH 250, MATH 251
Math Level 4	Students who score 34 or higher on the Compass Algebra Test are placed in Math Level 4	To take a course that requires Math Level 4, students must have a Compass Algebra Score of 34 or higher; or have successfully completed (C or better) one of the following courses: MATH 090, MATH 095, MATH 100, MATH 102, MATH 104, MATH 120, MATH 151, MATH 152, MATH 159, MATH 180, MATH 190, MATH 250, MATH 251
Math Level 5	Students who score 66 or higher on the Compass Algebra Test, or 31 or higher on the Compass Trigonometry test are placed in Math Level 5	To take a course that requires Math Level 5, students must have a Compass Trigonometry Score of 31 or higher; or have successfully completed (C or better) one of the following courses: MATH 102, MATH 104, MATH 120, MATH 151, MATH 152, MATH 159, MATH 180, MATH 190, MATH 250, MATH 251
Placement Levels - Reading		
Reading Level 1	Students who score 49 - 65 on the Compass Reading Test are placed in Reading Level 1	To take a course that requires Reading Level 1, students must have a Compass Reading Score of 49 or higher; an ACT Reading Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 050, ENGL 051, ENGL 060, ENGL 100, ENGL 101
Reading Level 2	Students who score 66 - 81 on the Compass Reading Test are placed in Reading Level 2	To take a course that requires Reading Level 2, students must have a Compass Reading Score of 66 or higher; an ACT Reading Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 050, ENGL 051, ENGL 060, ENGL 100, ENGL 101
Reading Level 3	Students who score 82 or higher on the Compass Reading Test are placed in Reading Level 3	To take a course that requires Reading Level 3, students must have a Compass Reading Score of 82 or higher; an ACT Reading Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 051, ENGL 060, ENGL 100, ENGL 101
Placement Levels - Writing		
Writing Level 1	Students who score 21 - 37 on the Compass Writing Test are placed in Writing Level 1	To take a course that requires Writing Level 1, students must have a Compass Writing Score of 21 or higher; an ACT English Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 060, ENGL 070, ENGL 071, ENGL 100, ENGL 101
Writing Level 2	Students who score 38 - 69 on the Compass Writing Test are placed in Writing Level 2	To take a course that requires Writing Level 2, students must have a Compass Writing Score of 38 or higher; an ACT English Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 060, ENGL 070, ENGL 071, ENGL 100, ENGL 101
Writing Level 3	Students who score 70 or higher on the Compass Writing Test are placed in Writing Level 3	To take a course that requires Writing Level 3, students must have a Compass Writing Score of 70 or higher; an ACT English Score of 18 or higher; have earned a cumulative high school GPA of 3.3 or higher; or have successfully completed (C or better) one of the following courses: ENGL 071, ENGL 100, ENGL 101

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

MCC's current and previous catalogs can be found at http://catalog.montcalm.edu. At the time this systems portfolio was written, MCC used the Compass placement assessment for math, reading, and writing, with mandatory placement. ACT is discontinuing the Compass assessment, so MCC has been working with the local K-12 teachers to develop a new multi-factor placement process. Course and program descriptions, including assessment requirements and prerequisites, are available in the catalog and on the official course description. Every course that requires an assessment score is listed as Math Level 1–5, and/or Reading Level 1–3, and/or Writing Level 1–3. This requirement is required for all sections of courses, no matter where or how they are delivered. These requirements are determined by faculty and approved by the curriculum committee. To determine preparation required and ensure the requirements are up-to-date, faculty work with counselors during course and program review. **Figure 1P4.1** describes each placement level. **(4.A.4)**

MCC language arts faculty tested allowing students who earned a cumulative grade point average of 3.3 or higher in high school, within the last five years, to opt-out of developmental coursework. Students were still required to take the assessment, and received placement recommendations, but could then decide whether to take developmental coursework, or enroll in ENGL100 (Freshman Composition I). Results showed that students who opted-out were just as successful as those who placed into ENGL100, so this policy was formally adopted.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

Every course at MCC has an official course description that is approved by the curriculum committee. The course description includes the catalog description, prerequisites, course goals and objectives, assessment methods, and delivery methods. Course descriptions are updated on a five-year rotation, but can be updated sooner if changes necessitate. Every section of every course is required to teach and assess the goals and objectives that are listed on the official course description. MCC also requires all syllabi to include the official goals, official description, and all faculty submit their syllabi each semester for review by faculty department chairs. This includes all courses, even dual enrollment (see Figures 1R4.17 & 18). All programs are approved by assessment committee, reviewed at least once per year by faculty and the advisory committee, and assessed on a three-year rotation. Assessment results are reviewed by advisory committees and assessment committee, where possible improvements are discussed. (**3.A.1, 3.A.3, 4.A.4**)

Awarding prior learning and transfer credits

Transfer credits are reviewed by the registrar. The registrar only accepts official transcripts that are sent directly to MCC, and reviews each courses description, credit and lab hours, and the accreditation of the granting institution. If there is question about transferability, the registrar forwards the information to the vice president for academic affairs and program faculty for review and recommendations. Credit for prior learning is only available for a limited number of MCC courses. Courses where credit for prior learning is available generally lead to a credential or require a specific ability to complete. As an example, many of MCC's computer support technology programs lead to certifications like A+ or Network +. Students who can present current credentials can be awarded credit for these courses. Another example is MCC's Emergency Health Care course (AHEA100). This course leads to American Heart Association (AHA) Health Care Provider CPR and AHA Heartsaver First Aid/CPR certifications, so students who have current credentials can be granted credit for these courses. Other courses, like many manufacturing courses, are more difficult because no certifications exist. In cases like this, the registrar refers students to MCC manufacturing faculty who meet with students to have them demonstrate tasks they would have to demonstrate in the course. If students are successful, the faculty member sends an approval email to the registrar, who can then award credit for prior learning. (**4.A.2, 4.A.3**)

Selecting, implementing, and maintaining specialized accreditation(s)

MCC only maintains specialized accreditations for its health occupations programs. MCC's Nursing program is approved by the State of Michigan and is pursuing National League of Nursing accreditation. Upon recommendation of the Medical Assisting Education Review Board, MCC pursued, and received accreditation from the Commission on Accreditation of Allied Health Education Programs for its Medical Assisting Program. MCC is approved to deliver Cisco training, and robotics training for Fanuc; ABB; and Kuka, but these are not considered accreditations. When determining accreditations, MCC faculty review accreditations that are available, then discuss the possibilities with advisory committees and administration. This process reviews the value of the accreditation, the necessity of the accreditation, and the cost of the accreditation. A joint decision is made by faculty and administration on which accreditations to pursue and maintain. (**4.A.5**)

Assessing the level of outcomes attainment by graduates at all levels

As of the submission of this systems portfolio, the assessment committee had approved all course goals and objectives and how they will be assessed. The new process includes approval by assessment committee, the sharing of results with assessment committee, and assessment committee's role in the data review and improvement process. This process was then integrated into MCC's previous assessment process. The former process which had been used for over ten years, was driven by administration, and results were not being shared broadly. It included review of other programs in the area, enrollment data, student satisfaction data, faculty satisfaction data, advisory committee satisfaction data, and financial data. The new expanded process keeps all programs on their current three-year assessment cycle, and includes assessing the outcomes attained by all graduates. This process also includes post-graduation surveys which offers prize incentives to increase participation. (**3.A.2, 4.A.6**)

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

With guidance from program advisory committees, full-time faculty members in each program determine program outcomes and how these outcomes will be assessed. Faculty meet with their advisory committees at least once per year to review program outcomes, the courses required to achieve those outcomes, and how the outcomes will be assessed. Program outcomes, course alignment to those outcomes, and how the outcomes are assessed are then taken to the assessment committee for approval. During the three-year program review cycle, assessment data are collected and presented to the advisory committee. Program faculty then present their recommendations, assessment data, and advisory committee recommendations to the assessment committee for analysis and planning for improvement. The tools/methods/instruments used are also reviewed during the program review process and updated as necessary with approval by the assessment committee.

1R4 Based on 1R4, what are the results for determining the quality of academic programs?

Outcomes/ measures tracked and tools utilized

MCC uses the tools listed in **Figure 1R4.1** to measure academic program quality (since assessment measures quality, many of these items are repeated from 1P2, but the results presented are from different programs)

Figure 1R4.1
Measures and Tools in 1R4

Outcomes/Measures Tracked	Tools Utilized
Student satisfaction with the quality of programs while students	The Noel Levitz Student Satisfaction Survey
Benchmark program specific performance of MCC graduates with graduates in similar programs at similar colleges.	NOCTI exams
Student perception, post completion, on preparation for transfer and/or employment.	Graduate surveys
Faculty, student, and advisory committee satisfaction with the academic program, and how each program can be improved	PROE Surveys
Effectiveness of mandatory placement and developmental education	Query of Student Information System
Student success across locations, modalities, and dual-credit	Query of Student Information System

Figure 1R4.2
NOCTI testing results

National Occupational Competency Testing Institute (NOCTI) Testing Results	MCC	MCC Cumulative	State	Nation
Accounting-Basic - Fall 2016				
1. Journalizing	77.5	71.8	70.5	67.2
2. Posting	74.6	69.6	68.5	66
3. Payroll Preparation	56.7	62.9	63.3	62.9
4. Cash and Banking Procedures	74.7	77.5	75.1	73.9
5. Merchandise Inventory	72.3	66.4	67.7	62.7
6. Completion of Accounting Cycle	73.7	68.3	65.9	62
7. Identification and Application of Source Data	75	78.6	75.2	75.6
8. Mechanical and Electrical Accounting Devises	78.6	77.9	78.4	77.3
9. Security	64.8	64	61.3	59.6
10. Basic Accounting Knowledge	84.7	78.6	78.2	74.5
General Management - Spring 2015				
1. Technical Skills	68.2	69.8	67.5	66.9
2. Business Management	73.3	76.3	72.6	72.4
3. Academic Foundations	80	80.4	75.7	77.4
4. Systems	83.3	89.8	86.4	88.5
5. Ethics and Legal Responsibilities	94.3	84.3	80.8	83.8
6. Communication	81.5	85.4	80.9	80.7
7. Information Technology Applications	68.6	72.7	66.4	66.4
8. Problem Solving, Critical Thinking and Decision-Making	60	62.1	59	59.7
9. Leadership and Teamwork	86.7	83.9	78.2	81.5
10. Safety, Health, and Environmental	62.9	79.9	74.9	74.8
11. Employability and Career Development	90	90	85.3	89.2
Administrative Assisting - Spring 2016				
1. Computer Applications	84.9	81.2	79.4	78.9
2. Working in an Office Environment	84.9	83	81.9	81.5
3. Records Management	80.3	75.9	74.2	72
4. Office Procedures	81.3	79.1	78.9	77.2
5. Accounting and Computational Skills	77.4	72.5	69.6	68

Figures 1R4.3 and 1R4.4 show that many MCC students are employed, but many not in their field. This has more to do with the local economy than student performance. Montcalm County has consistently had an unemployment rate much higher than both state and national averages. Since this is self-reported, it is not always clear what students believe is "employment in their field of study."

Summary results of assessments

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

NOCTI results for business programs in **Figure 1R4.2** show that MCC students consistently outperform community college business students in Michigan and the United States on a majority of competencies measured. NOCTI has been used for over five years, and these results have remained consistent. We will continue monitoring this, and continue to look for other relevant assessment tools.
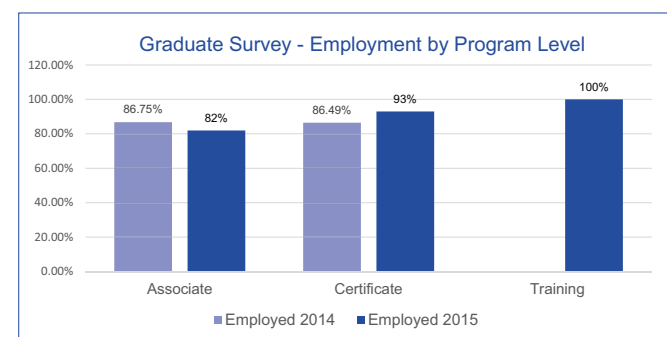
Figure 1R4.3
Graduate Survey Employment by Program Level


Graduate Survey - Employment by Program Level

Figure 1R4.4
Graduate Survey Employment by Program

2015 Graduate Survey - Employment by Program	Program level	Employed	In Field of Study
Accounting	Associate	57%	29%
Arts AA	Associate	100%	0%
Associate of Liberal Studies	Associate	87%	21%
Automotive Certificate	Certificate	100%	100%
Business Admin/Entrepreneurship	Associate	100%	100%
Business Admin/Management	Associate	100%	33%
Child Development Associate (CDA)	Job Training	100%	100%
Computer Support Technology	Associate	100%	50%
Corrections Officer	Job Training	100%	50%
Criminal Justice/General	Associate	0%	0%
Early Childhood Development	Associate	100%	100%
Education Parapro	Associate	100%	33%
General Studies	Associate	80%	66%
Liberal Studies	Certificate	100%	40%
Long-Term Care Nurse Assistant	Job Training	100%	100%
Machine Tool Theory	Certificate	100%	100%
Medical Assistant	Certificate	88%	75%
Medical Information Systems	Associate	100%	0%
Medical Office Administration	Associate	40%	0%
Office Administration	Associate	100%	100%
Pre Nursing	Certificate	92%	77%
Registered Nursing	Associate	100%	87%
Renewable Energy	Job Training	100%	100%

As demonstrated by **Figures 1R4.5 and 1R4.6**, 88 percent of students believe they were prepared for the workforce. Ninety-two percent believe they were prepared for further education. While these are positive results, we will reach out to students who responded negatively to see why they feel they were not prepared.

Figure 1R4.5
Graduate Survey
Employment Preparation Response

Graduate Survey
"I was prepared for employment"
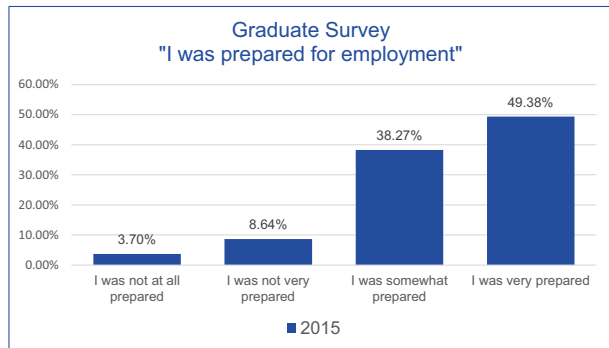
Figure 1R4.6
Graduate Survey Further
Education Preparation Response

Graduate Survey
"I was prepared for employment"
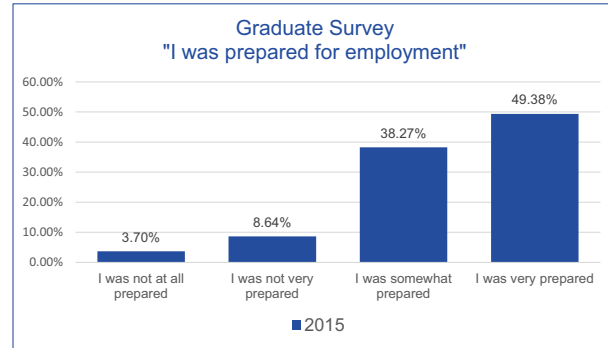
Figure 1R4.7
PROE Nursing Example Student Survey Results

PROE Survey Example	
2014 - Nursing	
	Rating (N=71)
Teaching, methods, procedures and course content meet your occupational needs, interests and objectives	97.18% of students responded acceptable, good or excellent
Written objectives for courses in your occupational program are used by the instructor to keep you aware of your progress	95.77% of students responded acceptable, good or excellent
Instructional equipment is current and representative of industry	95.77% of students responded good to excellent, 4.23% said below expectations or poor

Figure 1R4.8
PROE Nursing Example Advisory
Committee and Faculty Survey Results

Advisory Committee Survey Example		
2014 - Nursing		
	Faculty Rating (N=4)	Advisory Committee Member Rating (N=9)
Instructional program content and quality are Based on performance objectives that represent job skills and knowledge required for successful entry level employment.	25% of respondents indicated this was excellent. 25%- Good, 25% - Acceptable, 25%- Poor	100% of respondents indicated this was either acceptable, good or excellent.
Follow-up studies on program completers and leavers provide information used to review and where warranted revise the program	25% of respondents indicated this was excellent. 25%- Poor, 50%- Don't know	44.44% of respondents indicated this was excellent, 11.11%- Good, 11.11% - Acceptable and 33.33% - Don't know.
Instructional equipment is current and representative of industry	50% of respondents indicated this was excellent. 25%- Acceptable, 25% - below expectations	44.44% of respondents indicated good or excellent. 11.11% - Below Expectations, 44.44% - Don't know.

Figures 1R4.7 and 1R4.8 provide information about the PROE Survey. This survey is administered to students, advisory committee members, and faculty members. Results are provided here for the nursing program. The student PROE survey is administered via email to all students who declare a major as their program of study. It has a total of 14 general questions and many contain sub-questions. Questions on this survey are different than the faculty and advisory committee surveys. This information is provided to advisory committees, faculty, and institutional leadership to determine recommendations for change. Results are provided in **Figure 1R4.7**. These results show that students are satisfied with instruction and objectives and believe that equipment is sufficient. These results are consistent throughout all programs.

A slightly different PROE survey is administered via email to all instructors teaching program courses and to current advisory committee members. This survey has a total of eight questions. This information is provided to advisory committees, faculty, and institutional leadership to determine recommendations for change. Results in **Figure 1R4.8** show that the advisory committee and faculty are happy with results. This is consistent throughout all programs.

NOCTI testing trend data are presented in **Figure 1R4.9**. In all categories in 2015, MCC students tested above state and national averages.

Figure 1R4.9
NOCTI Assessment Results

National Occupational Competency Testing Institute (NOCTI)					
	MCC 2013	MCC 2014	MCC 2015	State 2015	Nation 2015
Administrative Assisting	79.10	NA	78.20	76.80	76.30
General Management	81.50	73.50	76.20	74.40	75.20
Basic Accounting	68.20	72.20	71.70	69.20	66.90

Noel Levitz Student Satisfaction Inventory results in **Figure 1R4.10** show that students are satisfied with quality of instruction and equipment. MCC exceeds national averages.

Figure 1R4.10
Noel Levitz Student Satisfaction Inventory Results Regarding Programs

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
The quality of instruction in the vocational/technical programs is excellent.	5.57	5.49	5.52	5.47
The quality of instruction I receive in most of my classes is excellent.	5.72	5.72	5.73	5.63
The equipment in the lab facilities is kept up to date.	5.53	5.99	5.95	5.56
Nearly all classes deal with practical experiences and applications.	5.59	5.72	5.71	5.51
Program requirements are clear and reasonable.	5.70	5.77	5.88	5.63
I am able to experience intellectual growth here.	6.06	6.04	6.1	5.84

Health occupations testing data are provided in **Figures 1R4.11- 1R4.13**. MCC students in Practical Nursing (PN), registered Nursing (RN) and Medical Assistant (MA) programs consistently pass national standardized testing at very high rates and where benchmarks are available, exceed state and national pass rates.

Figure 1R4.11
NCLEX PN Testing Results

Practical Nursing (PN) - NCLEX Testing, Optional for Students							
Term - Academic	# graduated	# attempted	# failed	# Passed - within 3 attempts	% passed	MICHIGAN pass rates	National pass Rate
Fall 2013	26	16	0	16	100%	NA	NA
Fall 2014	25	16	0	16	100%	NA	NA
Fall 2015	21	13	0	13	100%	85.86%	69.04%
Spring 2014	25	18	0	18	100%	NA	NA
Spring 2015	22	14	0	14	100%	85.86%	69.04%

Figure 1R4.12
NCLEX RN Testing Results

Registered Nursing (RN) - NCLEX Testing							
Term - Academic	# graduated	# attempted	# failed	# Passed - within 3 attempts	% passed	MICHIGAN pass rates	National pass Rate
Fall 2013	19	19	2	17	89%	NA	NA
Fall 2014	24	22	0	22	100%	NA	NA
Fall 2015	25	13	0	13	100%	85.88%	69.87%
Spring 2014	24	23	0	23	100%	NA	NA
Spring 2015	29	27	0	27	100%	85.88%	69.87%

Figure 1R4.13
Certified Medical Assistant Testing Results

Medical Assistant (MA) - CMA Testing, Optional for Students					
Year - Academic	# graduated	# attempted	# failed	# Passed	% passed
2015	14	3	0	3	100%
2014	24	21	0	21	100%

Feedback received from employers of MA students is very positive, as shown in **Figure 1R4.14**.

Figure 1R4.14
Medical Assisting Employer Feedback

MA Employer Feedback 2014-2016		
What Qualities or Skills did you expect of the graduate upon employment that he/she did not possess?	**Please provide comments and suggestions that would help this program to better prepare future graduates.**	**What are strengths of the graduate(s) of this program?**
She seems to have a problem with medication names, spelling and usage. Employee has to be reminded to take the initiative to learn the above.	In general the program does an excellent job of preparing students for the work place. There are just some things that are now able to be taught.	Clinical skills are spot on!
Held all qualities I would expect from a top notch Medical Assistant.	MCC does a great job preparing students for future jobs.	Is a self starter and motivated to learn aspects of the medical office. She has an eye for detail which is a quality that I as a manager look for in a new employee. If there is something she doesn't know she strives to learn the information. I am very pleased to have her as an employee.
This does not apply. I an very happy with XXXX she is an important part of our team here at Sheridan Care.		XXX's strength is her knowledge and skill as a Medical Assistant. She is a quick learner and has adapted wonderfully in our office.

Just over 96 percent of 2015 graduates who responded to the graduate survey indicated that they would recommend MCC to family and friends. This data is provided in **Figure 1R4.15**.

Figures 1R4.16-1R4.18 provide information about the effectiveness of mandatory placement and developmental education. **Figure 1R4.16** illustrates that only seven percent of students tested into college-level math in fall 2015, with almost sixty percent testing two levels down into developmental. This is not abnormal for our students. **Figure 1R4.17** shows similar student success in both developmental and college-level courses. **Figure 1R4.18** shows that 82 percent of students who complete a developmental course in English pass their first college-level English course, while 76 percent of students who test directly into a college level English course pass it with a "C" or better. Fifty percent of students who complete a developmental course in math pass their first college-level math course, while 69 percent of students who test directly into a college level math course pass it with a "C" or better. Developmental English courses prepare students for their first college level course, while there is work to do in math.

Figure 1R4.15
Graduate Survey Results
Regarding Recommending MCC

2015 Graduate Survey		
"Would you recommend MCC to family and friends?"		
Yes	104 out of 108	96.30%
No	4 out of 108	3.70%

Figure 1R4.16
Student Placement by Compass Test Scores

COMPASS Test Scores			
Fall 2015 Students			
	College level % of students	1 level below % of students	2 levels below % of students
Math	7.08%	33.21%	59.72%
Reading	74.75%	20.45%	4.80%
Writing	72.12%	19.74%	8.14%

Figure 1R4.17
Student Success Rates by Developmental
or College-Level Placement

Success Rate		
Fall 2015 Students		
	Tested in to developmental, developmental course success rate	Tested in to college level, college level course success rate
Math	69%	69%
English	60%	76%

Figure 1R4.18
Student Success Rates of First
College-Level Course after Developmental

Success Rate	
Those who took developmental and passed 2013-2015, Success rate in first attempt of first college level course	
Math	50%
English	82%

Figure 1R4.19
Course Rigor- Main Campus,
High School Locations

Rigor - Success Rate		
	Sections taught on main campus	Sections taught in high schools
All Equivalent Sections 2015	75%	79.70%

Figure 1R4.20
Course Rigor- Online,
Face to Face and Hybrid

Rigor - Success Rate		
	Sections taught online	Sections taught face-to-face or hybrid
All Equivalent Sections 2015	70%	76.33%

The college is concerned about the consistency of educational quality. **Figures 1R4.19-1R4.21** speak to course rigor and success. Both show that success rates are similar across locations and modalities. **Figure 1R4.19** demonstrates that students who take courses in high school, and those who take courses on campus pass those courses with a "C" or better at a similar rate.
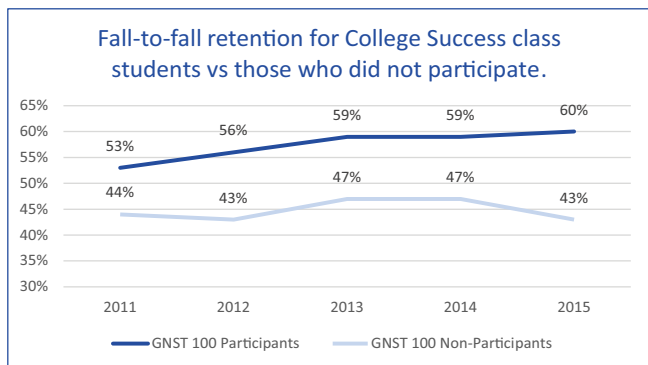
Figure 1R4.21
Course Success Rate
Comparisons Across Modalities

Online, face-to-face and hybrid course success rates.
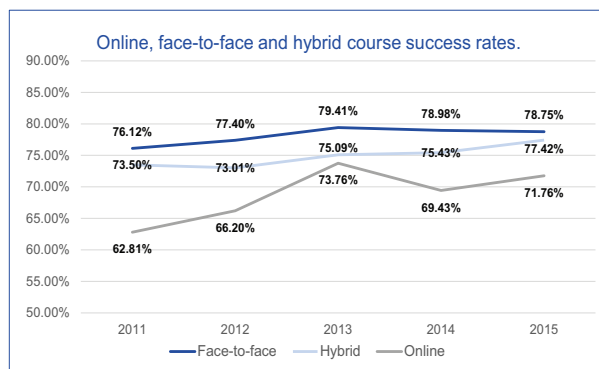
Figure 1R4.20 shows that students who take online courses pass at a seventy percent rate, while those in the same courses, but delivered face-to-face or hybrid succeed at a rate of just over seventy-six percent. Data in **Figure 1R4.21** show that success rates across all three modalities have trended positively over the past 5 years, and specifically, that online and hybrid course success rates are approaching face-to-face levels.

Figures 1R4.22 and 1R4.23 show retention and persistence rates for students who took the GNST 100 College Success Course and those who did not. Both retention and persistence rates for students who took the course exceeded the general college population. Prior to fall 2015, the course was required for students placing into certain levels of developmental coursework. Based on these results, the course is now required for most new MCC students.

Figure 1R4.22
Fall-to-Fall Retention Rates
for College Success Course Students

Fall-to-fall retention for College Success class students vs those who did not participate.

Figure 1R4.23
Fall-to-Spring Persistence Rates
for College Success Course Students

Fall-to-spring persistence for College Success class students vs those who did not participate.
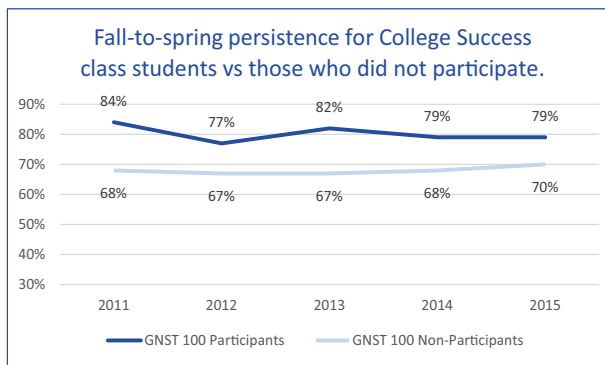
1I4 Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

As stated in 1P1, the college has made great strides in improving student success in writing by implementing the ALP. The data above support the fact that developmental English courses prepare students for their first college level course. The data also support the conclusion in 1P1 that math needs a great deal of attention. MCC's math faculty are currently working on ways to increase student success in developmental courses, better prepare students in developmental courses, and increase success in college level math courses.

One strategy that will be implemented is to create a "lowest score" to test into two-level-down developmental math. The English department did this in 2011 with great results. Students who test 7th grade or lower are referred to the Montcalm Area Reading Council (MARC) for tutoring. MARC works with faculty to understand where students skills have to be to succeed at MCC, and students are able to use our campus facilities for free. MARC also provides similar tutoring assistance with our math students.

1.5 Academic Student Support

1P5 Academic Student Support focuses on systems designed to help students be successful.

Identifying underprepared and at-risk students, and determining their academic support needs

MCC's current and previous catalogs can be found at http://catalog.montcalm.edu/. At the time this systems portfolio was written, MCC used the Compass placement assessment for math, reading, and writing, with mandatory placement. ACT is discontinuing the Compass assessment, so MCC has been working with the local K-12 teachers to develop a new multi-factor placement process. Accessibility services are available to all students with a disability who have been accepted at MCC and completed the Compass placement test. To establish eligibility, the student must meet with the student success counselor and submit appropriate documentation as needed to establish the need for accommodations. Reasonable accommodations are established collaboratively with the student, using functional limitations identified in the supporting documentation as well as the clinical interview conducted by the Student Success counselor.

Every new student (except for those who transfer in 15 or more credits of college-level coursework, or those who have previously earned a degree) must take MCC's placement assessments (ACT/SAT scores may be substituted for reading and writing). Every course that requires an assessment score is listed as Math Level 1–5, and/or Reading Level 1–3, and/or Writing Level 1–3 (see Figure 1P4-1). Many MCC courses require minimum levels of math/reading/writing preparedness, so students must take the developmental coursework early in their college career. MCC language arts faculty tested allowing students who earned a cumulative grade point average of 3.3 or higher in high school, within the last five years, to opt-out of developmental coursework. Students were still required to take the assessment, and received placement recommendations, but could then decide whether to take developmental coursework, or enroll in ENGL100 (Freshman Composition I). Results showed that students who opted-out were just as successful as those who placed into ENGL100, so this policy was formally adopted.

Due to poor results in online classes, MCC also requires all students to take the one-credit, pass/fail, Effective Online Learning course (GNST/115) before they can enroll in any fully-online course. MCC also uses Starfish Software to identify at-risk students. Each semester, the software sends emails to all faculty at the end of weeks one, three, and six asking them to login to the Starfish software system and identify student progress. After logging in, a faculty member clicks on a course and are presented with a list of all students in that course. Next to each student's name are check-boxes where faculty can indicate if the student is doing well, and if not, what the problem is. Faculty can also raise a flag on any student at any time by sending an email to an advisor or logging into Starfish and reporting problems. To help make the process easy for faculty the system defaults to "no problems" and gives faculty preset options like "Doing great work," "Poor Attendance," "Not Completing Work," "Behavior Problems," and "Poor Quality of Work" (**3.D.1**)

Currently, there are no minimum scores for developmental courses in the mathematics area, while the reading and writing developmental courses start at about a 7th grade reading and writing level. The Compass scores have been adjusted to reflect this, and as a result, we have had students who are underprepared even for our developmental courses in reading and writing. For these students, we have partnered with the literacy councils in Montcalm and Ionia counties. The literacy councils are offered space on campus, if desired, as they work with the students to build their skills to a level where we are equipped to start working with them. By having the students meet with literacy council mentors on our campus, we offer prospective students opportunities to experience the campus for themselves and reinforce their desire and ability to succeed in college-level coursework.

Deploying academic support services to help students select and successfully complete courses and programs

After faculty identify at-risk students through Starfish, the advising staff goes to work. Advisors contact students by email and phone to determine if interventions would be appropriate and to set-up meetings with a counselor if needed. Based on feedback from faculty, the process was recently modified to include more feedback to faculty about what contact was made and the steps that are being taken. (**3.D.2**)

As part of the admissions process, every new student is required to attend a mandatory new student orientation. This process introduces students to MCC's advising and counseling staff, the Student Success Center (tutoring and accommodations), the library, and the Writing Center. The process also urges students to see a counselor and use the resources that are available. In 2012, MCC faculty created the College Success Course (GNST/100) and began to require it as either a pre or co-requisite for students testing one-level down into developmental coursework. Students testing into lower level developmental coursework were also required to take the three-credit Efficient Study course (GNST/156) as either a pre or co-requisite. These courses

were designed to provide additional supports to the most at-risk students. MCC gathered data on student success and reviewed student feedback for three years. Based on that information, MCC began requiring all new students to take the College Success Course (GNST100) during their first semester, whether they tested into developmental coursework or not. MCC also learned that the College Success and Efficient Study courses were so similar that requiring both for students who tested into lower level developmental coursework was unnecessary, so the requirement to take the Efficient Study course was removed (**3.D.2**).

Developmental and gatekeeper courses (e.g. Freshman English I) are also staffed with Supplemental Instruction Leaders (SILs). SILs are students who have previously completed the course successfully and have been nominated by faculty for the position. MCC pays SILs to attend class, model good student behavior, and act as an embedded tutor. MCC also offers one hour of free one-on-one tutoring per week for each class students take, students who feel they need more tutoring must see a counselor first. There is no limit on the number of hours students can attend drop-in tutoring. For online students, MCC offers free online tutoring through a third party vendor. (**3.D.2**)

In 2012, MCC also joined the ALP from Community College of Baltimore County. This program has students who test into one level down developmental writing to take their developmental course at the same time, and with the same instructor as their Freshman English 1 course (ENGL100). The developmental course is capped at an enrollment of 10, and the ENGL100 course runs with a cap of 24, the same as all other ENGL100 sections. Results showed that 91% of students successfully completed both courses, so MCC has moved to using ALP exclusively (one non-ALP section of the developmental course is run each semester for students who cannot take both classes at the same time). (**3.D.2**)

Ensuring faculty are available for student inquiry
MCC faculty are required, by contract, to hold seven hours of office hours each week. Four hours are required to be at the college, and three hours are allowed to be held online. MCC offers Zoom conference software to all faculty for online office hours and/or online classes. Office hours are posted on the office doors of faculty and in class syllabi. (**3.C.5**)

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty
MCC enrolls approximately 1600-1700 students each semester and employs two full-time counselors and two part-time advisors. Students can make an appointment to see a counselor/ advisor, or can take advantage of "Walk-in Wednesdays" where it is first-come/first-serve to see a counselor/advisor. One of MCC's two counselors devotes half his time to special populations and is referred to as the "Accessibility Counselor." The Accessibility Counselor works with students and faculty to make sure their learning and support needs are met. All students at MCC are entitled to one-hour per course, per week, of one-on-one tutoring. MCC used to offer unlimited tutoring, but data showed that students who used the most tutoring were those who wanted to earn an A instead of an A-. The one hour limit was introduced to help focus resources on the students who need it the most. Students who believe they need more than one-hour per course, per week, of tutoring can meet with a counselor, who can approve more time after contacting the course instructors. The requirement to see a counselor is two-fold. First, it allows the counselor to determine if there are other factors, like a disability, that should be addressed. Second, it allows the counselor to contact the faculty member to determine if the student has been attending class, or if there are other problems. The requirement to contact faculty was introduced to help focus resources on the students who need it the most, instead of those who miss class or aren't attentive. (**3.D.1, 3.D.3**)

Every classroom at MCC is equipped with a computer, projector, overhead, and DVD player. High speed wireless Internet is available on all campuses, including the secure staff wireless network, and the public student wireless network which can be joined without a password. MCC offers numerous computer classrooms, open computer labs on each campus, open computers (including Microsoft Surface Pro 3s) in the library, and numerous computer carts equipped with 24 laptops that faculty can request each week if needed. MCC also offers the Barn Theater (for performance classes), up-to-date biology and chemistry labs, and many pieces of artwork around campus. MCC offers up-to-date manufacturing, electronics, robotic, and health occupations equipment (including adult and pediatric trainers). MCC's library offers books, magazines, online databases, and computers to help students learn. (**3.D.4**)

Students are guided on the effective use of research and information resources in many mays. First, every student is required to take the College Success Course. One of the outcomes of this course is to help students learn how to research and verify information sources. Second, the MCC library offers library tours to every faculty member. When faculty members choose to take their classes to the library, library staff give students a tour of the library and instruction on how to use the resources that are available. Lastly, students who take Freshman English I are provided instruction on how to use resources. (**3.D.5**)

To determine and address the learning support needs of students and faculty, MCC uses surveys and budget requests. MCC

administers the Noel Levitz student and employee satisfaction surveys, which allow students and faculty to express their satisfaction with learning resources. MCC also uses the PACE survey where faculty can express their level of satisfaction with resources. During the budgeting process, the vice president for academic affairs sends an email to all faculty requesting a list of their budgetary needs for the next year. Faculty then identify any equipment or resources that they would like to update or add. These requests are included in the academic affairs budget requests for the next year. Once approved, faculty work with the vice president to get the equipment repaired or purchased. Each year, MCC's librarian emails faculty to determine which textbooks the library should have on-hand, the magazines that will be used, and any other requests they may have.

Ensuring staff members who provide student academic support services are qualified, trained, and supported

MCC currently employs two full time counselors who are Licensed Professional Counselors in the State of Michigan. MCC's Academic Advisor holds a bachelor's degree and has worked for the college for more than 10 years. MCC also employs a director of the Student Success Center, who holds a bachelor's degree and has been trained in student success issues. General tutors must be recommended by faculty, and all professional tutors must hold a bachelor's degree in a related subject. (**3.C.6**)

Communicating the availability of academic support services

MCC uses the mandatory new student orientation, the mandatory College Success Course, the weekly "Happenings" email newsletter, and the monthly "Stall Street Journal" to communicate the availability of academic support students to students. At the beginning of each semester MCC's president sends an email to all students welcoming them and identifying support services. Similar emails are sent at the beginning of week two by the vice president for academic affairs, and at the beginning of week three by MCC's dean of student and enrollment services. The director of the Student Success Center also offers to come to each course to give a brief presentation on the services that are available. (**3.D.2**)

Selecting the tools/ methods/ instruments used to evaluate the effectiveness and comprehensiveness of support services

Selection of tools, methods, and instruments to evaluate the effectiveness and comprehensiveness of support services is completed by the Quality Council (QC), with input from departments. At this time, students receive a survey every time they meet with a counselor, after mandatory new student orientation, at the end of their first semester to help determine the value of the orientation, after meeting with a tutor, after using the Student Success Center, and after every College Success Course. Students in courses using supplemental instruction are asked to review the SIL performance at the mid-point of the semester, and at the end. This data is used for future staffing decisions. MCC also uses the Noel-Levitz Student Satisfaction Inventory to measure satisfaction with and importance of student support services. All data is reviewed by the QC and quality teams, specifically the student success team, to help determine how support services can be approved.

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

Figure 1R5.1
Measures and Tools in 1R5

Outcomes/Measures Tracked	Tools Utilized
Effectiveness of tutors	Surveys of students who have used tutors
Testing facilities and processes	Surveys of students who have used testing facilities
Effectiveness of writing center	Surveys of students who have used writing center
Satisfaction with Counseling and advising	Surveys after students meet with counselor or advisor, and Noel Levitz
Supplemental Instruction (former AQIP Action Project	Surveys of students who have used supplemental instruction, Noel Levitz
Satisfaction with Library services	Noel Levitz
Effectiveness of mandatory face-to-face orientation	Surveys of students immediately after orientation and after completion of first semester
Student success across locations, modalities, and dual-credit	Query of Student Information System
Effectiveness of Early Alert system	Noel Levitz and internal data
Satisfaction with GNST100 (College Success Course)	Retention and persistence with GNST100 participation than without
Effectiveness of GNST115 (Effective Online Learning)	Student success rates in online courses.

Outcomes/measures tracked and tools utilized

A summary of the outcomes/measures tracked and tools utilized is provided as **Figure 1R5.1**.

Summary results of assessments

Comparison of results with internal targets and external benchmarks

Interpretation of assessment results and insights gained

Figures 1R5.2- IR5.7 provide results on the 2015 Noel Levitz Student Satisfaction Inventory. These data show that students' satisfaction with MCC services exceeds the national benchmark on all theme clusters. At MCC, counseling, advising, and the library are all considered academic support, as are other services that are often known to be student services. **Figure 1R5.2** is a summary of all results that apply to this category, although some are not discussed here.

Figure 1R5.2
Noel Levitz Student Satisfaction Survey Results Regarding Support Services

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
The quality of instruction in the vocational/technical programs is excellent.	5.57	5.49	5.52	5.47
Security staff are helpful.	5.21	5.09	5.17	5.19
The personnel involved in registration are helpful.	5.65	5.62	5.76	5.41
My academic advisor is approachable.	5.56	5.66	6.05	5.49
Internships or practical experiences are provided in my degree/certificate program.	5.06	5.09	5.3	5.09
My academic advisor helps me set goals to work toward.	5.26	5.32	5.6	5.13
Library resources and services are adequate.	6.07	6.02	6.13	5.75
Personnel in the Veterans' Services program are helpful.	5.04	5.23	5.16	4.82
Financial aid counselors are helpful.	5.52	5.71	5.65	5.18
Faculty are understanding of students' unique life circumstances.	5.42	5.50	5.44	5.35
My academic advisor is concerned about my success as an individual.	5.33	5.54	5.65	5.17
Library staff are helpful and approachable.	6.01	6.12	6.31	5.7
The campus staff are caring and helpful.	5.81	5.86	5.99	5.58
The career services office provides students with the help they need to get a job.	4.92	5.22	5.54	5.1
My academic advisor is knowledgeable about my program requirements.	5.56	5.73	6.01	5.48
Admissions counselors accurately portray the campus in their recruiting practices.	5.62	5.72	5.85	5.28
Computer labs are adequate and accessible.	6.45	6.34	6.26	5.73
Admissions staff are knowledgeable.	5.98	5.95	6.14	5.5
There are adequate services to help me decide upon a career.	5.48	5.62	5.75	5.31
Counseling staff care about students as individuals.	5.65	5.83	6.07	5.34
Admissions counselors respond to prospective students' unique needs and requests.	5.66	5.72	6.01	5.31
Tutoring services are readily available.	5.92	5.99	6.04	5.6
This school does whatever it can to help me reach my educational goals.	5.51	5.56	5.68	5.35
The assessment and course placement procedures are reasonable.	5.76	5.73	5.78	5.47
Academic support services adequately meet the needs of students.	6.01	5.77	5.92	5.41
New student orientation services help students adjust to college.	5.80	5.65	5.61	5.38
Bookstore staff are helpful.	5.85	5.90	6.08	5.67
I seldom get the "run-around" when seeking information on this campus.	5.46	5.42	5.56	5.16
Students are notified early in the term if they are doing poorly in a class.	5.14	5.30	5.17	5.02

Figure 1R5.3 indicates that students believe tutoring services are readily available, and that students believe they are notified early in the term (early alert) if they are doing poorly. **Figure 1R5.4** indicates that student satisfaction with counseling and advising are both well above national averages.

Figure 1R5.3
Noel Levitz Student Satisfaction Survey Results Regarding Criterion 3.D.1

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
This campus provides effective support services for displaced homemakers.	5.09	5.19	5.36	4.9
Faculty are understanding of students' unique life circumstances.	5.42	5.50	5.44	5.35
Tutoring services are readily available.	5.92	5.99	6.04	5.6
This school does whatever it can to help me reach my educational goals.	5.51	5.56	5.68	5.35
The assessment and course placement procedures are reasonable.	5.76	5.73	5.78	5.47
Students are notified early in the term if they are doing poorly in a class.	5.14	5.30	5.17	5.02

Figure 1R5.4
Noel Levitz Student Satisfaction Survey Results Relevant to Criterion 3.D.3

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
My academic advisor is approachable.	5.56	5.66	6.05	5.49
My academic advisor helps me set goals to work toward.	5.26	5.32	5.6	5.13
My academic advisor is concerned about my success as an individual.	5.33	5.54	5.65	5.17
My academic advisor is knowledgeable about my program requirements.	5.56	5.73	6.01	5.48
Counseling staff care about students as individuals.	5.65	5.83	6.07	5.34
This school does whatever it can to help me reach my educational goals.	5.51	5.56	5.68	5.35

Figure 1R5.5
Noel Levitz Student Satisfaction Survey Results Relevant to Criterion 3.D.4

| Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Internships or practical experiences are provided in my degree/certificate program.	5.06	5.09	5.3	5.09
Library resources and services are adequate.	6.07	6.02	6.13	5.75
Computer labs are adequate and accessible.	6.45	6.34	6.26	5.73
This school does whatever it can to help me reach my educational goals.	5.51	5.56	5.68	5.35

Figure 1R5.6
Noel Levitz Student Satisfaction Survey Results Relevant to Criterion 3.D.5

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Library resources and services are adequate.	6.07	6.02	6.13	5.75
Library staff are helpful and approachable.	6.01	6.12	6.31	5.7

Figure 1R5.7
Noel-Levitz SSI Instructional Support Items

| Noel Levitz Student Satisfaction Inventory - Institutional Effectiveness				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Faculty care about me as an individual.	5.55	5.60	5.66	5.45
The quality of instruction I receive in most of my classes is excellent.	5.72	5.72	5.73	5.63
Faculty are understanding of students' unique life circumstances.	5.42	5.50	5.44	5.35
Faculty are fair and unbiased in their treatment of individual students.	5.59	5.60	5.72	5.5
Faculty take into consideration student differences as they teach a course.	5.40	5.46	5.4	5.32
Faculty provide timely feedback about student progress in a course.	5.53	5.57	5.6	5.37
Faculty are interested in my academic problems.	5.43	5.52	5.54	5.29
Nearly all of the faculty are knowledgeable in their fields.	5.99	6.05	6.08	5.78
Faculty are usually available after class and during office hours.	5.99	5.90	6.01	5.72
Nearly all classes deal with practical experiences and applications.	5.59	5.72	5.71	5.51
Students are notified early in the term if they are doing poorly in a class.	5.14	5.30	5.17	5.02
Program requirements are clear and reasonable.	5.70	5.77	5.88	5.63
There is a good variety of courses provided on this campus.	5.85	5.85	5.89	5.71
I am able to experience intellectual growth here.	6.06	6.04	6.1	5.84

Figure 1R5.8
Percentage of Students Passing
Developmental Education Courses
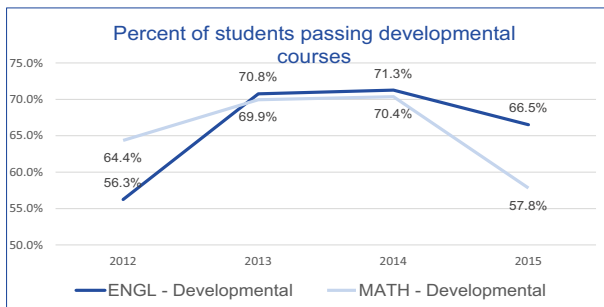
It is important to note that every student that meets with a counselor or advisor also receives a survey to indicate their satisfaction. While confidentiality limits how that data can be shared, the surveys rarely indicate any dissatisfaction. **Figures 1R5.5 and 1R5.6** indicate that computer labs and library resources are also ranked well above national averages. These are both important given the increasing need for students to be online for courses, e-mail, and research. **Figure 1R5.7** shows that MCC students rate the support they receive from MCC faculty higher than the national average.

Figures 1R5.8, 1R5.9 and 1R5.10 show institutional data regarding developmental education course success, retention, and persistence. From 2012-2015, developmental course completion increased dramatically in English, but after a dramatic increase in math, it did drop. Student success ("C" or better) in their first developmental course increased in English, but has decreased in math. Retention has increased from 47 percent to 52 percent and persistence has increased from 75 percent to 84 percent. Discussion of these results will be in the improvement section. (**4.C.2, 4.C.4**)
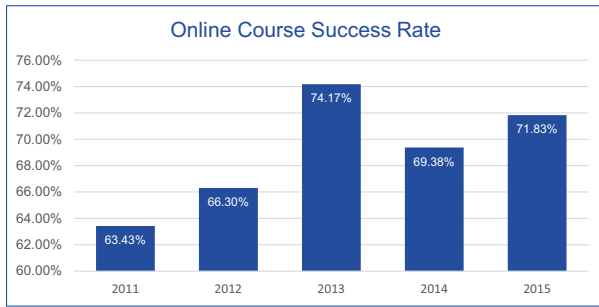
Figure 1R5.9
Percentage of Student Passing
Developmental Education Courses
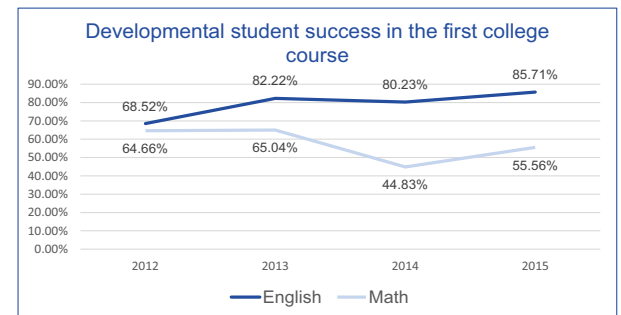
Figure 1R5.10
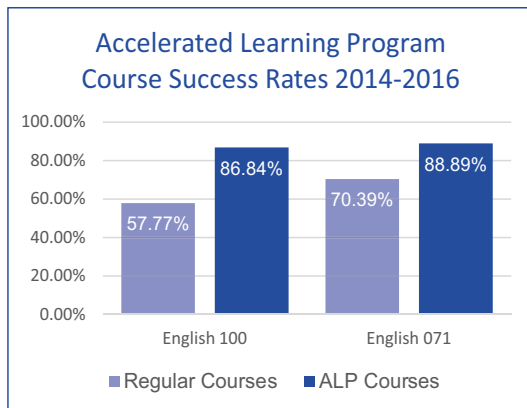Retention and Persistence Rates
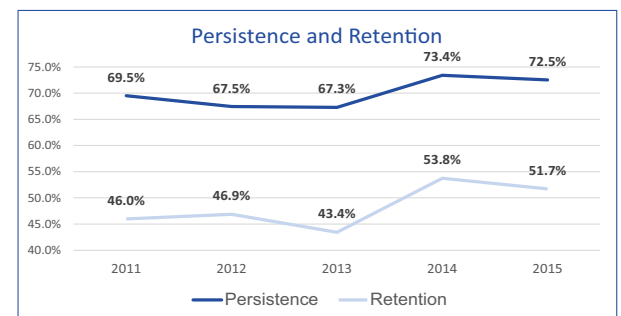
Figure 1R5.11
Online Course Success Rate

Figure 1R5.12
Accelerated Learning Program (ALP)
Course Success Rates

Online course success rate data is provided in **Figure 1R5.11**. Prior to the implementation of the prerequisite Effective Online Learning course to enroll in other online courses (2011 and before), student success in online classes averaged 65 percent. In the first year after implementation, student success increased to 74 percent. The following year success decreased to 70 percent, which faculty determined was due to some instructors not following the course description. That issue was addressed and success has begun to climb again.

Figure 1P5.12 provides data regarding the implementation of the ALP, which increases student success in both Freshman Composition I and developmental English courses. Success rates of over 86 percent are extremely positive.

Testing services data shown in **Figure 1P5.13** shows that testing services are ranked high on the Sidney campus, but there may be distractions at the Greenville Campus.

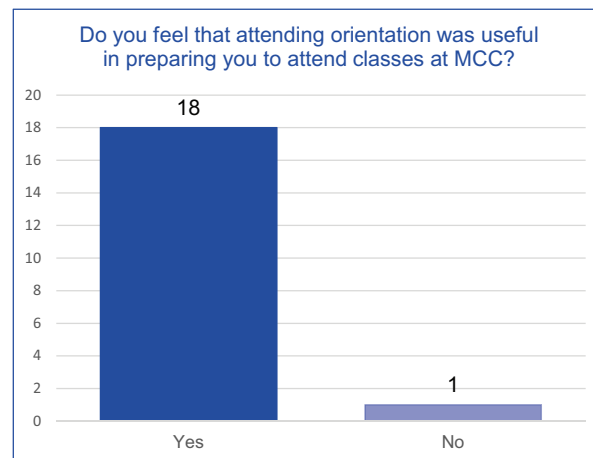**Figure 1R5.13**
Testing Center Survey Results

Testing Center Survey			
February 2016. 84 Responses. % responding yes.	Sidney Campus	Greenville Campus	Total
Did you schedule your testing in advance?	72%	92%	75%
Were the hours available for testing convenient for you?	98.59%	100%	98.80%
If you requested academic accommodations for a qualifying disability, were your requests handled effectively?	100%	NA	100%
Were you provided with a quiet, distraction-free location in which to test?	95.77%	76.92%	92.85%
Did you experience any problems or technical difficulties during your testing?	7.04%	7.69%	7.14%

In 2012, MCC implemented mandatory face-to-face orientation. Data provided in **Figures 1R5.14-1R1.16** show that students believe that the mandatory face-to-face orientation is valuable and should be continued. The N on table 1P5.15 is very low, because spring 2016 was the first time we surveyed students the semester after they attended orientation.

Figure 1R5.14
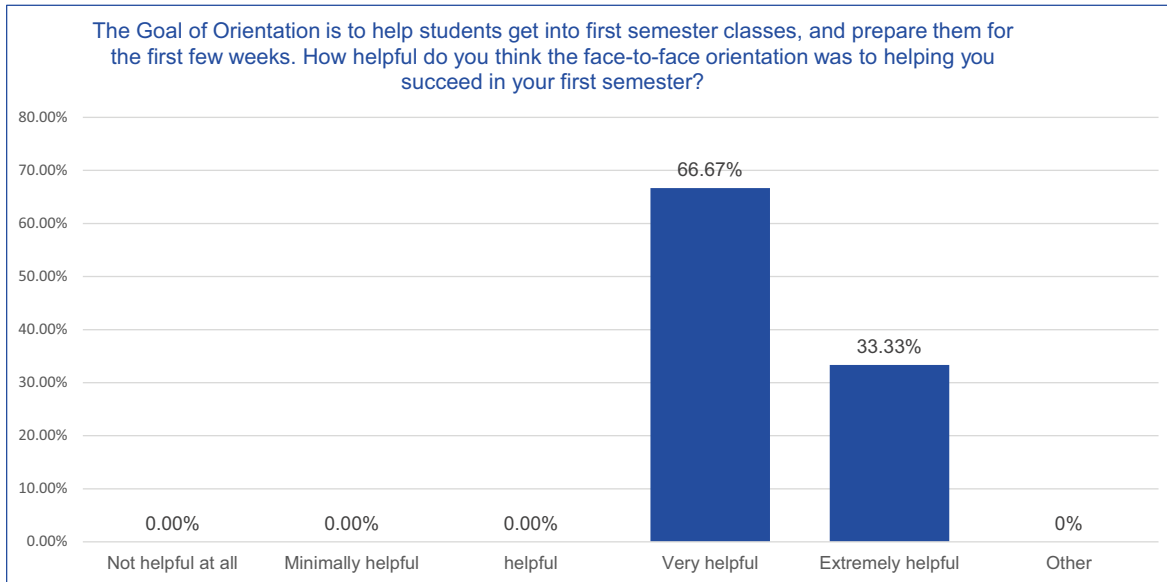New Student Orientation
Pre- and Post- Test Results
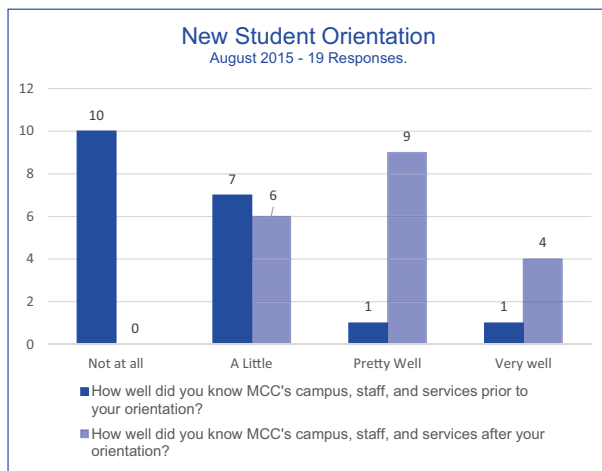
Figure 1R5.15
New Student Orientation Survey
Results Regarding Usefulness

Figure 1R5.16
New Student Orientation Survey Results Regarding First Semester Success

The college's Writing Center student survey results provided in **Figures 1R5.17-1R5.20** show that students find the new Writing Center extremely useful and usage is increasing quickly. On April 1, 2016, the Greenville Daily News newspaper published a featured article about the Writing Center, which included these students comments.

"Writing Center Consultants are very professional and knowledgeable," said MCC student David Pyle of Howard City. "They were able to help and make suggestions without fully steering the direction of my paper and left me at the helm. They aren't going to do your paper for you, but they will help you find your own thoughts and words, and help you get them in the right order." "Going to the Writing Center has helped me realize that when I need additional help, it is best to seek it out and use those additional resources that are provided for us here at MCC," added MCC student Kristin Turner of Stanton. "Of course, I learned many things to help me later in life with writing and grammar, but most importantly I learned to be more confident in my writing."

Figure 1R5.17
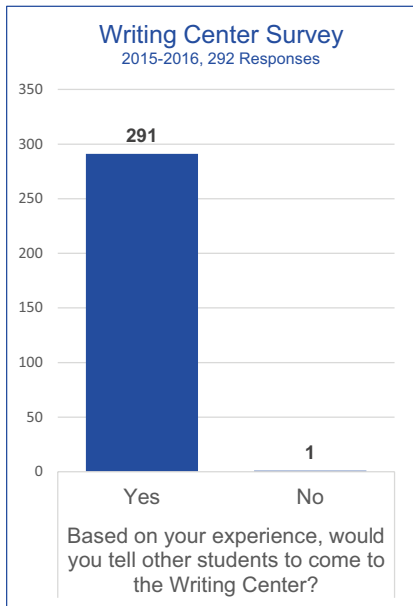Writing Center Survey Results
Regarding Satisfaction
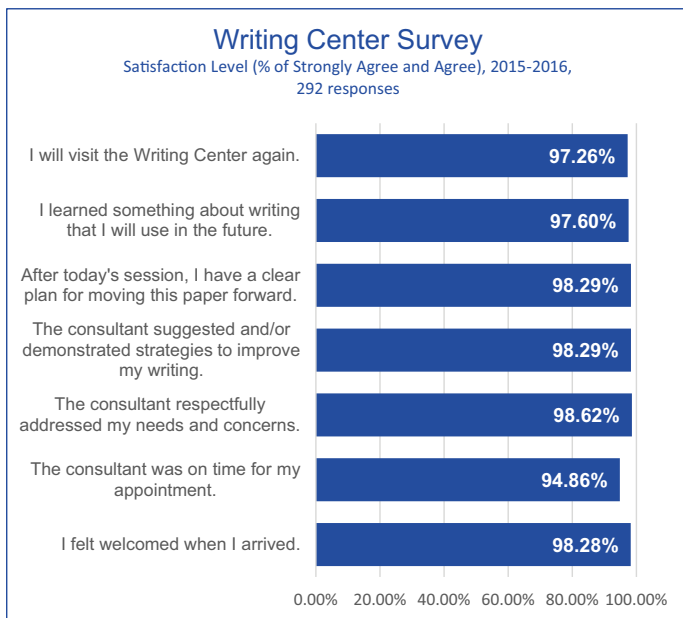
Figure 1R5.18
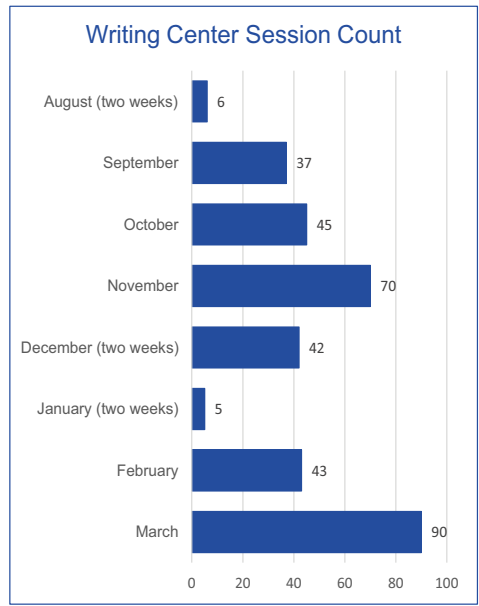Writing Center Survey Results
Regarding Activities
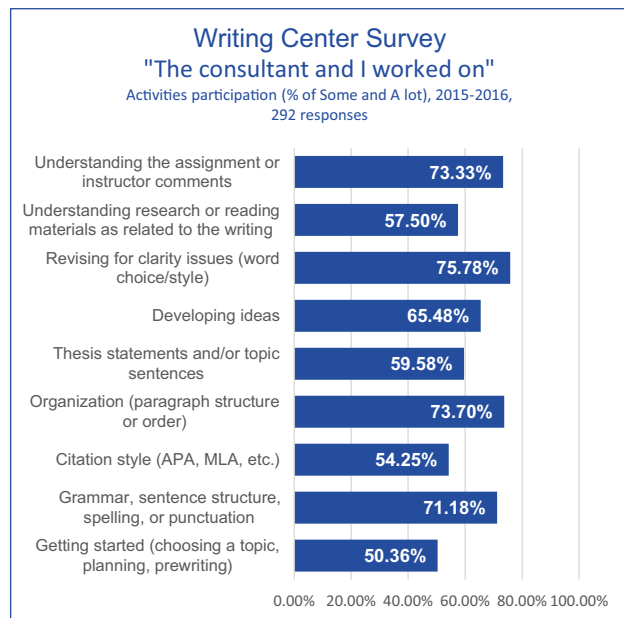
Data in **Figure 1R5.21** shows that MCC's Early Alert System is effective at identifying problems and solving them. Faculty raise a flag on a student, and Student Success Center employees contact the student to help get them back on track.

Figure 1R5.19
Writing Center Survey Results
Regarding Recommendation

Writing Center Survey
2015-2016, 292 Responses

Based on your experience, would you tell other students to come to the Writing Center?

Yes: 291
No: 1

Figure 1R5.20
Writing Center Survey Results
Regarding Usage

Writing Center Session Count

Month	Count
August (two weeks)	6
September	37
October	45
November	70
December (two weeks)	42
January (two weeks)	5
February	43
March	90

Figure 1R5.21
Early Alert System Results

Student Tracking and Follow-up.		
2015 Calendar Year		
Concerns Raised		1310
Concerns Cleared		620
Top Five: Most Raised Tracking Items		
Attendance Concern		549
FA - not present, didn't complete work		360
FA - not present, completed work		162
FA - never attended or completed work		101
Online - Didn't Complete		90
Top Five: Most Cleared Tracking Items by Percentage Cleared		
	# Raised	% Cleared
Attendance Concern	388	100
Low Quiz/Test Scores	52	100
Behavioral Concern	8	100
Personal Issue	3	100
FA - never attended or completed work	111	12
Top Five: Most Cleared Tracking Items by Volume		
	# Raised	% Cleared
Attendance Concern	388	100
FA - not present, didn't complete work	369	5
FA - not present, completed work	168	11
FA - never attended or completed work	111	12
Low Quiz/Test Scores	52	100

1I5 Based on 1R5, what improvements have been implemented or will be implemented

Data was shared with math faculty and they are currently working on ways to improve results in math. One change will be having a 7th grade math level as the minimum per-requisite to get into MATH050, MCC's lowest level for credit developmental math.

Rigor in the Effective Online Learning class was reviewed and discrepancies between instructors were found. Training was provided to ensure all instructors are expecting the same rigor. Some adjunct faculty did not want to teach the required content, so they are no longer being used.

Noise at the Greenville campus testing center was reduced by showing faculty and staff the results. Staff and faculty had been congregating near the center's window to talk. This area is now kept clear.

Budget for Writing Center staff was increased for next year to ensure enough staff are available to serve students' needs.

Even though results for the Early Alert System are positive, feedback from faculty showed that they were not getting enough feedback. The process is under revision to ensure faculty receive timely feedback on what steps have been taken to help students.

Having counselors and advisors available for students was a problem. In 2010 students had to wait over four weeks for an appointment. The college implemented staff and schedule changes. Two part-time advisors were added to the existing two full-time faculty counselors. Walk in counseling hours were also modified to "walk-in Wednesdays" and limiting walk-in scheduling from three weeks prior to the semester to the end of the first week of classes each semester. This is now ranked high by students because the average wait for an appointment is two days or less.

1.6 Academic Integrity

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge.

Ensuring freedom of expression and the integrity of research and scholarly practice
MCC does not conduct research. The MCC Policy Manual contains the following policy on academic freedom:

The purpose of this statement on Academic Freedom is to protect the rights of faculty members, but without granting license to malign other individuals, to preach the overthrow of the government by other than constitutional means, or to express disloyalty to Montcalm Community College through detrimental activities other than the normal grievance procedures which may be detailed from time to time within the Faculty Master Agreement.

1. The Board shall not interfere or attempt to control the activities of faculty members or administrators as private citizens.
2. Faculty members and administrators may speak or write as citizens without fear of the Board or Administrative censorship or discipline.
3. Faculty members are free to discuss all aspects of their teaching discipline in the classroom or on campus, but they may not introduce controversial matter which has no relationship to the subject. Faculty members should not attempt to force compliance with their viewpoint on a controversial matter as a condition of satisfactory scholarship.
4. Students enjoy the same rights of academic freedom as faculty and administrators.
5. Students may not introduce into the classroom any automatic recording device without the permission of the instructor. (**2.D, 2.E.1, 2.E.3**)

Ensuring ethical learning and research practices of students
The following is in the MCC catalog, with similar versions being included in all syllabi: "All students are expected to be honest in their studies. Dishonesty in completing assignments, examinations or other academic endeavors is considered an extremely serious violation of the rights of others at MCC and is subject to severe disciplinary action. Plagiarism, the failure to give credit for ideas, thoughts or material taken from another, is cheating. Cheating may result in failing grades, probation, and/or dismissal from the college." MCC also provides proctored testing facilities, lockdown browser software, and Turnitin anti-plagiarism software for faculty and student use. (**2.E.2, 2.E.3**)

Ensuring ethical teaching and research practices of faculty
MCC does not conduct research. All faculty are reviewed by their peers on a three-year rotating basis. All full-time faculty members are required to solicit course evaluations from students for at least two of their courses each semester, but most faculty solicit evaluations on all classes they teach. Adjunct faculty are required to have all of their courses evaluated each semester. The course evaluation process is automated, completely anonymous, and takes place through the Canvas Learning Management System (LMS). Faculty members have full access to their own course evaluations, but not to evaluations of other full-time instructors. Department chairs can review the course evaluations of adjunct faculty in their departments. Each semester, the vice president for academic affairs, the dean of instruction, and the dean of health occupations meet to review all course evaluations, and offer kudos and/or suggestions for improvement to each faculty member. (**2.E.2, 2.E.3**)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity
These tools are selected by QC. QC reviews results from the Noel Levitz student and employee satisfaction surveys, and the PACE employee survey. These tools are reviewed by QC each year.

1R6 What are the results for determining the quality of academic integrity?

Outcomes/measures tracked and tools utilized
The measures used to track academic integrity issues include student treatment, student differences, communication, and expression of ideas. Data is collected using the Noel Levitz Student Satisfaction Inventory and the PACE survey tools.
Summary results of deployment of assessment
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
Noel Levitz Student Satisfaction Inventory survey results are provided as **Figure 1R6.1**. Again, consistent with other student satisfaction survey results, responses to the treatment item are trending upward. MCC's results rank higher than the national comparison group. The college understands other measures are needed.

The PACE survey ratings are on a scale of 1-5. MCC results as shown in **Figure 1R6.2** are good and above the norm base benchmark. Since this was the first time MCC used the PACE survey, no trend data is available at this time. The survey will be re-administered in spring 2017.

Figure 1R6.1
Noel Levitz Student Satisfaction Inventory Results Regarding Academic Integrity

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Faculty are fair and unbiased in their treatment of individual students.	5.59	5.60	5.72	5.5
Faculty take into consideration student differences as they teach a course.	5.40	5.46	5.4	5.32

Figure 1R6.2
Personal Assessment of College Environment Results Regarding Academic Integrity

Personal Assessment of College Environment (PACE) Survey		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which open and ethical communication is practiced at this institution	3.72	3.34
The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.95	3.74
The extent to which I have opportunity to express my ideas in appropriate forums	3.83	3.67

1I6 Based on 1R6, what improvements have been implemented or will be implemented

Since the college doesn't receive any complaints on this issue, this section has not been a main concern for MCC. To improve ethical scholarly practices by students and faculty, MCC's QC will look for new ways to assess these types of issues.

AQIP CATEGORY TWO: Meeting Student and Other Stakeholder Needs

Category Introduction
Meeting student and other stakeholder needs is central to the vision, mission, and values of Montcalm Community College (MCC). In fact, "student success" is the first institutional goal within the strategic plan. As MCC completes its 2013-2016 strategic plan period, the college will continue refining its ability to identify and meet student and other stakeholder needs through this next iteration. Student success efforts have resulted in increased student persistence and retention.

In a recent restructuring, MCC established a quality team structure designed to engage all divisions more collaboratively in continuous quality improvement. This new design has helped us moved toward a more aligned maturity level with many processes and has provided an environment for more seamless communication between divisions. Through the new quality structure, quality teams such as Quality Council (QC), student success team, and the student advisory team assumed roles in systematizing processes that address student needs. Our involvement in Achieving the Dream (ATD) provided significant learning opportunities which results in new initiatives focused on student success. The Office of Institutional Effectiveness (OIE) expanded its capacity to better support the assessment and data use institution-wide. Assessment tools and data-informed decision processes have led to the development of many new services to support all students as well as specific student groups. Since our last portfolio, the college instituted mandatory new student orientation, first year College Success Course, Early College, a Writing Center, Guided Pathways, and apprenticeship training programs. Policies to reinforce student success, such as an effective online learning course pre-requisite for online course-taking, have been implemented to support this work resulting in increased online course success rates.

Two Academic Quality Improvement Program (AQIP) Action Projects "One.MCC" and the "Developing Integrated Services for Student Supports" were implemented to address identified student needs in the areas of communications and basic needs provision. The college's expanded use of technology, such as the online Acalog academic catalog system, has made information about institutional academic information and requirements even more accessible to stakeholders.

To increase resources available to address stakeholder needs, the college strengthened its partnership with the MCC Foundation (MCCF) through joint planning activities and funding ventures and also captured a significant state capital equipment grant. Partnerships with other higher education institutions have established more program and transfer options for our students. Engagement with the innovative MCCA's Center for Student Success has afforded the college unique opportunities to receive technical assistance to implement best-practice student initiatives such as near-completor outreach, reverse transfer, Guided Pathways, and veteran supports.

Figure 2.0
Perceived Maturity of Processes and Results at MCC for Category Two

Section	Perceived Maturity of Processes	Perceived Maturity of Results
2.1 Current and Prospective Student Need	Aligned	Systematic
2.2 Retention, Persistence, and Completion	Aligned	Systematic
2.3 Key Stakeholder Needs	Systematic	Reactive
2.4 Complaint Processes	Systematic	Reactive
2.5 Building Collaborations and Partnerships	Systematic	Reactive

Overall, the college considers most category two processes and results to be aligned or systematic. With enhanced OIE capacity and increased experience in utilizing quality structures, MCC will continue improving maturity levels toward integrated. **Figure 2.0** shows the college's perceptions of its processes and results maturity levels for category 2.

2.1 Current and Prospective Student

2P1 Current and Prospective Student Need focuses on determining, understanding, and meeting the non-academic needs of current and prospective students.

Identifying key student groups

"MCC is a leader in creating a learning community, contributing to shared economic, cultural, and social prosperity for all citizens" per our mission statement. As an open-access institution, the college strives to ensure local, affordable education opportunities for all persons. From an operational standpoint, this broad mandate presents challenges and opportunities in serving students with diverse characteristics, backgrounds, and goals. Educational best practices demonstrate that identifying key student groups by attributes or characteristics enables institutions to more effectively focus resources and promote student success. To increase our knowledge and skill in this area, MCC participated in ATD, a network of community colleges focused on closing achievement gaps from 2011-2014. ATD provided the college resources and opportunities to effectively collect and disaggregate student data, develop appropriate interventions, and reflect to make additional changes. External student success best-practices or mandates also influence student group determination.

The identification of key student groups begins during the MCC strategic planning process, described in section 4.2. Information including internal data, internal/external stakeholder information, and workforce data inform each three-year cycle of goals and strategies. Through this planning process, service and student group priorities emerge. The student success institutional goal is a specific place within the strategic plan that key student groups are identified. On-going participation in community venues such as workforce boards and K-12 leader meetings provide additional insights about our student groups and the context in which they receive their education.

Broad categories of key student groups include potential students, current students, former students/non-completers, and graduates. Student groups are further disaggregated by attributes including but not limited to gender, age, ethnicity/race, and credits earned depending on the purpose of the data analysis. Guided by our strategic plan goals, MCC uses data to track student group progress.

Student demographics are collected through the application process. The student services department oversees admissions application information within Jenzabar, our Enterprise Resource Planning (ERP) system. As students self-disclose on the application as having an attribute of a particular student group, information about relevant services is provided to that student and/or they are directly referred to a particular employee or department as the application is reviewed by student services and financial aid employees. Similarly, new students are directed to register for mandatory new student orientation before they can register for classes. They are also required to take GNST 100, a College Success Course required for all new students. Prior to placement testing the college surveys students to more fully understand the life issues students are balancing along with their academic commitments. Results regarding student academic goals, dependents, work commitments, and reasons for choosing MCC are initially shared with academic affairs and student services leaders. Each fall, the OIE

aggregates application and placement survey data for the previous academic year. This information is shared with QC, the student success team, and other institutional leaders.

Determining new student groups to target for educational offerings and services

Formal processes of determining new student groups take place annually as the institutional strategic plan and as departmental assessment plans are reviewed and updated each fall. Throughout strategic plan implementation, student groups are discussed as the college implements its goals and strategies, analyzes key performance indicators and other datasets, and receives stake-holder feedback. Grounded in data, student success team discussions about emerging existing student needs enable members to look for patterns. As an example, in 2013 MCC participated in the "Win-Win" and "Credit When It's Due" state initiatives with the Michigan Community College Association (MCCA). With the goal of degree completion, these initiatives assisted and encouraged participating community colleges in developing processes to contact and recruit former students. Our involvement in these initiatives enabled the college to identify and serve another key student group, that is, previous MCC students who left when close to completion. MCC worked with other community colleges to refine communication and recruitment processes and these practices were sustained. The college places a strong value on community engagement, and as such, our employees actively participate in a wide variety of organizations to learn about our community needs. As college employees interact with external partners such as schools and businesses, opportunities to serve existing students in new ways or to serve new student groups emerge. Partnership benefits include increased college opportunities for K-12 students and new college credit and non-credit curriculum for business and industry employees. For example, when a new apprentice student group was identified, specific needs for this student group were addressed through curriculum revision, redirection of staff resources, and the receipt of a significant grant to support the curriculum.

Meeting changing student needs

Overall, the college's institutional culture promotes the use of data to inform decisions that meet changing student needs. As described in the college's 2013-16 strategic plan, the college is charged to "expand student success-oriented services," A key factor in MCC's ability to meet changing student needs is a systematic flow of useful information. The college established the QC structure as a part of the AQIP Action Project "Establishing a Data Informed Culture of Continuous Quality Improvement." One of the quality teams is a student advisory team which meets with the president. The president also meets with student groups throughout the academic year. The data QC and other teams produce and receive reflect the plan-do-study-act model. Information collected through methods such as strategic plan review, environmental scanning, institutional assessment, committees meetings such as QC and related teams, employee experiences, student data, and direct student feedback are shared with relevant teams. The OIE staff identify and package data and consult on assessment strategies. Quality teams review information and report to QC; however, the QC may also request teams to advise, further research a topic, or provide recommendations. The Executive Team (ET) comprised of the president and division leaders is also engaged as the quality team responsible to update the strategic plan and address budget issues.

The college has increasingly used data to inform strategy decisions as a result of its involvement with ATD and the Continuous Quality Improvement (CQI) AQIP Action Project. As an example, there has been an increasing trend in students who are underprepared for college itself and career planning. More than 50 percent of students place into a developmental course. To better prepare students, the academic affairs and student services departments worked with the student success team to implement systematic initiatives intended to serve all MCC students. These initiatives included mandatory new student orientation, Student Success Center with consolidated student supports, College Success Courses, guided pathways program design, and enhanced career services. The college developed academic approaches and support services for specific student populations including developmental education redesign and academic referral services. Policies and procedures are implemented to support services that enhance learning. Three policy examples MCC implemented include pre-requisite course for online learning, registration holds until orientation is completed, and "C or better" pre-requisite grades. The college utilizes technology to recognize, address, and aggregate student needs in an efficient manner. As part of the One.MCC Action Project, via the Starfish software portal, the college's academic referral process requires instructors to report student academic concerns to academic advisors several times each semester. Students flagged as struggling are contacted and connected to the appropriate resource(s). Starfish provides individual and aggregate level data to inform decisions. Once a strategy is implemented, data are collected on the change to determine the impact as part of an ongoing analysis.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)

The college's student subgroup identification processes are similar to those of the student groups, with data and information being further disaggregated. MCC's mission reflects its commitment to lifelong learning, and as such, senior citizens are a key

student subgroup. Per 2014 U.S. Census estimate, seniors comprise 16 percent of Montcalm County's population. College services are structured to reduce barriers senior citizens may have such as limited income and lifestyle schedules. (**3.D.1**) MCC provides a "60+ scholarship" that waives in-district tuition for seniors. College recreational activities have convenient scheduling and low participation fees. MCC supports the Life Long Learners Club an active, self-directed group that coordinates lecture presentations for members. Since many area seniors go south for the winter, many of the college's non-credit spring semester classes with high senior citizen enrollment are deferred until mid-semester. The college collaborates with the Montcalm County Commission on Aging organization to promote activities and determine ways to support new interests. The Commission on Aging promotes the life-long learners through its organizational newspaper, hosts life-long learner presentations at its facility, promotes MCC non-credit courses to their clients, and shares college social media posts.

All MCC students commute or otherwise take courses online since the college doesn't have on-campus residences. Online learners are a specific student subgroup that we monitor and support. In 2013, MCC was approved by the Higher Learning Commission (HLC) to provide 100 percent of its programs online and is committed to academically supporting online students. MCC supplements its own online offerings by participating in Michigan Colleges Online (MCO), a joint initiative of the MCCA and the 28 Michigan community colleges. The MCO manages this website providing a consolidated listing of online courses from all MCO member colleges and provides a single site to initiate the enrollment process for students. Through the academic affairs division, data regarding online course success are compared to face-to-face and hybrid courses to assure equity across modalities and determine which courses/programs should not be offered online. MCC's pre-requisite policy requires students to successfully complete an online learning course prior to taking courses online. Online counseling services are available to all MCC students. Information technology services (ITS) department supports technology and training-related learning needs of students and the tools they need to be successful. Faculty are supported in their implementation of learning technology generally, and online learning specifically, through access to a full-time Instructional Technology Consultant position (established spring 2016) and professional development opportunities for online instruction. (**3.D.1**)

Information used to inform decision-making about the veteran student subgroup is generated by the OIE from Jenzabar, the Noel Levitz Student Satisfaction Inventory, and environmental scanning. MCC generates opportunities to service current and potential veteran students through its relationships with the National Guard unit and the military recruitment center located in Greenville. Planning resources and trend information are gained through affiliations with state-level veteran education groups and the National Association of Veteran's Program Administrators. As an example, in March 2016 the college student success team engaged the MCCA for a cross-departmental dialogue about how MCC could more effectively serve veterans; one theme emphasized the need for veteran-driven strategies. College departments provide services that directly support veteran students. Our student services department helps veterans navigate recruitment and admissions processes and also recognizes community veterans and student veteran during an annual Veterans Day ceremony/lunch. In the college financial aid department, the U.S. Department of Veteran Affairs funds a veteran work-study to provide veteran student peer support and guidance in utilizing the online veteran educational benefits application. The director of financial aid is the college's primary certifying official for veteran educational benefits. Veteran-related information is promoted to students and the broader community through the MCC website's veteran and financial aid webpages and online college academic catalog. In 2016, MCC received the Michigan Veteran-Friendly School program's highest gold-level veteran-friendly status. This Michigan Veterans Affairs Agency program recognizes academic institutions of higher learning committed to supporting the needs of student veterans and dependents. (**3.D.1**)

Deploying non-academic support services to help students be successful

Since our involvement with ATD and our AQIP Action Project "Establishing a Data Informed Culture of Continuous Quality Improvement," the college has dramatically changed our approach. **Figure 2P1.1** outlines and defines MCC's non-academic support services. Before implementing a support service approach, quality teams review data to determine needs, research approaches, and then consider how/if the new programming will serve our students. Our commitment to this data-informed approach is reinforced within our strategic plan, where we indicate that we will "consistently investigate and implement appropriate measures" to best serve our students. The ET ensures that a recommended approach aligns with the strategic plan, departmental plans, the budgeting process, and resource allocations. Each department, including those providing non-academic support services, is affiliated with a quality team through the institutional assessment framework. This quality structure connection ensures assessment information has a primary information sharing point. After a strategy is implemented, further evaluation is conducted to determine the impact of the approach and where additional changes may be needed. The OIE provides information and assessment support as needed. MCC does not strictly define non-academic supports as services provided directly by the college. (**3.D.2**)

Figure 2P1.1
Non-Academic Support Services

Non-Academic Support Services	
Support Services	Description
Student Success Center Services	Tutoring
Integrated services	Access to community services
Counseling - personal	Assistance with issues beyond academics
Counseling/Advising – college	Academic planning/transfer planning
Academic referral process	Focused assistance for struggling students
Financial Aid Office	Resource for educational funding
B&N Bookstore	Books and supplies for classes
Subway Restaurant	Sustenance
Veteran's representative	Assistance with veteran programs
Student Services	Help with registration, course selection, etc.
Student Activities	Learning opportunities beyond the classroom
MCC cultural activities	Cultural experiences
Pool, gym, weight room	Services for maintaining good health
Technology department	Meeting technological needs
MCC student portal	Access to forms, news etc.
Academic Works software for scholarships	One-stop online portal for additional funding sources for students
New student Orientation	Assist students in transitioning to college life
Perkins funds	Assist with cost of fuel

For example, in 2013 administrators attended a Working Families Network (WFN) conference learning about the approach of bringing community services to campus to meet student needs. Knowing that seventy-five percent of our students qualify for the federal Pell grant and personal issues often impede academic success, the student success team considered the WFN framework. In 2014, MCC applied as part of a Michigan community college consortium to receive a national grant to support this work. Although a finalist for the grant, Michigan was not awarded. Still seeing the value of the strategy, MCC decided to move forward with implementation anyway. In fall 2014, the college established the "Developing an Integrated Services Delivery Approach for Students" AQIP Action Project though which MCC partnered with reputable community service experts to incrementally identify and provide student support resources on our main campus. These services include telemedicine, health information and referral, and basic needs resources.

Understanding service accessibility is critical, MCC co-located its career services, counseling, advising, tutoring, testing into a single physical location. This location, called the Student Success Center, was established on the main campus in 2011 resulting from the ATD initiative. As student enrollment at the Greenville campus significantly increased, support services such as the Writing Center, counseling center, and advising were expanded to the Greenville campus. Service hours are adjusted based on student need/demand. (**3.D.2**)

Ensure staff who provide non-academic support are qualified, trained, and supported

Employees and external agencies providing non-academic support to students are selected to ensure that they are qualified and are able to provide effective services. Employment candidates are selected by a committee representative of several departments considering well-defined job descriptions and specific applicant materials including a resume, college transcripts and letters of reference. New employees are well trained by department leaders and are provided with continuous training opportunities throughout their employment. As indicated in 3P3, professional development plans are updated annually in employee evaluations and funds are allocated to support ongoing professional development. Qualifications and documentation are outlined in job descriptions. An applicant for counselor positions must be a licensed professional counselor (LPC) from the state of Michigan. Prior to beginning their job, counselors are required to study MCC programs and catalogs, then are shadowed by a veteran counselor for several weeks. Counselors participate on the assessment and curriculum committees to provide input on student learning and to remain current with academic requirements. Counselors must maintain their LPC license with the State of Michigan. The human resources department ensures that all employees complete required employment training including Family Education Rights Privacy Act (FERPA), sexual harassment, bystander training, and position-specific trainings; other training on topics such as customer service, workplace violence, and CQI may also be required. Outside the college, employees engage in regional, state, and national conferences/training such as meetings with transfer representatives, workforce conferences, counseling webinars, and mental health first aid certification training. MCC carefully evaluates external organizations prior to engaging in partnerships which provide non-academic supports. (**3.C.6**)

Communicating the availability of non-academic support services

The college's strategic plan emphasizes the value of and need for an "integrated communication plan aimed at students, alumni, employees and community members." Students convey concerns about either starting or going back to school. To empower them, MCC shares information about non-academic support services with students as soon as they become prospects so they know what supports are available. Such information is available on our website and shared through our automated recruitment communications mechanism. MCC's recruiting packet is shared with individuals inquiring about the college. It contains a "Guide to Getting Started" that outlines steps and contact information; student club brochure; financial aid information; and MCC program information. The packet is consistently reviewed and updated. All new students are required to participate in

both New Student Orientation and the College Success Course GNST 100; both venues explain how to access the non-academic services available to students at MCC. GNST100 also equips students with the necessary tools, guidelines, principles, and insights for a successful educational experience. Students report in the pre-placement test survey that they prefer electronic resources; therefore, the college utilizes our main website, email, and the my.Montcalm student portal to communicate vital information. At the start of each semester, students receive an email letter from the president, from the vice president for academic affairs, and from the dean of student and enrollment services outlining available non-academic support services. Additionally, support services are publicized throughout the semester in the "Happenings" newsletter, on our college website, MCC's MyMontcalm student learning portal, and the college's social media pages. Items such as statements, financial aid notices and registration information are mailed hard copy. The college is currently exploring other tools including text messaging and service catalogs to direct market resources to specific student groups through Starfish. (**3.D.2**)

Selecting the tools/methods/processes to assess student needs

The plan-do-study-act model provides a framework for how the college approaches assessment planning. To support the data-informed work of the college, the OIE provides assessment consultation, best-practice resources, and training to college teams or individuals to ensure good practice. Research questions are explored and defined before an approach is selected to ensure the determination of the most appropriate process, method, and tool. Other factors that may influence these decisions include the availability of baseline or benchmarking data, research-proven tools, repeatability, resource investment, alignment with existing plans or assessment activities, timeliness, confidentiality, and intended use of results. Examples of assessment methods used by the institution include focus groups, surveys, and data profiles. When appropriate, external resources are enlisted to support student needs assessment as well. As examples, the college utilizes tools from National Student Clearinghouse and Noel Levitz to support our work. Finalized assessment plans that contain tools, methods, and processes for possible quality improvement opportunities are then shared with QC and related quality teams.

Assessing degree to which student needs are met

Targets are developed utilizing information derived from our Jenzabar content management system and considering national and state trends, college resources, benchmark comparisons, and student needs. Pairing baseline data informed with contextual data, targets for performance can be appropriately set and monitored. Targets are set to be reasonable but challenging, and most importantly, assist in assessing the level of success rate in addressing student needs. If targets are not met or if performance is below comparisons, specific conversations occur as to the reasons behind those differences. Data analysis often leads to deeper discussions of subgroups or additional research questions, thus starting the assessment planning process. Revisions are then made to goals, targets, and plans for the next assessment cycle.

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

Outcomes/measures tracked and tools utilized
Summary results of measures
Comparison of results with internal targets and benchmarks
Interpretation of results and insights gained

Figure 2R1.1
Project Win-Win Results

Project Win-Win Results	
Original pool of students	221
Final number of audits	89
Number of degrees awarded	18
Number of students contacted regarding completion of degree	71

By participating in both the "Win-Win" and "Credit When It's Due" state initiatives, MCC identified new student subgroups to target for services and educational offerings. The student services department created an annual process of searching for stop-out students and for transfer students who did not complete a degree or certificate at MCC. While the college has not yet seen great numbers of completers resulting from this new process, the value of a completed credential is great enough for us to continue these outreach efforts. The results of these initiatives are provided in **Figure 2R1.1 and 2R1.2**.

Figure 2R1.3 shows results of the college's Noel Levitz Student Satisfaction Inventory related to non-academic student supports. MCC exceeds the national ratings benchmark on each item. Satisfaction gains have been made in many services since 2013 including the library, counseling/academic advising, and career services. Our highest satisfaction item in 2015 was the library which has focused heavily on providing a more welcoming and useful learning environment including computers, new furniture, and an enhanced database system.

Figure 2R1.2
Credit When It's Due Results

Credit When Its Due (Reverse Transfer)				
January 1, 2013 through August 31, 2015				
4-Year University Partners	Degree Audits	Degree Audit Outcomes		
	# of Degree Audits	Awarded an Associate Degree	Students NOT awarded an Associate Degree	Students contacted for Follow-Up
Central Michigan	20	14	6	20
Ferris State	9	5	4	9
Grand Valley State	3	1	2	3
Western Michigan	3	1	2	3

Figure 2R1.3
Noel Levitz Student Satisfaction Survey Results Regarding Non-Academic Services

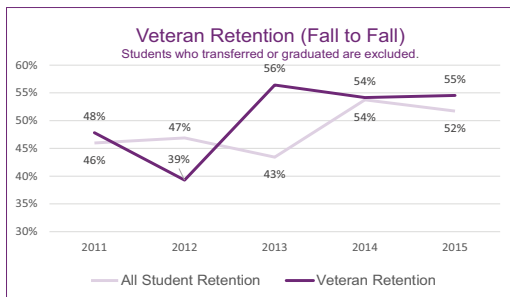| Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Admissions staff are knowledgeable.	5.98	5.95	6.14	5.5
Admissions counselors respond to prospective students' unique needs and requests.	5.66	5.72	6.01	5.31
New student orientation services help students adjust to college.	5.60	5.65	5.61	5.38
The personnel involved in registration are helpful.	5.65	5.62	5.76	5.41
My academic advisor is knowledgeable about my program requirements.	5.56	5.73	6.01	5.48
The career services office provides students with the help they need to get a job.	4.92	5.22	5.54	5.1
My academic advisor is knowledgeable about the transfer requirements of other schools.	5.58	5.66	5.91	5.24
Counseling staff care about students as individuals.	5.65	5.83	6.07	5.34
Adequate financial aid is available for most students.	5.87	5.80	5.8	5.37
Financial aid counselors are helpful.	5.52	5.71	5.65	5.18
The business office is open during hours which are convenient for most students.	5.84	5.91	5.76	5.52
Library resources and services are adequate.	6.07	6.02	6.13	5.75
Library staff are helpful and approachable.	6.01	6.12	6.31	5.7
Personnel in the Veterans' Services program are helpful.	5.04	5.23	5.16	4.82
There are adequate services to help me decide upon a career.	5.48	5.62	5.75	5.31
Computer labs are adequate and accessible.	6.45	6.34	6.26	5.73
Tutoring services are readily available.	5.92	5.99	6.04	5.6
Bookstore staff are helpful.	5.85	5.90	6.08	5.67

In an effort to better understand and serve veterans, the OIE developed data sets related to veteran student success in the areas of retention and GPA (see **Figures 2R1.4 and 2R1.5**). This data shows improvements in student veteran retention and GPA, with the trend getting closer to the overall student population. The college administers the Noel Levitz Student Satisfaction Inventory biennially. These data indicate that since 2012, student satisfaction with personnel in the veteran's services program has risen from 5.04 in 2012 to 5.16 in 2015. MCC's 2015 rating of 5.16 well exceeded the national mean of 4.82.

MCC has made a concerted effort to improve online course student success rates including the online learning course pre-requisite put in place in 2012. **Figure 2R1.6** shows the results for this metric. The college strives to ensure academic quality across face-to-face, hybrid, and online courses (see Figure 1R4.21). Overall, the college online course success rates have been trending upward.

Figure 2R1.4
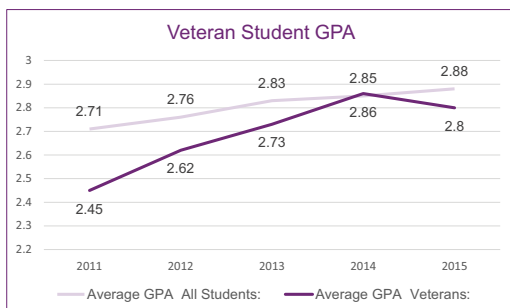Veteran Retention

Veteran Retention (Fall to Fall)
Students who transferred or graduated are excluded.

Figure 2R1.5
Veteran Student Grade Point Average

Veteran Student GPA

Figure 2R1.6
Online learning outcomes

Online Course Success Rate

2I1 Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

Relating to changing student needs, in 2016, students referred for non-attendance during the first week of the semester, and those reported throughout the semester as struggling, will be incorporated into the student services communication funnel, allowing for more automated communication process for sharing information about, and encouraging participation in, success-related services.

The main campus library made significant changes in its amenities, atmosphere resources, hours, and customer service based on feedback from faculty and students. The library also houses the new Writing Center, opened in fall 2015.

In deploying non-academic support services, several partners have been brought in to provide services. In fall, 2014 EightCAP began providing basic needs services and referral on our main campus. MCC partnered with Spectrum Health hospital (in fall 2015) to offer MedNow, a real-time video visit with a Spectrum Health provider on the Sidney campus or via smartphone or web-cam-enabled computer. Most recently, in spring semester 2016, a Mid-Michigan District Health Department employee began to hold regular office hours in the Student Success Center to help students navigate the health care and human services. The goal is to make health care and human services accessible to busy students at the college who may otherwise not have timely access. These partnership resulted from our Developing Integrated Services AQIP Action Project and is designed to provide a personal link to community services for our students. We intend to collect results on these initiatives and explore other partnerships.

MCC is exploring texting services with the goal of finding a service that is compatible with our Jenzabar electronic resource planning system. This service will help us communicate key information, including availability of non-academic support services to students. Starfish will also be expanded to better target students and promote communication between students and college employees. The college is also exploring development of a mobile application.

2.2 Retention, Persistence and Completion

2P2 Retention, Persistence and Completion focus the approach to collecting, analyzing, and distributing data on retention, persistence and completion to stakeholders for decision making.

Collecting student retention, persistence and completion data
MCC OIE is chiefly responsible for producing college key performance indicator data on retention, persistence, and completion. To maintain reliability, definitions and reporting procedures are documented. Information used to generate these data sets is primarily derived directly from Jenzabar, our ERP system. MCC uses external data resources, such as the National Student Clearinghouse Student Tracker, to complement our internal data collection efforts in determining outcomes after students leave the institution. (**4.C.2, 4.C.4**)

Determining targets for student retention, persistence and completion.
The ET establishes annual 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 QC and other quality teams. Targets are reviewed each fall and spring at the board semi-annual strategic retreats and then shared with the QC and other quality teams. Targets are intended to be reasonable yet challenging. Factors considered in determining targets include current institutional strategic plan and initiatives; data history including previous year goals; internal and external influences; and state and national comparison information. In addition, disaggregated data sets are developed to respond to specific college initiatives or research questions regarding these indicators. See http://tinyurl.com/zntsjau for a listing of institutional changes made since 2011 impacting student success. (**4.C.1, 4.C.4**)

Analyzing info on student retention, persistence, and completion
After data are derived from Jenzabar, the OIE prepares reports using the information according to its procedures. The college's key performance indicators are updated each fall and spring as information is available for review at the board strategic retreat. The broad key performance indicators are built into Tableau software for viewing by key leaders and board members but can be easily configured in Excel to share with others. The Voluntary Framework of Accountability (VFA) requires annual data input by June resulting in three years of outcomes data for two and six year cohorts, yet another way to review data. Integrated Postsecondary Education Data System (IPEDS) has its own interpretation of retention and completion data and in 2016 required a new eight year outcome report. MCC also analyzes student retention and completion at transfer institutions. Having so many different definition variations and cohorts requires the OIE to generate presentation

packaging and context for discussions, including visual displays. Information is presented to various audiences including the ET, Board of Trustees (BOT), QC, and other quality teams. Information is also accessible to employees through the data center's sharepoint site. Audiences are provided the data results along with context of methodology, definitions, cohorts, and benchmarking prepared by the OIE. Other information including student satisfaction surveys and graduate surveys provide may contribute to analysis. Upon receiving the data and basic context, audience members are encouraged to provide their own insights/perspectives to determine how strategic plans or other factors may be influencing the data.

Meeting targets for retention, persistence and completion

After thorough review of the data analysis, the ET makes decisions in regards to the strategic plan as to ways to meet determined targets. Divisional resources, plans, and activities are then aligned with those of the institution to implement these decisions. (**4.C.1**)

Selecting tools/methods/instruments to assess retention, persistence and completion

The plan-do-study-act model provides a framework for how the college approaches assessment planning. To support the data-informed work of the college, the OIE provides assessment consultation, best-practice resources, and training to college teams or individuals to ensure good practice. Research questions are explored and defined before an approach is selected to ensure the determination of the most appropriate process, method, and tool. Definitions, cohorts, and benchmarking are critical to developing meaningful retention, persistence, and completion data. Specialized assessment of retention, persistence, and completion is dependent on the research questions that are developed and the intended use of the information. Using data and tables in Jenzabar, Excel, and Access tools support efforts for staff to provide further analysis and disaggregation. Since the majority of MCC's students are part-time, the college's use of IPEDS data is limited due to its focus on first-time, full-time students. To address this issue, in 2013 MCC along with most other Michigan community colleges, joined the VFA with the intent to create measures reflecting the community college experience and state benchmarking. Currently, 24 of 28 Michigan community colleges participate in the VFA. VFA provides for data disaggregation by credential seeking and first time in college cohorts for many outcomes. Over the past two years, MCC has increasingly been utilizing the National Student Clearinghouse Student Tracker tool to determine student outcomes of enrollment or attainment after leaving MCC, providing more comprehensive results. While data may tell us what happened, it alone does not tell us why it happened so additional qualitative research such as surveys or focus groups may be needed. (**4.C.4**)

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

Outcomes/measures tracked and tools utilized
Summary results of measures
Comparison of results with internal targets and benchmarks
Interpretation of results and insights gained

MCC's key performance indicator persistence and retention data are presented as **Figures 2R2.1 and 2R2.2**. The results show a positive trending over the past five years in the college's persistence and retention rates.

Figure 2R2.1
MCC Retention Data
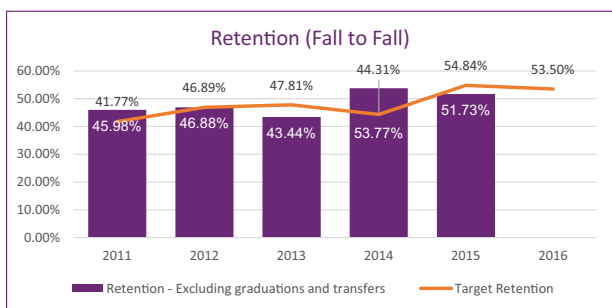
Figure 2R2.2
MCC Persistence Data
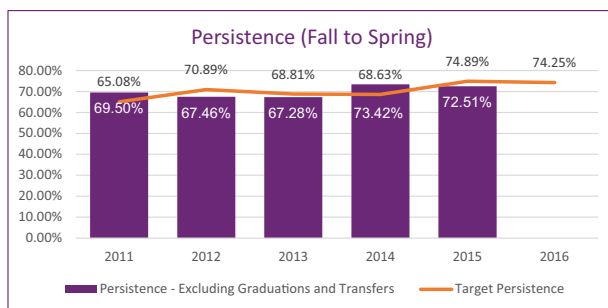
One completion measure the college tracks includes the number of awards. **Figure 2R2.3** shows the numbers of job training, certificates, and degrees awarded from 2011-2015. There has been an increase in the number of certificates awarded and the number of degrees has only slightly declined despite a steady drop in student enrollments. Many of our programs have been increasingly designed with stackable credentials, enabling students to attain a certificate while working toward their goal of an associate's degree. The college is also concerned with the time to completion measure.

Figures 2R2.4 through 2R2.7 show the IPEDS results data on time to completion. Data show that MCC lags behind the small eight Michigan community college comparison group on-time to completion; however, the 200 percent time to completion seems to be trending upward and has met the internal target in the most recent year.

Figure 2R2.3
MCC Degrees Awarded

To complement the IPEDS completion time data, **Figure 2R2.8** provides two complete years of MCC cohort results generated through VFA. If we compare general population of students at MCC (main cohort) to the benchmark group, more of our students received certificate and degrees and transferred to higher level institutions than comparison group. We also noticed that main cohort students were receiving fewer asso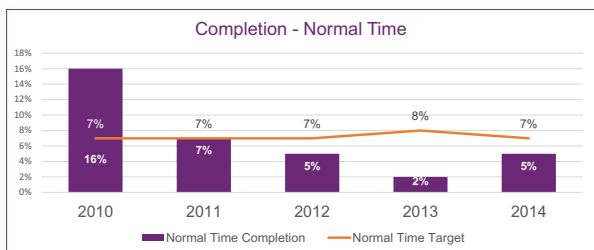ciate degrees (with transfer and without transfer) than comparison group. This may be related to the high unemployment and related benefit structure that limits the amount of time students are allowed to stay in college, resulting in students leaning towards certificates. For the credential-seeking cohort (students who demonstrated that they are interested in earning a degree), MCC has a similar proportion of students earning associate degrees and transferring to higher level institutions as the comparison group, but lower number of students who receive associate degree and don't continue education. For the 2008 cohort, we did see a higher number who transferred without award, compared to the benchmark group, but that was related to the economic situation in the county, when large proportion of students at that time were unemployed and seeking employment. Many students left the county and institution when they found jobs in other areas and continued their education elsewhere.

Figure 2R2.4
IPEDS Time to Program Completion
with Comparison Data

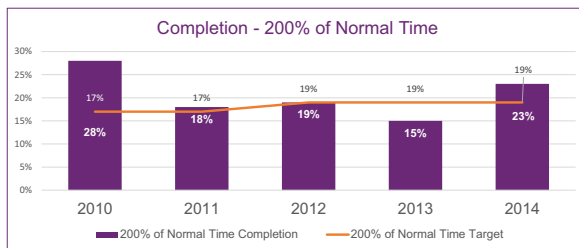| Time To Program Completion			
	Normal time	150% of normal time	200% of normal time
MCC	5%	10%	23%
Comparison Group	8%	17%	22%

IPEDS. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2014 report, 2010 cohort. Comparison Group: Small eight Michigan community colleges.

Figure 2R2.5
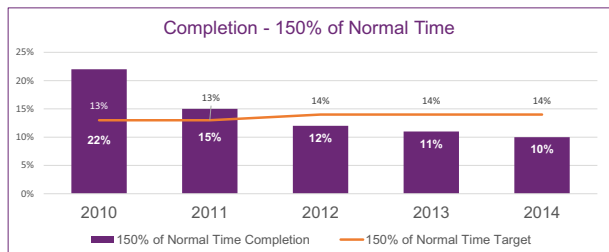IPEDS Time to Program Completion
with Targets – Normal Time

Figure 2R2.7
IPEDS Time to Program Completion
with Targets – 200%

Figure 2R2.6
IPEDS Time to Program Completion
with Targets – 150%

Figure 2R2.8
Voluntary Framework of Accountability Data

Voluntary Framework of Accountability (VFA) - Six-Year Student Outcomes								
	Associate (Transfer)	Associate (No Transfer)	Certificate (Transfer)	Certificate (No Transfer)	No Award (Transfer)	Still Enrolled	Left (=> 30 Credits)	Left (< 30 Credits)
Main Cohort - fall entering students that are new to MCC								
MCC - 2007 Cohort	8.1%	8.3%	0.9%	3.4%	24.3%	1.5%	13.9%	39.6%
MCC - 2008 Cohort	8.5%	4.1%	3.9%	2.2%	47.0%	2.9%	6.3%	25.1%
Michigan Benchmarking College(s) 2008	9.4%	10.7%	1.5%	2.6%	31.2%	6.4%	10.4%	27.8%
National Benchmarking College(s) 2008	11.7%	12.1%	2.7%	5.8%	24.3%	2.3%	12.2%	28.8%
Credential-seeking cohort - fall entering students that are, by behavior, intending to earn a credential								
MCC - 2007 Cohort	11.8%	12.6%	1.3%	5.0%	23.8%	2.4%	20.9%	22.3%
MCC - 2008 Cohort	13.3%	6.4%	5.3%	3.4%	43.9%	4.2%	9.8%	13.6%
Michigan Benchmarking College(s) 2008	13.4%	15.2%	2.0%	3.6%	30.5%	7.3%	12.7%	15.2%
National Benchmarking College (s) 2008	16.3%	16.5%	3.8%	8.1%	22.3%	2.1%	14.0%	17.0%
First time in college cohort - fall entering students that are first time in college								
MCC - 2007 Cohort	8.5%	7.8%	0.7%	2.7%	21.5%	2.0%	13.5%	42.4%
MCC - 2008 Cohort	8.8%	4.1%	3.9%	2.3%	48.2%	1.8%	6.2%	24.6%
Michigan Benchmarking College(s) 2008	9.4%	10.0%	1.1%	2.4%	29.7%	7.5%	9.7%	30.2%
National Benchmarking College (s) 2008	10.4%	9.9%	1.4%	4.7%	26.8%	2.5%	13.5%	30.9%

2I2 Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years?

In an effort to promote persistence, retention, and completion the college implemented many best-practice initiatives that research indicates impact these areas. Key initiatives include mandatory new student orientation, Student Success Center co-located support services, early alert academic referral, guided pathways, effective online learning course, the redesign of developmental education, and the Writing Center. Most recently, in fall 2015 the college required the GNST 100 College Success Course for all new students. Previously this course had been required only for students with certain developmental coursework placements. Through the student success team, we will use data to further understand the impact and connections of our current efforts and focus efforts on improving persistence, retention, and time to completion into the next strategic planning cycle. (**4.C.3**)

As we continue evolving our quality team structure and develop our new strategic plan, the college will engage the QC as a broader group by which to establish key performance indicators and their targets. The QC through its team structure will further define the college's disaggregated data needs. For example, we have begun to look more closely at program-specific retention and completion rates as input into our guided pathways initiative and our program review process. The establishment of a research analyst position in 2015 increased the college's data analysis capacity. Such analytic capacity will enable MCC to focus more effort on determining the "why" behind the data points through activities such as additional research, best practices, integrating related data sets, and being more specific definitions. Where possible, new data results and plans will be aligned with existing ones to enhance current institutional assessment efforts.

Building on the lessons gained from Achieving the Dream, the college's involvement with the VFA provides opportunities to be involved with creating a new community college-based metric set. Until this point, use of the VFA data has been limited. As VFA definitions are refined and data becomes more reliable, the college should determine more ways to use VFA data. Other data frameworks and data sources continue to be vetted as well.
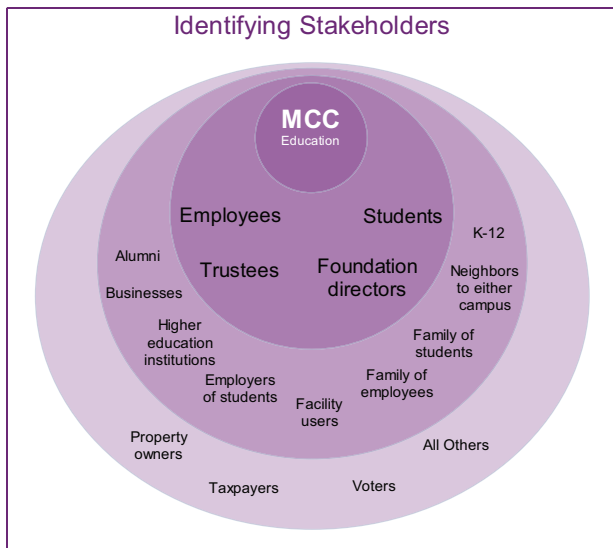
2.3 Key Stakeholder Needs

2P3 Key Stakeholder Needs focuses on determining, understanding, and meeting needs of key stakeholder groups including alumni and community partners.

Process for determining external stakeholder groups (e.g., alumni, employers, community)

The process to identify stakeholders begins with the college strategic plan. Through the planning process which happens on a three-year cycle, stakeholders are primarily identified through environmental scanning and data analysis. Between strategic planning cycles, external stakeholder groups are determined by the ET on a quarterly basis as they review and update the strategic plan. MCC defines a stakeholder as "an individual or entity affected by college decisions, either directly or indirectly, without a material investment in the decision." The college mission demonstrates the importance of meeting stakeholder needs, defining us as a leader "in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens." Additionally, MCC's values state that we "work in concert with our stakeholder communities to advance the philosophy of lifelong learning." Our four institutional strategic plan goals (student success, resource development, institutional quality, and community outreach) direct the college's collaborative efforts at local, regional, state, and national levels. Such interactions enable the college to discover stakeholder needs and build relationships. As part of the ongoing environmental scanning process, the president's office annually updates a list of organizations on which college employees/board trustees have membership. The list is discussed at the fall board strategic retreat and as fall 2015, included 116 organizations. To promote shared understanding about stakeholders, QC developed and adopted **Figure 2P3.1** as a visual framework to help describe college stakeholders within our system. This provides a mental model which the college can organize internal and external stakeholders for discussion and planning purposes.

Figure 2P3.1
MCC Stakeholders Including External Stakeholders

Determining new stakeholders to target for services or partnership

For over 50 years, the college has worked to establish itself as leader in Montcalm County by collaborating with various stakeholder groups including those referenced in **Figure 2P3.1** to fulfill its mission. As previously stated, MCC defines a stakeholder as "an individual or entity affected by college decisions, either directly or indirectly, without a material investment in the decision." The college also has a definition for partnership that is "a person or organization associated with the college who shares the risks and rewards of a joint endeavor." Together, these definitions provide a framework college leaders can use to determine viable new stakeholders and partners. The college's strategic plan provides primary guidance but it is supplemented with information proactively collected from internal and external meetings. Strategy one under the community outreach strategic plan institutional goal states that MCC will "Consistently seek out partnerships that promise to improve the effective and efficient use of resources." The constantly changing landscape of personnel changes, funding awards, resources, and needs can prompt existing stakeholders/subgroups to engage with MCC in new ways to develop services or partnerships. Therefore, consistent reciprocal communication about interests, plans, needs, and opportunities helps the college proactively determine new stakeholders and partners.

Meeting the changing needs of key stakeholders

Understanding key stakeholders' expectations and situations is foundational to meeting changing needs. Individuals and organizations have come to know through experience that one of the college's strengths is "responsiveness." MCC positions itself as a resource when needs arise by aggressively building trustworthy relationships and engaging in communication. Institutional actions are grounded in the strategic plan but decision-making agility is also important. Through participation on external committees and groups, key stakeholders witness the college's commitment to serving the community and increasing our understanding about important issues first-hand. MCC utilizes formal structures such as community program advisory committees and workforce advisory boards to engage stakeholders in providing feedback to the college, aligning curriculum to best prepare our students for employment in their field, and addressing trends such as low-skilled workers. As an example, MCC's dean of community and workforce education coordinates services to business partners with the Michigan Works! West Michigan workforce development organization, which serves West Michigan Prosperity Region Four. The region has identified advanced manufacturing and robotics as a growth area with an expected need of 917 skilled workers over the next five years due to retirement. To address this need, the college collaborated with community partners to receive a competitive $1.7 million state capital equipment grant in 2015 to provide cutting-edge educational opportunities. The college gains educational stakeholder information through attendance at K-12/intermediate school district monthly superintendent, counselor, principal, and legislative meetings.

The college also convenes its own stakeholder gatherings as environmental scanning activities to determine changing stakeholder needs. A recent example is the community conversation on higher education attainment and talent development held in March 2016. This idea emerged from an annual joint meeting of the MCC BOT & MCCF Board of Directors in November 2015 during which the lack of higher educational attainment was identified as a challenge. The college then took action to invite 39 community leaders representing diverse sectors including education, business and industry, community/regional health care and agriculture organizations, and government. The purpose was to provide an opportunity for stakeholders to "shape a brighter future for our region, make a positive difference, and ensure Montcalm's 'tomorrow' is bright and fulfilling." Participants engaged in activities in which they considered opportunities and limitations; discussed what is great about our community/region, why we live here; why people move away and what would make them return; what attendees' see regarding regional economic activity; what is happening to grow talent at the K-12 level; what is happening to develop talent/upskill the current workforce; and what more should be done and how we can better coordinate efforts. The college will provide a leadership role in implementing determined next steps.

Selecting the tools/methods/instruments to assess stakeholder needs

The plan-do-study-act model provides a framework for how the college approaches assessment planning. To support the data-informed work of the college, the OIE provides assessment consultation, best-practice resources, and training to college teams or individuals to ensure good practice. Research questions are explored and defined before an approach is selected to ensure the determination of the most appropriate process, method, and tool. Other factors that may influence these decisions include the availability of baseline or benchmarking data, research-proven tools, repeatability, resource investment, alignment with existing plans or assessment activities, timeliness, confidentiality, and intended use of results. Examples of assessment methods used by the institution include interviews, focus groups, surveys, environmental scanning, needs assessments, written agreements, and data profiles. Survey examples include program review surveys administered to community advisory committee members regarding academic programs and college post-graduate survey sent to students six months post-graduation. Finalized assessment plans that contain tools, methods, and processes for possible quality improvement opportunities are then shared with QC and related quality teams.

Assessing the degree to which key stakeholder needs are met

Targets are developed considering regional, state, and national trend and benchmarking information and expressed stakeholder needs. Pairing baseline data informed with contextual data, targets for performance are appropriately set and monitored. Targets are set to be reasonable but challenging, and most importantly, assist in assessing the rate of success in addressing student needs. If targets are not met or if performance is below comparisons, specific conversations occur regarding reasons behind those differences. Data analysis often leads to deeper discussions of subgroups or additional research questions, thus starting the assessment planning process. Revisions are then made to goals, targets, and plans for the next assessment cycle. For formal agreements, such as grants, training agreements, or articulation agreements, expectations of both parties are clearly documented in writing to ensure accountability for commitments. As an example, our apprentice programs require very close interaction with all businesses for whom we provide training. MCC's dean of workforce development and community outreach is the primary contact with our apprentice businesses. Each semester, the dean visits every organization for whom we provide training to establish training needs and to develop programming to meet those needs, discuss current coursework, plan for future coursework, and to make changes in response issues or concerns. Additionally, phone call and emails exchanges take place throughout each semester. This hands-on approach builds relationships, clarifies partner needs, and enables rapid changes to occur.

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

Figure 2R3.1
Employee Satisfaction Survey Results

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
This institution does a good job of meeting the needs of administrators	4.05	3.90	4.01	3.67
This institution does a good job of meeting the needs of staff	3.73	3.55	3.63	3.11
This institution does a good job of meeting the needs of students	3.87	3.91	3.96	3.57
This institution does a good job of meeting the needs of its faculty	3.88	3.74	3.76	3.25

Figure 2R3.2
Noel-Levitz Student Satisfaction Inventory Results Regarding Service Categories

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Student Centeredness	5.73	5.75	5.82	5.48
Instructional Effectiveness	5.65	5.69	5.72	5.51
Responsiveness to Diverse Populations	5.86	5.78	5.85	5.6
Campus Support Services	5.26	5.37	5.42	5.11
Safety and Security	5.69	5.57	5.65	5.23
Academic Advising/Counseling	5.49	5.61	5.85	5.32
Admissions and Financial Aid	5.7	5.74	5.85	5.3
Academic Services	6.05	6.04	6.08	5.62
Registration Effectiveness	5.71	5.77	5.82	5.53
Service Excellence	5.70	5.72	5.85	5.4
Concern for the Individual	5.52	5.61	5.7	5.34
Campus Climate	5.70	5.71	5.79	5.43

Figure 2R3.3
Noel-Levitz Student Satisfaction Results Regarding Need

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
I am able to register for classes I need with few conflicts.	5.57	5.62	5.57	5.47
The career services office provides students with the help they need to get a job.	4.92	5.22	5.54	5.1
Admissions counselors respond to prospective students' unique needs and requests.	5.66	5.72	6.01	5.31
Academic support services adequately meet the needs of students.	5.62	5.77	5.92	5.41
Campus item: MCC employees are responsive to my needs.	5.72	5.81	5.87	NA

Outcomes/measures tracked and tools utilized

Summary results of measures

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

As part of MCC's on-going efforts to determine student and employee satisfaction with various aspects of the college, the Noel Levitz Student Satisfaction Survey Inventory and Noel Levitz College Employee Satisfaction Survey (CESS) are administered biennially. **Figure 2R3.1** provides CESS results about specific questions regarding the employees' perception of how the college meets the needs of its employee groups and students. All results are above national comparisons and internal ratings increased from 2013- 2015 in all areas.

Figure 2R3.2 provides category-level results of how the college addresses key student needs. **Figure 2R3.3** results focus on items that specifically articulate the word "need." All items but one are trending upward and "academics" is the category with which students are most highly satisfied. In both figures, MCC exceeds all national comparisons on these categories. Through demographic profiles and stakeholder feedback, MCC knows that college affordability is a significant concern for students. In response, the college has worked with

Figure 2R3.4
Foundation Scholarship Award Allocations

MCC Foundation Scholarship Awards
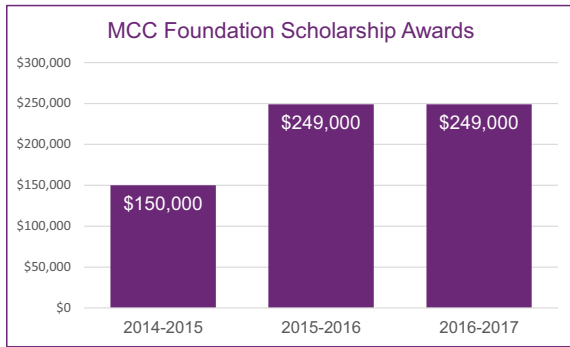
Figure 2R3.5
Degrees Awarded by
Montcalm Community College

Degrees Awarded
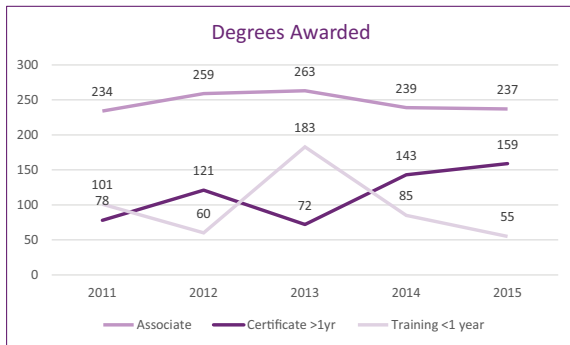
Figure 2R3.6
Graduate Survey Results Regarding Preparation

Graduate Survey			
	2013	2014	2015
I was prepared for employment	NA	85%	87%
Courses prepared me for further education	81%	84%	92%

Figure 2R3.7
Dual-Enrollment Headcount

Dual Enrollment Headcount

Figure 2R3.8
Early College Enrollment and Participating Districts

Early College Enrollment
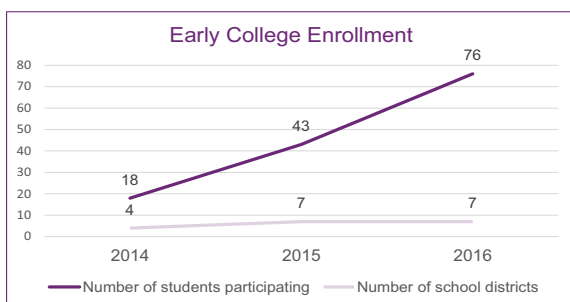
the MCCF to significantly increase scholarship funds awarded to students over the past three academic years, as shown in **Figure 2R3.4**. The MCCF works closely with the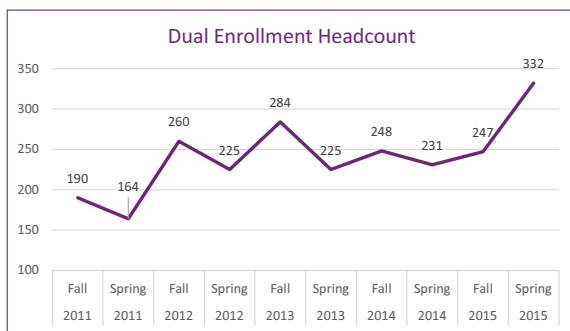 college to identify new award criteria to meet the needs of students that are not accessing current scholarship offerings. One of these innovations was the establishment of the "1+2 scholarship" which essentially provides a subsidy for the third credit when two are paid for by the student.

Trends within MCC degrees awarded show the extent to which we are meeting stakeholder needs for educational attainment. **Figure 2R3.5** shows the number of job training awards, certificates, and degrees awarded from academic years 2011- 2015. Internal targets for awards are to increase the number and types of degrees. This increase is seen in the area of certificate awards. More certificates have been awarded over the past three years in response to needs expressed for particular skilled trade programs and the college's movement toward stackable or aligned credentialing. While overall college enrollment has been declining, the awards have not decreased at a similar rate. Job training awards have declined due in part to changing financial aid rules. When surveyed, students say their main goals are award or transfer. MCC sends graduates a survey six months after graduation. The results for two of the survey items regarding preparation are presented in **Figure 2R3.6**. These results would indicate the percentage of students who report they are prepared for employment and further education are increasing each year. We are approaching the internal target of 100 percent.

Stakeholders in education include K-12 public school districts, the Montcalm Area Intermediate School District, and their constituencies. The college responded to their expressed needs for college academic programming aligned with high school attainment. While the college's dual enrollment program has existed for many years, Early College at MCC was established in fall 2013. **Figure 2R3.7 and Figure 2R3.8** show increasing student enrollments and commitment to both of these programs. The internal enrollment targets for dual enrollment is increased enrollments; which continues to be met. Early College targets are to enroll 90 student by fall 2016. Early College student engagement through degree conferment, academic honors, and co-curricular involvement demonstrate the program's ability to meet stakeholder needs via expanded opportunities. Thirteen Early College students graduated in spring 2016.

MCC sponsored a public policy study in 2014 to determine public perceptions of the college and in an effort to more accurately assess community needs. When asked what "grade" they would give the college, 80 percent of the phone respondents and 88 percent of the mail survey respondents who are familiar with the institution said they would rate MCC an "A" or "B." MCC has a positive community reputation. Sixty percent of respondents said that they or a member of their household attend/have attended the college indicating a high general usage. These research results, which included information on funding priorities, informed institutional strategic plans and resource allocations. A millage renewal that provides the college approximately $25 million in funding over 10 years was approved by voters in 2014. In addition to supporting the college's 60 plus programs, the millage aids programming in four key market sectors of manufacturing skills development, health careers, integrated information technology, and agribusiness.

2I3 Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

The college has articulated definitions of stakeholders and partners and created visuals to help identify stakeholders and communicate about them. Groups in which the college participates have been documented and utilized in developing strategies. MCC has provided increased leadership at local and regional levels in developing innovative curriculum and training programs and attaining new resources to address diverse stakeholder needs. To enhance data-based feedback for decision-making, the college will develop systems and identify best practice tools to formally collect better partnership data. Measures may include partner satisfaction with various aspects of the college partnership experience and suggestions for improvement.

While much activity occurs informally, MCC will work with the OIE to systematize processes and integrate them into the QC structure. Specifically, the college will focus on improving how stakeholders are determined, capture changing needs more intentionally, and quantifying and trending to what extent stakeholder needs are met. This information will be more intentionally communicated across the institution. As the next strategic planning cycle begins this fall, these improvement can be incorporated as future efforts.

2.4 Complaint Processes

2P4 Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

Collecting complaint information from students
Student complaints generally fall into three categories- state and federal law related, academic, and non-academic. MCC complaint management processes are based on the nature of the complaint and are documented in college policies and procedures as appropriate. Job descriptions designate roles, responsibilities, and points of contact. The dean of student and enrollment services is MCC's primary point of contact for academic and non-academic complaints including financial aid appeals, disciplinary decisions, grade disputes, and bullying. The college's vice president for administrative services is the point of contact for safety and criminal complaints, Title IX, and equal employment opportunity complaints. The college president directly receives any complaints submitted to the HLC or an outside agency. Information regarding the college's complaint processes is first shared with students through the first-year experience GNST 100 course and the new student orientation session. Students may access this information at any time through the college website, the My-Montcalm student portal, and the online academic catalog. Where it is possible and appropriate, students are encouraged to resolve complaints directly with the involved party. Complaints are documented in writing by the responsible point of contact. At point of receipt, a determination is made as to the desired result in resolving the complaint and explanation of the process involved. Through the investigative process, evidence is collected and documented. The college informs the complainant as to status of the process, follow-up options available post-determination, and the final case status. Documentation is then archived and findings communicated to necessary parties. Maintaining appropriate confidentiality compliance throughout the process is crucial to managing effective complaint submission processes and is maintained to the fullest extent possible. For more information about MCC procedures regarding state and federal law complaints, please visit: http://tinyurl.com/zdjjgzm

Collecting complaint information from other key stakeholders
External stakeholders can address their concerns formally or informally. Formal complaint submissions may occur through venues such as advisory committees, regular meetings, or correspondence. Informally, individuals may share complaints with members of the BOT or college employees via conversation, phone, or in writing. If a complaint is shared with a board member, the president, or a division leader, those complaints are shared in a timely manner with the director in charge of the affected department/employee with the initial intention of validating the issue. At the point of receipt, a determination is made as to the desired result in resolving the complaint and explanation of the process involved. Through the investigative process, evidence is collected and documented. The college informs the complainant as to status of the process, follow-up options available post-determination, and the final case status. Documentation is then archived and findings communicated to necessary parties. Maintaining appropriate confidentiality compliance throughout the process is crucial to managing effective complaint submission processes and is maintained to the fullest extent possible. The person receiving the complaint should attempt to obtain specific information that would increase the likelihood of fully addressing the concern and making needed improvements if warranted. Complaints are documented in writing by the individual points of contact who receive them. Where possible, the college will communicate back to the complainant on any follow-up actions taken in an effort to prevent similar future complaints.

Learning from complaint information and determining actions

Similar to other information collected for quality improvement initiatives, the college seeks to use complaint results that would inform decision making. As with other sensitive information, discretion must be applied in determining the appropriate data and use of data due to confidentiality or legal restrictions. The decision point in determining action based on an incident is judgment about whether an incident is unique, likely to never repeat or if there is merit to preventing a similar situation by responding with change. Even if the answer is not evident at the time, aggregated complaint data can show trends. As a basic rule, where appropriate, incident information should be centralized and aggregated to identify patterns. Lessons gained from the experience of addressing the complaint can be used discretely without being widely shared, for example to revise a department procedure or messaging. If it appears other stakeholders would benefit via wide-scale changes such as institutional policy, services, or requirements implementation, quality teams are be enlisted to make recommendations. As an example, when course evaluations are completed by students each semester, these results are reviewed by the vice president for academic affairs and the dean of instruction and student development. Reviewers may pursue follow-up action if themes or significant singular concerns emerge. This type of scenario would also apply to other situations such as open-ended survey question comments, in which case the OIE shares themes or comments with responsible persons or groups.

### Communicating actions to students and other key stakeholders

When a complaint is registered, a response to the complainant is immediate if contact information is provided. If the issue is one that requires investigation, the complainant is notified and given a timeline within which they can expect follow up communications. Where possible, the college will communicate about complaint process results directly with the person submitting a complaint as well as the other involved parties as appropriate. For formal complaints, this action would occur in writing. If the complaint is not successfully resolved, information on consequent options available to the complainant are provided. If college leaders decide that results of an complaint incident(s) should be shared with other individuals or groups for their benefit, messaging will be developed and communicated in the most effective and timely way possible to the intended audience. This type of approach is especially likely to occur if it is determined that complaints stem from an incorrect understanding. Results used for large scale institutional improvements are communicated to show feedback utilization.

Selecting tools/methods/instruments to evaluate complaint resolution

The plan-do-study-act model provides a framework for how the college approaches assessment planning. To support the data-informed work of the college, the OIE provides assessment consultation, best-practice resources, and training to college teams or individuals to ensure good practice. During the complaint inquiry process, the complainant is asked to articulate successful resolution. If the complaint is unsubstantiated, this could be perceived by the complainant as an unsuccessful resolution. The complainant may have additional recourse options, such as appeals, for resolving the complaint beyond the institution; information on these options are provided. After a final dialogue about the status, the final complaint determination/ status is shared with the complainant and other identified parties, such as administrative leaders, on a need to know basis. The resolution status is documented and archived per procedures. Student services tracks the number and type of student complaints; resolution status is documented within the written records. Benchmarking and trending information is important. The college administers the Noel Levitz Student Satisfaction Inventory to assess student satisfaction with the item "Channels for expressing complaints are readily available."

2R4 What are the results for student and key stakeholder complaints?

Figure 2R4.1
Numbers of Student Complaints
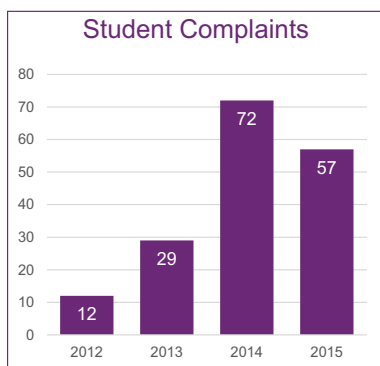
Student Complaints

Outcomes/measures tracked and tools utilized
Summary results of measures
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

As a result of continuous improvement in communication with students and key stakeholder groups, more individuals are coming forward with complaints and concerns, with a severe spike in 2014. Since that time, complaints have decreased. Student complaint categories include student behavior, course taking, academic dishonesty, and grade appeals. The largest number of complaints received from students was about student behavior, academic dishonesty, and instructor complaints. In the last three years, 100 percent of student complaints listed in **Figure 2R4.1** were reviewed, addressed, and archived by the dean of student and enrollment services.

Figure 2R4.2
Noel Levitz Student Satisfaction Inventory Results Regarding Complaint Process

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Channels for expressing student complaints are readily available.	5.07	5.04	5.24	5

The Noel Levitz Student Satisfaction Inventory item states "Channels for expressing complaints are readily available." This data is provided in **Figure 2R4.2**. According to this data, MCC has increased student satisfaction in this area since 2012 and exceeds the national benchmark.

2I4 Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

When appropriate, the quality teams have provided new venues to review data and improve complaint-related information and processes. Technology has helped the college build complaint processes capacities. The availability of information related to complaint processes has been made more available through the MCC Connect intranet site. The college reviewed Maxient software technology two years ago as a potential system to manage complaints, but staff didn't feel the technology was a good fit for the college so other options were explored. Focus groups and student satisfaction surveys indicated that the college needed a more centralized approach to service and communication to better serve students and college employees. Such information led to the creation of an AQIP Action Project called One.MCC. The system being designed and implemented can capture inputs such as service requests, suggestions, and complaints then direct them to the appropriate point of contact. These features will be helpful in automating the college complaint process and capturing data. The project is intended to provide a unified view in casebook form to help service-providers identify issues, close loops, create plans and communicate with students in more targeted and effective ways.

2.5 Building Collaborations and Partnerships

2P5 Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

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

MCC's institutional goal of community outreach provides guidance for partnership collaboration, to "Establish MCC as a leader in community engagement, economic development, and community collaborations" and that we value working "in concert with our stakeholder communities." A partnership is defined as "a person or organization associated with the college who shares the risks and rewards of a joint endeavor." This definition helps college leaders determine viable new partners. When selecting partners, college leaders consider many factors. First, the goals of the potential partners and college are compared to assess benefit and risk. The goals the partner is proposing should be consistent with the college mission, strategic plan, policies/procedures, and resource availability. Value should be provided to current or potential customers. Partner traits such as trustworthiness, reputation, and past performance history are considered. Sometimes the opportunity's mandates or requirements may dictate the partners at which time the college would consider the merits of the opportunity. Where appropriate, partners sign written agreements to ensure mutual understanding of the commitments. Appropriate college personnel are involved in the development, approval, and implementation of partnership agreements. All college partnership opportunities are reviewed by the college president and per board and college policies and procedures, official authorizations occur. During its 51 years in the community, the college has engaged with a wide range of partners at the local, regional, state, and federal levels. Examples of the diverse partnerships in which the college has engaged include but are not limited to: transfer agreements and articulations with other higher education institutions, training agreements with local businesses, clinical placements with area health providers, job training grants with U.S. Department of Labor, regional economic development activities, dual enrollment and Early College programs with local public schools and the intermediate school district, capital equipment grants with local businesses and the state of Michigan, cultural activities and scholarships with the MCCF, shared human resources with area organizations, shared recruitment position with Michigan State University (MSU), pageant scholarship with local teen pageant organization, and community resource provision with local service providers.

Building and maintaining relationships with partners

MCC values each of its established partners. At the beginning of a relationship, the college invests time getting to know the interests and capabilities of the partner. The college seeks to establish itself as a worthy and dependable partner by keeping its commitments. As experience builds, the college proactively seeks out new opportunities or brings in others to address the partner's expressed interests and needs. Having experienced success, the partner may choose to enter into new, more complex endeavors

with the college. When the college learns a partner's strengths, college leadership will create opportunities to increasingly engage a partner in contributing toward institutional goals through time, talent, and/or finances. On-going dialogue between the college and a partner enables concerns to be effectively resolved and positive regard is reinforced. When accomplishments are recognized, recognition and credit are also shared. An example of building partnerships is our newly established relationship with the MSU Institute of Agricultural Technology (IAT). MSU and MCC have worked together on smaller projects in the past such as grant project applications and outreach staff on campus. This innovative arrangement resulted in new articulated programs leading to career entry in one of the most important industries in Montcalm County and surrounding areas.

Selecting tools/methods/instruments to assess partnership effectiveness

The plan-do-study-act model provides a framework for how the college approaches assessment planning. To support the data-informed work of the college, the OIE provides assessment consultation, best-practice resources, and training to college teams or individuals to ensure good practice. The college also supports assessment efforts by implementing independent surveys, conducting research, or compiling/ interpreting assessment results. Formal arrangements such as grants or service contracts usually contain goals, outcomes, and the reporting methods within written agreements. Furthermore, sometimes tools and measures are dictated by the funder. When MCC students are involved in a partnership, the college surveys students about their experience with the partner and improvement suggestions. Student performance or student service utilization data is reviewed. Methods to assess partnership effectiveness include informal qualitative methods such as personal conversations, with any actionable items brought to responsible individuals or groups. Environmental scanning activities convene partners, and through these meeting, partners discuss data, needs, concerns, and make recommendation based on the agenda. Analysis of the environmental scan activity and related documentation supports college leaders in determining partnership effectiveness.

Evaluating the degree to which collaborations and partnerships are effective

The college recognizes that the partnership and the project may have different evaluations of effectiveness. At the outset of each collaboration, involved parties determine the partnership goals/components to be measured as well as success definitions. Targets and benchmarks are used in determining academic partnership effectiveness metrics. Because of the college's diverse work, evaluation criteria varies by constituency or initiative. As example, education partnerships may focus on dual enrollment and Early College student enrollment while arts collaborations may focus on ages of performers. Evaluation tools are then identified to measure those components. As an example, the partnership's alignment with the college mission led to the development of a rubric to guide decision-making on this criteria (reference section 4I1). The tools may be administered by an internal individual or an external group, depending on the nature of the collaboration. Progress is monitored on a cyclical basis at interim points and at the end if time-limited. Recognition such as awards or grants are considered validation of effectiveness. From the college's perspective, the strategic plan review and updates, performed quarterly and annually by the college's ET comprised of division leaders and the president, determines to what degree selected strategies impact institutional goals and metrics. The OIE supports evaluation efforts and provides results to QC or related quality teams to promote improvements per their reporting schedule.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Outcomes/measures tracked and tools utilized

Summary results of measures

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

The college BOT conducts an annual self-evaluation, and part of this evaluation focuses on external constituencies. Results from their 2013-2015 evaluations are provided as **Figure 2R5.1**. Self-assessment results are reviewed by the board at their fall strategic retreat and used for improvement purposes. The internal target for would scores of "4" on all items which has been achieved for two items. Over time, results have been fairly consistent on all items with slight variation. Significant trending seems to be occurring on the engagement with MCC's many constituencies item.

MCC's long-standing apprenticeship program is an example of business partnership. It was created at the inception of the college together with one of the local business leaders as a way to meet talent needs. **Figure 2R5.2** shows the growth in apprentice enrollments. Over the past three years, the college has added 10 apprenticeship programs from 10 new companies.

Figure 2R5.1
MCC Board Of Trustee External Constituency Results

Board of Trustees Assessment			
Relationship with external constituencies			
Average rating on a scale of 1 to 4.			
	2013	2014	2015
Actively engages with many constituencies of MCC	3.40	3.50	3.83
Acts on behalf and for the benefit of the community	4.00	3.83	4.00
Builds consensus among groups and individuals with competing interests	4.00	3.60	3.83
Maintains an affinity with the broader educational community	3.83	3.50	3.66
Is knowledgeable about the community and its educational, social, political, economic and environmental needs	3.66	3.50	3.66
Adequately identifies the college's constituencies	3.66	3.50	3.66
Maintains effective communication with the college's many constituencies	3.33	3.50	3.50
Is an advocate for MCC	4.00	4.00	4.00
Is effective in communicating its mid- and long-range plans to the appropriate constituencies.	3.40	3.00	3.40

Figure 2R5.2
Apprenticeship Enrollments

Unduplicated Apprentice Enrollment
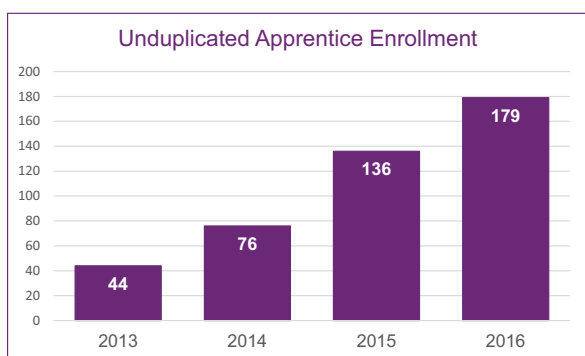
MCC customizes apprenticeship programs for each company, which is unique when compared to other nearby large community colleges, and increased the interest from nearby companies who may have sent apprentices to other community colleges in recent years. To ensure that our apprenticeship company's needs are met, MCC holds yearly apprenticeship advisory meetings where program needs and concerns are addressed. At the May 2015, the apprenticeship companies agreed that MCC needed to review and update the skilled trade curriculum as many courses were overdue for a thorough review. Company participation was requested and eight companies agreed to assist with the curriculum update meetings. Thus far, MCC has hosted eight meetings and nineteen courses have been reviewed and updated. Meanwhile, based on feedback from a subgroup meeting, MCC was able to add a new program in automation to meet local needs. New companies with apprenticeships include:

- 2014-2015: +5 companies (Steeplechase, Portland Products, K&W Tool, Belding Tool, Mersen)

- 2015-2016: +5 companies (Parker Hannifan, Dicastal, Betsey Tool, Amway-electrical, Walker Tool & Die)

- 2016-2017: +4 companies (THK Rhythm Automotive, Amway-maintenance, Cargill Kitchen Solutions, Milacron)

The Montcalm/Ionia Manufacturer's Council is a result of MCC partnerships with economic development partners. The Michigan Manufacturing Technology Center (MMTC), Montcalm Economic Alliance, and MCC met with Ionia and Montcalm County in fall of 2015 to determine if a CEO level manufacturer's council would be of interest. There is a manufacturer's council in Grand Rapids, but logistics make it difficult for Ionia and Montcalm manufacturer's to attend. Since fall of 2015, there have been six council meetings, hosted at local manufacturers' locations and rotated between Ionia and Montcalm counties. In addition, to discussing best practices, topics have included talent shortage, MMTC training tools, MCC's apprenticeships, Pure Business Connect and an opportunity to link K-12 leaders to employers. MCC's participation in the group allows for ongoing relationships with businesses. After the meeting to discuss local talent needs, one manufacturer and community leader collaborated with MCC, the local chamber and the Montcalm Economic Alliance to provide manufacturing tours for local high school students as a way to increase awareness. The tours were completed in October and led to administrator and teacher tours to further enhance the conversation.

MCC is garnering new resources to support its collaborative work with local businesses. Only 18 of the 28 Michigan community colleges received a competitive Community College Skilled Trades Equipment Program (CCSTEP) grant through the Michigan Economic Development Corporation in 2015; MCC was one of them. The grant provided for capital equipment in high demand skilled trade areas of healthcare and advanced manufacturing/ robotics and supported existing institutional plans. MCC's application included 22 letters of support from local companies and two local high schools. The total grant awarded to MCC of just over $1.7 million required a $430,000 local match raised through contributions from private donors, local businesses, and the MCCF.

A recent result for meeting partner professional development needs was the creation of the Montcalm Area Human Resources Association (MAHRA). At an MCC strategic planning meeting in spring 2013, MCC's Director of Human Resources recognized an opportunity to contribute to the strategic plan's Community Outreach goal for local businesses and organizations by strengthening local support for human resource professionals. In 2015, the director of human resources developed the idea further when she used it as the topic for both of her projects in the Leadership Montcalm leadership training program and the Community College Business Officers leadership academy. Then, collaboratively with other community leaders they reviewed and adapted other effective Senior Professional Human Resources (SPHR) organizations' operational models and by-laws.

With governing infrastructure in place, MAHRA was officially established in fall 2015 with a diverse 15 organization membership, by-laws, an executive board, and a sustaining membership dues structure. As of March 2016, MAHRA membership had grown to 23 dues paying members from Montcalm and Ionia counties. Members represented a diverse range of industries such as education, manufacturing, human services, tooling, media, and workforce development. The Greenville Daily News published an article on February 27, 2016 featuring MAHRA. In the article, members reported that the group's information, best-practices, and local networking benefitted HR directors/departments as well as all their workplace's employees. Interviewees also stated without this local group, members would need to drive to large cities an hour away to attain similar professional development benefits.

MCC has been recognized as a regional workforce development leader through two Michigan Works! state workforce agency awards for strategic partnership and collaboration. In 2014, MCC, Central Area Michigan Works! Consortium, Matcor, and Ventra received a Prosperity Award for the collaborated success of the Five Day Path program. The Five Day Path program was a five day training program for unemployed individuals who needed some basic skills in the areas of mathematics, safety, resume writing, interviewing, basic measurement, and blueprint reading. MCC managed the curriculum and utilized subject matter experts from local businesses. Twenty individuals attended training, sixteen were hired, and after six months, twelve had maintained employment. The Impact Award in April 2016 was for MCC's role in the development of a U.S. Department of Labor Registered Medical Assistant (MA) Apprenticeship grant in response to job growth data. The MA Apprenticeship is the first of its kind in the nation, bringing together major healthcare providers in the region to collectively address the critical shortage of talent. Other organizational partners included Grand Rapids Community College, Mercy Health, Muskegon Community College, and West Michigan Works!

MCC works diligently with higher education institutions to ensure transfer opportunities through articulation agreements and other college transfer activities. As previously shared, MCC tracks transfer-related outcomes such as student performance and degree attainment (see 1R1, 1R3, and 2R1). **Figure 2R5.3** shows the top institutions to which MCC students transferred over the past five years.

Figure 2R5.3
Top 4-Year Transfer Institutions for MCC Students

Top 4-Year Transfer Institutions					
	2011	2012	2013	2014	2015	Total:
Ferris State University	84	91	77	61	52	365
Central Michigan University	81	46	66	36	54	283
Baker College - Flint	57	36	32	23	21	169
Grand Valley State University	31	35	35	27	15	143
Davenport University	31	22	15	9	19	96
University Of Phoenix	31	26	17	12	9	95
Michigan State University	19	22	16	13	24	94
Western Michigan University	11	8	7	9	7	42
Alma College	6	7	12	9	7	41
Aquinas College	9	7	6	6	7	35

Another example of the college's higher education collaboration is our partnership with MSU. MCC and MSU strengthened our partnership when we signed an agreement that brought MSU's two-year agricultural operations, applied horse science, fruit and crop management, and landscape management programs to MCC. The agreement between MCC and MSU's IAT will help student earn an associate degree at MCC while the same time earning a two-year certificate at MSU. This partnership allows students to access resources in academics, financial aid career services, and student life at both institutions. Students completing one of these programs may transfer to a four-year agricultural program at MSU when admission requirements are met. To support these efforts, MCC entered into an arrangement for a part-time outreach worker on our main campus. In 2016, MCC will break ground on a passive solar greenhouse on its Sidney campus. The greenhouse is expected to be operational this year and will enhance curriculum in the field of agricultural sciences while supporting existing coursework in crop and soil science and botany. The project will be funded by a $90,350 Strategic Growth Initiative grant awarded by the Michigan Department of Agriculture and Rural Development (MDARD). In addition to construction of the greenhouse, the grant will also fund joint program development initiatives.

In addition to education and business, the college has also demonstrated ability to partner in the area of humanities in promoting lifelong learning. MCC secured combined funding of more than $10,000 from the Michigan Council for Arts and Cultural Affairs and the MCCF for the "Carmina Burana" production. Coordinated by an MCC faculty member, the production was held April 17, 2016. One hundred and fifty artists and musicians from the area participated representing the MCC Alumni and Friends Choir, the MCC Philharmonic Orchestra, Greenville High School musicians, and Flat River Dance Company dancers. Performers age groups ranged from under age 18 to over 67 years of age. With more than 700 tickets sold, the performance

was one of the largest at the venue. The community orchestra and choir are offered as non-credit courses to the community, and the college provides academic credit to MCC students enrolled in them. Eighty-four percent of the surveyed performers reported being very satisfied with the performance as a whole and ninety-seven percent reported accomplishing some/all of their personal goals.

2I5 Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

Over time, the college has expanded the number and types of partnerships in which it engages. When the new strategic plan is developed for 2016-2019, a primary focus will be partnerships. As part of environmental scanning planning activities, the college will review current partnerships and determine new partnership opportunities. To assist the college in determining and prioritizing initiatives and partners, the college has developed a rubric evaluating the congruence of activities with MCC's mission. Developed with broad employee input, the rubric is designed to assist in determining how well any activity "fosters or contributes to" MCC's mission and can be used to select stakeholders and partners (see Figure 4I1.1)

To enhance data-based feedback for decision-making, the college will develop systems and identify best practice tools to formally collect better partnership data. Measures may include partner satisfaction with various aspects of the college partnership experience and suggestions for improvement. Specifically, collected information will be used to better understand and improve the college's partnership experiences and measure their effectiveness. MCC's OIE will work closely with college employees and partners to develop useful tools and processes. As a specific example, the college will set up a regular process to collect feedback from the community's nursing clinical site partners.

AQIP CATEGORY THREE: Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of the faculty, staff and administrators

Category Introduction

Figure 3.0 shows the perceived maturity of processes and results for category three. Montcalm Community College's (MCC) processes in the Valuing Employees category are generally at the systematic maturity stage. There are processes that are well-established in the hiring, development and evaluation of faculty and staff. To ensure qualified candidates are chosen and trained in effective and accepted practices, interview training, new hire orientation, and employee evaluations have been modified over the last several years. All faculty credentials have been continually reviewed and documented utilizing the "gold sheet" to ensure they meet the Higher Learning Commission's (HLC) and MCC's requirements. A sufficient number of faculty are ensured each semester in part with the recruiting/posting procedure that is followed between the academic affairs and human resource departments. For all other staff, managers follow an established process to fill or create new positions as staffing needs arise. All full-time employees participate in annual evaluations and those are increasingly tied to the college's strategic plan. A recent update to the annual evaluation of administrators will ensure established goals and professional development plans are monitored and data is gathered for confirmation. Part-time faculty are reviewed/ mentored at various times during their employment. There are several projects/improvements identified for additional improvement in new or existing processes which include, expanding professional development, reversing the employee satisfaction trend and additional data gathering related to adherence to the college's strategic plan.

Figure 3.0
Levels of Maturity for Processes and Results at MCC for Category Three

Section	Perceived Maturity of Processes	Perceived Maturity of Results
3.1 Hiring	Systematic	Systematic
3.2 Evaluation and Recognition	Systematic	Reacting
3.3 Development	Systematic	Aligned

3.1 Hiring

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.

Recruiting, hiring, and orienting employees

MCC's mission, vision, and values statement indicate that we expect competence and the pursuit of excellence from our staff as well as from our students. In order to ensure the best possible hire, MCC's Employment Procedure #4200, which defines the

process for employment at the college, was recently revised to align with current activity. With the establishment of a director of human resources position in 2011 and a part-time human resources assistant in 2015, MCC has made significant strides in instituting a more systematic approach for employee recruitment, hiring, and orientation as described in the following narrative sections.

Designing hiring processes that result in staff and administrators who possess the required qualification, skills and values

The recruitment, hiring, and orientation process is shown in **Figure 3P1.1**.

Figure 3P1.1
MCC Hiring Process
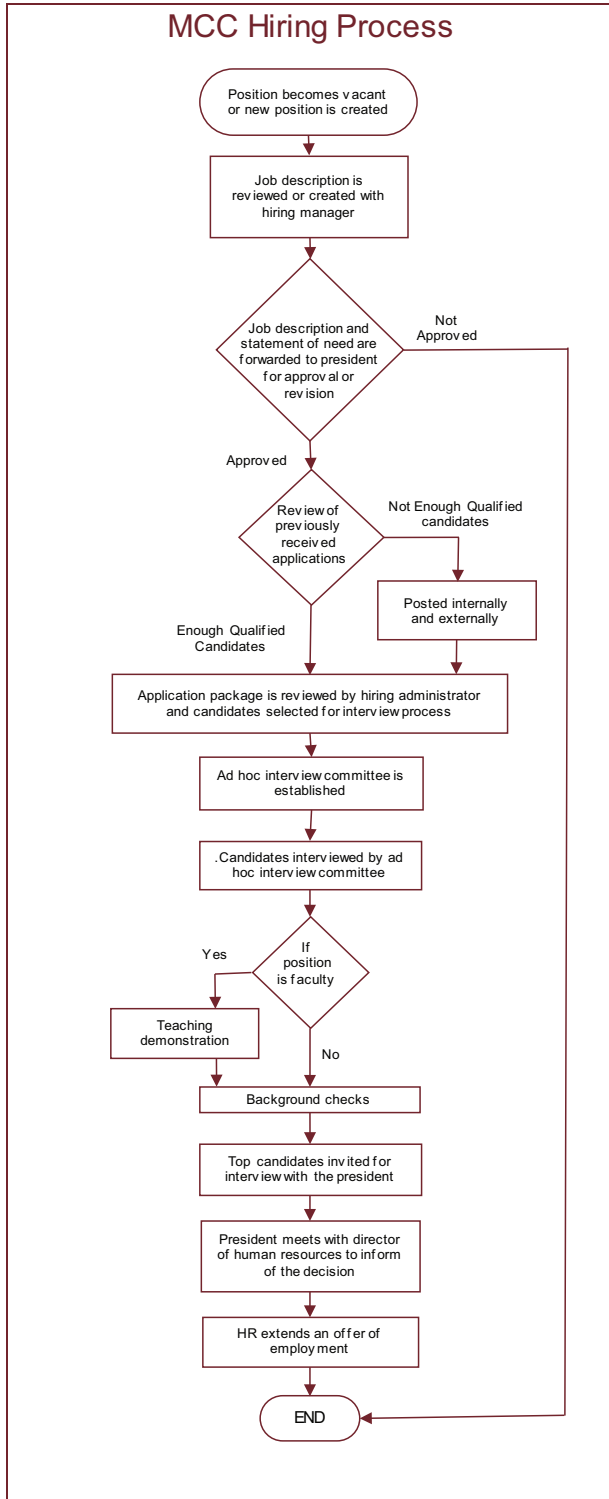
The initial qualifications for each employee group begin with expectations set by MCC's Board of Trustees (BOT). For faculty, a master's credential, for an administrator, a master's degree is preferred, and for a support staff, an associate degree is preferred. At the time of posting, the credentials and position duties are reviewed and updated. During the review, the qualifications and credentials are matched to the job duties. The vice president for administrative services reviews each job description before it is sent to the president for final approval to ensure consistency, relevance and wage information when appropriate. At the time of hire for full-time employees, original certified transcripts are requested for the employee's personnel file. In addition, job descriptions are reviewed on an annual basis during the employee evaluation. As mentioned in 3P1, MCC will be updating the required qualifications per the HLC's new requirements. Upon the hire of part-time instructors, a "gold" sheet is completed which requires a review from the dean of instruction and student development and also the vice president for academic affairs. The review entails cross-checking the applicant's transcripts and documenting those as well as listing the courses the instructor will be able to teach.

In recruitment, a variety of strategies are utilized to reach candidates. The creation of the job posting occurs after the human resources office has reviewed the job description with the hiring manager to determine which criteria will be placed in the posting in order to emphasize the main requirements of the position. Recruiting has historically occurred for all positions through promotion in local newspapers and our website's Employment Opportunities page. Higher-level and full-time positions are also placed on-line in a variety of forums, in addition to local newspapers in order to achieve state-wide visibility. During the last year, the online Michigan Works Talent Bank has also been utilized. In most cases, a specific deadline is stated in the posting to facilitate the length of the process. The college uses job applicant referral sources (see Figure 3R1.1) to improve its recruitment strategies.

As a part of the recent revision of Employment Procedure #4200, a statement of need must accompany the job description which is provided to and approved by the college president for all full-time and part-time union positions before recruitment begins. The first step in considering new applicants begins with a review of previously received applications. If there are sufficient amounts of qualified candidates, they will be called upon first to determine if they are still interested in pursuing employment with us. If there are no applications relative to the position, then the position will be posted. As applications are received through the online portal, each is reviewed by human resources personnel. This process includes a review of required attachments such as a cover letter, detailed resume, transcripts if

applicable, and reference letters. Once the necessary documentation is reviewed to see if the candidate meets the minimum criteria for the open position, eligible application packages are forwarded to the appropriate hiring administrator or staff member for additional review. **(3.C.6)**

The hiring administrator then selects candidates for the interview process. During this time, an ad hoc committee is created by the hiring administrator to execute the interviews. Since the arrival of the college's director of human resources in 2011, training and best practice information for the ad hoc committees and leadership has been offered and provided. Such training ensures regulatory compliance as well as cultural fit and the introduction of using scenario-based questions during the interview process. The ad hoc interview committee is established by the hiring administrator based on the vacant position's interaction with others on campus to ensure an appropriate fit within the organization. During the interview process, all faculty applicants are required to perform a teaching demonstration. In addition, candidates are asked behavioral and scenario-based questions in order to determine an applicant's experience and general mode of operation to ensure a suitable match to our cultural beliefs and ethics. **(3.C.6)**

MCC utilizes a checks and balance system to complete the hiring process. Upon the conclusion of interviews, the interview committee recommends the top two to three candidates be moved forward to a second and final interview with the president and also either the vice president of academic affairs or administrative services, if they were not part of the original committee. During the time between the first and second interview, the director of human resources conducts background checks through an independent firm. After the second interview, the president and/or appropriate vice president discuss the qualifications of the applicant and results of the second interview with the director of human resources. Upon determination that all necessary information has been gathered, a conclusion of the hiring process for the open position occurs. If a viable candidate is selected, the director of human resources will extend an offer of employment at that time. **(3.C.6)**

The human resource department provides leadership for the development and implementation of the college's orientation processes. Human resource staff provides basic orientation for each employee. Full-time employees meet with the director of human resources and part-time employees meet with the human resources assistant. Through the on-boarding process and utilization of the orientation checklist, the employee is provided with information regarding salary and fringe benefits, technology infrastructure and login credentials, legal and regulatory compliance, guidance on institutional policies and procedures located on the MCC Connect intranet site, and the directive to complete training modules such as Family Educational Rights and Privacy Act (FERPA), sexual harassment, and by-stander intervention. Depending upon the job assignment, additional formal training may be required at the time of initial hire and annually thereafter. As an integral part of this process, an introduction to our vision, mission, values and goals is also shared with new employees. At the conclusion of the orientation of full-time employees, individuals are required to sign the checklist indicating that the previously mentioned topics have been addressed. The orientation checklist list also serves to ensure that steps have not been omitted. Further orientation is provided by the new employee's direct supervisor and includes introductions, tours, policies and procedures, materials, and other job-specific training. The adjunct faculty handbook is another resource. It is updated each summer and sent to all adjunct faculty prior to the fall semester and to all new hires prior to the spring semester.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs

The processes for determining appropriately credentialed instructional staff including dual credit and any consortia programs are largely determined by guidelines established by the HLC. HLC guidelines are operationalized by the vice president of academic affairs (our designated Accreditation Liaison Officer) in collaboration with the director of human resources. Faculty who teach general education courses are expected to possess a Master's degree with 18 graduate credits specifically in the subject matter they are hired to teach. As a general rule of process, faculty should show evidence of degree work that is at least one level above the courses being taught. Occupational faculty may be hired using industry certifications and/or standards as well as years of experience which indicate expertise in their field. Credentialing requirements for faculty who instruct dual enrolled, contractual, and consortia courses are identical to those required for those teaching credit courses. In order to ensure compliance with the most current requirements from the HLC, MCC completed a review of full-time faculty in 2015 to determine compliance with this changing requirement. The process was conducted by reviewing personnel file transcripts. For part-time employees, we reviewed data entered into our Taskstream Assessment Management System (AMS)'s faculty credentialing workspace and have also used the interview summary sheets ("gold" sheets) to determine credentials held. For new hires going forward, their credentials will be reviewed by the dean of instruction and the vice president for academic affairs who will then determine what courses new hires are qualified to instruct. Part-time faculty that

do not meet the requirements to teach in a particular field per the upcoming accreditation requirement deadline of September 2017 will either not be allowed to instruct or will have an approved exemption in place. (**3.C.1, 3.C.2.**)

A review of faculty credentials begins with the review of an employment applicant's documents. Detail provided on the application and resume help to provide reference information that can be substantiated on transcripts. Further clarification of credentialing occurs after the interview process involving an academic dean and at least one other current faculty member. Credentials are then recorded on a post-interview form ("gold" sheet) and sent to the vice president for academic affairs for final approval. This information is then entered into the college's Enterprise Resource Planning (ERP) software (Jenzabar) as well as the Taskstream AMS's faculty credentialing workspace. (**3.C.2**)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

The vice president for academic affairs works with his deans to determine faculty staffing levels. The college utilizes annual scheduling to assist with and ensure the institution has sufficient numbers of faculty available to cover the instructional obligations. The process begins each January with a tentative schedule created by the vice president for academic affairs and the three academic department deans. Internal and external information sources such as including course and program enrollment data, workforce demand, and community needs are used to develop this schedule. The draft schedule is then sent to the full-time faculty members requesting their feedback and also their preference of classes for which they want responsibility. When all or most responses have been received (usually within 30 days), the class schedule is then posted online at MCC's My.Montcalm communications portal. Current/returning part-time faculty members are notified via email requesting that they choose and prioritize classes for which they would like responsibility. Once all or most adjuncts have responded to the dean of instruction and student development, the dean and vice president for academic affairs jointly review selections to ensure instructors are eligible to teach selected courses based on required educational qualifications. Previous student course evaluation results are used to inform decision-making regarding instructor placement in appropriate courses. Once this assignment process is completed, communications are sent via email to adjuncts with an offer of courses, and an exchange ensues regarding what courses they will accept to instruct. In some cases, after giving their initial preference, full-time and part-time instructors may be asked again to consider other/ additional course instruction opportunities based on institutional scheduling needs. As the process moves forward, the dean of instruction and student development is then able to determine if there is a need to post for a particular course or department. When there are vacancies, which tends to be a larger need fall semester, the dean of instruction and student development contacts the human resources department to complete a posting. (**3.C.1.**)

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

Currently, MCC does not use any specific criteria to determine the need to adjust student support service staffing levels from semester to semester. However, based on past history or anticipated need, various supervisors along with the vice president for academic affairs and the vice president for administrative services use extensive experience to adjust part-time staff levels in all areas of the college as needed, including the use and sharing of work studies. In addition, during peak times, the college employs an MCC retiree, on a part-time basis, who possesses broad experience in the advising area of the Student Success Center. Student Services utilizes extended working hours as needed during peak times before, during and after each semester. Survey results and direct feedback from employees and students also inform these decisions. (**3.C.1.**)

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

Outcomes/measures tracked and tools utilized

Summary results of measures

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

To determine if recruitment, hiring, and orienting practices assure effective provision for programs and services, MCC utilizes many outcomes/ measures and tools which are described here.

To determine how applicants come to apply at MCC, the college collects applicant referral sources through the college's online employment application. Recruitment data indicated a need to make the referral source categories more specific to better focus college recruitment efforts. Changes were made to our online application and are reflected in our current data. Results in **Figure 3R1.1** provides the numbers and types of MCC applicant referral sources from January- October 2015.

Figure 3R1.1
MCC Employment Application Referral Sources

Employment Application Referral Sources			
	January - May, 2015	June - October 2015	Total Referrals
MCC website	131	49	180
Friend	48	3	51
Advertisement	32	3	35
Other website	27	NA	27
Current MCC employee	NA	24	24
Relative	15	NA	15
Newspaper	NA	14	14
Online posting	NA	13	13
Walk-In	10	1	11
Former MCC employee	NA	3	3
Career Connection email	NA	1	1
Word-of-mouth	NA	1	1
Bulletin board	NA	1	1

The college's website is the main source, but it is unknown if this is due to our current employees communicating to others or if the public is naturally driven to the website so further clarification is needed. **Figure 3R1.1** shows all employment referral sources.

Employee satisfaction feedback is collected through the Noel Levitz College Employee Satisfaction Survey (CESS) which is administered biennially. 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. **Figure 3R1.2** provides employment-related survey items. All responses exceeded benchmarks. All items except the items involving job responsibilities and professional development increased.

Figure 3R1.3 data shows that the overall employee satisfaction exceeds national comparison despite ratings that have trended downward since 2010. The college will need to analyze the declining items more closely.

Figure 3R1.2
College Employee Satisfaction Survey Results Regarding Recruitment, Hiring, and Orientation

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
This institution makes sufficient staff resources available to achieve important objectives	3.58	3.44	3.65	3.07
This institution consistently follows clear processes for selecting new employees	2.96	3.27	3.46	3.17
This institution has written procedures that clearly define who is responsible for each operation and service	3.36	3.16	3.36	3.09
My department has the staff needed to do its job well	3.35	3.30	3.53	3.05
My supervisor helps me improve my job performance	4.13	4.05	4.16	3.73
My job responsibilities are communicated clearly to me	3.93	4.05	3.85	3.69
I have adequate opportunities for professional development	3.86	3.87	3.66	3.44

Figure 3R1.3
College Employee Satisfaction Survey Results Regarding Overall Satisfaction

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Rate your overall satisfaction with your employment here so far	4.41	4.28	4.23	3.86

Figure 3R1.4
Numbers of MCC Full-time
and Part-time Faculty, Fall 2015

Headcounts for full-time and part-time faculty			
	Full-time	Part-time	% Part-time
Alpena	51	96	65.31%
Glen Oaks	28	41	59.42%
Kirtland	30	78	72.22%
Mid-Michigan	47	172	78.54%
Montcalm	29	94	76.42%
North Central	33	210	86.42%
West Shore	24	87	78.38%
		Average:	76.27%

Figure 3R1.5
Faculty Retention Rates

Faculty Retention		
	Adjunct Faculty	Full-time Faculty
2013	91%	100%
2014	89%	93%
2015	87%	93%
3 year Average	89%	95%

MCC tracks three specific measures useful for determining the effectiveness of faculty employment processes. Data for these measures are collected through Jenzabar. The first is the headcounts of part- and full-time faculty which are supplemented by peer data. Second, the college calculates faculty retention rates for part- and full-time faculty. Third, the college reviews the numbers of adjuncts by semester and retention rates. Three figures illustrate these results. **Figure 3R1.4** shows our fall 2015 count of part- and full-time faculty along with benchmark data from similar sized schools. MCC's percentage of part-time faculty is essentially average when compared to its peers. Results displayed in **Figure 3R1.5** show retention rates of part- and full-time faculty trended over three years. When retention percentages are reviewed, the results indicate a high three-year average of 89 percent for adjuncts and 95 percent for full-time faculty.

Figure 3R1.6
Numbers of Adjunct Faculty by Semester
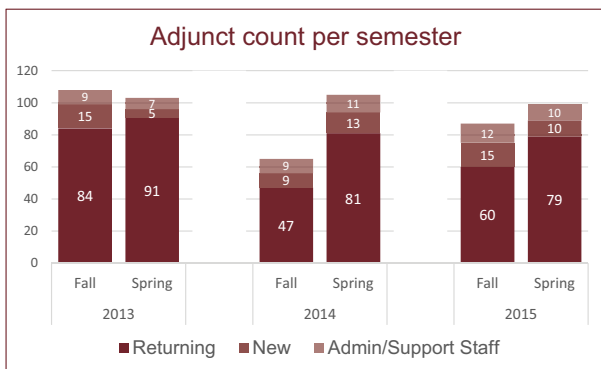
Lastly, **Figure 3R1.6** provides information regarding the six semester average for numbers of returning adjuncts by semester and year. The six-semester average is 74, for new adjuncts it is 11, and the number of administrators and other staff who are teaching in addition to their full-time positions is 10. We have retained a high number of qualified returning part-time instructors. There has been a slight decline in returning adjuncts as our student population has declined in the last three years, as evidenced by the drop in contact hours taught. In the academic year 2013-2014, the total contact hours were 35,463. In academic year 2015, they were 31,914.5.

Another tool used to monitor and improve hiring, orientation and support of the adjunct faculty is focus groups, which were conducted during summer 2015. As mentioned in 3P1, adjunct faculty are required to attend a Summer Adjunct Academy session every summer in an effort to receive professional development through college updates, best practice information, and networking. Increasingly over the years, the academy has improved in its mission to be helpful not only to the adjuncts but to the institution as well. Adjunct faculty members were asked questions designed to express their opinions about a variety of topics. The following summary lists positive adjunct faculty responses regarding their experiences with hiring, orientation, and support processes:

- Hiring and orientation process is very well formalized and organized.

- Questions are quickly answered.

- Staff is very helpful

- Opportunities are provided to participate in workshops.

- Technical support and education are provided.

- Flexibility in scheduling to accommodate adjunct faculty schedules.

- Compensation is provided for training.

- Opportunity to take a class at no cost.

- Reimbursement for participating in conferences.

- Timely updates from college with news and policy updates.

- Full-time faculty mentoring.

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

MCC will continue to pursue applicants that meet the established required criteria for teaching at MCC so we meet the HLC's requirements as well as our own academic requirements. An annual review will also be conducted with the vice president for academic affairs to ensure the full-time instructors who are not compliant in these educational requirements are progressing toward that goal.

Currently, data are very limited regarding the effectiveness of the hiring process, so will be looking to add additional questions to future employee satisfaction surveys.

The college will continue monitoring the advertising resource data in order to establish the best resources for recruiting purposes.

While the evidence that the college is headed in a positive direction in areas previously discussed is encouraging, there are other areas that require analysis and further action in order to improve the overall satisfaction of employees and we will continue to analyze the data.

3.2 Evaluation and Recognition

3P2 Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrator's contributions to the institution.

Designing performance evaluation systems for all employees

The evaluation process provides a mechanism to systematically discuss progress, achievement of duties and support individual planning and/or goal setting for performance and development in the context of contribution to and alignment with college goals. MCC's performance appraisal for faculty, staff and administrators is directed toward attracting, motivating, and retaining capable employees who contribute to the success of the college. The faculty, administrators, and support staff performance evaluations are performed by their supervisor, annually. The college president's performance evaluation is annually performed by the BOT during their May meeting. The president submits a list of goals to the board for their review. In addition the board uses a set of specific criteria to rate the effectiveness of the president in meeting those requirements.

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

During the evaluation process, supervisors and/ or tenure committees gather input and communicate expectations to and from employees. Covered topics covered include job description, work load, goals from and other job related topics. Additional input is gathered as the college administers the employee satisfaction survey on a biennial basis to obtain input on leadership, work environment and goals. It also provides helpful benchmark data from other institutions for comparison purposes.

To assist with additional input and communication, the college reorganized its quality team structure to include a diverse employee population on committees, ensuring cross communication throughout the college as committees meet. Most recently, MCC Connect, an intranet portal that serves as a hub for college communications and dissemination of materials college-wide, was created to enhance overall college communications. In addition to static information, a blog feature encourages an interactive exchange of information.

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

As just mentioned, the Administrative Council has a performance evaluation section that ties the employee's goals directly to institutional goals. Training on the new online evaluation form and information on the general performance evaluation best practice was conducted in December 2015. Two one-hour sessions were delivered to the administrative group members. The training included the workflow process, general guidance to complete performance appraisals, and SMART (specific, measurable, attainable, realistic, and timely) goal information.

The faculty evaluation process, contained in procedures as well as within the master agreement addresses constant monitoring. The concept includes emphasis on self-evaluation, peer evaluation, student input and various evaluation tools. These combined efforts assist the faculty in the delivery of a higher quality of instruction for students which align with the "student success" institutional goal and fifth strategy under resource development. That particular strategy speaks to "ensuring currency in the classroom" or current best practice.

Division leaders review the strategic plan's alignment of current and new processes as well as projects, to ensure resources are maximized. This information is maintained within the Taskstream AMS.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators

Faculty evaluations include a review of professional development activities for the past year and the professional development plan (PDP) for the ensuing year. Copies of the evaluation and/or documentation of compliance with professional development requirements (as described in the Master Agreement) are forwarded to the human resources office. Evaluations, including self-evaluations and written evaluations, are an annual requirement for full-time faculty. They shall be completed before February 21 of each year for probationary faculty and before June 1 for faculty on continuous employment and documented per MCC Procedure #4560. Annually, all full-time faculty are required to submit a PDP. The PDP sets goals for the next year and reviews the goals from the previous year. The PDP also identifies training and budget needs to be discussed with the supervising administrator. In addition, each full-time faculty member is assigned an instructional team. (**3.C.3**)

The process of progressing faculty employees through the probationary to tenure process ensures their skills, knowledge and intent in fulfilling their duties to contribute to the success of the institution and to the goal of student success by way of best practices in the classroom. This is accomplished by using team evaluations. The vice president for academic affairs is responsible to ensure the rotation status of evaluations for tenured faculty employees as well as non-tenured. During the last five years, eight full-time faculty employees have passed through or are currently in the rigorous process of being tenured. The minimum amount of time spent as probationary is three years and the maximum amount is five. If probationary faculty employees do not meet standards and criteria established by their peer review committee, they are left on the probationary track until they are approved. There is a five-year time limit to obtain successful entrance into tenured status. If they are unable to fulfill that requirement at that time, probationary employees are released from employment. The dean of instruction and student development assigns adjunct instructors a full-time faculty mentor when they are hired. In addition to providing orientation and helpful guidance, the faculty mentor is also required to conduct an in-class evaluation of the adjunct's instructional quality, and provide feedback. This in-class evaluation must occur at least once but it may be implemented as many as three times during the adjunct's first semester of teaching. Additionally, all adjunct instructors are given an in-class instructional evaluation every three years, performed by either the department chair or dean of instruction and student development, or a veteran faculty member employed to fulfill this need.

At the end of each semester, students submit an online evaluation of the adjunct instructor's performance. These evaluations are read together by the academic administration team, consisting of the vice president for academic affairs and the academic deans (dean of instruction and student development as well as the dean of health occupations). Given their findings, affirmation, coaching, or termination of the adjunct may occur. To support the ongoing quality of adjunct performance, all adjunct faculty are required to attend a four hour Summer Adjunct Academy session. These sessions are scheduled on separate dates and various times to accommodate varying schedules and the number of instructors that need to attend. During these sessions, professional development is provided to adjunct instructors through information, coaching, and relationship building in order to promote professional development and quality improvement. (**3.C.3**)

Per MCC Procedure #4530, a written performance appraisal is required on each employee not less than once a year by the supervising administrator. Appraisals of administrators and support staff shall be completed and discussed with the employee by his/her supervisor no later than February 28 of each calendar year. Administrators will be moving to a November schedule by the end of 2016 to better align human and professional development resources with the institutional budgeting cycle.

The human resources office provides supervising administrators with appropriate evaluation forms in January of each calendar year. The evaluating administrator prepares the evaluation, review it with the employee and obtain the employee's signature. Once the review is completed, the original signed copy is forwarded to human resources to be placed in the employee's personnel file, and the employee receives a copy. New employees are reviewed after 30, 60, or 90 days depending upon which classification they are in. After the probationary evaluation, they are moved into the regular annual rotation. Per the administrative group's Master Agreement Section II – Part III, a new evaluation process for administrators began in February 2015. The change in procedure was requested by the administrative council during the last mutual gains negotiation session in spring 2013. Employees sought a better way to conduct evaluations that would be more meaningful and formally connected employee goals to those of the institution's strategic plan. Part five of the new evaluation process accomplishes that goal; employees are encouraged to use the SMART goals model in that section. The new form and process now include a section of the evaluation that the employee is required to complete before the supervisor begins their portion of the form. It requires the employee to review his or her current job description; discuss past year accomplishments, strengths, relationships with others; and create a professional development plan. The process also includes a second level of supervisory review. New employees are reviewed after six months in the position and then moved into the regular annual rotation.

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

Per MCC's policies and procedures, each employee group has its own annual recognition award which includes a plaque and monetary stipend. MCC's employee group awards include: the Leslie K. Morford Award (MCC Procedure #4570) honors a full-time faculty member; the Outstanding Adjunct Faculty Award which honors a part-time faculty member; the Leadership Award which honors an Administrator; and the Alden Perkins Dedicated Service Award which honors a support staff member. All of the award winners have a semi-formal picture placed on a plaque with other recipients from past years, on the "awards" wall in the Donald C. Burns Administration/ Library Building on the college's Sidney campus.

Nominations for the MCC Leslie K. Morford Award and the MCC Outstanding Adjunct Faculty Award may come from a student or a peer. Nominations are solicited electronically through an online form on MCC's website and via collection boxes located in buildings on both of the college's campuses and at its classrooms in Howard City and Ionia. After nominations close, each nominee is asked to complete an application and course evaluations are retrieved. A selection committee comprised of faculty and administrators meet to select the award winners. Criteria for selecting the winner include: noteworthy work with, or on behalf of, students, scholarly or professional achievement, and service to MCC. The winners of the faculty awards are honored at commencement in May. In addition to these awards, college employees are honored/recognized for years of service at the college's annual Recognition Dinner held in March. The employee being honored is invited and encouraged to bring a guest with them at no cost. The college president prepares remarks for each recipient's presentation, at which time the employees receive gifts corresponding to years of service.

Compensation systems for faculty, administrators, and support staff are developed collaboratively with each full-time employee group and are based on comparisons with the appropriate professional or geographic comparison for similar positions. The State of Michigan inflation rate is the usual basis for annual increases. Comparisons used for adjunct faculty are also compared geographically and by similar-size of other Michigan community colleges.

Attracting and retaining employees can be difficult since MCC is a small, rural community college. One advantage is the college's central location between Grand Rapids, Lansing and Mt. Pleasant. These larger communities' population centers help to offer larger numbers of people, and two of the three have major 4-year universities. Grand Rapids is host to several smaller to medium-sized universities from which Montcalm is able to draw. In addition, mileage reimbursement is offered to help compensate part-time employee travel from distant colleges and areas.

Benefits offered to employees can be as important as compensation. The current benefit structure uses the mutual gains bargaining process with all three groups of employees. Costs are considered not only during negotiations but also on an as needed basis. By request, each bargaining group, or central administration asks to review other health insurance carriers in order to better manage costs for both the college and for the employees.

Promoting employee satisfaction and engagement

The college encourages participation in the biennial Noel Levitz CESS so that MCC can collect input, review results, and address findings. The employee satisfaction survey provides a means for employees to engage and share their level of satisfaction about their positions and with various aspects of the institution. In 2014, we also administered the Personal Assessment of the College Environment (PACE) survey as baseline for our quality-related Action Project. Other interim input is also frequently requested. For example, when the president was considering reorganization, he asked for input from full-time employees and for them to complete a card sort exercise to determine their thoughts on where certain types of work should be performed based on departments. After analyzing the input from the card sort, realignments were made for the organization moving forward. As a matter of process, the college has found this form of input valuable for the institution. When the institution recognized additional emphasis was needed toward quality improvement quality teams were created. Specific groups of employees were included on each team in order to achieve maximum input and guidance to move Continuous Quality Improvement (CQI) forward and to achieve buy-in from employees. The college now uses those quality teams on a regular basis as part of the overall CQI process. Employee engagement is also used when preparing for events such as annual staff day, a college-wide professional development event. A survey is sent to employees asking what staff day topics and activities they are interested in, what time of the year works better and if they had not attended in the past, they are encouraged to provide the reason why in order to make improvements. Information collected from these methods is shared with staff to promote employee satisfaction and engagement.

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

Outcomes/measures tracked and tools utilized
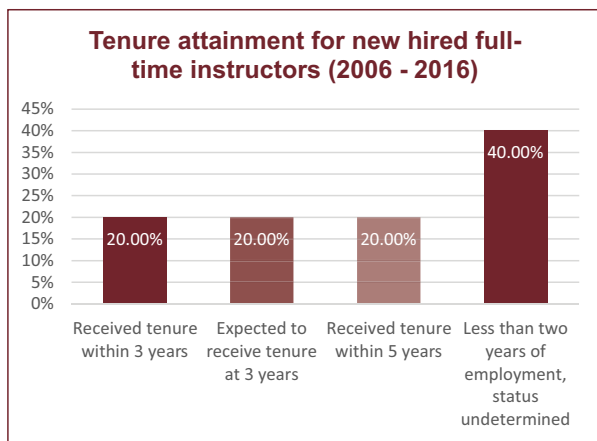### Summary results of measures
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

Tenure is a measure that the college tracks for full-time faculty in regards to their contributions. Data are derived from the processes of determining tenure and captured in Jenzabar, the college's enterprise management system. In the last five years,

Figure 3R2.1
Full-Time Instructor Hiring and Tenure

Tenure attainment for new hired full-time instructors (2006 - 2016)

- Received tenure within 3 years: 20.00%
- Expected to receive tenure at 3 years: 20.00%
- Received tenure within 5 years: 20.00%
- Less than two years of employment, status undetermined: 40.00%

the college has hired eight new full-time instructors. Six of the eight were due to retirements; two were new positions in the development education area. To date, two were awarded tenure at the end of their third year of probation. Two others will be completing their third year in the spring of 2016. All indications are that tenure will be issued at that time. The others fall within a range of "just hired" to "two years" of employment. Prior to the last five years, two hires both went the distance of probationary status and took the entire five- year process to complete satisfactory performance. The data demonstrate that the advancement to tenured status is not automatic. **Figure 3R2.1** provides information about the hiring and tenure of full-time instructors.

Full-time employee retention is a measure that indicates the longevity involved with employee contributions to the college. **Figure 3R2.2** shows that MCC's annual and three-year average full-time employee retention rates are high.

Figure 3R2.2
MCC Full-Time
Employees Retention Rate

Retention Rates	
All Full-Time Employees	
2013	100%
2014	93%
2015	95%
3 year Average	96%

Employee satisfaction measure data are collected utilizing the Noel Levitz CESS, administered biennially. The survey provides national benchmarking data. The items selected for this section have to do with employee satisfaction with team, supervisor, and contribution. When considering survey questions for employee satisfaction and engagement, "spirit of team work at the institution" rated in the top 15 as important with a 4.49 rating for 2015. Looking at history of this specific survey question beginning in 2010, the importance and satisfaction values remained relatively steady which indicate engagement amongst employees across the board of the institution. Staff in general are given an opportunity to respond to the employee satisfaction survey. In the work environment portion of the survey employees indicate their level of importance and satisfaction. Overall, importance remained fairly steady from 2013 to 2015, however the satisfaction scores only three of the 13 related questions showed improvement. The decreases, even though small in nature, should not be overlooked. The analyses of the internal responses compared to external benchmarks reveal the college's ratings as better than the comparison group. The largest difference is for the statement "I am empowered to resolve problems quickly." This statement reveals the confidence level of employees, which indicates their supervisors trust them to make good decisions on a daily basis. Based on this data, the new targets for the area of work environment would be to increase the satisfaction responses to a minimum of 4.0 for the above series of statements within two years when the satisfaction survey is

Figure 3R2.3
Employee Satisfaction Survey Results Regarding Work Environment

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
I am comfortable answering student questions about institutional policies and procedures	3.59	3.58	3.75	3.51
I am empowered to resolve problems quickly	3.95	3.88	4.00	3.35
I am given the opportunity to be creative in my work	NA	4.44	4.34	NA
I have adequate opportunities for training to improve my skills	3.85	3.82	3.67	3.41
I have the information I need to do my job well	4.02	3.99	3.91	3.62
My job responsibilities are communicated clearly to me	3.93	4.05	3.85	3.69
My supervisor helps me improve my job performance	4.13	4.05	4.16	3.73
My supervisor pays attention to what I have to say	4.23	4.31	4.26	3.89
The type of work I do on most days is personally rewarding	4.23	4.35	4.23	4.09
The work I do is appreciated by my supervisor	4.27	4.24	4.10	3.90
The work I do is valuable to the institution	4.23	4.37	4.19	3.99
I have adequate opportunities for professional development	3.86	3.87	3.66	3.44
I am proud to work at this institution	4.57	4.56	4.40	4.09

deployed in 2017. Based on the employee satisfaction surveys over the last five years, the college demonstrates ratings that are above the comparison groups. An area of concern is with the ratings that have slightly declined each year, and employees be asked to provide specific feedback to improve these ratings. 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. **Figure 3R2.3 and Figure 3R2.4** present MCC and national comparison data.

Figure 3R2.4
Employee Satisfaction Survey Results Regarding Teamwork

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
There is a spirit of teamwork and cooperation at this institution	3.57	3.55	3.51	3.04

Adjunct faculty compensation rates are another data set that college tracks related to benefit systems and attracting employees processes. This data is captured in Jenzabar and collected from peer institutions. **Figure 3R2.5** identifies similar size institutions, including our peer small eight comparison group (identified with an asterisk), who responded to the requested review of adjunct compensation fall 2015. This data conveys that MCC's adjunct compensation rates are average compared to similar-sized Michigan community colleges and are competitive.

Figure 3R2.5
Adjunct Faculty Compensation Rates

Adjunct Faculty Compensation Rates	
Rate per contact hour.	
Alpena Community College*	$575-$650
Delta College	$640
Glen Oaks Community College*	$626-$779
Gogebic Community College*	$550-$575
Kellogg Community College	$712
Kirtland Community College*	$725
Lansing Community College	$640-$871
Mid-Michigan Community College*	$610-$677
Monroe Community College	$565-$669
Montcalm Community College*	**$601-$680**
Mott Community College	$1021-$1101
North Central Michigan College*	$732
St. Clair County Community College	$469-$618
Washtenaw Community College	$839
West Shore Community College*	$612

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

In 2016, human resources will collect data from employees in order to determine their contributions and goals in relation to the institution's strategic plan. The employee satisfaction survey will also be utilized to gauge employee reaction and thoughts about the evaluation process and alignment with institutional goals by adding more questions specific to this topic.

MCC recognizes an opportunity to improve the evaluation processes and has already begun to develop a method to capture comparative measures. With the renovation of the administrative evaluation tool, the intent is to align employee goals with the institutions goals and then be able to assess if that particular group of employees is successful. Since this is a recent change, the institution does not yet have data to substantiate if the evaluation processes achieves this. This process will need to be monitored and analyzed to determine if it works and if the employees feel like they can gain true value out of the process. The new method will utilize the latest administrative performance evaluation process to collect data along with the addition of more specific questions on the employee satisfaction survey. In addition, data will be collected regarding the faculty group and the compilation of evaluations completed.

3.3 Development

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and contribute fully and effectively throughout their careers within the institution.

Providing and supporting regular professional development for all employees

MCC has been systematic in regard to professional development with faculty, administrators, and support staff as it is generally an understood, repeatable and documented process. With the recent revision in the administrative evaluation, professional development for that group will now be linked to the strategic plan. Currently, the support staff employee evaluation is being considered for revision.

MCC is committed to and encourages all employees to pursue additional education and professional development. Within the strategic plan, there are three strategies that relate to resource development including 1) the continued use of technology to improve delivery of services to employees and students, 2) maintain continuing education for all colleagues, ensuring currency and relevance in the classroom and utilization of "best practices" in campus operations, and 3) implement a campus-wide leadership training program to develop leaders at all levels of the organization, to ensure effective operations during times of transition. (**3.C.4, 5.A.4**)

The college documents its value on professional development as seen within policies and procedures for administrators in the Policy Manual, Section II – Part II, J. In part it states that each administrator is encouraged to annually create and pursue a professional development plan aimed at maintaining competency, increasing proficiency, and broadening skills. Activities included in the plan may consist of traditional coursework, professional conferences, assessment of relevant operations at other organizations and educational institutions, and other professional growth activities. These plans are now an integral

part of the administrator's annual performance evaluation as previously discussed. The employee and supervisor are responsible to ensure reciprocal value for the college. (**5.A.4**)

Determining and reviewing these professional development needs in the fall provides a basis for the budget process that begins early in January (see Figure 5P3.2). Since the college uses a zero-based approach to budgeting, it is essential that specific professional development activities be fully detailed prior to January. Each department then includes, in their budget request, funding for these activities along with detailed justification linking them, as described above, to the mission of the college. While not specified in contract or policy, funding for non-faculty professional development has consistently stayed around two percent of salaries, echoing the amount specified in the faculty Master Agreement. (**3.C.4**)

Over the last two years, as the college immersed itself into CQI through its AQIP Action Project, the necessity to provide additional quality training to employees is reflected in our current Strategic Plan- Institutional Quality, Strategy 3. As such, quality training was delivered to employees as "Quality 101" in August 2014 and "Road Trip to Quality" from October 2015- through January 2016. Determined by need, Quality Council (QC) plans to provide quality trainings at least annually.

All full-time staff members are invited and encouraged to participate in the annual "Staff Day." Historically, this has been held in summer and consisted of professional development in the morning session and then fun activities and camaraderie in the afternoon.

Employees may enroll in MCC's courses, tuition- and fee-free and/or enroll for coursework at other institutions, as long as it is determined to have a clear, reciprocal advantage to the college. The college has also partnered with higher education institutions such as Western Governors University and Cleary University to offer tuition discounts. An agreement with Walsh University allows for one employee to enroll tuition-free each year.

The college's process for supporting professional development broadly entails providing opportunities for employees from all groups to participate in a variety of conferences and promoting lifelong learning consistent with its mission. As an example, the annual Jenzabar conference provides employees an opportunity to bring back useful ideas and offer additional insight into new or revised processes by way of the software updates or conferring with other similar users. Employees are also encouraged to become members of professional organizations including but not limited to Michigan Association College Registrants and Admission Officers (MACRAO), Michigan Association of Continuing Education and Training (MACET), Michigan Community Colleges Human Resource Association (MCCHRA), Michigan Community Colleges Student Services Association MCCSSA, Michigan Student Financial Aid Association (MSFAA), and Association of Veterans Education Certifying Officials (AVECO). Each fall, a list of professional memberships is updated for the board's strategic retreat.

Throughout the year, the college recognized the opportunity to add online training modules to the new hire process. FERPA, bystander intervention, and sexual harassment were topics added to the annual cycle of required training in 2015.

Information Technology Services (ITS) department staff reach out to all employee groups at the college to support the expanded use of technology over the past several years. Focus or advisory groups have been created that meet on a regular basis such as ITS Advisory Group, ImageNow Users Group, Jenzabar Users Group (JUG), and the Instructional Technology Group. Each unique group has proven to be instrumental in moving the institution forward, technologically speaking. The ITS also provides employee "Lunch & Learn" sessions, which are one-hour training sessions held during the lunch hour.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes

The faculty Master agreement speaks to professional development in Article VI, D., and requires tenured faculty to create and pursue a yearly professional development plan aimed at maintaining competency, increasing proficiency, and broadening skills. Instructors are required to complete professional development plans on a structured and timely basis according to MCC Procedure #4560 and their bargaining contract. To ensure appropriate funding to stay current in their disciplines, specific language has been agreed to in order to properly fund endowed leaves and faculty fellowships. The college is required to fund the leave by adding to the existing fund each month an amount equal to two percent of the faculty salaries. One-third of the money is allocated to the endowed leave account and the remaining two-thirds are allocated to the fellowship account with stipulations. This is covered in the Faculty Contract Article XI, D. 5. In either leave case, the

instructor must complete an application and submit it to the Faculty Fellowship Committee. Once it is agreed upon within committee, the request is then forwarded to the vice president for academic affairs and/or the president. (**3.C.4.**)

Full-time instructors are required by contract to participate in Faculty Professional Days, which occur on the Thursday and Friday before each start of the fall and spring semesters. Instructors participate in and may even present on professional development topics including best practices, committee information, assessment results/activities, and technology demonstrations. While not required, part-time instructors are invited to attend Faculty Professional Days. Part-time instructors are required to attend one session of professional development during the summer months. Guests are brought in to share professional information of differing varieties and if appropriate new technologies are discussed.

Supporting student support staff members to increase their skills and knowledge in their areas of expertise
Support staff have access to the professional development opportunities available to all MCC employees as described in the previous section including conferences, user groups, campus training, and involvement in quality teams depending on their roles and needs. Professional development plans are documented as a portion of the annual performance evaluation process. Commitment to professional development is articulated in the support staff's Master Agreement. For example, "Article 15-Tuition-Free Study/Tuition Reimbursement" states that the principle of continuing education for association members and participation in their professional organization is supported by both parties. (**3.C.6**)

Aligning employee professional development activities with institutional objectives
MCC's 2013-2016 strategic plan states that the college expects competence and the pursuit of excellence from our students and staff. Strategy five under the goal of "student success" states "Maintain the commitment to continuing education for all colleagues, ensuring currency and relevance in the classroom and utilization of 'best practices' in campus operations." As the systems for incorporating individual goal setting, in the annual administrative performance evaluation are improved and added to the support staff employees' evaluations in the future, the link between the college's strategies and the employees' goals will be strengthened.

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

Outcomes/measures tracked and tools utilized
Summary results of measures
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained
Data are pulled from the college's ERP system (Jenzabar) and data sets are created around faculty fellowships and use of tuition programs. Faculty fellowship monies are used every summer.

Since 2010, there has been an increase in the funds allocated for this purpose. The utilization of the faculty fellowship has increased compared to previous years; faculty members will continue to be encouraged to use the funds. Professional development tracking is an issue and will need to be discussed before the next fiscal year begins in order to establish a process to track the expense. **Figure 3R3.1** shows the number of awards and dollars allocated. MCC has not historically chosen actual dollars used by employees for development as a measure since it is combined with travel expenses on the college's general ledger. As noted in the development process, two-percent of wages are reserved in the budget for faculty and non-faculty employee's professional development.

Figure 3R3.1
Faculty Fellowship Awards and Allocations

Faculty Fellowship						
	2010	2011	2012	2013	2014	2015
Total awards issued	$10,500	$6,000	$16,000	$9,500	$13,700	$13,400
# of faculty awarded	3	2	4	3	6	5

MCC uses the Noel Levitz CESS as the primary benchmark tool to track and assess data as it relates to employee engagement and satisfaction. **Figure 3R3.2** shows results of how employees rate their satisfaction regarding development opportunities and improving their skills.

Figure 3R3.2
Employee Satisfaction Survey Results Regarding Professional Development

Noel Levitz Employee Satisfaction Survey					
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Faculty	Support	Admin	MCC Average	National Comparison Group 2015
My supervisor helps me improve my job performance	4.02	4.19	4.48	4.16	3.73
I have the information I need to do my job well	3.84	3.98	3.90	3.91	3.62
It is easy for me to get information at this institution	3.62	3.53	3.71	3.59	3.26
I have adequate opportunities for training to improve my skills	3.66	3.26	4.48	3.67	3.41
I have adequate opportunities for professional development	3.74	3.16	4.48	3.66	3.44

Figure 3R3.3
Employee Survey Results
Regarding Quality Road Trip Training

Quality "Road Trip" Training Satisfaction

Very Satisfied, 16, 33%
Satisfied, 23, 48%
Neutral, 7, 15%
Dissatisfied, 2, 4%
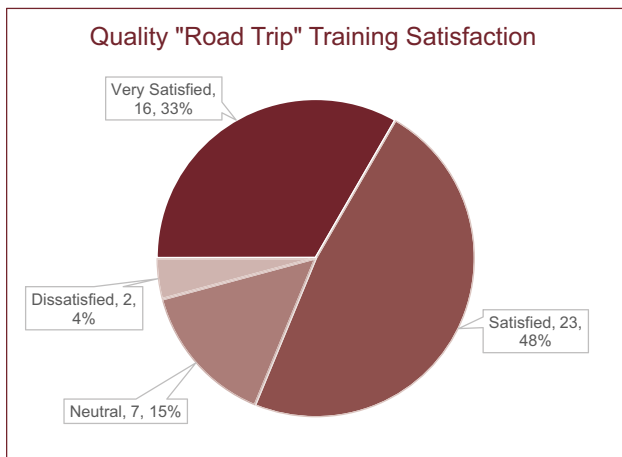
New ideas and/or professional development avenues will need to be discussed and created. Analysis of professional development satisfaction for each group of employees shows varying degrees of satisfaction. The administrators group indicates the largest satisfaction scores while the support staff show the lowest scores and faculty are generally in-between. In questions surveyed, MCC's results indicate a greater amount of satisfaction compared to the benchmarked groups used for survey comparison. Specific internal targets have not been established. 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.

Event surveys are administered to collect training outcome data. Employee surveys were conducted after each of the four training sessions. Our recent "Road Trip to Quality" employee training overall showed high satisfaction results. Based on the evaluation feedback received, it seems this training format may serve as a good model for future training. See **Figure 3R3.3** for the training results data.

Over the last two years, a Staff Day (professional development day) survey was sent to ascertain why attendance was low and also ideas for topics. Due to the survey results, the summer of 2015 brought a change. The professional development consisted of two different, yet inter-connectable topics and it lasted all day (instead of a half-day as has been customary in the past). It was also held on the Greenville campus and which past offsite locations seemed to be an issue for some employees. Event attendance was up slightly and while reviews were mixed, the overall feedback was good.

The option for employees to take advantage of tuition discounts from the three universities previously mentioned is valued by employees. Several employees have used this in the past. Currently, several college employees representing all three employee groups are working toward advanced degrees. Three administrative employees are pursuing master's degrees; two administrators are finishing doctorate degrees; and one support staff will complete their bachelor degree in spring 2016. One faculty member is completing a doctorate and two occupational faculty are completing their master's. MCC employees will continue to be encouraged to take advantage of tuition discounts and programs with other institutions.

3I3 Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years?

With the adoption of the new form for administration employees, and the first use of it in January 2016, the institution will be able to collect data from at least that employee group to determine the alignment of their professional goals and development with the alignment of the institutional objectives. Faculty members have been guided in that manner for some time, but additional awareness is now in the forefront which should lead to further integration. The missing segment seems to be the support staff employee group. Examination of this fact can hopefully be discussed during their next mutual gain negotiation process in the spring/summer of 2016 and an agreement can be reached for additional improvement.

Despite efforts already in place, professional development needs to be expanded for all employee groups. MCC will consider incorporating additional employee satisfaction survey questions that address development in a more direct manner to ascertain specific importance and satisfaction data points to better define alignment in this area.

Developing a methodology for collecting professional development fund history is strongly needed for data collection and analysis purposes. This should be developed in the future.

AQIP CATEGORY FOUR: Planning and Leading

Category Introduction

Figure 4.0 shows the perceived maturity of processes and results for category four. The planning and leading processes at Montcalm Community College (MCC) are carried out in a systematic fashion related to three of the four sub-categories. The mission and vision processes have engaged both internal and external stakeholders in the development of refreshed vision, mission and values statements. Results of the vision, mission and values initiatives may also be classified as systematic, leading to an improved understanding of the role and value of the vision, mission and value statements to the institution. This process also resulted in vision, mission and value statements that are truly reflective of the values and aspirations of the communities we serve. Numerous opportunities exist for improvement in mission and vision processes. Our improvement efforts will continue to focus on the alignment of "process" and "results" to ensure enhanced understanding.

Strategic planning at MCC may also be viewed as systematic, both as to processes and results. With new leadership often comes "new processes" and such is the case with our strategic planning. In 2009, the college's new president introduced a different process for strategic planning, purposely structured in a systematic way to improve the odds of a successful planning effort. The execution of the college's two strategic plans since 2009, has resulted in many achievements, improving the college in numerous ways. Our strategic plan efforts are moving towards being "aligned" and our goal is to implement necessary improvements to reach that level of maturity during the life of the 2016-19 strategic plan.

Leadership processes and results at MCC should be viewed presently as systematic in nature. There are numerous examples of employee satisfaction with their employment at the college and with the leadership of the college. Opportunities for improvement are found in the areas of campus communications and in employees' desire for more consistent participation in institutional planning. Employee responses to the Personal Assessment of the College Environment (PACE) survey indicate a "consultative" institutional leadership style. This "style" reflects both the college's focus on student success and the strength of supervisory relationships within the college. Overall, employee ratings indicated a relatively high level of satisfaction and productivity.

Figure 4.0
Levels of Maturity for Processes and Results at MCC for Category Four

Section	Perceived Maturity of Processes	Perceived Maturity of Results
4.1 Planning and Leading	Systematic	Systematic
4.2 Strategic Planning	Systematic	Systematic
4.3 Leadership	Systematic	Systematic
4.4 Integrity	Aligned	Aligned

MCC was founded on principles of integrity in service to the community. Today, the Board of Trustees (BOT) and college policies and procedures reflect the strong commitment to ethical and legal behavior on the part of all persons associated with the college. MCC employees are treated legally and ethically. All Master Agreement is accomplished via the mutual gains bargaining approach. The mutual gains bargaining process is followed when addressing numerous other decisions with potential impact on employees and other stakeholders. Student satisfaction levels are high. Results from the 2015 Noel Levitz student satisfaction survey show students consistently rating MCC more favorably than a national comparison group's responses on numerous questions measuring their views of integrity vis-a-vis MCC. The college's integrity processes and results are aligned.

4.1 Mission and Vision

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision.

Developing, deploying, and reviewing the institution's mission, vision, and values

On July 1, 2009 a new president assumed the leadership function at MCC. One of the first issues the president addressed was a review of the college's vision, mission, and values statements. Led by the president, a series of campus-wide strategic planning conversations was held with all interested staff and faculty. Additionally, three focused conversations were held with stakeholders in our community to determine their level of understanding and appreciation of the college's overall direction. As a result of these conversations, revisions were made to our vision, mission and values statements and communicated across campus and in the community. These ideas were the result of the input received during our discussions and represent a strong degree of consensus. Members of the BOT continue to utilize this inclusive process in its review of vision, mission,

values, and strategies as part of its semi-annual planning retreats. Their semi-annual retreats encompass a thorough review of the college's vision, mission and values statements, as well as overall institutional strategies and goals. Our vision, mission, and values are as follows:

> *Vision*: Montcalm Community College is west-central Michigan's preeminent provider of and preferred choice for education, training, and lifelong learning opportunities.

> *Mission*: Montcalm Community College is a leader in creating a learning community, contributing to shared economic, cultural, and social prosperity for all our citizens.

> *Values*:
> - *We provide a caring environment for our students, staff and community.*
> - *We expect competence and the pursuit of excellence from our students and staff.*
> - *We work in concert with our stakeholder communities to advance the philosophy of lifelong learning.*
> - *We are committed to providing open access and fostering success for all of our learners.*

The college has taken numerous steps to ensure widespread communication and understanding of our vision, mission and values. Signage is prominently displayed in all campus buildings clearly spelling out our vision, mission and values statements. These statements are available for review on MCC's website. Each employee has received a business card size presentation of vision, mission and values for their personal reference. Consistent reference to our "learning community" is made in campus communications, numerous presentations in our communities, and in varied public relations and promotional materials. Criteria for annual employee recognition awards include the employee's contributions to advancement of the college's mission, advancement of the college's values, and accomplishments for the benefit of our learning community. (**1.A.1, 1.D.2, 1.D.1., 1.B.3**)

Ensuring that institutional actions reflect a commitment to its values
Alignment of MCC activities to the college vision, mission, and values helps ensure that our institutional actions reflect a commitment to the values listed in the previous section. The BOT and the college are guided by policies and procedures that are aligned with our value statements. As an open access institution, our very purpose addresses one of the four value statements specifically. To determine the degree to which this alignment happens, the college engages stakeholders in its work and utilizes feedback mechanisms to improve in this area. Examples of values alignment occur throughout this portfolio, but some practical examples include: credit and non-credit offerings; mutual gains processes in negotiations; orientations for new trustees, employees, and students; Student Success Center services; and program advisory committee employer engagement.

Communicating the mission, vision, and values
As previously mentioned, the college's planning process engages all employees and trustees. Planning discussions begin with a review of the college's vision, mission, values, goals, and current strategies. This information is available on our website, in print, and in the academic catalog. It is also communicated less formally during college gatherings and employee events. MCC's commitment to the Academic Quality Improvement Program (AQIP) pathway has continued to grow, generating more awareness and understanding of the concepts for all college employees. As a result, discussion and communication of specific continuous improvement initiatives have also been enhanced. Expectations and values regarding ethics, equity, social responsibilities, and community services are discussed by the BOT and then disseminated throughout the organization. By hosting community events throughout each year, the college communicates its dedication to community involvement. Active employee and trustee involvement in community service and community organizations also communicates this commitment. Each fall, the president's office compiles and distributes a report of the community organizations served by one or more employees and trustees. Implementation of the college's current AQIP Action Project "Establishing a data-informed culture of decision making" has improved the college's ability to share expectations and results regarding students' learning and their ultimate success. Our increased collection of relevant data has enabled us to more strategically review key indicators of student performance and more accurately report results campus-wide. In addition to traditional communication methods such as an employee newsletter and email updates, newer communications projects the college has initiated include a revamped intranet site (MCC Connect) and Microsoft Office 365 platform. These electronic tools provide centralized, convenient ways for colleagues to share documents and data, participate in discussions, and publish blogs in a much easier fashion than previously available on campus. Understanding the introduction of new communication tools requires support, and training has been made available to enable employees to fully benefit from these capabilities. Utilization of these technology improvements

has been slowly growing as employees have become more familiar with and confident with their usage. The college seeks continuous improvement of our ability to offer convenient and effective electronic communication. (**1.B.1, 1.B.2, 1.B.3**)

Ensuring that academic programs and services are consistent with the institution's mission

All academic programs and services are vetted against a series of benchmarks to determine their relevance to our mission. Administrators and faculty use federal, state, regional, and local employment data to ensure the college's programming is aligned with workforce needs. Valuable input is received from students, graduates and advisory committees to ensure that occupational programs are up to date and relevant. Our many articulation agreements with four-year colleges and universities are reviewed at least annually to ensure smooth transfer opportunities for our students. Enrollment and financial data are annually reviewed as part of the budgeting process to evaluate continued program viability. (**1.A.2**)

Allocating resources to advance the institution's mission and vision, while upholding the institution's values

The effective allocation of resources is perhaps the most difficult task to accomplish in the current scene of declining enrollments and dramatically altered funding formulas. Throughout the college's budgeting cycle, as well as throughout each year, reference is consistently made to the question of alignment of programs, services, and ultimately, spending, with the mission of the institution. Strategic decisions regarding programs and services are not made without considering the implications of those decisions on the college's vision, mission, and values. The college is not in the position to be augmenting our offerings with any falling outside the purview of our vision, mission, and values. (**1.D.1, 1.A.3**)

4R1 What are the Results for developing, communicating, and reviewing the institution's mission, vision and values.

Outcomes/measures tracked and tools utilized

Summary results of measures

Comparison of results with internal targets and external benchmarks

Interpretation of results and insights gained

Survey questions related to the college's results in mission and vision speak to employee engagement and supervisory relationship in areas of teamwork, supervisory relationships, and institutional structure. The PACE is an employee survey instrument administered by The National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. This survey has a leadership emphasis. MCC administered the survey in 2014 as baseline for an AQIP Action Project and will be repeated at the conclusion of the project in 2017. PACE survey results are provided as

Figure 4R1.1

PACE Survey Results related to Mission and Vision

Personal Assessment of College Environment (PACE) Survey		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which the actions of this institution reflect its mission	3.99	3.87
The extent to which I am able to appropriately influence the direction of this institution	3.6	3.14
The extent to which institution-wide policies guide my work	3.9	3.73
The extent to which my work is guided by clearly defined administrative process	3.65	3.49
The extent to which my supervisor expresses confidence in my work	4.47	4.18
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.41	4.05
The extent to which my supervisor seriously considers my ideas	4.1	3.82
The extent to which work outcomes are clarified for me	3.89	3.67
The extent to which my supervisor helps me to improve my work	4.01	3.74
The extent to which a spirit of cooperation exists in my department	4.03	3.82

Figure 4R1.1. The survey provides benchmarking data; all of MCC's results exceeded benchmarks. MCC seeks to increase all ratings in the 2017 survey administration.

Employee satisfaction measures are determined using the Noel Levitz College Employee Satisfaction Survey (CESS). This survey is administered biennially. These survey results generally reinforce the PACE survey results, in that MCC exceeds national benchmarks on all items. Results shown in **Figure 4R1.2** indicate that most college employees are satisfied with the college's operationalization of the vision, mission, and values and agree that the goals and objectives of the institution are consistent with them.

The college is committed to student satisfaction, specifically as it would relate to the college's mission. To determine current and trended student satisfaction, the college biennially administers the Noel Levitz Student Satisfaction Inventory. Ratings for many items in **Figure 4R1.3 and 4R1.4** increased since the 2013 survey administration. MCC exceeds national benchmarks on all items. Results shown in **Figure 4R1.3** indicate that most students are satisfied that college services are consistent with the college mission. Results shown in **Figure 4R1.4** reflect student satisfaction with the college's mission documents identify the nature, scope, and intended constituents of the programs and services the institution provides.

Figure 4R1.2
Noel Levitz College Employee Satisfaction Survey Results related to Mission

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
This institution makes sufficient budgetary resources available to achieve important objectives	3.76	3.54	3.74	3.15
This institution makes sufficient staff resources available to achieve important objectives	3.58	3.44	3.65	3.07
There is a spirit of teamwork and cooperation at this institution	3.57	3.55	3.51	3.04
The goals and objectives of this institution are consistent with its mission and values	3.87	3.96	3.97	3.56
This institution involves its employees in planning for the future	3.76	3.62	3.48	3.07
The leadership of this institution has a clear sense of purpose	3.96	3.66	3.71	3.32
This institution plans carefully	3.69	3.55	3.46	3.11
Most employees are generally supportive of the mission, purpose, and values of this institution	3.64	3.77	3.92	3.58
The mission, purpose, and values of this institution are well understood by most employees	3.56	3.72	3.61	3.49

Figure 4R1.3
Noel Levitz Student Satisfaction Results Related to Mission Consistency

Noel-Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
1. Most students feel a sense of belonging here	5.57	5.65	5.64	5.38
16. The college shows concern for students as individuals	5.47	5.51	5.46	5.21
22. People on this campus respect and are supportive of each other	5.81	5.92	5.89	5.44
28. It is an enjoyable experience to be a student on this campus	5.91	5.85	5.89	5.60
36. Students are made to feel welcome on this campus	5.98	6.00	6.15	5.70
40. My academic advisor is knowledgeable about the transfer requirements of other schools	5.58	5.66	5.91	5.24
45. This institution has a good reputation within the community	5.95	5.94	6.18	5.72
47. There are adequate services to help me decide upon a career	5.48	5.62	5.75	5.31
64. Nearly all classes deal with practical experiences and applications	5.59	5.72	5.71	5.51

Figure 4R1.4
Noel Levitz Student Satisfaction Results related to Mission and Services Provided

Noel-Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
1. Most students feel a sense of belonging here	5.57	5.65	5.64	5.38
81. Institution's commitment to part-time students?	5.92	5.87	5.91	5.69
82. Institution's commitment to evening students?	5.77	5.79	5.72	5.57
83. Institution's commitment to older, returning learners?	5.99	5.88	6.00	5.67
84. Institution's commitment to under-represented populations?	5.85	5.83	6.00	5.51
85. Institution's commitment to commuters?	5.73	5.49	5.62	5.49
86. Institution's commitment to students with disabilities?	5.95	5.91	5.92	5.65

4I1 Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

As discussed earlier, during the 2015 fall semester, QC empowered an ad-hoc committee to explore how effectively our vision, mission, and values statements were communicated throughout the college. The committee invited college employees to participate in two brainstorming sessions on this topic. One result of these discussions was a rubric that was developed to guide institutional decision-making, available at http://tinyurl.com/h421hq6. The rubric provides a framework that individuals and groups can use to determine the degree of congruence between the college mission and new initiatives being considered. MCC will begin testing the rubric during the 2016-2017 academic year. (**1.A.2; 1.A.3**)

Additional strategies will be employed to advance the understanding of the relevance and importance of MCC's vision, mission and values including:

- Continued emphasis in internal communications reinforcing the relevance of our vision, mission, and values statements.
- Continued emphasis on the importance of vision, mission, and values statements in all communications from the president and key campus leaders.
- Increased communication as to how the vision, mission, and values statements influence budgeting and strategic planning decisions.
- Reinforced emphasis on vision, mission, and values during the upcoming strategic planning review and updating for 2016-2019.
- Increased communication and action regarding employees' opinions of the campus climate.
- Improved utilization of data to improve campus engagement with planning and decision-making.

4.2 Strategic Planning

4P2 Strategic Planning focuses on how the institution achieves its mission and vision.

Engaging internal and external stakeholders in strategic planning

MCC has a systematic process for strategic planning, which seeks to include all stakeholders in the process. The first iteration of the present strategic plan resulted from campus-wide meetings where open discussion took place allowing for input from internal stakeholders, including faculty, staff, administration, and representatives from the BOT. A series of community stakeholder meetings were also held to seek ideas from our community partners. This input, which included a thorough SWOT (strengths, weaknesses, opportunities, and threats) analysis, was used to form the foundation and ultimate direction for revisions to our vision, mission and values statements and the entire strategic plan. The current iteration of the plan, operational through 2016, was developed in a similar fashion, although electronic communications were substituted for campus-wide, face-to-face meetings. The goal has been, and will continue to be, the optimization of the college's strengths and opportunities in the face of threats that may impact the college's effectiveness and success. Planning to develop the 2016-2019 strategic plan will occur during summer and fall 2016 and will include more face-to-face planning sessions with all stakeholders on campus. Input from the community will again be sought to ensure that the college not only works to serve community needs, but also to investigate potential mission-critical partnerships within the communities we serve. (**5.C.3**)

Departmental and divisional goals/strategies are developed in support of the college's strategic goals. Each department uses the college's strategic goals as the focus in developing a departmental assessment plan that supports the ultimate achievement of institutional goals. Divisions are charged with identifying needed resources to support their plans, ensuring alignment of their plans with the college's mission and demonstrating how their plans contribute to the achievement of college-wide goals. These departmental and divisional plans ultimately "roll up" to form the entire strategic plan. Divisional updates and reviews are conducted annually to assess progress on the completion of stated goals. The plan itself is adjusted at this point each year, if necessary, to account for changes in the environments in which we work or for changing priorities for the college. Annually, the president provides progress reports to internal and external stakeholders including QC, the college's oversight group for quality initiatives and AQIP activities.

The BOT and the MCC Foundation (MCCF) Board of Directors meet annually for a joint strategic planning session to collaboratively work on the college's future direction. These joint sessions consistently provide guidance to the college's administration while providing strategic plan alignment at the governing board level. Results from these sessions are also rolled into our strategic planning, resulting in a comprehensive prioritized view of the college's goals and associated strategies, recognition of available resources, and associated timelines for completion of goals. At the most recent BOT/ MCCF Board of Directors joint session in November 2015, the group identified the lack of higher education attainment in the college's service area as an important challenge which threatens to thwart the economic recovery taking hold in our region. As a direct result, the College hosted a "Community Conversation" in March 2016, with the express purpose of providing a forum for community members to take part in discussions leading to strategies to shape a brighter future for our region, make a positive difference, and ensure Montcalm's "tomorrow" is bright and fulfilling. Thirty-nine community leaders took part in the event, representing education, health care, manufacturing, banking and agriculture, as well as community/ regional organizations such as the chambers of commerce, community foundation, and state and local legislators. The group considered regional opportunities and limitations, discussed what is great about our community/region and why we live here; why people move away and what would make them return; what attendees' see regarding regional economic activity;

what is happening to grow talent at the K-12 level, what is happening to develop talent/upskill the current workforce; and what more should be done and how we can better coordinate efforts. Next steps include sharing a summary report and begin building consensus as to the community-wide strategies to employ. (**5.C.3**)

Students have multiple opportunities to impact the development of the college's plans. For example, the Information Technology Services (ITS) department developed its plan, in part, based on input received through a series of focus groups held with student groups. Specific areas of interest in the student focus groups included the questions of adequacy of campus technology and students' desired technology enhancements. The results of these focus groups provided many common themes which informed the choices for strategies and areas of focus for the ITS plan. In another venue, the president utilizes monthly meetings with the Student Advisory Panel quality team as a sounding board for receiving feedback regarding the students' experiences on campus, as well as for vetting potential future strategic directions for the college. Students also serve as members of the curriculum committee. These student meetings are analogous to the business practice of listening to the "voice of the customer" and have provided the president with valuable insights into the challenges faced by our students as well as improvement suggestions. Student satisfaction survey results are also used in planning. (**5.C.3**)

Aligning operations with the institution's mission, vision, values

The elements of the college strategic plan include the vision and mission statements as shown in **Figure 4P2.1**. Values statements are considered throughout the planning process and included in the strategic plan document. The current strategic plan is available at http://tinyurl.com/jedurxs. Throughout the year, employees utilize the strategic plan within MCC divisions, departments, and committees to guide institutional academic and non-academic operations (e.g., budgeting, assessment, and measurements), thereby promoting alignment of the college's activities.

The goals identified in the strategic plan guide projects and initiatives across campus. To ensure alignment of operations, the college uses Taskstream AMS. This tool enables the college to track overall progress toward successful completion of the plan. It also promotes integration of the goals with our mission and vision; better integration of projects and initiatives between college departments; and allows for evaluate alignment and the use of college resources. As discussed in 4I1, MCC developed a rubric to help departments determine the alignment of new projects and initiatives with the mission, vision, and values. This rubric is an analytical tool employees will use to guide decisions in determining appropriateness of new initiatives. Anticipated benefits include evaluating the "fit" of new projects within MCC's structure and plans, helping to set priorities, and allocating limited resources. (**5.C.2**)

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency
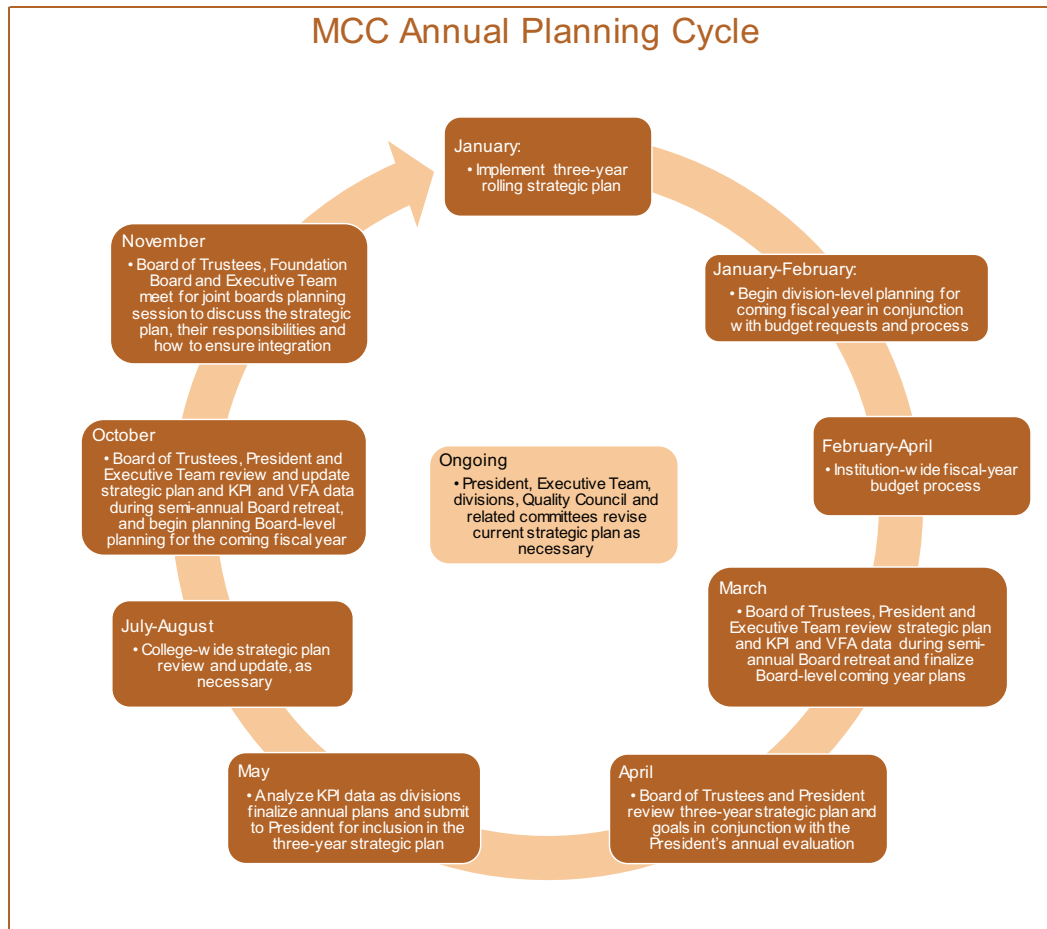
MCC's strategic planning is on a three-year cycle, with the current plan ending in 2016. The college president provides overall leadership for the institutional strategic planning process utilizing input from the BOT, the Executive Team (ET), and other college quality teams including QC. Using the research collected, the ET (a team within the QC structure that is comprised of division leaders and acts as a president's cabinet), drafts a plan comprised of elements noted in **Figure 4P2.1** within the context of other institutional planning from the perspective of division leaders. The Office of Institutional Effectiveness (OIE) supports strategic plan development and monitoring through data and analysis activities, including those pertaining to key performance indicators. When a new three-year plan is drafted, employees and groups provide feedback. (**5B3**)

After the strategic plan receives the college president's approval and it is reviewed by the BOT, the plan is distributed to employees and the public via hard copy and electronically through MCC's website. The original plan and subsequent updates are entered into Taskstream Assessment Management System (AMS) software. This system further enhances MCC's capabilities to align efforts across the institution to better allocate resources, determine strategic priorities, guide processes, and achieve the goals outlined in the plan. For the purposes of review and implementation the ET is responsible to implement the plan and review and update it formally on a quarterly basis.

Figure 4P2.1
MCC's Strategic Plan Elements

Strategic Plan Elements	
Mission Statement	The mission statement describes what we do, for whom we do it, and why we do it.
Vision Statement	The vision statement describes what we want the organization to look like ideally in the future, or more accurately, our aspirations for the future of the college.
Strategic Goals	Strategic goals are broad statements of what we hope to achieve in the next three years. Goals focus on outcomes or results and are generally qualitative in nature.
Strategic Outcomes	Strategic outcomes are assessable indicators, metrics, or measures that individually and/or collectively illustrate the college's attainment of strategic goals.
Operational Strategies	Operational strategies are statements of major approaches or methods for attaining strategic goals and resolving specific issues.
Objectives	Objectives are specific actions, initiatives, and/or projects to carry out operational strategies.

Figure 4P2.2
MCC Annual Planning Cycle

Figure 4P2.3
Key Performance Indicators Alignment

Key Performance Indicators Alignment	Strategic plan goals			
	Student success	Resource development	Institutional quality	Community outreach
Success indicators				
Developmental course completion	X		X	
Developmental students success in the first college course	X		X	
Fall to fall semester retention	X		X	
Fall to spring semester persistence	X		X	
College level course completion	X		X	
Successful completion or transfer	X		X	
Student Performance at transfer institutions	X		X	
Net cost for first-time, full-time undergraduates as percent of median family income	X	X	X	
Incidence of developmental education	X	X	X	X
Environmental scan indicators				
Enrollment trend - credit		X	X	X
Enrollment trend - noncredit		X	X	X
Dual enrollment trend	X	X	X	X
Online enrollment trend	X	X	X	X
Enrollment by location	X	X	X	X
Student satisfaction rates	X		X	X
Employment rates	X			X
Employer feedback				X
Goal achievement	X	X	X	X
Operational cost		X		
Facilities assessment report		X	X	
Audit opinion		X		
Class size			X	
Number of employees		X		
Employee credentials			X	
Employee satisfaction			X	
Net asset and cash levels		X		

Informal discussions about the plan occur at regular ET and QC meetings. Strategic plan activities and reviews are further aligned to the college's annual planning cycle shown as **Figure 4P2.2**. The president communicates strategic plan progress and metrics semi-annually to the BOT at their strategic retreats each fall and spring, often bringing in employees to describe first-hand progress. These indicators are currently cross-walked to the strategic plan goals as illustrated in **Figure 4P2.3**. (**5B3**)

QC monthly meetings serve as regular "check points" for review of quality team reports, investigation of new data needs, discussion of accreditation related projects, and review of strategic plan initiatives. The workings of the QC are augmented by the efforts of other campus teams. For example, the college's leadership team meets monthly with the express goal of sharing information regarding programs and services across campus. These meetings afford all team members the opportunity to better understand activities across campus and how those activities are direct outcomes of our strategic planning. Members are charged with sharing this information with their colleagues in their respective departments to help all employees better understand the need for alignment of goals and strategies across campus. The QC annually reviews overall progress toward the achievement of goals in the strategic plan. This "annual report" encompasses all college departments and serves as a formal appraisal of strategies, goals and outcomes to determine successes and challenges, reassess continuation of specific strategies, and discuss potential new strategies or directions for the future. (**5.B.3**).

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats

As previously mentioned, MCC's strategic planning process has included SWOT analyses. This process has helped to identify opportunities and strengths that can be used as a foundation for future progress, while also recognizing the weaknesses and threats that can affect the college's success. The information collected during the SWOT process is supplemented with data and intelligence gathered from environmental scanning to further identify missed information, support concepts, and confirm or reject the accuracy of the SWOT data. The BOT regularly contributes to the environmental scanning effort by holding meetings in different parts of the college's service area to meet with external stakeholders from the specific region. These sessions are regular business meetings of the Board and allow Trustees to personally interact with local residents to learn more of the area's needs. These meetings provide the BOT with excellent input as to local impressions of the college and an improved understanding of the MCC's work within different communities. An enhanced emphasis on environmental scanning is necessary. We need to include more of our campus colleagues in this effort and the expansion of these efforts will begin summer 2016. (**5.C.4, 5.C. 5**)

Creating and implementing strategies and action plans that maximize current resources and meet future needs

A key step in the preparation of strategic plans is a thorough review of key performance indicators that have been established for the campus. Working together, the BOT and college administration developed a series of indicators that speak to the success of our students, financial stability of the college, enrollment trends and projections, as well as numerous other points relating to effective and efficient operations of the college. More recently, the college has joined the national Voluntary Framework of Accountability (VFA) initiative and modified our indicators to be more in line with the VFA. The benchmarking data that the VFA will provide us will be valuable for us to use in evaluating our performance relative to other community colleges, establishing updated goals for performance improvement and developing needed interventions to support improved student success. Actual reviews of the key performance indicator data are presented at the BOT semi-annual strategic retreats. These retreats provide trustees and college administration opportunities to discuss results relevant to our students' success and the impact of student success initiatives on college operations. Strategies and goals contained in the strategic plan are reviewed at these retreats and future courses of action are discussed. Five-year financial forecasts are reviewed by BOT members at these retreats to ensure effective resource allocation to accomplish college goals. (**5.C.1, 5.C.4**)

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

The execution of the college's strategic plan has resulted in significant progress being made toward the achievement of institutional goals outlined in the plan. A summary is provided as **Figure 4R2.1**.

Some leadership measures are collected using the Noel Levitz CESS, administered biennially. Results provided in **Figure 4R2.2** show that overall, MCC's 2015 satisfaction levels exceeded the national comparison group. Many gains were made since the 2013 survey. The survey item with the largest decline from 2013 indicates a need for more employee involvement in future planning efforts.

Figure 4R2.1
Institutional Goal Achievement

Institutional Goal Achievement	
Strategic Plan Goals	Examples of Strategic Plan Outcomes
Student Success	- Increased campus focus on student development, student engagement, and student achievement
	- Student Success Center has evolved into a "one-stop" center for students utilizing a variety of academic support services.
	- Improving curriculum choices for students through the development of streamlined "pathways" to completion.
	- Improved "on-boarding" process for new students from recruitment through initial enrollment.
	- Increased curriculum development collaboration and facilities sharing with our K-12 partners.
	- Early College at MCC completing its third year of operation; first graduating class in May, 2016.
	- Improved "Academic Assessment" and "Curriculum Development" processes focused on quality choices for students.
	- Completely re-designed developmental studies curriculum.
	- Initiated mandatory face-to-face new student orientation and enrollment in "College Success" course.
	- Improved transfer opportunities for students through 137 articulations with four-year colleges and universities.
Resource Development	- Enhanced campus focus on human resource development, financial stability and delivery of services.
	- Developed and delivered "Continuous Quality Improvement" training sessions for all employees.
	- Increased collaboration with Business and Industry partners, coupled with an improving economic outlook, resulting in strengthened focus on workforce and economic development.
	- Budgeting process takes a zero-based, bottom-up approach, improving the alignment of budgeting decisions with the strategic plan.
	- Innovative approaches to the use of technology have provided improvements to the delivery of services to employees and students.
	- Increased collaboration between members of the MCC Board of Trustees and the MCC Foundation Board of Directors has resulted in increased financial support from the Foundation to the College and our students.
Institutional Quality	- Implemented AQIP action project with the goal of introducing and developing a campus culture of "measurement" through the increased use of data to help inform decision 1making.
	- Established a new organizational approach to quality leadership, establishing the Quality Council and associated quality teams.
	- Numerous assessments utilized to encourage feedback from all students and employees as to overall campus climate and operations.
	- Building the necessary data infrastructure to better coordinate our strategic planning efforts with AQIP standards of accreditation and internal budgeting processes.
	- Continued professional development opportunities for all employees to become more adept at the usage of quality principles.
Community Outreach	- Increased focus on establishing MCC as a leader in community engagement, economic development and community collaborations.
	- Growing engagement efforts with business and industry partners, resulting in substantial increases in educational and training opportunities.
	- MCC employees actively involved in leadership positions with a variety of community-based organizations.
	- Received significant financial support from community partners and other supporters to dramatically improve the delivery of occupational education and training programs.
	- Adopted a "college as the convener" approach in an effort to collaborate with different community stakeholders on the delivery of services to improve economic, cultural and societal conditions in Montcalm County.
	- Continued emphasis on developing our learning community, offering innovative lifelong learning opportunities.

Figure 4R2.2
Noel Levitz Satisfaction Survey Results Related to Planning

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
This institution makes sufficient budgetary resources available to achieve important objectives	3.76	3.54	3.74	3.15
This institution makes sufficient staff resources available to achieve important objectives	3.58	3.44	3.65	3.07
There is a spirit of teamwork and cooperation at this institution	3.57	3.55	3.51	3.04
The goals and objectives of this institution are consistent with its mission and values	3.87	3.96	3.97	3.56
This institution involves its employees in planning for the future	3.76	3.62	3.48	3.07
The leadership of this institution has a clear sense of purpose	3.96	3.66	3.71	3.32
This institution plans carefully	3.69	3.55	3.46	3.11
Most employees are generally supportive of the mission, purpose, and values of this institution	3.64	3.77	3.92	3.58
The mission, purpose, and values of this institution are well understood by most employees	3.56	3.72	3.61	3.49

4I2 Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The introduction of improved software capabilities for tracking of strategic goals and more integrated allocation of resources offers the promise of a seamless, integrated approach to the college's strategic planning. Although the process defined herein for the development of strategic plans works well, the addition of this tool will enable easier review of strategies and goals along with improved reporting mechanisms to improve communication of results.

The development of the college's enrollment management plan has systematized numerous functions within the recruitment and admissions processes. The use of an "enrollment funnel" approach enables us to track each prospective student from initial contact to ultimate enrollment at MCC.

The creation of the QC and associated quality teams has resulted in a structure that will work to monitor all quality efforts, all AQIP activities, and drive the continued movement of the campus to a data driven organization. The college's "Road Trip to Quality" training specifically provided employees education about the college's effort on quality improvement with ties to the mission, vision, and values; strategic plan, and accreditation. This is covered more thoroughly in portfolio category six.

The implementation of the strategic plan has directly led to numerous other planning initiatives across campus. The plan's emphasis on the four overarching goals relating to Student Success, Community Outreach, Institutional Quality, and Resource Development has spurred the development of new initiatives including, but not limited to:

- College participation in the Voluntary Framework of Accountability (VFA), anticipated to provide meaningful benchmarking data in numerous areas of student achievement.
- Development of a comprehensive technology plan providing direction for further implementation of technology in the classroom and across campus.
- Development of the first strategic development plan for the MCCF – this plan is aligned with college goals and directs the foundation's efforts on behalf of the college.
- An improved zero-based budgeting process, allowing for input from all departments on campus.
- Continued focus on building a culture of student success, which has resulted in many program improvements, including the Student Success Center, Supplemental Instruction program, enhanced tutoring and advising services, a revamped student orientation program, and others.
- An expanded environmental scanning effort will be implemented in the summer of 2016, as we begin our work on a new 2016-2019 strategic plan. The process will involve college employees and members of the BOT The college is fortunate to be very well connected with local business, industry, health care and other partners which enables us to utilize broad local information in planning. With the development of the next strategic plan cycle, the college has some opportunities. MCC will look to revise our current key performance indicator structure and align them more directly with the college strategic plan. In addition, the college will determine ways the ET and Quality Council (QC) can take more active roles in the development of and/or oversight for these indicators.

4.3 Leadership

4P3 Leadership focuses on governance and leadership of the institution.

Establishing appropriate Board-institutional relationships to support leadership and governance

The MCC BOT embraced the "Policy Governance" model and adopted related board policies in 1995. Since then, the BOT has reviewed one policy during each of their monthly meetings, resulting in a complete review of the policy manual in a repeating two-year cycle. The BOT policy manual is available at http://tinyurl.com/jz6rhsa. In its simplest terms, Policy Governance requires the board to operate at the mission, vision and values level and delegate day-to-day operations to the college president and administration. In keeping with these principles, MCC subscribes to institutional operational policies and procedures focused on administrative staff and general administration, faculty and instruction, classified staff and personnel, business management, student affairs and student services and business/ maintenance. Oversight of academic matters primarily occurs within the college's academic affairs and student services divisions with support from other quality teams such as the academic quality initiative and the student success team. (**2.C.4**)
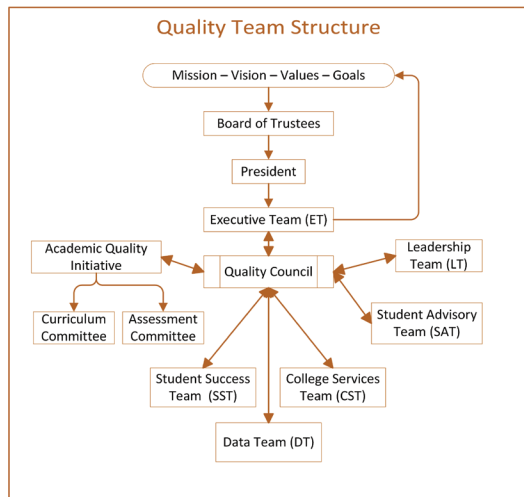
Establishing oversight responsibilities and policies of the governing board and maintaining board oversight while delegating management responsibilities to administrators and academic matters to faculty

New MCC trustees receive formal orientation before attending their first BOT meeting. During the half-day session, the college president, board chairperson, key administrators, and the incoming trustee review Policy Governance, the BOT policy manual, meeting structure, board structure, key annual events, conferences, the audit process and the college's current strategic plan. To assist in its quality improvement efforts, the trustees complete an annual board self-assessment that reviews their level of preparation, responsible stewardship and relationship with external constituencies. Two board policies specifically address BOT commitments and conflict of interest. The BOT oversees financial and academic policies and practices through its executive limitations policies. These policies outline the prudence, ethics and legal boundaries within which executive activity must take place. Under the direct supervision of the vice president for academic affairs, faculty oversee academic matters through active leadership of and membership in various college committees and initiatives. Examples of these activities include curriculum committee, assessment committee, co-curricular clubs, program advisory committees, and information technology services advisory committee. In addition, to protect appropriate freedom of academic expression, the faculty council employee group's contract specifically includes an academic freedom section (Article II, section K). The board annually evaluates the president under the auspices of its "Monitoring Executive Performance" policy. Board executive limitations 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. In accordance with its "Delegation to the President" policy, 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. Professional development opportunities available to board members and employees provide ongoing training on these topics. (**2.C.3, 2.C.4, 5.B.2, 5.B.1**)

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

MCC considers open communication vital to its everyday functions and ultimate success in all endeavors. Many processes are in place to ensure effective two-way communication, sharing of information, transparency, and effective feedback. MCC developed a campus wide strategic plan in 2010, with updates to that plan occurring in 2013. A key component of the plan encouraged us to "develop and implement an integrated communication plan aimed at students, alumni and community members" and to "maintain and improve existing quality communication efforts targeted to all college stakeholders." With this plan as our impetus, we developed a team-oriented approach to communication, in which separate divisions became united in their efforts for continuous quality improvement, and communication of improvements was a natural part of the teamwork environment. The quality team structure and team memberships, available at http://tinyurl.com/gnwexvf, is inclusive across all departments to build teamwork across departments and groups. By design, our teams facilitate communication across all divisions. Each team is made of employees from all departments and have liaisons that participate on other teams. Departmental representatives report back to their division, and team liaisons share information between teams. Communication takes place in every form possible including regular face-to-face meetings, electronic mail, Office 365 file exchanges, informal meetings, and web-based meetings. Two tools developed by the QC, including the college glossary and the data center, were designed to share information about language and available data sets. The college's communication flow between teams and divisions is illustrated in **Figure 4P3.1**.

Figure 4P3.1
Quality Team Structure

Figure 4P3.2
MCC Communication Tools

MCC Communication Tools		
Tools	**Type**	**Availability**
Office 365	Electronic avenue for emails and sharing of documents	All employees
College Intranet	Electronic avenue for sharing of documents	All employees
Happenings Newsletter	Electronic and hard copy newsletter	All employees
		All students
Keeping Posted Newsletter	Electronic newsletter	All employees
Curriculum Committee minutes	Electronic document	All departments
		Faculty
Mutual Gains bargaining teams	Face to Face and electronic	All employees
Faculty Days	Face to Face meeting	Administrators
		Faculty
Adjunct Academy	Face to Face training	Adjunct faculty
		Various administrative depts.
College Suggestion Box	Electronic and Hard Copy	All stakeholders
Internal Ongoing Training	Face to Face and electronic	All employees
Report to the Community	Electronic and Hard Copy	All stakeholders
Credit Course Evaluation	Electronic survey	All students in Credit courses
Website	Electronic web page	All stakeholders
Facebook	Electronic interaction	All Stakeholders
Bulletin Boards in every building	Hard copy notices	All Stakeholders
My Montcalm student portal	Electronic service	Students, Employees
Email	Electronic mail	All stakeholders
BOT *Trustee- O- gram*	Electronic notice	Employees
Digital signs across campus	Electronic news	All stakeholders
Canvas for classrooms	Electronic classroom tool	Students, Faculty, Administrators
Starfish for Advising and Student Success initiatives	Electronic student files	Students, Counselors, Administrators, Support Staff, Faculty
Employee Satisfaction Survey	Electronic	MCC Employees
Personal Assessment of the College Environment (PACE) Survey	Electronic	MCC Employees
Institutional Priorities Survey	Electronic	MCC Employees
Student Satisfaction Survey	Electronic	MCC Students
Community College Survey of Student Engagement	Electronic	MCC Students
Post graduate Survey	Electronic	MCC graduates
Former Student Survey	Electronic	MCC stop-outs

In addition to communication via teams, the college utilizes numerous tools to enhance our reciprocal communication efforts. As shown in **Figure 4P3.2**, the tools range from software that better enables communication, to surveys which provide information critical to quality improvement efforts.

As shown in Figure 3R1.6, the college has a large number of adjuncts (87 in fall semester 2014 and 99 in spring semester 2015). MCC developed the Summer Adjunct Academy, an annual professional development program required for all adjunct faculty, to ensure adjunct instructors are well versed in basic policies and procedures and feel connected to the college. Through this training, part-time instructors become engaged in the teaching environment; receive training in classroom technology; and receive updates regarding policies, procedures, changes in courses or program, and other information. MCC adjunct faculty also receive "Synergy," a monthly newsletter distributed via email.

A variety of surveys provide feedback from student and employee perspectives. These include the Noel Levitz Student Satisfaction Inventory and CESS, and the PACE survey. Survey results are packaged by our OIE and provided to our ET and QC for review, and are forwarded to other teams as needed.

Utilizing Office 365 for both email and document sharing offers the promise of a more seamless process for exchanging ideas and information. We have increased the use of electronic tools, such as Dropbox and MCC Connect, to more effectively share many different types of documents.

Collaborating across all units to ensure the maintenance of high academic standards

"High standards of academic excellence" are addressed in several components of MCC's strategic plan. To maintain and continuously improve our learning environment, MCC developed cross-departmental oversight with members of various departments on every MCC team. This approach assures that the effects of changes and decisions are considered in relation to each division. Data is shared, analyzed and discussed in terms that address the college and its stakeholders as a whole. As an example, the curriculum committee and assessment committees utilizes the input of five other departments ensuring a comprehensive approach to decision making. Likewise, the QC's Continuous Quality Improvement (CQI) efforts are directed by members of all college employee groups. (**5.B.3**)

Providing effective leadership to all institutional stakeholders

The college's BOT participated in the development of the college's strategic plan, which includes the college mission of lifelong learning, economic, cultural and social prosperity for all citizens. During their on-going deliberating and decision-making, members of the board frequently reference the strategies outlined in the strategic plan. The MCC BOT is responsible for fiscal oversight, and as part of this responsibility, reviews college expenditures and approves its budget each year. The BOT utilizes environmental scans to identify external stakeholders and as a result of this process, selects various individuals and groups to

meet with throughout the year. These meetings may be in the form of guests during regular, on-site board meetings, or may be visits to other locations in our community. To ensure that the institution works as a leader for both internal and external stakeholders, the MCC BOT appoints a college president who, as part of his/ her responsibilities, must operationalize plans and is responsible for employing administrators with the skills necessary for effective leadership. An annual self-evaluation tool is utilized to internally verify the MCC BOT is maintaining standards for a governing body, as outlined by its policies and procedures. (**2.C.1, 2.C.2**)

The college administers the PACE survey through the National Initiative for Leadership and Institutional Effectiveness (NI-LIE). NILIE has a model for systems of institutional leadership focus. MCC is working toward a "collaborative" system of leadership within this framework which is described in **Figure 4P3.3**.

Figure 4P3.3
NILIE Four Systems Model

NILIE Four Systems Model			
System 1 **Coercive**	System 2 **Competitive**	System 3 **Consultative**	System 4 **Collaborative**
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in the appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed through the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation towards accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress towards goals.

Developing leaders at all levels within the institution

Our BOT sets the tone for the leadership development process by appointing a college president who empowers employees to do their jobs, and develops an all-inclusive environment in which employees participate in developing and implementing the institution's CQI projects. This includes the determination and use of data. Administrators are authorized to represent their division and entrusted with the responsibility of meeting stakeholders' needs as needed, within college policies and within the institutions' strategic goals, vision and mission. The MCC strategic plan emphasizes the importance of continuously developing leadership within the organization and making ongoing professional development a priority. The Master Agreements for the three employee groups' include language which encourages, and provides financial support for, continued professional development and education. Administrative, faculty, and support staff annual performance evaluations include a plan for professional development for the upcoming year. Each divisional manager arranges staff schedules, and budgets to support planned training opportunities. Support staff in the Student Services department are cross-trained to allow for a broader understanding of processes, and to provide outstanding customer service to students. Further, support staff have historically been "trained up" to allow for opportunities to fill administrative positions when they come available. MCC administrative positions capitalize on individual administrator strengths, allowing for duty expansions and professional development as deemed appropriate, while continuing to meet external and internal stakeholder needs. Additionally, the MCC strategic plan includes a goal of campus-wide leadership training to ensure the ongoing development of leaders as well as a smooth transition in times of change.

Description of key processes for ensuring the institution's ability to act in accordance with its mission and vision

Strategic decisions are based on the subject-matter's relevance to the college's mission and vision. The board policies focus on the "ends" which are the college mission, vision, goals and values. The college's strategic plan begins with the mission, vision and values. The first procedure in the administrative procedures manual is the mission and goals. These keep the institution focused on its main purpose, i.e., to meet the educational needs of our community. The introduction of the "Mission Rubric" referenced in section 4.1 will provide a tool for decision-makers to use when contemplating the addition/ deletion of campus programming. (**2.C.3**)

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

Figure 4R3.1
MCC Leadership Style Across Categories

MCC climate as rated by all employees

One set of measures for leadership include employee feedback about elements of leadership reflected within the college. PACE survey was administered in 2014 as baseline for an AQIP project and will be sent out again in 2017. The PACE survey is designed with a "leadership" focus. PACE results indicated that the college's leadership system style was considered "consultative" in nature, similar to most institutions. The preponderance of consultative scores indicate that the institution has a relatively high level of perceived productivity and satisfaction, within the upper range of the consultative style. On a five point scale with "5" being high, MCC's mean score was 3.95. These results also reflect our focus on student success and the strength of supervisory relationships within the college. **Figure 4R3.1** provides results across the survey categories.

Figure 4R3.2
PACE Survey Results Related to Leadership

Personal Assessment of College Environment (PACE) Survey		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which the actions of this institution reflect its mission	3.99	3.87
The extent to which I am able to appropriately influence the direction of this institution	3.6	3.14
The extent to which institution-wide policies guide my work	3.9	3.73
The extent to which my work is guided by clearly defined administrative process	3.65	3.49
The extent to which my supervisor expresses confidence in my work	4.47	4.18
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.41	4.05
The extent to which my supervisor helps me to improve my work	4.01	3.74
The extent to which a spirit of cooperation exists in my department	4.03	3.82

The PACE survey item results provided as **Figure 4R3.2** all exceeded the norm benchmarks. The survey results reflect the value the college places on employee excellence, that every employee is a leader. The theme of supervision and cooperation are strengths of the college. Consistent with other colleges, the lowest ranked item regards perception appropriate influence.

The college practices regular evaluations of the president, Board of Trustees, and employees. **Figure 4R3.3** displays information related to the results which the college feels meet our current targets.

MCC allocates professional development resources for trustees. A high proportion of trustees have consistently taken advantage of these opportunities, at state and national levels. In 2014 and 2015, six out of the seven college trustees attended the Association of Community College Trustees (ACCT) leadership congress conference and all seven trustees attended the Michigan Community College Association (MCCA) Board of Director's summer institute annually. In addition, board members attended four other MCCA events and two other ACCT events during this time period.

Figure 4R3.3
College Evaluation Results

MCC Evaluation Results			
Evaluation	Evaluated by	Description	Results
President	Board of Trustees	In the area of maintaining board oversight while delegating management responsibilities to administrators, the Board annually evaluates the president and there are results from each year on file in the Human Resources office. A written evaluation form is completed by each Trustee, then a Board committee compiles the results. The form rates the President in the areas of administration, leadership, articulation, development, planning and managing and accomplishing college-wide goals. Specific items under each area are described and scored on a 5 (outstanding) to 0 (not applicable) scale and Trustees are encouraged to include comments throughout the form.	President Ferrentino has consistently received outstanding and above expectations ratings during his annual evaluations since he began his service to MCC in 2009.
Board of Trustees	Board of Trustees	In the area of providing effective leadership to all institutional stakeholders, the Board of Trustees performs an annual self-evaluation. Each of the seven Trustees completes the written evaluation and scores are compiled prior to a special meeting/retreat during which the Trustees review and discuss each of the 26 items included under the three broad assessment areas of preparation, responsible stewardship and relationships with external constituencies. Items are scored on a scale of 0 (no experience) to 4 (excellent). The Board is consistently rated excellent and good in all areas.	The Board is consistently rated excellent and good in all areas.
Employee	Employee's Supervisor	Annual evaluations are completed for each full-time employee at every level within the institution – faculty, administrators and support staff.	Results remain confidential, but copies of evaluations are on file in the Human Resources office.

4I3 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

The QC has charged all divisions with developing metrics reflecting and tracking key departmental data. These metrics will be housed in the MCC Connect intranet site's data center for easy access by all employees and departments. Additionally, the QC has developed a faculty-led sub-committee focusing on improving communication avenues by and between all divisions. The college will continue its focus on "collaborative" leadership at all levels.

The college instituted an updated process for annual performance appraisals for administrators in 2015. Administrators are now required to discuss their annual goals and objectives, and how they relate to the college's overall strategic plan goals, during a face-to-face evaluation session with their supervisors. Administrators and their supervisors will review whether those objectives were met, and establish quality improvement goals and objectives, as necessary, for each subsequent year.

During the 2015-16 academic year, each college department outlined specific strategies and measures related to MCC's four overarching goals focused on student success, resource development, quality and community outreach. The leader of each administrative unit also outlined unit objectives, described which institutional goal they aligned with, and identified results and next steps. These practices assist the college in ensuring tactics at all levels to support and further institutional goals. This alignment should, in turn, help ensure long-term effective institutional leadership.

4.4 Integrity

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities.

Developing and communicating standards

"MCC is a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens." MCC's mission statement sets forth internal and external standards for the work in carrying out this mission. The process of developing and communicating the institution's strategic plan addresses standards. For the previous and current strategic plans, the college president collected internal and external input through personal communications, meetings with internal and external stakeholders, and document review. Of the four stated institutional values included within our current 2013-2016 strategic plan, the statement "we expect competence and the pursuit of excellence from our students and staff" conveys a high standard which permeates all institutional operations and interactions. Once developed, the institution's strategic plan and relevant updates are shared with employees, students, and community stakeholders. The plan is also posted on our website.

The MCC BOT operates under the policy governance model. The board's activities are further guided by its own Policy Manual which includes a Board Members' Code of Conduct and information on roles and responsibilities. Content of these items as well as the review process were discussed in further detail in section 4P3. Board policy changes are noted in the meeting minutes and communicated to all employees via the monthly "Trustee-o-Gram," a board meeting summary that is e-mailed from the President's office. Revision dates are noted in all changed policies and procedures.

MCC's institutional policies and procedures formalize the framework for legal and ethical standards and specifically, conduct. Employees can access policies and procedures through our internal Sharepoint-based intranet site, MCC Connect. A hyperlink to this site is conveniently located on each employee's My.Montcalm Employee Resources portal page. In a policy review process similar to the BOT, MCC's leadership team reviews one MCC policy at each monthly meeting. Suggestions for new policies or procedures or revisions to current ones are primarily initiated by new external mandates or through employee suggestion and then vetted through appropriate teams. Once approved by the president, the director of human resources communicates changes to employees through the monthly "Keeping Posted" employee newsletter and posts new information on the intranet.

Figure 4P4.1 provides examples of internal policies deemed highly relevant to legal and ethical behavior are listed in "Policies related to Ethics and Standards of Conduct."

Specific employees designated as "points of contact" with outside agencies are assigned primary responsibility to ensure the institution's compliance with critical mandates. These include but are not limited to HLC accreditation, Title IX compliance, state and federal reporting, and financial aid requirements. As an example, the dean of student and enrollment services has primary responsibility for developing and communicating general ethical and legal standards information to students.

Figure 4P4.1
MCC Policies Related to Ethics and Standards of Conduct

MCC Policies related to Ethics and Standards of Conduct			
Section I - Part I	Employment Conditions	Section VI - Part VI	Investment Of Surplus Funds
Section I - Part IV	Anti-Bullying Policy	Section VI - Part VII	Gifts, Grants, and Bequests
Section I - Part V	Freedom Of Information Act	Section VII - Part Iii	Tuition And Fees
Section I - Part VI	Title IX, VAWA, Campus SAVE Act	Section VII - Part IV	Code Of Student Conduct
Section III - Part V	Faculty- Student Relationships	Section VII - Part V	Review Of Disciplinary Decisions
Section V - Part I	Appointment And Recruiting	Section VII - Part IX	Family Education Rights And Privacy Act
Section VI - Part I	Funds	Section VIII- Part VI	Alcoholic Beverage And Controlled Substances
Section VI - Part II	Purchasing Policies	Section VIII- Part VIII	Acceptable Use Policy
Section VI - Part III	Disposal Of College Property	Section VIII- Part X	Confidentiality, Security, Privacy
Section VI - Part IV	Fee Setting		

This communication happens through several processes including through the online academic catalog, sending an e-mail to all students each semester with Family Educational Rights and Privacy Act (FERPA) information, and making information available on the MCC website. FERPA is discussed with students at mandatory new student orientations. Information related to standards in the academic catalog includes information on special needs accommodations, academic integrity, and college procedures. Board members and employees routinely attend trainings sponsored by professional associations or organizations about new mandates, professional standards, or rules clarifications. New information on ensuring legal and ethical behavior compliance are operationalized through the development of policies and procedures, which are then communicated to employees.

Training employees and modeling for ethical and legal behavior across all levels of the institution

As previously discussed, MCC promotes a culture of ethical and legal behavior by communicating what is valued and what is accepted through its college policies and procedures. Our mission and values statements, respectively, provide direction and expectations that each employee is accountable as a steward of the public's resources and trust. Modeling ethical behavior occurs across all levels of the institution and in various settings-from campus meeting room to campus classroom to community venue. One example of modeling ethical behavior is found in MCC's longstanding use of interest-based bargaining ("mutual gains") as the basis for negotiations between the college's central administration and its administrative, support staff, and faculty employee bargaining groups. The vice president of administrative services makes mutual gains process training available to all individuals involved in negotiations.

One institutional value underlying our strategic plan states that "We expect competence and the pursuit of excellence from our students and staff." And our strategic plan's institutional goal on quality states that we will "Establish professional development protocols for all employees, focusing on the importance of CQI and data-informed decision making as well as facilitating the usage of quality principles in decision making." Training needs can be identified either at the institutional level and filter down to employees or vice versa, to ensure needs wherever they happen can surface for action. For example, as the institutional strategic plan is implemented, and departments determine goals and projects, training needs are identified and captured in employee professional development plans. Training need information may also flow upward after being identified through individual employee development plans or administrators and feed back up to campus groups such as QC. The director of human resources retains primary responsibility for developing, executing, and evaluating employee trainings in collaboration with appropriate individuals or groups. Employee training concerning ethical and legal behavior expectations starts during on-boarding processes. New BOT members complete an orientation which includes review of policies, expectations, and responsibilities. All new employees complete an orientation which addresses institutional expectations and practices, including a discussion of legal and ethical responsibilities. Employee job descriptions articulate performance expectations, for example, working with confidential or sensitive information. The annual employee performance evaluation process allows for the supervisor and employee to address any legal risks or ethical concerns issues; however, significant infractions are addressed at the time of incident. All MCC employees are required to complete annual training in the areas of FERPA, sexual harassment, and bystander awareness/sexual assault. Additional professional development opportunities are made available to all employees within their specific area of responsibility. Our adjunct faculty handbook outlines faculty obligations to the institution, including those related to upholding FERPA. In classroom and clinical settings, health occupations faculty model and train students in Health Insurance Portability and Accountability Act (HIPPA) requirements through online training, coursework, and simulated medical chart technology.

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

Institutional financial integrity is the responsibility of the BOT and every employee. All employees are expected to be familiar with institutional policies and procedures related to finances and utilize daily approval processes such as purchase requisitions and approval tracks. The vice president for administrative services presents monthly cash flow and expenditure reports to the BOT. Employees with budget responsibilities have on-demand access to their current budget information through the MyMontcalm portal. These same employees work together with the administration each year to prepare the college's annual operating budget. The president and the ET develop a budget recommendation for BOT review based on campus input and open budget discussions. An annual financial audit monitors MCC finances including the MCCF and any federally funded programs. The audit is conducted by an outside auditing firm in conjunction with the BOT audit subcommittee. Audit activities include an internal controls review, fraud risk assessment, payroll audit involving human resources records, and detailed finances review. After the audit report is completed in October and presented to the BOT at their November meeting, results are posted on MCC's website under the transparency reporting section and the audit key performance indicator is updated. These and other fiscal processes demonstrate the college's commitment to shared responsibility as well as appropriate internal controls for institutional financial integrity. (**2.A**)

Processes to ensure integrity in academic functioning occur on several levels. Through our QC, the faculty-led academic quality team oversees curriculum development and assessment activities. Through the academic affairs division, resources on ethics and legal matters are made available to part- and full- time faculty to support their work. Examples of resources the college provides to faculty include Turnitin software (which detects student plagiarism) and the proper academic use of copyrighted materials. Academic programs are on a three-year review cycle, ensuring that we are in compliance with required reviews while providing opportunities for student, faculty, and community input on our programs. As registrar and dean, the 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 admissions and registration processes. Course and program cost sheets are collaboratively developed by the OIE and the business office at the start of each fiscal year to provide information that counselors, students, and parents can use to make academic decisions. (**2.A**)

With a focus on college values and sound human relations principles, MCC's human resources department provides leadership to ensuring personnel function integrity in hiring, training and development, and labor relations functions. Employee access to confidential employee personal information is limited using basic safeguards such as locked file cabinets and electronic permission restrictions. Other internal controls keep payroll and employee processing separate. Background reports are conducted by the director of human resources; the background check vendor performs an annual audit of our capacities and procedures. The director of human resources, in conjunction with other administrative leaders, advises staff on written job description development and posting of positions per institutional policy and Master Agreement. During the hiring process, the human resources director provides consultation to teams on conducting interviews and recommends appropriate interview question to ensure legal and ethical compliance. For additional integrity in the selection process, the president conducts final interviews with recommended job candidates, except for employees whose status is considered "semester to semester." The new employee orientation checklist on-boarding process is conducted jointly between the director of human resources, the supervisor, and the new employee to communicate institutional expectations and provide opportunities for clarification. Probationary and annual performance evaluations conducted by supervisors provide venues to discuss, resolve, and document both concerns and expectations. Faculty performance reviews and tenure are carried out per faculty contract specifications. The college uses the mutual gains process to negotiate Master Agreements and address issues that arise during the life of bargained agreements; participant training is offered. Employee performance evaluation policies and procedures are appropriately documented in institutional policies, procedures, and contracts. (**2.A**)

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

MCC maximizes the use of technology as a strategy to make information available to our constituents in a transparent and complete fashion, through the core mechanisms of our website and online catalog. Our website contains many features that provide information to our constituents. Responsible departments update the site as new information becomes available. Information about the BOT and governance, the president, board meeting schedule, and vision, mission, values statements are all under the "About" tab on our home page. A webpage about MCC's BOT provides trustee name and term information, meeting schedule, and policy manual. Using icons at the bottom of our "About" section on the homepage (and also through a

student/consumer link under "About" tab), general institutional information, budget and performance data required by State of Michigan transparency reporting requirements, health and safety data, student outcomes information, financial aid, and student loan information is available. Under the "Admissions>Financial Aid" tab, web users have access to a net cost calculator, financial aid policies, statement of ethical principles and code of conduct, and other relevant information. Information about our accreditation status and the Higher Learning Commission (HLC) is provided using a home page icon and also a link under the about tab providing information about our Accreditation Liaison Officer contact information, past system portfolios and feedback reports, and our AQIP Action Projects. Financial aid and tuition and fees information including a net price calculator are under the admissions tab. Each summer, the business office and the OIE generate both course and program cost sheets. These are made available to students through the MyMontcalm portal and employees who advise students via the intranet. The MyMontcalm portal is an online venue where current students can access information such as student news and events, help me topics, class schedule, finance accounts and charges, and academics including the academic catalog and how-to processes. (**2.B**)

In 2013, the college converted its paper academic catalog to an online format using the Acalog software program, which is accessible through MCC's website. When needed, hard-copy print outs of information are made available. The Acalog format and links allow students to easily navigate the catalog to find information such as credit courses, programs and their requirements, cost, code of conduct, FERPA, and a directory of personnel with credentials and titles. The vice president for academic affairs ensures oversight for the accuracy and timeliness for publication of academic and college policy content. The catalog for the new academic year is "live" no later than the end of prior spring semester. MCC has increased the number of program articulations with several area institutions, and all the programs requirements are noted in the catalog. Information on non-credit courses (referred to as "Career and Personal Development") is accessible through our website under the academics tab and promoted through the Life Focus publication. (**2.B**)

To support technology implementation and ensure constituents are accessing needed information, the college solicits input directly from those whom we serve. The digital services advisory committee meets quarterly. Led by the director of Information Technology Services (ITS) and comprised of employees, the goal of this advisory committee is to provide the best technology user experience. In 2014, the ITS department conducted student focus groups to determine student needs and preferences and the 2015 MCC Student Satisfaction Survey asked specific questions about their technology access and usage.

Personal approaches to sharing information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships complement our use of technology. Counseling and advising staff meet with students face to face during drop-in hours or at pre-set appointments at our Sidney and Greenville campuses. MCC employees participate in local K-12 school district meetings to inform school participants about changes within the college and to answer questions. Annually from October through- January, the financial aid director coordinates financial aid outreach nights with area high schools to discuss financial aid requirements and preparation with K-12 staff, students, and parents.

In addition to electronic methods, MCC produces publications and disseminates them hard copy via postal mail throughout the college's service area. Examples include MCC's Annual Report to the Community released each fall as well as Life Focus and Montcalm Community College Magazine publications which inform the community and reinforce transparency. Publication content includes MCC programs and courses, fiscal information, and college demographics. Hard copy publications are also published on our website. (**2.B**)

4R4 What are the results for ensuring institutional integrity?

Per our audit result key performance indicator, during the most recent five fiscal years (2010-2015), 100 percent of our audited financial statements have come back without qualification. We have determined 100 percent is acceptable and we have met this target.

One hundred percent of full- and part- time employees completed mandatory online trainings during summer 2015 on FERPA, by-stander awareness, and sexual harassment. In addition, 100 percent of employees who were required complete specialized training on topics of bloodborne pathogens, hazardous communication, food safety, and forklift safety fulfilled this requirement. The college determined 100 percent is the acceptable target and this was achieved.

Student satisfaction measures are collected using the Noel Levitz Student Satisfaction Inventory, which is administered biennially. All college ratings exceed regional and national benchmarks and overall tend to trend upward. **Figure 4R4.1** shows results related to integrity elements. In the most recent year, our highest result was in the area of having a good

reputation in the community and the lowest was students being notified early in the class of poor progress. Results also show that students are most satisfied with our policies and procedures being clear and well publicized and express less satisfaction with adequate financial aid being available for most students. In regards to the items in second figure that show importance only, we acknowledge the feedback from students and consider these increasing trends in our strategic planning work.

Employee perspectives of the college environment were collected using the PACE survey which was administered online to all employees in March 2014. The survey will be repeated spring 2017 to generate trend data. The survey's primary purpose was baseline data for our CQI AQIP Action Project. Survey question results aligned with elements of legal and ethical standards are represented in **Figure 4R4.2**. Results indicate MCC is doing well in the areas of communicating positive work expectations, institutional actions reflecting the mission, and personnel meeting needs of students while lower scores were in information sharing.

Figure 4R4.1
Noel Levitz Student Satisfaction Inventory Results Related to Integrity

Noel Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Financial aid awards are announced to students in time to be helpful in college planning	5.53	5.53	5.65	5.11
The college shows concern for students as individuals	5.47	5.51	5.46	5.21
Faculty are fair and unbiased in their treatment of individual students	5.59	5.60	5.72	5.50
Class change (drop/add) policies are reasonable	5.65	5.91	6.13	5.59
This institution has a good reputation within the community	5.95	5.94	6.18	5.72
Students are notified early in the term if they are doing poorly in a class	5.14	5.30	5.17	5.02
Channels for expressing student complaints are readily available	5.07	5.04	5.24	5.00
Adequate financial aid is available for most students	5.87	5.80	5.80	5.37
Admissions counselors accurately portray the campus in their recruiting practices	5.62	5.72	5.85	5.28
Policies and procedures regarding registration and course selection are clear and well-publicized	5.83	5.84	5.94	5.51
Program requirements are clear and reasonable	5.70	5.77	5.88	5.63
Cost as factor in decision to enroll (Importance)	6.40	6.40	6.38	6.34
Financial aid as factor in decision to enroll (Importance)	6.29	6.27	6.30	6.09
Academic reputation as factor in decision to enroll (Importance)	5.77	5.88	5.95	5.91
Size of institution as factor in decision to enroll (importance)	5.30	5.28	5.41	5.21
Opportunity to play sports as factor in decision to enroll (importance)	2.91	3.00	2.81	3.52

Figure 4R4.2
PACE Survey Results Related to Integrity

Personal Assessment of College Environment (PACE) Survey		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which actions of this institution reflect its mission	3.99	3.87
The extent to which is information shared within institution	3.45	3.22
The extent to which positive work expectations are communicated to me	4.11	3.72
The extent to which unacceptable behaviors are identified and communicated to me	3.84	3.67
The extent to which open and ethical communication is practiced at this institution	3.72	3.34
The extent to which classified personnel meets the needs of the students	3.9	3.72
The extent to which my work is guided by clearly defined administrative processes	3.65	3.49

4I4 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

Employees have been developing two important policies. One policy covers social media and the other addresses institutional record retention. We plan to finalize those two policies within the next year.

Over the past year, a new annual performance evaluation tool was collaboratively developed. The improvements focused on goal setting, job description review, and online forms. The process and tool were utilized for administrative council members in February 2016. We will collect feedback on user experience and seek to refine both the tool and process for 2017 based on this input.

In order to build on the results of our newly developed mandatory employee trainings, the QC will continue to coordinate annual quality related trainings.

To build on the strengths of the "program requirement clarification" progress we have made, we will continue work on our Guided Pathways project. We are aligning curriculum and making the process to attain an academic award more clear and accessible to students.

For three years, MCC has utilized the Starfish system in collaboration with our advising office's early alert and referral system. To address the low survey result of early notification of results in a class, we will build out Starfish software implementation capacities. To increase access to financial resources, in spring 2015 we started using Academic Works to administrate our foundation's scholarship process. We will continue to utilize and improve this system. As use of technology continues to expand, our ITS department will further develop technology security coupled with improved user experience. Specific strategies include improved Single Sign-On (SSO) capabilities for students and employees, expanded use of Office 365/ SharePoint, and implementation of the "One.Montcalm" AQIP Action Project.

Lastly, the college will continue improving communication throughout the institution. This topic emerged in PACE survey results and "Road Trip to Quality" training. Working closely with the director of communications and the president, QC will provide leadership to research and address this topic.

AQIP CATEGORY FIVE: Knowledge Management and Resources Stewardship

Category Introduction

Management of the fiscal, physical, technological, and information infrastructures at the college is a set of aligned processes, each designed to enhance and expand the college's ability to create a learning community, and to contribute to shared economic, cultural and social prosperity. Our increased emphasis on improving how we collect, coordinate, and manage data is positioning us to improve our processes for the management and effective use of fiscal, physical and technological resources. Led by our Office of Institutional Effectiveness (OIE) working closely with our information technology services personnel and other college employees, our rate of improving our knowledge management and resource stewardship is rapidly increasing.

Based on the Academic Quality Improvement Program (AQIP) Pathway Stages and Systems Maturity guidelines, our processes and our results in Knowledge Management are at the aligned level, while processes and results in Resource Management and Operational Effectiveness are at the systematic level. However, recent implementation of a quality improvement infrastructure and related training is rapidly moving those toward the aligned level, with the goal of attaining the integrated level. **Figure 5.0** shows the perceived maturity of processes and results for category five.

Figure 5.0
Levels of Maturity for Processes and Results at MCC for Category Five

Section	Perceived Maturity of Processes	Perceived Maturity of Results
5.1 Knowledge Management	Aligned	Aligned
5.2 Resource Management	Systematic	Systematic
5.3 Operational Effectiveness	Systematic	Systematic

5.1 Knowledge Management

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.

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making

Montcalm Community College's (MCC) 2012 AQIP Systems Portfolio report recommended that we address the expansion of assessment beyond academics and that we prioritize the collection, analysis, and use of data for improvements. MCC has addressed these two recommendations through the establishment and implementation of our "Establishing a Data-Informed Culture of Quality Improvement" AQIP Action Project. The Personal Assessment of the College Environment (PACE) survey was utilized to determine baseline data for the project.

The OIE reports directly to the college president and has primary responsibility for organizing, analyzing, and sharing institutional data and performance information. As such, OIE has a significant responsibility for consultation and support. The OIE staff is comprised of the director of institutional effectiveness and the research analyst. A part time assessment coordinator has also supported initiatives on a limited basis.

The president works with division leaders represented on the Executive Team (ET) and OIE staff to update the college strategic plan on a quarterly basis. An annual progress report is provided to stakeholders. The strategic plan guides the determination of many internal metrics. Our 23 current key performance indicators were developed using Tableau. Excel or Power BI are also used to develop and share datasets. These data sets are used to inform progress and changes to the strategic plan.

Guided by an institutional assessment framework approved by the college's QC in 2015, OIE staff work with QC, quality teams, and college departments to conduct academic and non-academic assessment. A training guide was developed as a resource to support institutional assessment activities. The assessment framework aligns all departments with respective quality teams who receive assessment results at least annually each fall, or as they become available. Quality teams then share relevant findings and recommendations with QC for action. In addition, QC receives information on the institution's key performance indicators, internal targets, and external benchmarks where available. The Board of Trustees (BOT) receives a presentation on the key performance indicators or other data of their choosing semi-annually at their strategic retreats.

Together, the staff collaborate with stakeholders to determine qualitative and quantitative data collection methods, analyze results, and package results appropriately for audiences. These methods may include surveys, data queries/reports, and focus groups. To support assessment work, the OIE oversees utilization of the Taskstream Assessment Management System (AMS), a system which provides needed technology infrastructure to manage assessment work and reporting across the institution. Key institutional survey activities are centralized through OIE.

OIE staff work closely with the Information and Technology Services (ITS) staff as the institution's data team. As a team within the college's quality structure, the data team meets monthly or as needed to focus on improving data quality and services. The data team created and manages an online data center on our MCC Connect intranet site. The data center organizes institutional data sets, manages data request workflow, and provide employee access to results. An MCC employee may submit a data request at any time through the data center. After receiving a request, OIE staff communicate and consult with the requestor to clarify the request and determine deadlines. In addition to the data center, an employee can also approach OIE staff directly to discuss data needs, actual or potential. The data team may consult on data requests which are then documented in the data center by OIE staff for the purposes of documenting users, identifying data need patterns, and aligning data sets. OIE staff determine if the request is one time or if it needs to be scheduled ongoing and if so, at what intervals. In determining the sharing of reports or data sets, consideration is given to the audience and appropriate packaging and access for the results which could include posting information under the reporting transparency section of our website for example. Required reports of external entities including state and federal government and the Higher Learning Commission (HLC) determine data priorities. **Figure 5P1.1** shows the established set of priorities for information production, addressing a specific 2012 Systems Portfolio Feedback Report recommendation.

Figure 5P1.1
Data Request Prioritization

Data request prioritization		
Priority	Information	Examples
1	Mandated Reports	Federal Accountability Reporting
		State Accountability Reporting
		Grant Accountability Reporting
2	Strategic Planning	Voluntary Framework of Accountability
		Strategic Plan Report
		Key performance indicators with targets, benchmarking
		Stakeholder feedback
3	Planned institutional reports and research projects	Course success rate reports
		Graduation survey report
		Program review reports
		Course level assessment reports
		Enrollment reports
		Student satisfaction survey reports
		Institutional assessment reports
4	Ad Hoc Requests	Unplanned internal and external data requests

In addition to the OIE, the college's ITS and facilities departments developed systems to manage request work flow and better align resources; these are further described in 5P2. These service desk ticket systems allow department leaders to evaluate performance times and allow for feedback from our constituencies. Collected data are tied to resource allocation, expenditures, and budgeting processes for their respective departments. These technologies are practical foundations for our "One.MCC" AQIP Action Project which is focused on developing institution-wide customer service systems.

Determining data, information, and performance results that units and departments need to plan and manage effectively

The most significant driver of planning and management results is derived from the institutional strategic plan. These key performance indicator metrics are part of the OIE report production schedule. In collaboration with the president, internal targets and external benchmarks are determined by division leaders represented on the college's ET.

Figure 5P1.2
Data Set Retention

Data Set Retention	
Office of Institutional Effectiveness (OIE)	Integrated Postsecondary Education Data System (IPEDS) - graduation rate, outcomes, enrollment
	Perkins funding and Activities Classification Structure (ACS) 6
	Community needs assessment and external data sources
	Academic assessment (course, program, gened)
	Strategic planning
	Noel Levitz student satisfaction surveys
	Personal Assessment of the College Environment (PACE) survey
	Academic Quality Improvement Program projects
	Internal data requests and research projects
	Program review of occupational education reports
VP for Academic Affairs	Higher Learning Commission
	Perkins grant application
	Corrections officers report
	Grant implementation material
	Workforce development / apprenticeship
Information Technology Services (ITS)	Jenzabar Enterprise Resource Planning (ERP)
	Jenzabar reporting
	Production
	Starfish
	Credit and noncredit course data
	Service desk
Admissions/Registrar	Student Records (Jenzabar)
	Enrollment Data (Jenzabar)
	Title IX
	FERPA compliance
	Acalog academic catalog
	CIP code authorization
Financial Aid	Student financial aid records
	Gainful employment
Business office	Budget data (Jenzabar)
	Grant financial data (Jenzabar)
	Financial data (Jenzabar)
	Integrated Postsecondary Education Data System (IPEDS) - finance report
	Audits
	Activities Classification Structure
Human Resources	Personnel records
	Payroll information
	Integrated Postsecondary Education Data System (IPEDS) Human Resources data
	Noel Levitz Employee Satisfaction Survey
Student Success Center	Compass placement testing scores
	Tutoring and Supplemental Instruction Leader (SIL) information
Marketing	Archived internal publications and articles
	Archived printed credit schedules
	Archived articles about college by local news organizations
Advancement	Foundation scholarship awards data
	Foundation improvement grant awards data
	Donor listing
Alumni	Alumni communication records
	Alumni contact information
	Alumni financial giving (Jenzabar)
	Alumni engagement with college

OIE staff collaborate with college department leaders identified in the institutional assessment framework to identify data and information that would lead to improvements, with a focus on how the information will be used and how it will be shared. The assessment datasets align with and complement those within the strategic plan. OIE staff also consult with requestors to review results and determine where additional or different information may be helpful in meeting goals. Benchmarking data sets are identified and provided by OIE staff or department leaders. Examples of benchmarking data that are utilized include Integrated Post-Secondary Education Data System (IPEDS), Activities Classification Structure (ACS), Noel Levitz Student and Employee Satisfaction Surveys, Perkins Core Indicators, and Voluntary Framework of Accountability (VFA). VFA's aim is to develop better community college performance indicators/benchmarks. In 2014, MCC joined a Michigan Community College Association (MCCA) consortium initiative, and currently 24 of 28 Michigan community colleges participate.

The OIE documents the number, sources, and details of data requests as requests are submitted. Staff review these requests, often in consultation with the data team, and enter them into the data center.

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

OIE staff consultation practices and tools such as our data production schedule and the data center's data request feature ensure that needed results are available in a timely manner to those that depend upon them. Infrastructure such as the data center also supports the accessibility to the information. Work prioritization allows us to project workloads so that we have time for emergent or innovative requests. The data center ensures centralized access to data sets and access can also be provided through whatever means the customer requests. In addition to data the held by the OIE, the data center contains a list of which individuals/departments retain institutional data sets. **Figure 5P1.2** describes several MCC information sets and where they are generated/ retained within the college.

Through the quality improvement initiative, college employees at all levels have been encouraged to become more involved with data-informed decision-making activities through participation on college quality teams as well as in their daily roles and responsibilities. Staffing enhancements of a full-time research analyst and part-time assessment coordinator in 2015 enabled OIE staff to conduct more internal customer services including consultation, training, data collection, data development, and packaging. As an example, when the MCC writing center was established in fall 2015, OIE staff collaborated with the writing center faculty and information technology services staff to develop a real-time student feedback survey. The survey provided both qualitative and quantitative data used to improve services and marketing. Data analysis training was provided.

OIE staff work closely with department leaders to plan and support implementation of non-academic assessment. A recent example of making results available to those that need them is the AcademicWorks initiative, which included the implementation of a scholarship management system where students apply for scholarships online and staff electronically manage applications, awards, and distribution of funds. In 2015, MCC selected AcademicWorks software to enhance the scholarship award process. This initiative was a collaboration of the business office, financial aid, and advancement departments who worked together to implement this system to benefit both students and department staff. Outcomes were to increase numbers of applicants and increase both number and dollars of scholarships awarded/used. The technology along with related processes across departments aimed to ensure better customer service during the applications and awards process and to provide a streamlined approach to sharing data with the scholarships funding source (the MCC Foundation) and the college's business office. In 2015, department leaders from the business office, financial aid office, and advancement office worked together to articulate their needs in improving the scholarship award process and selected AcademicWorks software to support the work. AcademicWorks enabled students to apply online, receive communications, and log into the online program by a certain date and accept or decline their award. OIE staff further supported this innovative effort in 2016 by providing further analysis of scholarship awardee performance to determine scholarship impact and inform the scholarship award process.

Ensuring the timeliness, accuracy, reliability, security of the institution's knowledge management system(s) and related processes

To the extent possible, key institutional decision making processes are systematically made and documented within an institutional master calendar. Examples of master calendar content include annual budgeting, program review, student registration dates, and financial aid deadlines. This calendaring system provides for timely information. Information required for anticipated processes is integrated into the work schedule of the OIE. OIE staff have direct submission/oversight responsibilities for a schedule of institutional reports managed in Sharepoint, the college's intranet site. Existing reports are generated using procedures which are reviewed each time a report is done; new reports are verified with the requestor and data team as appropriate to ensure reliability and accuracy of the information.

To enhance reliability, it is an expectation that all departments maintain written procedures for key reports and activities for historical documentation. An institutional records retention policy is being developed and is close to being completed to guide the institution's storing and retention of key information, reports, and data.

Due to the sensitive nature of institutional information used to generate or provided in reports and retained in systems, all MCC employees are annually trained in Family Educational Rights and Privacy Act (FERPA). ITS staff limit employee access to files, databases, systems (e.g., Office 365, Canvas, Jenzabar), and reports through role permissions determined as "need to know" when sharing confidential information. The Single Sign-On (SSO) session/user authentication process permits a user to enter one name and password in order to access multiple applications. MCC uses SSO extensively for students and employees as a strategy to increases security and ease of access to key systems by authorized users. ITS maintains procedures related to access, passwords, redundancy, and cloud services. These include complex passwords, six-month change requirement, 10-minute inactivity lockouts for information technology services staff as well as student service and financial staff. The server/telecomm communications center housing our servers and storage is accessed with key codes by authorized personnel only. Systems in this center are housed in a virtual environment with redundant storage with backups daily, and more often in some cases. The college's Learning Management System (LMS), retention system, office email, storage and collaboration are housed in the cloud as software as a service systems with live and offline redundancy. Jenzabar, the college's ERP system, is hosted by Jenzabar in the IBM SoftCloud with redundant data centers and daily backups. The system is managed by an administrative systems manager and guided by the MCC Jenzabar Users Group (JUG) members. JUG convenes cross-departmental employees monthly to discuss and plan coming product upgrades, future changes, identify concerns, discuss training opportunities, review and resolve issues, determine improvements, and review guidelines.

An annual technology security audit is conducted by our ITS department. The college network security is tested monthly with a device installed by our security consultant; the consultant also comes on site once a year for more intensive testing. Network systems are protected via a firewall, antivirus and malware software, policies and procedures and up-to-date systems. These are checked by an outside firm once per year to alert us of any issues and to benchmark against other organizations. Secure access to all systems is controlled through active directory which is based on employee position and role. These are communicated through the human resources department to information technology services. Access to specific departmental information is requested by the departmental administrator and users are required to complete FERPA training. The college is in the process of implementing data security awareness training and testing on a monthly basis with a process from our security consultants.

In addition to managing the online data center, the data team members collaborate to address data integrity concerns, determine documentation for procedures, plan technological infrastructure to support work more efficiently, and identify cross-departmental professional development opportunities. Data team members verify with the data requestor with whom the completed data set can be shared. Concerns are addressed both proactively and reactively across departments and at all levels. Specific to the integrity of Jenzabar, under the direction of the information technology services systems administrator, the JUG determines how the Jenzabar system could increase daily operational productivity. In fall 2015, JUG initiated a project to address system accuracy and productivity through the development of an institutional data entry standards document. The group also implemented a postal address correction feature activated to reduce postal mailing errors.

To promote accuracy and reliability institution-wide through shared language and ideas, employees are encouraged to contribute to and use the recently developed college glossary tool developed by the data team. The college glossary documents key terms, definitions, and processes to enhance communication and reliability of information across departments and levels. As an integrity protocol, OIE staff retain permission for final approval.

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

Outcomes/measures tracked and tools utilized

Summary results of measures

Comparison of results with internal targets and external benchmarks

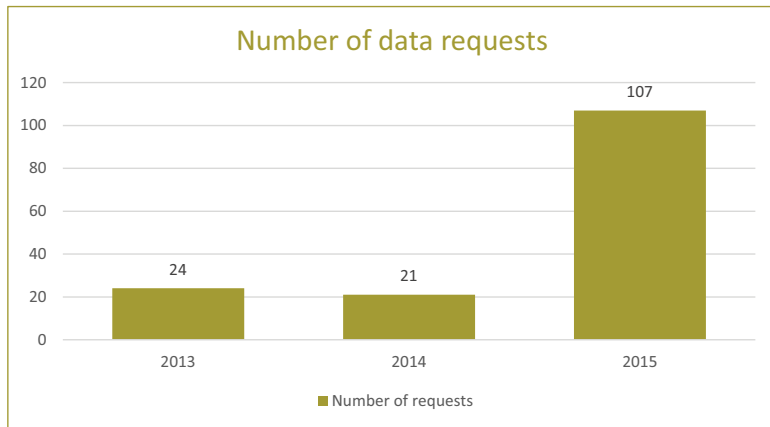**Interpretation results and insights gained**

MCC selected the PACE from National Initiative for Leadership and Institutional Effectiveness (NILIE) to establish baseline data for the "Establishing a Data-Informed Culture for Continuous Quality Improvement" AQIP Action Project. Specifically, 10 custom questions assist efforts to determine institutional progress related to data accessibility and usage. Our Continuous Quality Improvement (CQI) focused AQIP Action Project was designed to create a culture of data-informed decision making throughout the institution. In 2014, the PACE tool was administered online to establish baseline information for the CQI AQIP Action Project. 51.4 percent of employees completed this survey. The survey will be administered again in 2017 after the third year of project implementation. The survey results in **Figure 5R1.1** are based on a five point scale with five being high. This baseline data helped the college prioritize its improvement activities in this area. Since this portion of the PACE survey was designed to serve our needs as customized baseline, internal targets were not developed and external benchmarks are not available. Survey results were used by the QC and the data team to set priorities for action including the data center, dashboard projects, and the college glossary. Since MCC's last systems portfolio, 25 electronic dashboards have been generated using Tableau or Power BI for key performance indicators; this number will continue to grow.

Figure 5R1.1

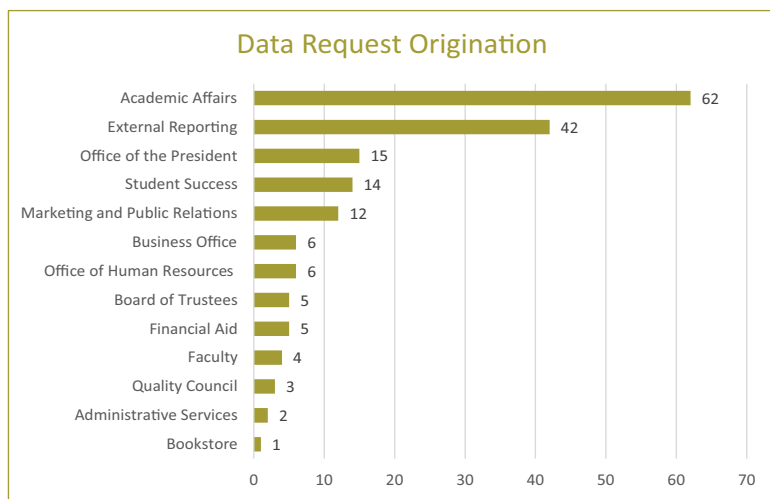Results for PACE Survey Custom Data Questions, March 2014

Personal Assessment of College Environment (PACE) Survey	
MCC Customized questions, no comparison data available	Mean
The extent to which data and information related to my job functions are collected	3.66
The extent to which data and information related to my job functions are easily accessible	3.54
The extent to which data and information related to my job functions are understandable	3.69
The extent to which data and information related to my job functions are utilized	3.62
The extent to which I trust data and information available to me	3.78
The extent to which new data and information related to my job functions are available in a timely fashion	3.59
The extent to which I'm aware of existing institutional reports and data sources that are useful in my job	3.40
The extent to which I can access existing institutional reports and data that are useful in my job	3.34
The extent to which I'm knowledgeable about institutional effectiveness activities	3.54
The extent to which employees are encouraged to ask questions and seek out data inform their answers	3.61
The extent to which employees in various work roles regularly identify, develop, and utilize effectiveness measures together	3.44
The extent to which stakeholders with vested interest in the results of decisions are involved in decision-making process	3.43

Figure 5R1.2
Results for Number of Data Requests Received
and Provided by OIE, 2013-2015

Number of data requests

Figure 5R1.3
Results for OIE Data Request Origination,
March 2011- March 2016

Data Request Origination

The OIE tracks numbers of data requests received as well as sources of the data requests through the data center. OIE data provided in **Figures 5R1.2 and 5R1.3** provide baseline information. These data confirm the quantity of demand and assists us in planning to better serve customers. To this point, no external benchmarking data has been identified for these items. The data in **Figure 5R1.2** indicate that the overall number of data requests have been significantly increasing. **Figure 5R1.3** shows the largest internal customer is academic affairs yet the representation of other college departments using data is also worth noting.

Through our CQI initiative and the CQI Action Project specifically, employees at all levels and in all parts of the institution have been involved in teams. **Figure 5R1.3** shows the diversity of internal and external data requests. Over the past three years, the college has strived to make decision-making involvement to be just right across all levels, requiring data at all levels. **Figure 5R1.4** shows results from the Noel Levitz College Employee Satisfaction Survey (CESS). Employee satisfaction ratings for perceptions of levels of involvement in planning and decision making and internal trends are generally either moving up toward "3" if there is not enough involvement or back down toward "3" if there is too much. The goal for the Noel Levitz CESS involvement measure is to be close to "3." MCC is equal to or better than the national comparison group data on five of the eight groups. It appears the student involvement category provides involvement improvement opportunities while the senior administrators could perhaps work toward less involvement, as it seems to have trended upward. This information will be used to monitor appropriate inclusion in CQI and other institutional processes and increase QC usage of data requests.

Figure 5R1.4
Results for PACE Survey Employee Involvement Question, March 2014

Noel-Levitz Employee Satisfaction Survey				
Rating of the involvement				
	2010 Mean	2013 Mean	2015 Mean	National Comparison Group 2015
How involved are: Faculty	2.82	2.82	2.86	2.67
How involved are: Staff	2.42	2.44	2.51	2.35
How involved are: Deans or directors of administrative units	3.21	3.42	3.38	3.38
How involved are: Deans or chairs of academic units	3.09	3.34	3.32	3.30
How involved are: Senior administrators (VP, Provost level and above)	3.23	3.61	3.63	3.77
How involved are: Students	2.22	2.18	2.26	2.34
How involved are: Trustees	3.15	3.24	3.51	3.25
How involved are: Alumni	2.33	2.28	2.49	2.51

As a scholarship application and award management software product, AcademicWorks provides reports on these processes. In addition, the OIE provides supplemental student performance data regarding those who were awarded scholarships. AcademicWorks is a new initiative so these results establish baseline. No external benchmarking data is available.

The college first offered online scholarship applications via AcademicWorks for the majority of the MCCF academic year 2015-16 scholarships and the MCC BOT Scholarship in the 2015 spring semester. 379 students applied using the new online

system and 170 awards were made from 37 scholarship funds. By contrast, 95 students applied for 2014-2015 scholarships in the spring semester using the old paper application process and only 104 were awarded. Further analysis on scholarship awardees was conducted in 2016 on a sample of 358 students who received scholarships between 2014 and 2016. The result of the study showed that students were receiving higher grades in courses compared to comparison group of non-recipients and maintained a higher grade point average. Scholarship recipients also received three times as many degrees proportionally and earned more credit hours per student during the same time period. Additionally, the scholarship recipient cohort had a higher retention rate during the 2015 academic year (71 percent vs. 42 percent). The information and data generated by AcademicWorks allows us to re-award the declined scholarships more quickly and better ensure that the monies available were both awarded and used. In addition, the technology provided a more efficient process for employees in the business office, financial aid, and advancement departments. Student performance data indicates that scholarships appear to positively impact student achievement.

5I1 Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

Current college reporting works from the "live transaction database," which includes some frozen data sets from Jenzabar. With increased use of information for decision making, the college will be implementing a data warehouse through 2016 and 2017 to store information imported from Jenzabar and also loaded from other sources such as Starfish, financial aid, and Canvas. Data will be optimized and organized for reporting and inquiry and with dimensions from multiple data sources.

Planned professional development for the data team members will increase staff capacity to generate more self-service data sets using visual dashboard tools and developing a data warehouse system. Building on the success of the data center we will continue work to prioritize, identify, and develop improved data sets that align with institutional decision-making activities. The Jenzabar User Group (JUG) finalized the Data Entry Standards guide in May, 2016.

The OIE is responsible to select, manage, and distribute institutional data. OIE evolved from a director of institutional research and assessment in 2011 to a two-person office with professional staff. This year, OIE plans to diversify its results data including the development of a customer satisfaction survey. OIE's increased capacity in data analysis skills through the addition of a research analyst position in 2015 provides new opportunities to enhance data quality, promote information usage, and improve customer services through information access, consultation, and packaging. OIE staff will use baseline data to determine where more self-service data reports may be needed and to go more in depth with customer satisfaction.

Taskstream Assessment Management Systems (AMS) has been adopted as our Assessment Management System. It is beginning to be utilized as staff receive training. We will learn more about and maximize this system's abilities to produce information to support changing institutional assessment needs including the ability to map and align goals and data sets.

Efforts have been made to engage students in decision making processes. For example, we have added students to curriculum committee and we established a student advisory committee as a team under our quality structure. MCC can do more to move from getting student feedback to increasing student engagement in institutional decision-making.

QC and OIE will continue building on tools developed for promoting communication and access to information such as the MCC Connect intranet, college glossary, and data center. This effort ties back to our need identified in section 4.4 to focus more on communication improvements. QC can assume more of a role with developing and providing feedback on the results of our key performance indicators as we develop the next strategic plan.

5.2 Resource Management

5P2 Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations.

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations

Appropriate organizational structure and process alignment help ensure that the college's fiscal, physical and technological infrastructure is sufficient to support the college and to allow for growth and innovation. Guided by institutional policies and procedures, the vice president for administrative services directly oversees these functions within the administrative services division. Four directors within this division work closely with and report to the vice president for administrative services. Fiscal resources are overseen by the director of accounting. Physical plant resources are maintained and supported by the

director of facilities. Technology resources are overseen by the director of information technology services who provides leadership for the ITS department which includes a service desk, up-to-date infrastructure, and cloud services. The director of human resources also oversees payroll and reports within this division.
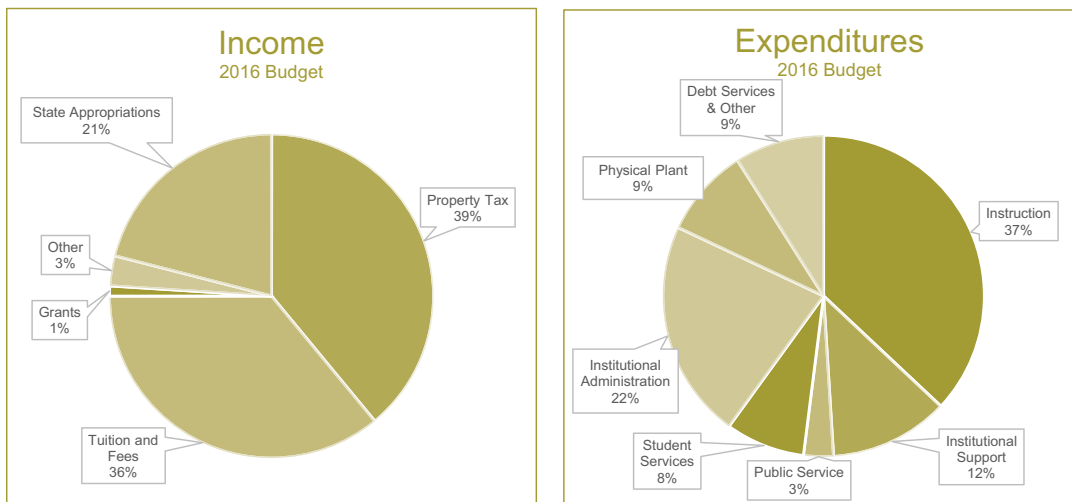
Maintaining fiscal infrastructure consists of several component activities, fed by multiple data sources, all of which are driven by our budget process. Budget development and monitoring provide insight in to programmatic and systematic changes that drive infrastructure changes. The college's ET is comprised of the college president, vice president for academic affairs, vice president for administrative services, the dean of student and enrollment services, and the executive director of the MCCF. ET's responsibilities include development of the institutional budget and strategic plan implementation, which ensure at that fiscal, physical, and technology resources are aligned with key institutional functions.

The college's budget is developed using a zero-based budgeting approach annually during the spring semester timeline. By Jan. 31, division and department leaders prepare and submit their budget requests using an online system. A justification is required for each line item. Using data and the strategic plan to inform their decisions, the ET works from February through-April to review requests and prepare a viable budget draft for the BOT. The OIE supports the budgeting process by providing data for key performance indicators and other metrics such as enrollment, the ratio of full-time to part-time faculty ratios, and average class size to inform educational resource allocations. By May, the BOT typically approves a tentative budget; the final approval process is dependent on the timing of the state's budget appropriations process. This external variable results in a final institutional budget typically being approved by the BOT no later than its June meeting. After the budget is in place, employees have on-demand access to departmental budget information based on permissions through Jenzabar- the college's ERP system. An annual independent financial audit provides insight into current financial reserves and, to some extent, internal control processes that impact the college's ability to meet future challenges. The BOT meets with an audit firm each November to review the audit, discuss recommended improvements, and assess the overall financial condition of the college. As part of this audit, the college's system of internal controls are reviewed. The audit process provides an independent evaluation of our fiscal infrastructure and highlights necessary improvements. The audit result is one of our key performance indicators, which has been without qualification. (**5.A.1**)

To help assure the ability of the college to meet its fiscal obligations, the BOT has self-imposed a requirement that cash never be allowed to fall below an amount equal to 10 percent of annual expenditures. The BOT reviews the cash levels for the previous 13 months at each of its monthly meetings. Cash flow projections, which are continually updated, identify fluctuations in the college's cash position to facilitate fiscal planning. Five-year budget projections and monthly cash flow projections are used to monitor fiscal performance and sustainability. These projections are tracked to measure compliance with the BOT's requirement. A rolling six-month projection is updated monthly and reviewed by the director of accounting and the vice president for administrative services.

Several factors have impacted MCC's revenue and expenditure planning processes. Like many community colleges, MCC has experienced a significant decline in the state-funded portion of our budget. In fiscal year 2003, state appropriations accounted for 30 percent of all MCC revenue but by fiscal year 2016 it had fallen to 21 percent. During this same time, the percent of revenue from credit student fees increased from 21 percent to 36 percent. A significant source of our revenue is local millage. In November 2014, MCC's community support resulted in voter approval of a significant millage renewal. The renewal extended the college's current millage for another 10 years and represented at that time about 18 percent of the college's annual budget. **Figure 5P2.1** shows the 2015-2016 college's operating budget expenditures by category.

Figure 5P2.1
Montcalm Community College Fiscal Year 2016 Operating Budget

Income
2016 Budget

State Appropriations 21%
Other 3%
Grants 1%
Tuition and Fees 36%
Property Tax 39%

Expenditures
2016 Budget

Debt Services & Other 9%
Physical Plant 9%
Institutional Administration 22%
Student Services 8%
Public Service 3%
Institutional Support 12%
Instruction 37%

The Facilities department is responsible for the safe and efficient operation of all campus buildings and their associated systems and infrastructures as well as all outdoor areas that are owned by the college. This department supports our educational efforts by providing a comfortable and safe learning environment. Annual facilities assessments and five-year facilities plans generate capital needs that impact supporting fiscal infrastructure. The facilities assessment is completed annually in October by an independent architecture & engineering firm. (**5.A.1**)

The resulting report includes detailed evaluation of each building, highlights specific components of concern, and quantifies estimated deferred maintenance costs. The report findings are shared with the ET, BOT, and other stakeholders as appropriate. (**5.A.1**)

ITS maintains information infrastructure, services, and operation of systems. The staff is comprised of several full-time and part-time staff who maintain a high level of competence with continuous learning. Using a strategic plan guided by information from several campus, local, and national sources as described in 5P3, ITS initiates and manages projects with a Project Management process. The security posture of college information systems are protected with security services and monitored with monthly security/audit scans. Underlying infrastructure is run on updated one and ten Gigabyte networking, ubiquitous wireless services, fiber-connected Internet and cloud services. The department is currently implementing an Information Technology Infrastructure Library (ITIL) based structure for managing service requests, incidents, problems and change requests.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

"MCC is a leader in creating a learning community, contributing to shared economic, cultural and social prosperity for all our citizens." That mission statement is the foundation for the strategic plan which has four goals focused on student success, resource development, institutional quality, and community outreach. Within the resource development goal, a strategy states that we will "Implement plans to enhance the college's financial stability, human resource development, and the delivery of programs and services" and this directly aligns with the work in this area. Activities related to achieving the strategic plan's strategies and goals are reviewed and updated by institution division leaders and president through the ET venue. Student and employee satisfaction surveys along with other stakeholder data inform decision-making related to setting goals that are aligned with resources, opportunities, and needs. The QC and its related teams contribute information used to promote institutional quality. These processes together incorporate of new opportunities and needs into planning and budgeting activities for fiscal, physical, and technology resources. (**5.A.3**)

Guided specifically by its strategic plan's resource development goal, the college proactively diversifies its resource based in response to educational or other opportunities. As an example, in 2015, MCC was awarded a $1.7 million capital equipment state grant to support our advanced manufacturing and health-related programs. Many equipment items supported plans to expand occupational programming in our Bill Braman Family Center for Education, a newly constructed facility which opened on the MCC Greenville campus in 2013. MCC leadership successfully aligned technology, facilities, and fiscal resources to meet this educational goal.

Facility assessment results and service data inform the strategic plan and resource development process. To support our Facility department's goals to improve services, we recently implemented a software-based service ticket system that allows individuals to make facility service requests electronically, by telephone, or by personal contact. A service ticket request generates an electronic message alerting the system administrator. Subsequently the administrator(s) complete the process of ticket creation by categorizing each request along custom parameters. Once a ticket has been created, it is assigned to the appropriate staff member(s) along with a description of the request, other pertinent information, and a due date for fulfillment of that request. Upon completion, the staff member will edit each assigned ticket notating the time it was completed and close the ticket.

Our ITS department recently changed its name to include "services" to affirm a significant shift in emphasis from devices/electronics to supporting services/processes. With many of the college's functions moving to hosted and cloud based locations, the support of each service, the connection, the end point and most importantly the user is the focus of the department. Goals supporting both student and administrative technology resources are reflected in the college's ITS department strategic plan. During 2014 and 2015, this plan was developed to help guide budget, staffing, and project planning. Each item in the ITS plan was aligned with the college's strategic plan. The process began with an employee steering group looking at environmental benchmarking from Educause Top Ten Issues, assumptions from other colleges adjusted for MCC, and selected articles about the future of education technology. The next phase was a series of focus groups involving students in several classes over two

Figure 5P2.2
Information Technology Services Strategic Priorities

ITS Strategic Priorities					
Guiding Strategies		**Student Success**	**Resource Development**	**Institutional Quality**	**Community Outreach**
Student Success	Ensure the MCC technology offerings meet the needs of the students and help them reach their goals.	100%	75%	75%	20%
Cloud First	Consider cloud technologies first and when they make sense for economics, scale and availability.	50%	75%	20%	20%
ITS Governance	Transparency and clarity of ITS operation with clear processes, policies and metrics.	30%	50%	50%	0%
Empowerment	Helping people utilize technology with assistance, knowledge, collaboration, training and access for all.	50%	50%	20%	20%
Any Screen	Information available when and where it is needed on any device respecting privacy and rights	40%	20%	0%	20%
Open Systems	Systems that can be sent and will send information through databases, API's or other means	30%	50%	10%	10%
Staff Development	Develop staff to meet current and future needs with hiring, training and feedback.	30%	70%	20%	20%
Architectural Framework	Framework or process for purchasing to ensure investments work with the long-term plan	40%	80%	10%	10%
Continuous Quality Improvement	Monitor, measure, ask for feedback; use the data for improvement	30%	50%	100%	10%
Problem Solving	Solving business problems with appropriate technology or no technology at all	40%	60%	20%	10%
Alignment	Technology innovations should support the advancement of the college mission	100%	100%	100%	100%

semesters; faculty; and employees in student services, academic affairs, development, finance, human resources and the president's office. Themes from these meetings and the assumptions informed a creation of ITS strategies aligned to the college strategic plan. Several groups pointed to a need to have a more centralized approach to service and communication with and for students and other constituents. This need led to the creation of an Academic Quality Improvement Project (AQIP) Action Project called One.MCC that will make more student information available in one place for service providers and provide students a combined dashboard of messages, tasks, and events. Rubrics that rate each project to the strategies are then used to prioritize project requests along with other factors as described in the project management description. The plan is an active site incorporating actions in each area pulled from our project list. The ITS strategic planning process produced a plan with major areas of work, strategic priorities and project plans aligned to these and to the college plan. **Figure 5P2.2** details the percentage to which ITS strategic priorities are aligned with each of the college strategic plan institutional goals. The college's ITS department formed a project management office to specifically manage ITS-related project requests. To facilitate this work, staff were trained in Project Management for Technology Projects and Microsoft Project Online was implemented to manage the full life-cycle of projects. The process starts with suggestions, reviews or service desk issues that are turned into projects. As these requests become projects, various pieces of information are required including description, executive sponsor, risks, issues, stake holders, benefit and alignment to the college and information technology services strategies. These items along with effort, cost and complexity are used to rank projects. The ITS advisory group then reviews the list to make adjustments. The completed projects are then slated for a time frame based on resource availability. These items make up the content of the ITS strategic plan. In addition, the digital services committee reviews projects that fall in that space to determine active projects and priority of effort. An example of a successful project within the strategic plan is the movement of the college ERP system, Jenzabar, from on-site servers to a cloud environment with redundant servers, storage and backups. Daily reports of backups and monthly reports of uptime and issues help keep us informed and the systems are up over 99.9 percent of the time. Resources were also saved in human resources and equipment used to maintain on-site servers. (**5.A.3**)

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

The college utilizes our strategic plan and budgeting processes as the key mechanisms in placing our mission front and center during decision-making. In these and other decision making processes, data is used to determine and assess goals. MCC's strategic plan frames the institutional decision-making processes used to allocate and assign resources. (**5.A.2**)

The design of MCC's current strategic plan includes four institutional goals: 1) student success, 2) resource development, 3) institutional quality, and 4) community outreach. As a whole, these four goals center MCC on fulfilling our mission and educational purpose within the community. Associated resource development strategies include 1) "Implement plans to enhance the college's financial stability, human resource development, and the delivery of programs" and services and 2) "Maintain, and seek to enhance, both our sound financial condition and fiscal integrity through effective budget planning and monitoring." Our budget process is also integral to ensuring resources for organizational goals do not compete with educational purposes, involving leadership from across the institution as well as our BOT.

During the budget process, we continually look for new opportunities to improve efficiency, thereby making additional resources available for new, innovative programs and services while still maintaining exceptional educational offerings. An example of our efforts to identify and implement efficient improvements is our recent re-organization. During the 2012- 2013 academic year, MCC offered an Early Retirement Incentive Program (ERIP) to reduce staffing. A total of nine employees (one faculty, four support staff, four administrators) accepted the offer. This was in addition to the 13 employees who had accepted a 2010 early retirement program through the state retirement system. Rather than refilling these positions, we engaged in a college-wide reorganization process. Each area provided detailed information about the services that they provide and the functions/activities that they conduct. Using a series of card sort exercises using OptimalSort, employees grouped organizational activities and services based on similarities. The resulting groups were then sorted into similar categories. Based on this example, functions and activities were reallocated to existing areas, thereby reducing costs while improving services. This process assured that we are allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected. (**5.A.2**).

5R2 What are the results for resource management?

Outcomes/measures tracked and tools utilized
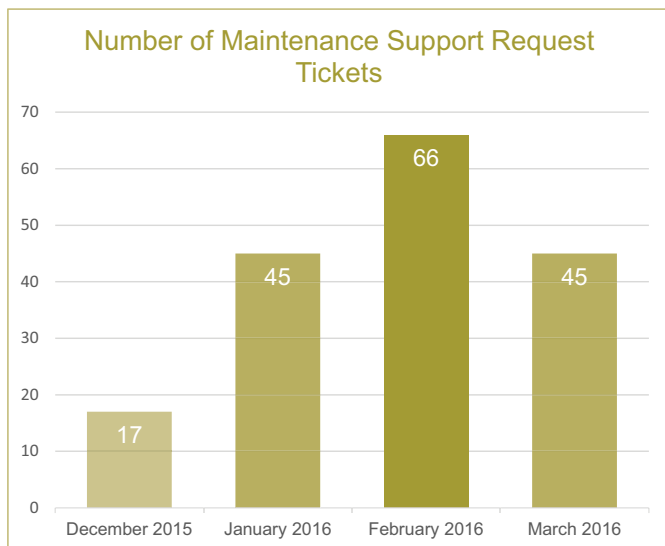**Summary results of measures (include tables and figures when possible)**
Comparison of results with internal targets and external benchmarks
Interpretation of results and insights gained

ERIP savings were determined to be an outcome of resource management and developed using data in Jenzabar. Savings generated through the ERIP were factored into the budget and cash projections and significantly contributed to our ability to meet or exceed BOT requirements. As a result of our budgeting process and the attendant cash flow projections, the college implemented an ERIP. By not refilling six positions, over the period of two fiscal years MCC g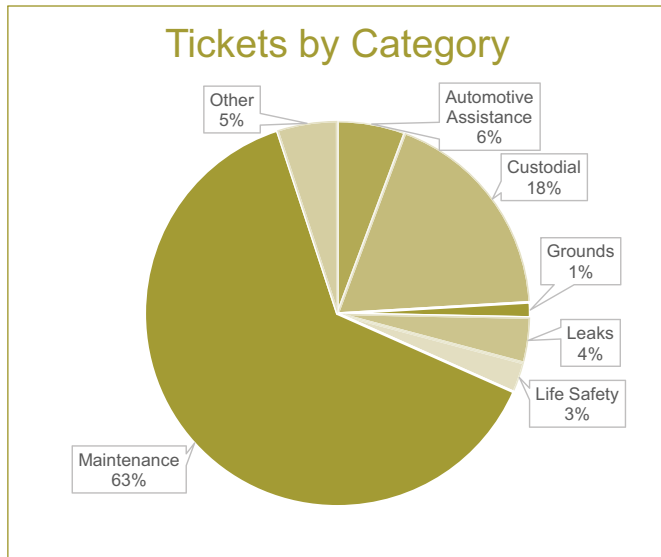enerated savings of $569,307. These resources were then available for program and service improvements throughout the college. The ERIP successfully contributed to our ability to comply with the minimum cash and unrestricted net asset levels established by the BOT. The ensuing redesign process allowed us to more efficiently allocate our resources to effectively provide the same services with fewer personnel.

Figure 5R2.1
Number of Maintenance Support Service Ticket Requests

A service ticket data system data was developed in Office 365 to track the types of facility service requests. This Facility department service ticket initiative is new and data is considered to be baseline. No benchmarking data is available. The facility data from the ticket system is updated almost "real time" and provides tables, charts, and graphs as shown in **Figures 5R2.1 and 5R2.2**. These data presentation formats indicate types of requests, location(s) of the requested work, time to complete the task, individual employee ticket counts, and other data. These presentation formats can be customized with the help of our information technology services department and modified according to changing reporting and need requirements.

A key component of annually updating our five-year facility master plan is our annual facilities assessment process, performed each October by an independent architectural and engineering firm. This assessment provides in-depth analysis of each building and its projected maintenance needs. The college also receives a similar overall rating. Using the Facility Condition Index (FCI) scoring system, each building is given a one-year and a five-year rating of good (FCI<5 percent), fair (FCI>=5 percent or <=10 percent), or poor (FCI>10 percent). Both the internal target and external benchmark on this facility data is a "good" rating; therefore, our results meet these comparison levels. These facility ratings are also incorporated as part of the institution's key performance indicators. Since the inception of this process 10 years ago, our overall rating has consistently been "good." These results are where we want and need them to be.

In our movement to cloud-based services, the college works with our vendors to collect uptime data and monitor our internet capacity to support these services. The cloud hosting process approaches our benchmark of 100 percent up time and exceeds

Figure 5R2.2
Number of Maintenance Support Service Ticket Requests

Tickets by Category

- Other 5%
- Automotive Assistance 6%
- Custodial 18%
- Grounds 1%
- Leaks 4%
- Life Safety 3%
- Maintenance 63%

the standard benchmarks for Tier 3 Data Centers as defined by the uptime institute. **Figure 5R2.3** shows service availability for 2013- 2015.

In 2012, the college's Jenzabar ERP system was moved to be externally hosted on the cloud. This change has resulted in exceptional uptime over the life of the contract. With many resources and most systems moving to cloud-based operation, the internet connection is crucial to operations. To support cloud services, MCC also monitors its internet capacity. MCC is connected to the internet with a 1 GB fiber connection to Merit Networks, a non-profit serving Michigan Education, Government, and Healthcare. The contract is for 100MB but bursting is allowed to the 1GB limit. The usage is monitored monthly with an annual review with the Merit account team. The internet contract is for 100MB and our maximum usage has peaked near 100MB several times but it is well within our account limits.

Figure 5R2.3
Jenzabar Enterprise Resource
Planning (ERP) Service Availability

Jenzabar ERP Server Up-Time 2013-2015			
	2013	2014	2015
January	100%	99.83%	100%
February	100%	99.98%	100%
March	100%	100%	100%
April	100%	100%	99.73%
May	100%	100%	100%
June	100%	100%	100%
July	100%	100%	100%
August	100%	100%	100%
September	99%	99.59%	100%
October	99.85%	99.98%	99.54%
November	100%	99.98%	100%
December	99.90%	99.98%	100%

Our Open Systems Technology vendor uses the Montgomery Method to rank our security posture on a 1 to 10 scale, with 10 being high. While 10 is ceiling for all organizations using the scale, our service provider estimates the ceiling for an open educational institution rating is 8.5 which makes our rating exceptional. MCC scores have been high, with a rating between 8-8.2 since 2009, indicating that the system is secure and protected. Our network security efforts have kept the college safe from major issues. MCC has consistently met or exceeded its internal target and external benchmark of an 8 rating.

Project prioritization and management process allows the college to view how projects rank based on information technology services and college strategies. The Information Technology Services (ITS) department demonstrates visualization of alignment for its strategic plan. **Figure 5R2.4** results show alignment using shading to indicate the strength of the alignment.

MCC's ITS department uses software to track service delivery and upgraded to take advantage of cloud technology and Office 365. There are currently no internal targets or external benchmarking in place for the customer service results. Our last service desk integration connected to survey software provided us with a 5 percent customer survey response rate (192 responses/ 3,636 cases). Ratings were positive with an average rating of 9.49 out of possible high of 10. Despite a small survey response rate, results provide useful feedback on cases that did and did not go well.

Figure 5R2.4
Alignment of Information Technology Services and MCC Strategies

Alignment of ITS and MCC strategies										
Projects / Drivers	Any Screen	Cloud First	Community Outreach	Institutional Quality	Open System	Required	Resource Development	Risk Mitigation/ Compliance	Scope or Impact	Student Success
Calendar and Event Flow	Moderate	Moderate	Strong	Moderate	Strong	None	Moderate	Low	Strong	Moderate
Design and Implement News Flow	Moderate	Moderate	Moderate	Moderate	Moderate	Low	Low	Low	Strong	Low
Implement ITS Service Desk Software	No rating	No rating	Low	Low	No rating	No rating	Strong	Moderate	Extreme	Moderate
Investigate Digital History Archive	Low	Low	Moderate	None	Low	Moderate	Low	Moderate	Low	None
ITS Plan and Project Site	Low	Moderate	Low	Moderate	Moderate	Low	No rating	Low	Moderate	Moderate
ITS Status Site	None	Low	Low	Low	Moderate	Low	None	Moderate	Extreme	Low
Mobile Student App	Extreme	Moderate	Low	Low	Moderate	Moderate	Low	None	Strong	Low
New External Website	Extreme	Strong	Moderate	Low	Strong	Low	Low	Low	Strong	Moderate
Reboot Digital Signage	Low	None	Moderate	Low	Low	None	Low	Low	Moderate	Moderate
Single Sign On Version 3	Extreme	Moderate	Low	Moderate	Moderate	Low	Low	Moderate	Extreme	Extreme
Staff Contact List to Website	None	Low	Low	Low	None	Low	None	None	Low	No rating

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

As a result of the ERIP and subsequent redesign efforts, various functions throughout the college were redistributed. This redistribution resulted in better functional alignment and improved efficiency. Even though the ERIP reduced staffing levels, we were able to successfully accommodate all functions while only refilling two of the nine positions.

Based on the results of our annual budget process, we plan to reassess our fee structure based on services provided and comparison to similar institutions. Fees will be increased to more accurately reflect the cost of providing those services, in order to assure future financial sustainability. Based on the results of our annual budget process, the college reassessed its tuition and fees structure for the 2016-2017 academic year, based on services provided and comparison to similar institutions. In April, the BOT unanimously approved a 5 percent increase in tuition for in-district students and a 6.5 percent increase in tuition for out-of-district students, with an additional tuition increase for students in the nursing program, as well as a $25 per contact hour technology fee. Even with the increases, our tuition and fees at MCC continue to be very competitive with these costs at Michigan's 27 other community colleges.

In the area of physical resource management, depending on the trends of the data reported via the electronic ticket system, changes can be made to the department's staff levels, scheduling, and skill levels based on any identified trends. Average resolution times of requests made through the ticket system are evaluated quarterly and any identified deficiencies that are identified are resolved thru collaborative efforts among the staff.

In the area of technological resource management, the following technology projects have been implemented from 2013-2015 collectively addressing all four strategic plan institutional goal areas.

2013
- Starfish for Early Alerts - To help identify and address student performance and retention issues we chose Starfish to manage the process and started implementation.
- Canvas LMS - To improve the user experience, increase availability and accessibility we switched to Canvas for our LMS.
- Virtual Desktop for Students - Implemented a service to provide virtual desktops to labs, mobile carts and end user devices to increase availability and decrease time for deployment.

2014
- Office 365 Implementation - Migrated users to Office 365 to eliminate local management and storage and to increase features and access for email initially.
- Azure Hosted Website - Moved the Wordpress site to Azure with a new design for stability and flexibility.
- Project Online for ITS Projects - Created site and started tracking ITS projects.
- Single Sign On Version 2 - Moved this process to the ERP cloud-hosted site and coupled with Portal to connect to more systems and isolate from campus.
- Desktop Deployment Automation - Implemented Microsoft System Center Configuration Manager to decrease deployment time and create more consistency.

2015
- Wireless Replacement - Replaced wireless controller and access points to provide for 100 percent coverage at each campus.
- Core Network Upgrade - Replaced core switches to increase speed between buildings and to the desktop.
- Digital Services Coordinator and Team - Created a position and an advising group to monitor, build and test where services reach users in a digital way.

Future ITS initiatives to improve services, strengthen the infrastructure, and maintain stability in college technology include:

- The One.MCC Action Project, with phases being completed in 2016 and 2017, will provide an unified view in casebook form to help service providers identify issues, close loops, create plans and communicate with students. The project will give students a unified dashboard with next steps, communication from the college, and events. The system will also capture requests for help, suggestions and alerts for issues and route them to the appropriate department.
- The Single Sign-On/Portal will provide a new cloud redundant sign-on system that improves account creation, password management and provides a unified dashboard where users visit each day.
  MCC first instituted SSO in 2012.
- Starfish Student Services will create an actionable service catalog and default processes for fulling these services, and it will increase usage and efficiency further utilizing our Starfish student retention software.
- We seek to increase the response rate to our customer service survey to 10 percent by 2018 through implementation of a new service desk package.

5.3 Operational Effectiveness

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.

Building budgets to accomplish institutional goals

MCC's budget process involves many sub-processes and is never complete due to the ever-changing educational needs of our community and evolving changes in funding and regulatory entities. However, for legal and practical reasons, the process does have key components that are specific and measureable. **Figures 5P3.1 and 5P3.2** detail institutional budgeting processes and timelines.

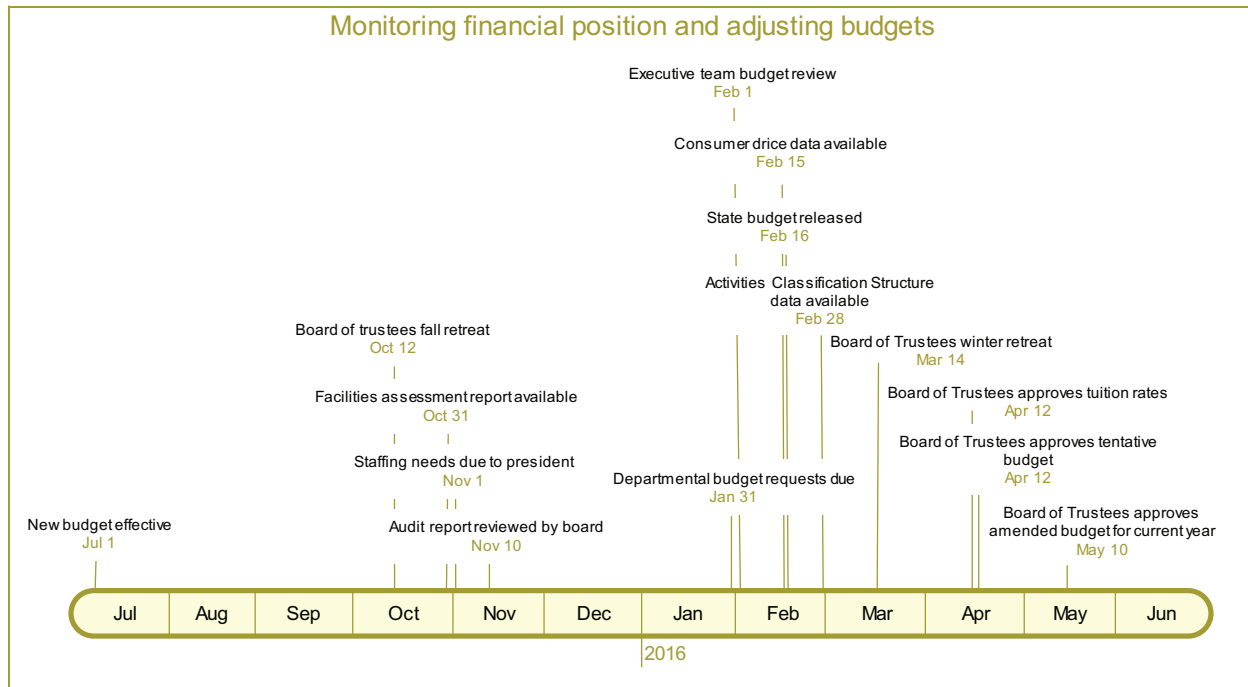**Figure 5P3.1**
Budgeting Processes
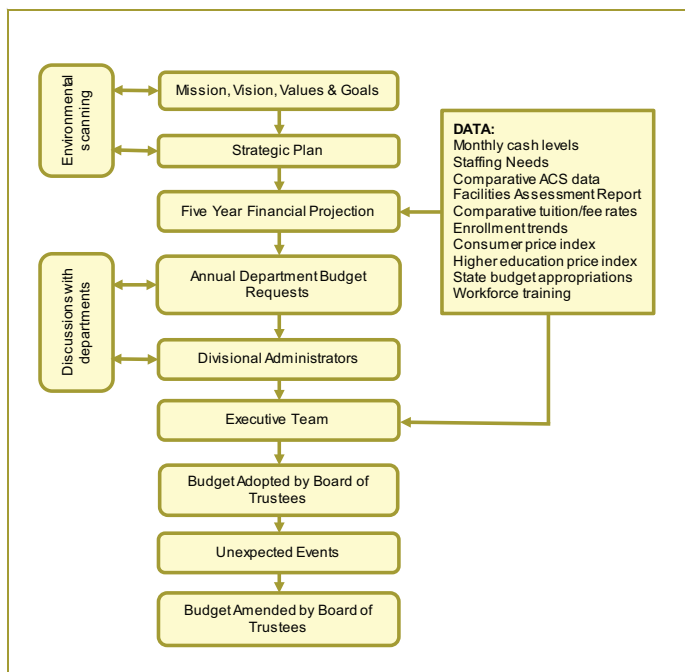
Budgeting is rooted in the mission, vision, values and goals approved by the BOT and in the strategic plan that grows from them. Throughout the year, the BOT conducts environmental scanning, by meeting with area economic, employment, and educational experts, by attending professional association meetings, and by less formal interaction throughout our community. At the same time, MCC administrators and faculty meet with area employers, educators, and economic drivers to assess educational needs. The collected information is shared and discussed in weekly ET and monthly leadership team meetings and, consequently, form the basis for ensuing decisions and actions.

A five-year financial projection is continually updated based on changing enrollments, costs, and strategic priorities. This projection does not establish rigid budget parameters. Rather, it is designed to allow MCC to plan for future programmatic growth and for the revenues necessary and anticipated to meet those needs. The BOT and the ET review these projections jointly at the BOT semi-annual strategic retreats, usually in October and March.

In developing the budget, MCC's strategic plan is considered in tandem with information gathered through environmental scanning from local, regional, state, and national sources. The annual budget cycle begins with departmental projections of programs and the staffing required to implement and sustain those programs, as well as the required support systems and services. Each department, or functional area, then projects the human, technological, and operational resources necessary to accomplish the objectives that evolve from the planning process. In a series of ensuing meetings, the ET then prioritizes budget requests and allocates funding based on projected revenue.

Figure 5P3.2
Budgeting Timelines

Monitoring financial position and adjusting budgets

Executive team budget review	Feb 1
Consumer drice data available	Feb 15
State budget released	Feb 16
Activities Classification Structure data available	Feb 28
Board of trustees fall retreat	Oct 12
Facilities assessment report available	Oct 31
Staffing needs due to president	Nov 1
New budget effective	Jul 1
Audit report reviewed by board	Nov 10
Departmental budget requests due	Jan 31
Board of Trustees winter retreat	Mar 14
Board of Trustees approves tuition rates	Apr 12
Board of Trustees approves tentative budget	Apr 12
Board of Trustees approves amended budget for current year	May 10

Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun

2016

In accordance with state law, tentative revenue projections are approved by the BOT in April, and a more detailed budget of revenues and expenses is adopted at the start of each fiscal year.

## Monitoring financial position and adjusting budgets

Employees can access financial information, including budget comparisons, through the college's ERP system. Supervisors of individual budget areas continually review the budget status of their area of responsibility and revise tactics accordingly. The BOT is provided monthly reports detailing receipts, disbursements, and budget to actual comparisons. The monthly budget reports also highlight budget adjustments that have been made due to programmatic and funding changes. In accordance with state law, budget adjustments that have been made throughout the year are approved in the BOT's adoption of a formal amended institutional budget in May. Semi-annually, administrators report financial indicators to the BOT. This data allows the BOT to monitor how MCC costs compare to similar institutions, as well as how the college compares to BOT established benchmarks. (**5.A.5**)

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

An annual security audit is conducted by our ITS department. The college network security is tested monthly with a device installed by our security consultant; the consultant also comes on site once a year for more intensive testing. Network systems are protected via a firewall, antivirus and malware software, policies and procedures and up-to-date systems. These are checked by an outside firm once per year to alert us of any issues and to benchmark against other organizations. The process performed by a firm that serves hundreds of schools, banks and other organizations informs us of any gaps in security including unpatched computers. Secure access to all systems is controlled through Active Directory, set up by each employee's position and role. These are communicated through the Human Resources department to ITS. Access to specific departmental information is requested by the departmental administrator and users are required to complete Family Education Rights and Privacy Act (FERPA) training. The college is in the process of implementing data security awareness training and testing on a monthly basis with a process from our security consultants. Key process results are provided in section 5R2.

ITS has several sources of input from the college community. Formal and informal groups help keep ITS informed of issues and future needs. As an example, the Jenzabar User Group meets monthly to receive enterprise resource platform product updates, training opportunities, and collect input on user-suggested improvements. Guided by the college strategic plan and with input from various users, the ITS Advisory group helps create the strategies comprising the ITS Strategic plan. The ITS departmental plan's projects are organized by both college and ITS strategies, areas of operation, department and year. The plan is updated as projects are added/updated and as the advisory group changes priorities. To ensure adequate

Figure 5P3.3
Information Technology Services Feedback Loops
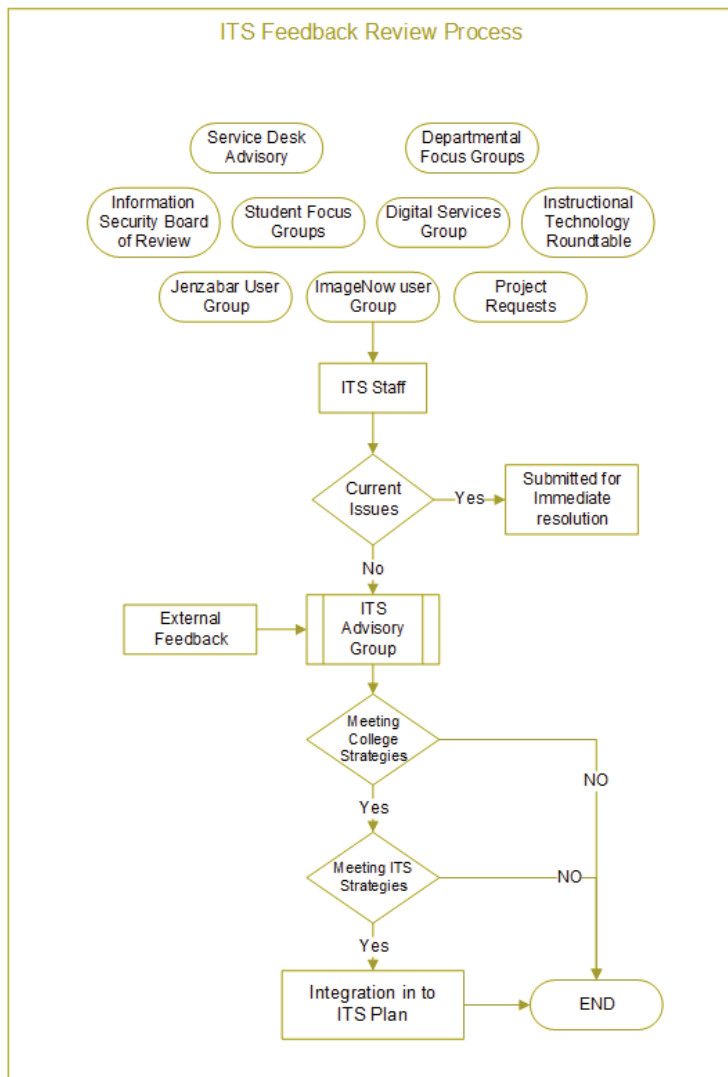
training and usage of software the college licensed the education site Lynda.com college-wide in 2015. This venue allows any staff member or student to learn more about Office, Office 365, OneNote, security and a range of other software and soft skills. **Figure 5P3.3** shows the various stakeholders who provide feedback to ITS improvements.

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

One of the responsibilities of the Facilities department is to provide a comfortable, functional learning and work environment for staff and students, which also supports the college's goals. Information from individuals and groups utilizing facilities inform the provision of reliable, secure, and user-friendly facilities. Specifically, this includes information from our quality-related teams as well as information collected from students.

MCC promotes opportunities to focus on energy conservation, sustainability, and reduce utility costs. Two of the college's newest buildings are Leadership in Energy and Environmental Design (LEED) certified. To provide for controlled atmospheres, our automated, web-based building automation system has been setup to provide college sanctioned temperatures in all of our various spaces. Once set up, the system automatically maintains the specified temperatures in the various spaces. An electronic algorithm continuously monitors for conditions outside the specified temperatures. Each semester our staff adjusts calendars and occupied times according to the class and work schedules for that particular semester. The system, over time, learns how soon to begin bringing spaces to set points based on outside temperatures. The system also sends alarms via email or other means to critical staff members when conditions warrant.

A professional annual Facilities Assessment Condition report is prepared by an outside, independent firm. This process establishes the physical condition of all of our facilities and compares their condition with benchmarks established by the Association of Physical Plant Administrators (APPA) which is considered the premier association for Higher Education Facilities Managers. Significant or emergent needs are addressed immediately while planned projects are incorporated into the budget process. All MCC facilities are American Disability Association (ADA) compliant.

Working toward improved environmental health, MCC recently implemented a revolutionary system of green cleaning and disinfecting that research shows should result in less illness among students and staff. The Aquaox Infection Control System is cutting edge and MCC is the first higher learning institution to implement it. Staff have been professionally trained in the use and application of the solutions and equipment. This initiative has also been extended to the classroom as a real-world learning opportunity for students taking biology courses. The students are provided the opportunity to sample areas to determine bacteria presence. This experience affords them experience in utilizing diagnostic tools, lab procedures, and report writing.

Managing risks to ensure operational stability, including emergency preparedness

Our processes for managing risk are multi-faceted. As described more fully above, our technological infrastructure and operations are rigorously and constantly monitored to minimize risk exposure. Similarly, legal risk exposure is monitored through the use of multiple tools. Professional publications, periodic updates from several law firms, and active participation in professional organizations all serve to provide the knowledge necessary to monitor, recognize and address potential legal risks. The previous section highlighted the preparedness work of the Crisis Management Team. In addition to routine risk management issues, our membership in the Michigan Community College Risk Management Authority (MCCRMA) is another component of MCC's

broader approach to emergency preparedness/ crisis management. The MCCRMA is a self-insurance organization providing property and casualty (liability) coverage for 19 of Michigan's 28 community colleges. The MCCRMA is governed by a seven-member Board, all community college administrators. That Board contracts with experts for risk management and other administrative functions. The risk management firm aggressively works with member colleges to identify and mitigate risk. This effort is accomplished through a series of campus visits by the MCCRMA's contracted risk manager, who meets with the relevant College personnel based on the risk area being assessed. MCC's vice president for administrative services attends the risk manager quarterly training sessions and shares the information with appropriate college personnel. These efforts collectively provide MCC staff with the expertise to view the institution through a risk management lens.

To develop the processes needed to ensure the most secure facilities, the college established a Crisis Management Team (CMT) composed of faculty, administrators and support personnel from all areas of the college. The CMT reviews safety and security at the main and Greenville campuses and as such its responsibilities include assessing training needs, security enhancements, and communication and response strategies including critical incident responses. CMT activities include updating the crisis management and communications plans, conducting quarterly meetings, attending area school safety meetings, and coordinating trainings and drills. MCC's communications director participates on the CMT and oversees the college's crisis communications plan. The college implemented training by law enforcement and risk management experts for students and staff including sexual violence on campus and active shooter trainings. Fire and dangerous weather drills are conducted in each building on a set schedule; results are reviewed by the CMT. MCC reaches out to community partners and consultants to support our work. As an example, MCC collaborated with the county sheriff's office to conduct walk-around patrols as a courtesy service to increase safety presence. In fall 2015, MCC engaged a private consultant to assess MCC's security vulnerabilities and identify potential improvement strategies; these recommendations were provided in April 2016.

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

Outcomes/measures tracked and tools utilized

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

Comparison of results with internal targets and external benchmarks

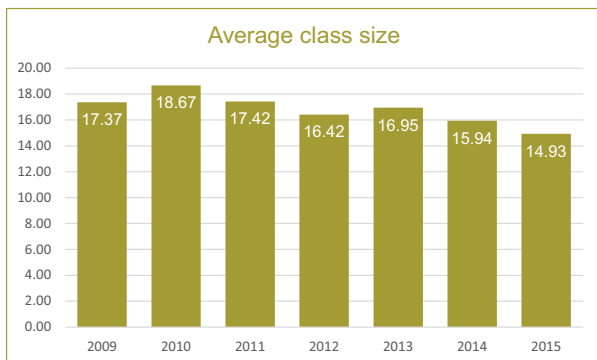**Interpretation of results and insights gained**

MCC monitors the metric of cost per student contact hour using internally developed data sets obtained through Jenzabar, specifically considering the impact of average class size on this metric. MCC also uses the Activities Classification Structure Data Book prepared by the state of Michigan as its external benchmarking tool. The internal target is to be at or below the level of our peer group. Results are shown in **Figures 5R3.1**. MCC's average class size per Activities Classification System data is 10, while the benchmark group is 14. The primary reason for our costs per student contact hour exceeding the benchmark is our small average class size. The data shown in **Figure 5R3.2** depicts the trending decline in average class size from 2009- through 2015 as context for the cost-per-student contact hour result. Due to falling college enrollments over the past five years, MCC's attempts to address high cost per contact hour by monitoring and optimizing average class size have been unsuccessful thus far.

Figure 5R3.1
Cost per Student Contact Hour 2011, 2012, 2013

Activities Classification Structure (ACS)								
Cost per student contact hour								
	2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015	
	MCC	Peer Group	MCC	Peer Group	MCC	Peer Group	MCC	Peer Group
All Instruction	$8.93	$7.87	$9.20	$8.15	$10.21	$9.36	$11.65	$9.97
General Education	$7.71	$7.23	$8.48	$7.71	$9.36	$8.29	$10.64	$9.44
Business	$8.76	$7.65	$17.11	$10.19	$11.00	$8.82	$12.96	$9.68
Technical Occupations	$16.97	$10.51	$12.37	$10.32	$12.17	$12.08	$13.23	$13.26
Health Occupations	$11.25	$10.02	$6.29	$5.91	$12.29	$11.37	$14.48	$12.71

Figure 5R3.2
Average Class Size

Energy conservation determines savings based on cost per kilowatt usage and kilowatt hour peak demand for MCC's main and Greenville campuses. During the 2012-2013 fiscal year, the college partnered with Ameresco, a company that offers comprehensive energy efficiency and renewable energy solutions for a variety of facilities, to implement energy conservation measures throughout the main and

Figure 5R3.3
Energy Conservation Measure Savings in 2013 and 2014

	Electricity kWh Savings (Usage)		Electricity kW Savings (Peak Demand)		NG Therm Savings		Total
	kWhs	Dollars	kW	Dollars	MCF	Dollars	
2013 - Calendar Year							
Main Campus	1,489,161	$82,797	2,367	$26,347	2,606	$25,926	$135,070
Greenville Campus	52,904	$2,941					$2,941
Total:	1,542,065	$85,738	2,367	$26,347	2,606	$25,926	$138,011
2014 - Calendar Year							
Main Campus	1,416,720	$81,133	1,969	$22,567	3,827	$39,225	$142,925
Greenville Campus	71,130	$4,073					$4,073
Total:	1,487,850	$85,206	1,969	$22,567	3,827	$39,225	$146,998

(Table heading: Energy conservation measures)

Greenville campuses. Lighting was upgraded, energy management system controls were changed from pneumatic to digital, and more efficient boiler controls were added. The energy savings from these changes are summarized in **Figure 5R3.3**. Moving from traditional lighting fixtures reduces energy consumption anywhere from 50 to 75 percent. In addition, through our utility provider's rebate program, we have been able to more easily afford to upgrade systems while saving additional money by decreasing our energy use. Our building automation system has allowed us to reduce our energy consumption compared to heating and cooling degree day data over past periods. We have reduced the amount budgeted for electrical and natural gas by about 10% since this system was implemented. Having benefitted from this positive experience, MCC will continue to seek additional opportunities to conserve.

Figure 5R3.4
Aquaox Testing Results, January – March 2016

AQUAOX Cleaning Solution Student Testing

Average results after conducting of 7 tests, one week apart, in high traffic locations.

Represents average number of microbes in test sample from each location.

Location #	Running Averages	
	Before	After
Location 1	20.3	3.5
Location 2	29.3	6.7
Location 3	4.2	1.0
Location 4	5.2	0.5
Location 5	4.0	6.5
Location 6	35.5	0.2
Location 7	11.7	1.8
Location 8	13.5	2.0
Location 9	2.3	0.8
Location 10	6.8	1.2
Location 11	6.2	0.0
Location 12	16.7	1.3

Environmental facility design includes a set of Leadership in Energy and Environmental Design (LEED) rating systems for the design, construction, operation, and maintenance of green buildings that aims to help building owners and operators be environmentally responsible and use resources efficiently. LEED is one of the most popular green building certification programs used worldwide. Developed by the non-profit U.S. Green Building Council (USGBC) it includes a set of rating systems for the design, construction, operation, and maintenance of green buildings that aims to help building owners and operators be environmentally responsible and use resources efficiently. The new Bill Braman Family Education Center on our Greenville campus allowed our renewable energy program to expand while providing up-to-date classroom, laboratory, office, and support spaces. The design optimized advanced technology programming and provided for future flexibility. The internal targets were to achieve LEED status for the two newest building projects, and this was exceeded as the Stanley Ash Building on the main campus was LEED certified and the Braman building is LEED Gold certified.

One of the facets of environmental health is the presence of bacteria on institutional surfaces and the use of an ATP meter to determine these levels. Since Aquaox is a new environmental health project, internal targets are decreased bacterial levels after use of the system. There are no external benchmarks in place. Through the implementation of the Aquaox Infection Control System we are providing cleaner, more sanitary, and healthier environments for our students and staff. This system has also reduced the number of other chemicals that can be hazardous to handle and use thereby providing a safer environment for both staff and students. An MCC Microbiology class conducted a study of twelve high traffic locations during a six week period from January 25- February 29, 2016. The surface was measured and treated in the morning and retested later in the morning. **Figure 5R3.4** results indicates that the facility is very clean, because number of microbes in each location is very small.

The annual facilities report provides results on facilities condition. Based on the findings from the 2013, 2014, and 2015 reports, the college's overall rating on the condition of its buildings was rated "good." These ratings are referenced in more detail in 5R2.

Figure 5R3.5
Results from Noel Levitz Student Satisfaction Survey
Regarding Facilities, Security, and Technology

Noel-Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Facilities and security				
Security staff respond quickly in emergencies	5.25	5.22	5.29	5.16
There are a sufficient number of study areas on campus	6.13	6.00	5.98	5.59
Parking lots are well-lighted and secure	5.67	5.48	5.63	5.33
The campus is safe and secure for all students	6.09	5.94	6.02	5.75
The student center is a comfortable place for students to spend their leisure time	5.72	5.72	5.76	5.4
The amount of student parking space on campus is adequate	5.75	5.69	5.76	4.69
On the whole, the campus is well-maintained	6.34	6.31	6.25	5.91
Technology				
Computer labs are adequate and accessible	6.45	6.34	6.26	5.73
The equipment in the lab facilities is kept up-to-date	5.53	5.99	5.95	5.56

MCC administers the Noel Levitz Student Satisfaction Inventory biennially. Measures relevant to this section include questions on facilities, security, and technology. Internal targets for the Noel Levitz Student Satisfaction Inventory are to increase trended institutional scores annually and be above national external benchmark comparison group data for the most recent year. Results are displayed in **Figure 5R3.5**. All 2015 MCC results exceeded national benchmarks. Technology-related results declined slightly from 2013 to 2015. During this same time, all security and facility items increased, except for study areas, and the overall campus maintenance, which decreased slightly.

5I3 Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Due to the limitations of Jenzabar, we have been unable to provide budget-to-actual financial data until the audit for the prior year has been completed and the related fiscal year has been closed. Consequently, our budget managers are unable to access this information until four months of the fiscal year have passed. To address this need, the vice president for administrative services and the director of ITS led an exploration of options, which included:

- Purchase and implementation of a separate, but integrated, budgeting software solution.
  After reviewing several possible software packages, this option focused on Xlerant's BudgetPak.
- Purchase of the budget module available through Jenzabar.
- Development of an internal "work-around" that would provide the needed information using
  software tools currently in place at the college.

Administrators from each division of the college were invited to participate in this effort. Due to cost, the first two options were considered impractical but a work-around was found. A separate field in the budget table within Jenzabar was identified as the source from which the system draws future budget amounts. By populating this field with the new budget at the beginning of each fiscal year, we are now able to provide immediate budget-to-actual data for our decision makers.

As described in 5R3, our cost per student contact hour continues to exceed our peer group. Due to falling enrollments over the past five years, attempts to address this problem by monitoring and optimizing average class size have been unsuccessful. We plan to improve average class size, and related cost per student contact hour, by intensifying our efforts as enrollment changes allow.

A key component of annually updating our five-year facility master plan is our annual facilities assessment process which is performed annually in October by an independent architectural & engineering firm. The facility report provided to us after our annual risk manager visit shows areas to be addressed. The annual Facilities Assessment Conditions report classifies overall conditions of each building. All previous recommendations have been implemented, and the improvements recommended in this report have been completed. Based on this assessment, budget requests will be developed and forwarded. In another portion of the most recent report (2015), 13 recommendations were made to improve fire and life safety were made and they will be reviewed.

Through the use of historic data and increased automated "knowledge" of our building automation system, times can be adjusted to further reduce "ramp up" times to meet the specified space temperature parameters. Updates to our Building Automation System allow for critical alarm transmission to maintenance technicians 24/7/365 via smartphone technology. As a result of lessons learned from the energy savings achieved through our partnership with Ameresco, we are again upgrading lighting at both campuses to LED.

Through the implementation of the Aquaox Infection Control System, the college is providing cleaner, more sanitary, and healthier environments for students and staff. The validity of this statement is proven by use of ATP meter testing on a regular basis which verifies that our facilities are clean and sanitary. Based these results and data presented in 5R3, use of the Aquaox Infection Control System is expanding throughout our campuses. Three machines capable of disinfecting all surfaces in a room are used regularly in all high-traffic areas.

AQIP CATEGORY SIX: Quality Overview Focuses on the Continuous Quality Improvement

Category Introduction

The college has consistently demonstrated its commitment to continuous quality improvement. Montcalm Community College (MCC) was accepted into the Academic Quality Improvement Program (AQIP) pathway in 2004. Since the last systems portfolio submission, the college engaged in six AQIP Action Projects, three of which are still active. Significant strides in institutionalizing a quality culture have been made since the inception of the "Establishing a data-informed culture of continuous quality improvement" Action Project in 2013. The Personal Assessment of the College Environment (PACE) survey was used to develop baseline measures for this Action Project, with custom questions related to data. The PACE survey will be administered again in spring 2017 to determine impact.

Quality is an institution-wide expectation involving students, employees, and board member. This is consistently communicated through MCC's vision, mission, and values and operationalized through practice. The quality team structure provides the infrastructure needed to better integrate processes, results, and improvements. An intentionally diverse membership design has engaged students and all three employee groups on the various teams. Quality Council (QC) is the centralized point for integrating the institution's quality initiatives. QC is affiliated with several teams focused on initiatives on student success, college services, academic quality, and data.

To more effectively support data-informed decision making and assessment activities, the college has implemented several changes. One is the significant investment in an Office of Institutional Effectiveness (OIE). As of 2015, two full-time positions including a research analyst comprise the office which was formerly a director of institutional research and assessment. This staffing enhancement has allowed for increased data collection, analysis, usage, consultation, and assessment activity across the institution. The nature of quality improvement is complex; therefore effective communication with all our stakeholders continues to be in the forefront of all we do. Emerging technology has provided useful communication and information sharing tools, specifically, the revamped college Sharepoint intranet site called "MCC Connect." Mandatory professional development on quality-related topics has been developed and provided for all employees.

Figure 6.0
Perceived Maturity of Processes and Results at MCC for Category Six

Section	Perceived Maturity of Processes	Perceived Maturity of Results
6.1 Quality Improvement Initiatives	Systematic	Systematic
6.2 Culture of Quality	Aligned	Aligned

The current strategic plan has "Institutional Quality" as one of its four institutional goals. As the college moves into its next strategic planning cycle, the quality emphasis will be further integrated into the workings of the institution. The challenge of aligning institutional metrics and plans is one that the college proactively addresses. To help manage this work, Taskstream Assessment Management System (AMS) was enlisted to help align MCC's assessment activities.

Overall, the college considers most category six processes and results to be systematic or aligned. With enhanced OIE capacity and increased experience in utilizing quality structures, MCC will continue improving maturity levels toward integrated. **Figure 6.0** shows the college's perceptions of its processes and results maturity levels for category six.

6.1 Quality Improvement Initiatives

6P1 Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

Selecting, deploying, and evaluating quality improvement initiatives

All institutional quality improvement initiatives are approved and coordinated by MCC's QC whose structure was developed in 2014 to support the AQIP Action Project "Establishing a data-informed culture of continuous quality improvement." Membership on QC represents every employee group- administrators, faculty, and support staff. Inclusive employee membership facilitates better communication and solicits representation across the institution for quality improvement. The design of the QC structure includes six affiliated teams. These teams support QC efforts by either providing recommendations/ information to QC or taking on tasks delegated to them by QC. Figures 4P3.1 and 4P3.2 provide information about the college's quality team structure and group representation on teams. QC's charge is to ensure all the college's departments are engaging in quality improvement efforts, help determine how quality improvement efforts are measured, coordinate quality improvement measures

Figure 6P1.1
Quality Council
Assessment Schedule

Quality Council Assessment Schedule	
Category	**Updated**
1	September
2	October
3	November
4	February
5	March
6	April

to reduce redundancy, identify gaps in assessment efforts, ensure quality improvement initiatives are being assessed, review assessment data, and ensure that data is being used to make improvements.

MCC's OIE staff and services directly support the college's use of data for decision-making and measuring effectiveness. The OIE provides technical assistance to individuals and groups throughout the college in order to build employees' ability to analyze data and determine needed improvements. When assessment needs are identified, OIE staff help identify relevant assessment tools and methods that already exist. If no relevant tools or methods already exist, OIE staff work with individuals or groups such as QC or departments to create new tools and methods. Data provided to QC are analyzed by the group and possible improvements are identified. Beyond QC, OIE staff package the raw data into useable information and present the data for audiences across the college including departments, faculty, staff, and other committees. OIE has designated priorities as discussed in Category 5.1 (Figure 5P1.1). Where useful, presentation visuals such as charts and graphs accompany the data along with initial data analysis. As information is shared, audience members are encouraged to contribute their insights as to the meaning of the data from their perspective and use of data in decision-making and actionable steps. OIE also oversees institutional assessment which is organized per the framework adopted by QC; each college department has a primary affiliation to a quality team for assessment purposes.

To promote consistent data generation and use, QC follows an assessment calendar which is coordinated with its meeting schedule to remind category teams and their leaders of upcoming assessment reviews and ensure they take place as scheduled. These assessment reviews integrate new information into the AQIP systems portfolio. **Figure 6P1.1** shows the categories and their corresponding QC meeting for review.

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

QC facilitates alignment of AQIP activities such as the systems portfolio, Action Projects, the comprehensive quality review, and strategy forums. The process is most easily explained by starting in year-one. In year-one, MCC sends a team with administrators, faculty, and staff to the AQIP strategy forum, where an Action Project is created. Prior to leaving for the strategy forum, members of the QC and strategy forum team review the AQIP systems portfolio and comprehensive quality review feedback (if applicable), along with the college strategic plan to identify a focus for a designated AQIP Action Project. AQIP Action Projects are identified and approved by the QC using information such as strategic priorities identified in the previous systems portfolio feedback report, the comprehensive quality review feedback report, and emerging issues identified within the strategic plan. QC also reviews AQIP Action Project progress reports and ensures that Action Project results are shared with the entire campus. Examples of data that QC reviews include results from assessments such as the Noel Levitz Student Satisfaction Inventory, the Noel Levitz College Employee Satisfaction survey (CESS), PACE survey, quality-related training initiatives, and institutional assessment data. As mentioned in the previous section, the systems portfolio is annually updated by the category teams and is then shared with QC for accuracy and additional input. The schedule for systems portfolio updates is illustrated in **Figure 6P1.1**. MCC's systems portfolio annual updates integrate AQIP Action Project data and other institutional assessment and activities. By collaboratively reviewing these inclusive updates, QC and category teams together identify new improvement strategies.

6R1 What are the results for continuous quality improvement initiatives?

Since the last systems portfolio submission in 2012, MCC has implemented the AQIP Action Projects summarized in **Figure 6R1.1**.

As mentioned in **Figure 6P1.1**, to collect baseline data for the CQI AQIP Action Project, the PACE Survey was administered in March 2014. The PACE report stated that the college's overall results indicated a healthy campus climate. **Figure 6R1.2** shows the questions most relevant to continuous quality improvement. The norm base provides a benchmark against other institutions who also completed the survey. MCC scored above the norm base on all the questions. Data in the "Institutional Structure" section indicate that employees believe that the college is heading in the right direction, is efficient and effective, and information is shared throughout the institution. The "Supervisory Relationships" section data indicate that relationships are strong, staff are involved in decision making processes, and that professional development and training opportunities are available. The "Teamwork Section" data indicate that MCC's culture promotes the sharing of ideas that are needed for effective problem solving. MCC's average is above the norm. At this time, we only have the one year of data. The survey will be conducted again in 2017 after the Action Project's third year, and MCC expects to increase ratings across all items.

Figure 6R1.1
MCC AQIP Projects Summary

MCC AQIP Projects Summary		
Project	Description	Results
Supplemental (SI) Instruction to Increase Student Success	(Category One- completed) This project's primary goal was to increase student success in developmental reading, math, and English courses through the provision of supplemental instruction.	·Students participated in SIL took 2-3 more credit hours per semester (more likely to be full time). ·Students who participated in SIL sessions had 7-15% higher retention rates over the three years. ·Developed SI training materials and conducted trainings with SIL and faculty. ·Expanded use of SI Leaders in courses over time, increased numbers of SIL's utilized.
Course/ program/ general education assessment expansion	(Category One- completed) This project's primary goal was to further course-level assessment, program-level assessment, and general education assessment by creating new processes where needed while refining existing processes. In general, we wanted to continue to advance work in the area of assessment as it is fundamental to helping students learn.	·Developed more integrated work processes for assessment and curriculum committees under quality council's academic quality initiative. ·Institutionalized faculty leadership for assessment committee. ·Established new 5-year course description review cycle/ process. ·Started movement toward embedded assessment/ rubrics. ·Began utilization of an assessment management system for course-level assessment. ·Adopted new general education assessment schedule adopted and committee structure.
Program Goal Revision and Mapping	(Category One- active) This project's primary goal is to ensure that our academic programs review and clearly articulate their learning outcomes. This articulation benefits students in enabling them to choose the right programs, understand programmatic expectations, understand how the courses they take relate to programs, gain the most value from their education as they seek employment after graduation, and participate in quality assessment activities. We also anticipate assessment activities will improve as a result of formally addressing program outcomes.	·Planned program goal revisions and curriculum mapping plans are on schedule. ·Aligned programs with the Guided Pathways initiative. ·Provided training to faculty in developing program goals and use of the Degree Qualification Profile. ·Started utilization of best-practice assessment tools including the AAC&U VALUE Rubrics, Degree Qualification Profile, and National Institute of Leaning Outcomes Assessment (NILOA). ·Implemented Taskstream Assessment Management System (AMS) for course and program level assessment.
One.MCC College Wide Customer Service System	(Category Two- active) This project's primary goal is to improve service to our constituents by coordinating efforts college-wide to provide information, solve client problems and document interactions and plans. The college currently has several points of contact depending upon the business being conducted. Communication and interactions are not always recorded and when they are it is in disconnected systems. A combined system would give our students many avenues to get connected a cohesive customer service system.	·Continued work on implementing Starfish student retention software to schedule appointments for advising and the writing center. ·Migrated employee notes from our Jenzabar enterprise resource management system to Starfish to provide one place for advisors to see a history of notes. ·Described and built in services such as the writing center in Starfish. ·Integration to pull course and student progress from Canvas is setup and ready for testing for the fall 2016 semester. ·Information technology services and facilities purchased service desk software integrated with Office 365 and are currently testing implementation with facilities service tickets.
Developing an integrated services delivery approach for students	(Category Two- completed) This project's goal was to determine what non-academic supports and resources students need to be successful and then where possible promote access. Based on ideas gained from the Working Families Success Model, we brought together resources and services in ways that helps students stay in school, find jobs and establish careers, build assets to support themselves and their dependents, and improve their financial security. Learnings from the project were used to inform institutional planning and budgeting activities.	·Gained a better understanding of our students' needs and communicated with students more effectively to better support their educational experience. ·Improved our ability to direct students to appropriate community supports, either through referral or on-site provision. ·Secured EightCAP community services agency staff to operate from main campus location full-time, serving both students and community. Also utilized EightCAP to administer specific financial assistance funds to eligible students in need. ·MedNOW telemedicine partnership with local hospital provides medical evaluation via technology located on our main campus. ·Health department representative scheduled at main campus.
Establishing a data-informed culture of continuous quality improvement	(Originally Category 7, now Category Six- active) The project's primary goal continues to focus on improving our organization's institutional effectiveness with an emphasis on measurement. While assessment is typically perceived through an academic lens, we are developing assessment metrics to address both academic and non-academic functions within our institution. Measurable performance standards and appropriate benchmarks have been, and will continue to be, identified for all campus functions. Implementation of a continuous quality improvement model has helped to build our collective capacity to inquire, collect and interpret data, and to more effectively communicate information throughout the institution. The project is a campus-wide effort, involving all faculty, support staff, and administrators.	·Established quality council and team structure. ·Administered Personal Assessment of the College Environment (PACE) survey for project baseline data. ·Adopted an institutional assessment framework linked to quality teams. ·Developed quality metrics ·Developed and conducted two mandatory college-wide trainings ·Revamped intranet system with new college glossary and data center tools. ·Implemented Taskstream Assessment Management System (AMS) for strategic planning

In addition to the standard PACE survey questions, MCC developed 10 custom questions for the PACE survey to ascertain employee perceptions and needs for data to inform improvements and priorities in this area. **Figure 6R1.3** shows the custom questions and results. Being custom questions, there are no benchmarks. Employees felt most satisfied with the level of trust in the data and information, while the lowest ranked item was professional development regarding using data. The results of this section drove activities including OIE consultation and outreach, training, and information accessibility. On a scale of one to five, three is average. The data in **Figure 6R1.3** indicate that MCC employees rated MCC above average on all 10 questions. It is also important

Figure 6R1.2
PACE Survey Results Regarding Structure, Supervision, and Teamwork

PACE Survey - Institutional Structure		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which information is shared within the institution	3.45	3.22
The extent to which institutional teams use problem-solving techniques	3.67	3.44
The extent to which I am able to appropriately influence the direction of this institution	3.6	3.14
The extent to which this institution is appropriately organized	3.65	3.29
The extent to which I receive adequate information regarding important activities at this institution	3.91	3.66

PACE Survey - Supervisory Relationships		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.41	4.05
The extent to which my supervisor actively seeks my ideas	3.99	3.74
The extent to which I am given the opportunity to be creative in my work	4.3	4.03
The extent to which I have the opportunity to express my ideas in appropriate forums	3.83	3.67
The extent to which professional development and training opportunities are available	3.89	3.81

PACE Survey - Teamwork		
Five Point Scale from a low of "1" to a high of "5"	MCC Mean	Norm Base
The extent to which there is a spirit of cooperation within my work team	4.04	3.91
The extent to which my primary work team uses problem-solving techniques	3.86	3.85
The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.93	3.79
The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.95	3.74
The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.89	3.84
The extent to which a spirit of cooperation exists in my department	4.03	3.82

Figure 6R1.3
PACE Survey Results Related to AQIP CQI Project Baseline

| PACE Survey	
MCC Customized questions, no comparison data available	Mean
The extent to which data and information related to my job functions are collected	3.66
The extent to which data and information related to my job functions are easily accessible	3.54
The extent to which data and information related to my job functions are understandable	3.69
The extent to which data and information related to my job functions are utilized	3.62
The extent to which I trust data and information available to me	3.78
The extent to which new data and information related to my job functions are available in a timely fashion	3.59
The extent to which I'm aware of existing institutional reports and data sources that are useful in my job	3.40
The extent to which I can access existing institutional reports and data that are useful in my job	3.34
The extent to which I'm knowledgeable about institutional effectiveness activities	3.54
The extent to which employees are encouraged to ask questions and seek out data inform their answers	3.61
The extent to which employees in various work roles regularly identify, develop, and utilize effectiveness measures together	3.44
The extent to which stakeholders with vested interest in the results of decisions are involved in decision-making process	3.43

to understand that the standard deviations for all items are above one. So, as an example, one question regarding access to institutional reports in **Figure 6R1.3** has a mean of 3.34 and a standard deviation of 1.09. Assuming a normal distribution, this means that 68 percent of all respondents answered between 2.25 and 4.43, and 95 percent of respondents answered between 1.16 and 5. So, while above average is a good start, it also indicates that many employees believe that data is not being used as widely as it should be, and that many stakeholders are not involved in decision making. This data would indicate opportunities for MCC to increase focus on data-informed decision making and engage stakeholders in decision-making processes.

Quality Council (QC) convened two mandatory trainings over the past two years. Both quality-themed trainings reinforced learning objectives through presentations, discussions, and small group exercises. The first training, called "Quality 101," was held in August 2014. This training three basic objectives: to learn why quality is important as it relates to continuous improvement, to learn why quality is important to MCC, and to learn how we can all speak the same language when it comes to quality. The training facilitator, an MCC employee, also explored what a process was and how to look for root causes in order to fix processes that are in need of improvement. Presentation, discussion and small group exercises reinforced these learning objectives. Furthermore, exercises emphasized the definition of quality, how to measure it with data, understanding quality requirements and how they can change, and how to use data to inform improvement initiatives. One hundred twenty full- and part- time union employees (90 percent) participated. With an inspired topic from an employee, QC sponsored "Road Trip to Quality" as its second training. The basic purpose of this training was to provide information about accreditation, the HLC, AQIP, continuous quality improvement, and the MCC strategic plan. This travel-themed training was employee created and delivered during October 2015-January 2016. Eighty-seven full- and part- time union employees participated in one of the four half-day mandatory sessions. OIE worked with the training's planning committee to develop event evaluation tools and processes. **Figure 6R1.4** shows data collected from "Road Trip to Quality" training participant pre- and post-tests. Participants reported significant learning gains as a result of the training in the four areas noted.

In addition to information collected at the Road Trip to Quality training through pre- and post-tests, 50 employees completed the post-event survey sent two days following their training session (56 percent response rate). With each survey administration, results were used by the training planning committee to improve the next training. Overall results for questions that were most relevant to CQI are as follows:

- Question 2: 81 percent of respondents said they were either satisfied or very satisfied with the training.

Figure 6R1.4
Road Trip to Quality Training Results

"Quality Road Trip" training pretest and posttest evaluation.
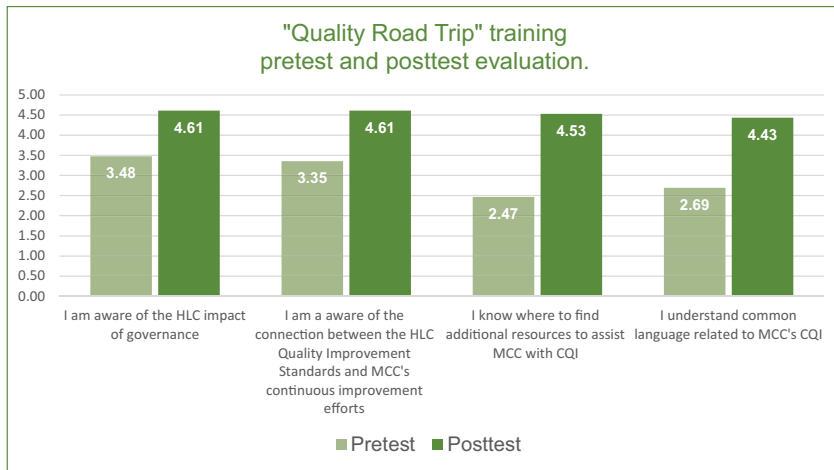
Figure 6R1.5
Noel Levitz CESS Results Regarding Quality Elements

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	Comparison Group 2015 Level
Communication				
There is good communication between staff and the administration at this institution	3.55	3.29	3.41	3.05
There is good communication between the faculty and the administration at this institution	3.65	3.48	3.38	3.06
There are effective lines of communication between departments	2.96	3.11	3.08	2.80
The mission, purpose, and values of this institution are well understood by most employees	3.56	3.72	3.61	3.49
Quality				
Efforts to improve quality are paying off at this institution	3.84	3.68	3.82	3.36
Professional Development				
I have adequate opportunities for professional development	3.86	3.87	3.66	3.44
Teamwork / Involvement				
I feel involved in this institution's quality initiatives	NA	NA	3.63	NA
The work I do is valuable to the institution	4.23	4.37	4.19	3.99

- Question 3: 81 percent of respondents either agreed or strongly agreed that they felt the training helped them understand how to contribute to MCC's continuous quality improvement initiative.
- Question 4: The top five topics that respondents reported were either all or mostly new were as follows: the systems portfolio (45 percent), MCC's continuous quality improvement initiative and team structure (38 percent), Academic Quality Improvement Program (34 percent), Higher Learning Commission/ accreditation (27 percent), and MCC strategic plan (26 percent).
- Question 5: 63 percent of respondents felt the training content was quite or extremely useful.
- Question 9: Text analysis revealed that the topic respondents reported as being most relevant to their work was "quality" followed by "HLC," "CQI" and evidence.

Collectively these data would seem to indicate that the "Road Trip to Quality" was a good step towards creating a culture of quality. The foundation of a culture of quality is knowledge, and MCC employees are now much more knowledgeable than before the training. Results also indicate an opportunity for MCC to provide more trainings and to find more ways to engage stakeholders.

MCC collects information from employees about their perceptions of quality on a regular basis. The Noel Levitz College Employee Satisfaction Survey (CESS) was administered in the spring of 2010. The items presented below in **Figure 6R1.5** represent issues relevant to MCC's CQI initiative. Overall, MCC employees rate their satisfaction higher than national comparison benchmarks and the data show that MCC is rated above the average of the comparison group in all areas. While MCC's employees rated their satisfaction lower than in 2010 in most cases, it should be noted that 2010 was a year of substantial changes in administration and preceded two reorganizations. While the longitudinal data do not show significant trends, improvements are still necessary.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

New employee trainings were conducted. Results data are being reviewed by QC to identify future training sessions.

MCC Connect, a new college intranet site where institutional information can be shared and accessed by all college employees, was created in fall 2015.

A data team was developed based on a need to have information technology services and the OIE work more closely together to address data-related needs within the institution. Based on feedback from QC that more needed to be done to promote shared language and access to information, the data team created a data center and college glossary. These items are accessible to employees through MCC Connect.

To be more inclusive in decision-making, faculty representatives were added as members to the leadership team and students were added to the curriculum committee. The president began meeting with student groups outside of the student advisory team format by periodically attending their meetings.

Advances were made to further integrate the functions of the curriculum and assessment committees under the academic quality initiative, a QC team. For example, curriculum committee program change forms were modified to include information also used by the assessment committee. This information includes program goals, alignment between goals and courses, and how the program goals will be assessed. A process was also determined to approve new programs including these elements.

The MCC Foundation (MCCF) supported the college by funding the purchase of the Curriculog software system. Curriculog will provide a mechanism by which to manage and document the work of the academic quality initiative's curriculum committee and assessment committee. Curriculog is a counterpart to Acalog, the college's academic online catalog software.

6.2 Culture of Quality

6P2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture.

Developing an infrastructure and providing resources to support a culture of quality

During the 2013 Higher Learning Commission's (HLC) strategy forum, the MCC strategy forum team identified measuring effectiveness as its priority issue. Back on campus, further discussion led to the decision to also develop the quality improvement infrastructure and resources to address this institutional strategic issue. In September 2013, MCC launched an AQIP Action Project titled "Establishing a data-informed culture of continuous quality improvement." This project was designed to develop assessment metrics addressing both academic and non-academic functions and promote quality throughout institutional culture. Measurable performance standards and appropriate benchmarks have been, and will continue to be, identified for all campus functions. Measures are aligned with the strategic direction of the college through the institutional assessment planning and reporting process using an institutional assessment form field and through the quarterly strategic plan review performed by the Executive Team (ET), comprised of the college's top division leaders.

Implementation of a CQI model has helped to build our collective capacity to inquire, collect and interpret data, and to more effectively communicate information throughout the institution. As part of the initiative, a full-time research analyst position was created and a person was hired to fill this position. This position works in the OIE with MCC's director of institutional effectiveness. MCC also added a part-time position within OIE that focuses on supporting assessment activities. These actions have dramatically increased our institution's capacity for data measurement, analysis, and use. The OIE and information technology staff collaborate together, functioning as a data team, to address institutional data needs in systematic ways.

The AQIP Action Project launched by administering the PACE to all employees in order to establish a project baseline measure. Key assessment items included "leadership culture attributes," "employee perceptions of various aspects of institutional quality," employee engagement in quality efforts," and "custom questions specific to data and information." Survey results were shared with QC and used to make changes in communication and strategies. As an example, in responding to a need for better understanding about quality, employees created and executed a second institutional quality training. The overall purpose of the training was to educate staff and faculty about the alignment of accreditation, the HLC, AQIP processes and activities, and our internal CQI effort and structure. From October 2015-January 2016, four half- day Quality "Road Trip" training sessions were conducted. All MCC employees attended at least one of the mandatory trainings. Evaluation measures such as pre- and post- tests and event surveys were used to measure training outcome attainment.

MCC had used an assessment management system called Tk-20 to track assessment and quality improvement initiatives, but the software did not meet the college's needs. MCC faculty and administrators reviewed other software tools and selected the Taskstream Assessment Management System (AMS). Taskstream AMS enables all quality teams to work in a more organized way to ensure alignment, and ultimately integration, of institutional quality improvement efforts into the college's strategic plan.

An example of how AQIP, quality improvement structure, and the strategic plan being woven together as a work practice occurs in the college's Information Technology Services ITS department. ITS developed fields in its project descriptions list that require affiliating projects with AQIP categories, quality teams, and strategic plan goals. These description fields are then used by the information technology services advisory group to help prioritize projects through strength of this affiliation while directing communications to the designated teams.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations

Through QC, the data team collaboration between OIE and ITS staff continues to build out data center processes, produce outputs, and reinforce data integrity. The data center is a SharePoint-based management tool for prioritizing and executing data requests as well as making data sets accessible to audiences. QC approved the initial list of data that were added to the data center. Most data requests throughout the institution are initiated through and/or recorded within the MCC Connect data center, which currently contains 79 academic and non-academic information entries. Specific data examples available through the site include Integrated Postsecondary Education Data System (IPEDS) reports, Noel Levitz Student Satisfaction Inventory results, Activities Classification Structure reports, institutional headcount and program enrollment information, and course success rates. (**5.D.1**)

A new institutional intranet site called MCC Connect launched on Sept. 8, 2015. Key intranet goals are to heighten all employees' awareness of accreditation requirements, the importance of the quality initiative for the college, and access to resources and data. Hits to the site can be tracked to determine usage. This revamped site ensures that all employees have access to all quality initiatives, quality improvement data, and information relating to the college's campus and community events. MCC Connect is intended to become the place where staff go to make requests and get information as it is built with service desk and knowledge management tools. Within MCC Connect there is an icon for the QC site that provides users relevant quality activity information, including meeting information and training results. Another strategy employed to share information is the blogging tool within MCC Connect. This tool is being utilized to "push" information such as datasets/results, events, and news out to MCC faculty and staff. Shared language across departments, employee groups, and disciplines is fundamental to successfully implement cultural change involving quality concepts and operations; therefore the data team developed the college glossary tool. It lists and describes the words, acronyms, and other expressions used within the institution. Managed by the OIE, all employees have the on-going opportunity to contribute to and learn from the college glossary.

Ensuring the institution learns from its experiences with CQI initiatives

The team/ committee structure at MCC allows everyone who wants to be involved in quality improvement a chance to be involved. The teams were intentionally designed and staffed to ensure that all departments are represented, which allows for a more transparent process. QC acts as the coordinating entity, which means that every department and group is represented in analyzing quality improvement data, and identifying strategies for improvement. Not only is every department and group represented on QC, minutes of every QC meeting are emailed to the entire campus, and are always available through MCC Connect. Increased resources have allowed OIE to facilitate institutional learning by marketing itself as a support system for assessment and quality improvement. Not all stakeholders fully understand quality improvement processes, so OIE staff meet with them to help determine what can/ should be measured, and how (**5.D.2**).

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution
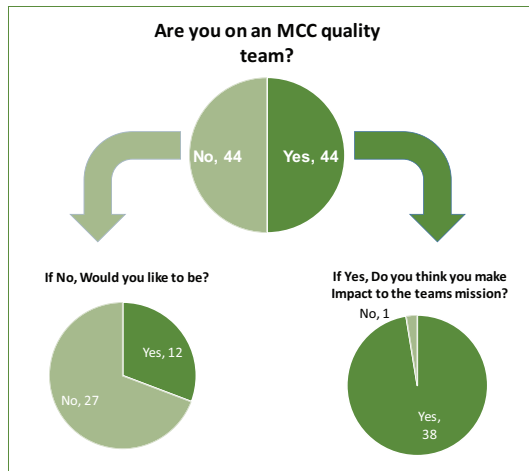
The quality trainings that we have provided, specifically the "Road Trip to Quality" training, created an atmosphere where all employees became more educated about specific AQIP requirements/activities while becoming more interested in institutional quality improvement and their role in it. One of the reasons employees are expressing interest is likely due to the fact that MCC's culture is not one of blaming and pointing fingers, but instead, a culture that encourages innovation and change. QC's diverse employee representation, team structure, and focus on institutional improvement positions the group to provide sustainable leadership for AQIP implementation. A challenge in this leadership that has been addressed successfully is ensuring that AQIP align and integrate with other college processes so it is not a stand-alone initiative. QC continues to focus on institutionalizing a process of identifying gaps, coordinating quality improvement initiatives, and identifying training to improve the entire institution's understanding of, and culture of quality improvement. This focus is consistent with the intent of the AQIP pathway. Moreover, the entity will have a formal, sustainable role in overseeing the AQIP activity implementation through system portfolio updates and Action Project determination/reports.

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

Employee perceptions are important in determining evidence for the culture of quality as it relates to our team structure. Road Trip to Quality Training pre- and post- testing asked participants about their MCC quality team involvement and results are shown in **Figure 6R2.1**. Half of the respondents reported they were a member of a quality team. Almost all the respondents already on a team, felt they made an impact on the team's mission. Twelve of the 39 respondents who indicated they were not currently on a team said that they would like to be. Together, these results would indicate that employees who are involved feel they are contributing to quality efforts, yet there are still more opportunities to engage others who are interested but are not yet involved.

Figure 6R2.1
Road Trip to Quality Survey Results
Regarding Team Involvement

Are you on an MCC quality team?

No, 44   Yes, 44

If No, Would you like to be?
Yes, 12
No, 27

If Yes, Do you think you make Impact to the teams mission?
No, 1
Yes, 38

Through the Noel Levitz CESS the college collected employee perspective data on quality relating to day-to-day operations. Results in **Figure 6R2.2** represent questions relevant to CQI initiative. Again, most items are above the national benchmark. The largest gain from 2013-2015 was in regards to with the institution's reputation while the largest decrease was in the area of department-level teamwork.
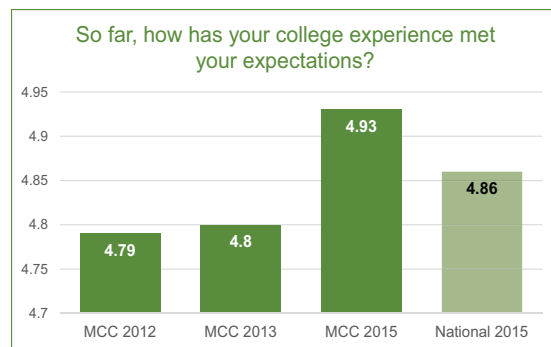
The college sought students' perceptions of our culture of quality. The Noel Levitz Student Satisfaction Inventory (SSI) was administered in 2012, 2013, and 2015. Since the college's ultimate focus is serving students, questions selected for **Figure 6R2.3** show quality-related inferences to issues such as services, belonging, and communication.

Figures 6R2.4, 6R2.5, and 6R2.6 provide additional results on students' feedback about their MCC college experience. MCC's results in these areas improved when compared to 2013 and compares favorably to national benchmarks.
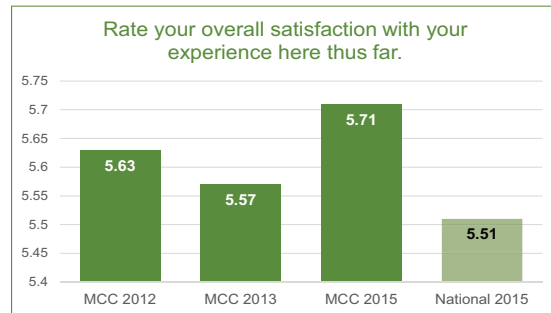
Figure 6R2.2
Noel Levitz CESS Results Regarding Culture of Quality

Noel Levitz Employee Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2010 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	Comparison Group 2015 Level
Information				
It is easy for me to get information at this institution	3.71	3.61	3.59	3.26
I have the information I need to do my job well	4.02	3.99	3.91	3.62
Strategic Work				
Employee suggestions are used to improve our institution	3.50	3.42	3.42	2.98
There is a spirit of teamwork and cooperation at this institution	3.57	3.55	3.51	3.04
The goals and objectives of this institution are consistent with its mission and values	3.87	3.96	3.97	3.56
This institution involves its employees in planning for the future	3.76	3.62	3.48	3.07
Reputation				
This institution is well-respected in the community	4.20	3.63	4.01	3.64
The reputation of this institution continues to improve	4.08	3.53	3.77	3.42
Teamwork / Involvement				
My department meets as a team to plan and coordinate work	3.45	3.52	3.17	3.66
I am empowered to resolve problems quickly	3.95	3.88	4.00	3.44
The work I do is valuable to the institution	4.23	4.37	4.19	3.99
Creative Value				
I am given the opportunity to be creative in my work	NA	4.44	4.34	NA

Figure 6R2.3
Noel Levitz Student Satisfaction Inventory
Survey Results Regarding Culture of Quality

Noel-Levitz Student Satisfaction Survey				
SATISFACTION (1 = "Not satisfied at all" / 7 = "Very satisfied")	2012 Satisfaction Level	2013 Satisfaction Level	2015 Satisfaction Level	National Comparison Group 2015
Most students feel a sense of belonging here	5.57	5.65	5.64	5.38
The quality of instruction in the vocational/technical programs is excellent	5.57	5.49	5.52	5.47
Library resources and services are adequate	6.07	6.02	6.13	5.75
Personnel in the Veterans' Services program are helpful	5.04	5.23	5.16	4.82
Financial aid counselors are helpful	5.52	5.71	5.65	5.18
Computer labs are adequate and accessible	6.45	6.34	6.26	5.73
I generally know what's happening on campus	5.89	5.87	5.99	5.16
This institution has a good reputation within the community	5.95	5.94	6.18	5.72
This school does whatever it can to help me reach my educational goals	5.51	5.56	5.68	5.35
On the whole, the campus is well-maintained	6.34	6.31	6.25	5.91

Figure 6R2.4
Noel Levitz SSI Results Regarding Expectations

So far, how has your college experience met your expectations?

MCC 2012	MCC 2013	MCC 2015	National 2015
4.79	4.8	4.93	4.86

Figure 6R2.5
Noel Levitz SSI Results
Regarding Experience Satisfaction

Rate your overall satisfaction with your experience here thus far.

MCC 2012	MCC 2013	MCC 2015	National 2015
5.63	5.57	5.71	5.51

Figure 6R2.6
Noel Levitz SSI Results Regarding Re-enrollment

All in all, if you had to do it over, would you enroll here again?

MCC 2012	MCC 2013	MCC 2015	National 2015
5.97	5.84	6.01	5.74
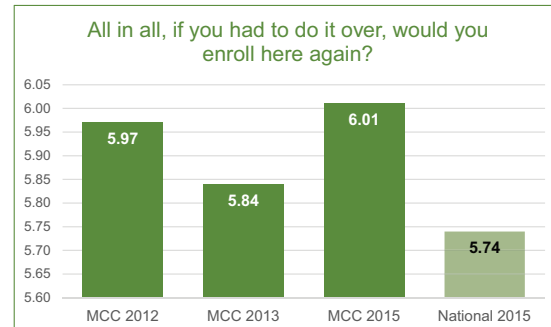
6I2 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Since the AQIP Action Project started in 2013, we have been building an expectation of assessment institution-wide including both academic and non-academic operations. With the adoption of the institutional assessment framework and related materials, the OIE will continue to provide customized technical assistance including training to support implementation of these efforts across the college. We will also look to more fully utilize the capacities of the Taskstream AMS to support this work. We will close this AQIP Action Project this year and determine our next steps in this endeavor. QC will consider both the upcoming strategic plan and AQIP systems portfolio feedback report, and other information to determine future Action Projects.

Communication is critical to quality improvement. We acknowledge this continues to be a challenge for the college given the many audiences and activities. With the creation of the new MCC Connect portal and the AQIP One.MCC Action Project, QC will continue to integrate communications and develop audience-targeted approaches.

As the college develops the structures to support the quality-related work that needs to occur, alignment between departments and teams is critical. We will need to continue to be mindful of the effective use of resources in accomplishing our goals. An emphasis on future training needs will also be critical to continue evolving our quality culture and ensuring full participation. On a related topic, we will consider the memberships of various groups and determine changes that should be made to appropriately involve stakeholder groups in improvement efforts, specifically students.