



Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution's HLC staff liaison. In the subject line, include the phrase "Draft Team Report," the institution's name and the liaison's surname (e.g., "Draft Team Report—Narnia University—Stenson").

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase "Final Team Report," the institution's name and HLC staff liaison's surname (e.g., "Final Team Report—Narnia University—Stenson").

Institution: Kirtland Community College City, State: Roscommon, MI

Date of On-Site Visit: 10/23-24/2017

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Dr. Jeff Anderson, Professor, Indiana University-Purdue University

Dr. Debbie Below, Vice President for Enrollment Management and Student Success/Dean of Students, Southeast Missouri State University

Dr. F. Blake Faulkner, President, InnovateH.Ed Associates, LLC

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Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable (Year 8 only).
- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. Include all the elements of the visit. Example: "The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review."

For institutional context, provide a statement of the basic characteristics of the institution. This could include the institution's mission, comments on changes to the institution since its last comprehensive evaluation (including new administrative team members), notable points of the institution's strategic plan, or other topics.

The team conducted a Year 8 Comprehensive Quality Review, including visits to the Grayling location and the Roscommon main campus.

The mission of Kirtland Community College is to provide innovative educational opportunities to enhance student lives and build stronger communities.

Since the last site visit, Kirtland has had to respond to changes in its context:

A significant drop in enrollment over the past several years has led to a large reduction (over 30%) in the number of employees. This reduction has occurred in conjunction with a need to shift emphasis away from transfer education and to technical programs. Although the strategic leadership of the President and his administrative team is re-positioning the college for the future, the required changes have resulted in some divergent perceptions of decision-making, communication and

inclusion at the college.

The economic and geographic realities of Kirtland's situation have necessitated changes in facilities (the expansion of the Grayling location and the downsizing of the Roscommon location) that have positively impacted the institution, providing opportunity and positioning the college well for the future, though the transformational change has disrupted the work of some.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents for these evaluations are available at hlcommission.org/team-resources.

Also list any unique aspects of the review, such as any virtual or in-person meetings with stakeholder groups or institutional partners. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

N/A

D. Additional Locations or Branch Campuses Visited (if applicable)

N/A

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. Review HLC's [Protocol for Reviewing Distance Education and Correspondence Education](#). Do not include the team's commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

According to the Director of the Center for Teaching and Learning, 30% of Kirtland's courses are taught in an online format. Through a Title III grant, funds were obtained to provide faculty training in online course development and teaching. As part of this training initiative, each faculty member developed a first online course. Faculty use a Quality Matters type rubric to evaluate each new online course, and ongoing evaluation data are collected from students and peer evaluators.

The Distance Learning faculty report a robust Information Technology support system to meet both their needs and those of the students. The students corroborated the claim of responsive support for students needing technical assistance. Further, both faculty and students reported the existence of library services and tutoring available online. The students can also access a virtual writing center to assist with papers.

The Colleges uses the Jenzabar management information system, a single sign-on and password system. Additionally, when students are taking an exam online, a lock-down browser is implemented, which prevents the student from accessing any online site during the exam. Each student is required to use a video-cam during the exam, and a software titled Respondis records the student's photo ID, as well as the student during the completion of the exam.

The expansion and continued development of quality online learning is embedded in Kirtland's strategic and operational planning and is integral to serving a sparsely-populated geographic service

area of approximately 2,500 square miles. The college's administrative team (CAT) provides senior administrative oversight over online programming and services, just as it does the rest of the college and face-to-face delivery. The Vice President of Instructional Services provides oversight of academic matters, and all online program and curriculum proposals are approved by the college's Curriculum and Instruction Committee (CIC), just as they are throughout the college. Functional service area departments provide services to students at a distance under the direction of their respective department leaders.

The scope of courses and programs offered online at Kirtland fall within what they are authorized to operate by HLC.

Overall institutional effectiveness measures for online learning are generally the same as face-to-face offerings within the college, except for appropriate nuances in surveys and specific measures, (i.e., faculty response time to student postings) that are unique to the online instructional modality.

F. Notification Related to Third-Party Comments

N/A

II. Compliance with Federal Requirements

See the separate [Federal Compliance Overview](#) in preparing this section. The team's completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

See attached documents.

III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is "Met," improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is **Met**. If all of the Core Components are met, the Criterion is met.

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns. If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is **Not Met**. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion 1. Mission

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

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

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

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

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

Team Determination:

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

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

Kirtland maintains a process for formal review of institutional mission, vision, and values on five-year cycles, alongside the strategic planning cycle. Institutional reports additionally suggest ongoing consideration of mission, vision, and values, reflecting input from the greater campus community and changing conditions in the greater college community, such as budget, areas impacting student success, and opportunities for institutional contribution. As reported in the 2011 Systems Appraisal, statements from a 2004 summit of college employees, students, and community members were reviewed at a 2010 presidential convocation of all employees. At the same time, board members submitted recommendations for an updated mission statement, driven by recognition of major budget reductions at the time and opportunities identified for a shorter, more impactful mission statement. Along with the following strategic planning cycle, the current mission statement was revised and approved by the board in fall 2014. The process involved input from the board and employees. Ultimately this approach resulted in new mission, vision, and values statements, along with corresponding strategic plans, reflecting those themes. The current mission statement is as follows: "To provide innovative educational opportunities to enhance student lives and build stronger communities."

The college serves the largest geographical area of all community colleges in Michigan, in an area of declining population that is predominantly Caucasian and in difficult economic conditions (nearly 20% of the population living in poverty). Fewer than 12% of residents are reported as having at least a bachelor's degree. Toward meeting inherent locational challenges and promoting educational growth opportunities, courses and programs are offered through four locations in the area and online. Prior to developing proposed new programs, economic trends in the service area, student interest, and graduate employability are studied. Occupational program advisory committees meet annually to support continual tracking of current needs and projected changes. Program accreditations, licensure exam success, and transfer networks are maintained in support of student credentialing, future employability, and identified patterns of student program completions. A Guided Pathway is developed for every program, providing students reasonably timed routes to completion, including considerations of financial aid. Kirtland is a member of the Michigan Transfer Agreement, and partnerships with four-year universities promoting successful transfer experiences, including reverse transfer agreements, continue to be developed. Local school districts partner with Kirtland to offer the Early Middle College program, providing educational opportunities for high school students. Through community passage of a capital projects millage, the new Health Sciences Center was opened in August 2016 at Kirtland-Grayling. The Kirtland Center for the Performing Arts brings performers of diverse backgrounds and differing opinions to the region, providing greater cultural experiences for Kirtland communities.

College processes for regular review of mission, vision, values and development of strategic plans appear to be interwoven, a fact made evident in the 2013-19 Strategic and Action Plan, which is readily available on the college website. Assumptions and competitive advantages are first considered as a basis for planning, which then proceeds to the development of themes and actions for achieving the college's mission. Such themes are also referred to in previous accounts of mission, vision, and values review and recently approved revisions to these statements. Annually, the strategic plan is implemented through the development of operational plans, which set administrative goals for the year and provide the basis for budgets. The board considers alignments in mission, strategic plans, operational plans, and budgets at its annual board retreat. Their approval provides direction to the college in allocating resources to accomplish the mission. It is reported that over half of the college budget is devoted to instruction, with another 18% allocated to student support.

Core Component 1.B: The mission is articulated publicly.

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

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

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

Team Determination:

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

Evidence:

Mission, vision, and values are communicated widely through the college website, emails to the college community, the college catalog and student handbook, board meetings, and college planning processes. Framed copies are displayed prominently around campus, and statements are printed on the back of employee business cards, as well as on bookmarks for distribution. Discussions with faculty, staff, administration, and community members indicated that the mission, vision, and values are broadly understood, shared statements of college direction and future opportunities.

The current statements emerged out of the most recent strategic planning summit, subsequently approved by the board in fall 2014. They incorporate changes deemed to reflect the evolving culture, economic conditions, and future directions of the greater campus community. These statements reflect the three identified themes presented in the college 2013-19 strategic plan for "quality learning & instruction," "connections with external & internal communities," and "future design," as well as encompassing college aspirations and initiatives to contribute to the lives of people and industries of a rural service region currently impacted by significant poverty, cultural homogeneity, and limited educational attainment. Values including inclusiveness, reflection, character, and respect focus on providing student growth necessary for success in an

increasingly diverse, global society, which, according to demographic data presented, is currently quite different from that within the five-county Kirtland service region.

In the 2016-17 HLC Institutional Update, Kirtland reports offering 21 degree and 16 certificate programs. Occupational programs are supported by advisory boards (which include external members), maintain corresponding accreditations or licensure board approvals, and regularly review continuing education, licensure, and employment data on recent graduates for planning and assessment efforts. Four associate degrees and two certificate programs are offered online, and the college is a participant in Michigan Colleges Online. Workforce Development programs in northern Michigan collaborate with Kirtland on specialized training for area business and industry employees. An Early Middle College program, expanding upon dual enrollment courses, and partnership in the Michigan Transfer Agreement provide support for area students in successfully working towards certificate associate's degrees.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

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

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

Team Determination:

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

Evidence:

Institutional data on student demographics, available through Jenzabar, are regularly tracked and reviewed. Several subgroups are identified: developmental education students; students by gender, age, and ethnicity; first-year college students; dual-enrolled and early middle college students; transfer students; veterans; students with disabilities; and working students. The Fall 2016 unduplicated head count at Kirtland indicates the following data: 61% of its 1,529 students are female; 65% are 24 years old or younger; 67% are considered part-time; and 93% are Caucasian. The college's service region has a population reported to be around 90,000, of which 12.3% hold a bachelor's degree or higher and nearly 20% live at or below the poverty line. Kirtland reports that it is a rural community college serving a largely homogeneous, Caucasian population, with very few minorities living in the area.

The college offers cultural events and programs, with goals including to foster cultural enrichment, diversity, and social and cultural awareness. Example programs include the Performing Artists series and student writing and art competitions. The Student Veterans of America student organization assists service men and women in personal growth and adjusting to civilian life. Student activities on Domestic Violence Awareness and an Empty Bowls Project, supported in conjunction with a River House Shelter, are implementations of an overarching goal to provide safety and shelter for survivors of domestic and sexual abuse and the homeless. Additional student activities include Political Awareness/Meet the Candidates events, a Food

Pantry for assisting students who experience financial difficulties, student construction of 38 beds for a local shelter, and student volunteerism in Habitat for Humanity.

Kirtland's mission includes its purpose to enhance student lives and build stronger communities. Board members maintain a philosophy of "leading by example" in such directions, illustrations of which include passing policies on "Standards of Good Practice" and "Conflict of Interest," working closely with taxpayers to approve millage in support of Health Sciences Center construction, and responding to identified stakeholder needs by authorizing expansion of the Kirtland-Grayling location. College values include "Inclusiveness," to inspire tolerance and to welcome diversity of people and thought. Core competencies, required of all students, have been recently redesigned (2014), and all general education courses must now address each of these competencies. There are six core competencies, including "Personal Growth and Responsible Citizenship," which states that students "act purposefully, effectively, and responsibly to function in social and professional environments as a productive citizen in the community."

While recognizing the value of culturally diverse learning experiences for students, Kirtland has experienced challenges in such direction. The college has tracked student survey data on 2013 and 2016 CCSSE surveys showing low reported results on "[e]ncouraging contact among students from different economic, social and racial/ethnic backgrounds." A series of global awareness presentations were offered 2012- 2014 and are reported as having had substantial participation, yet were cancelled due to minimal perceived impact. On the other hand, examples perceived as successful practices in the health professions programs were discussed with the site visit team. Nursing students are exposed to a variety of cultural systems necessary for effectively treating patients who may not be accepting of otherwise standard options due to their beliefs. An apartment lab at the Kirtland-Grayling location is set up in different cultural arrangements, providing students with a relevant diversity of in-home care experiences. Systematic institutional assessment of the academic impacts of such practices, as well as those associated with cultural events and programs listed above, constitute an opportunity for Kirtland.

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

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

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

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

Team Determination:

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

Evidence:

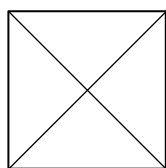
The service area of the college is economically deprived, and Kirtland recognizes that it has an important role in being responsive to the needs and requests of stakeholders in order to promote the concept of building stronger communities, as indicated in the Mission statement.

Administrators, faculty, staff, and community members continually search for funding to provide unique and innovative resources that align with programs and curriculum, such as the millage that funded the Health Sciences Center and a Title III grant that funded state-of-the-art technology and health science equipment.

As a public institution, Kirtland's educational responsibilities take primacy over other purposes. The fact that instruction and instructional services encompass approximately two-thirds of Kirtland's annual expenditures provides evidence that Kirtland is committed to fulfilling its educational responsibilities. In facilities maintenance and capital planning, a frequently expressed goal is to identify ways for re-diverting funds into academics and student support programs.

Advisory boards for occupational programs provide input into curriculum design to ensure it is meeting current employer needs. As part of the budgeting process, deans and directors seek input from the advisory committee stakeholders and, based on this input, make recommendations for materials to support the current needs and innovations of the industries they represent. Through its Center for the Performing Arts, Kirtland brings performers of diverse backgrounds and differing opinions to the College and surrounding communities in an effort to provide cultural experiences for a primarily Caucasian rural population.

Team Determination on Criterion 1:



Criterion is met

Criterion is met with concerns

Criterion is not met

Summary Statement on Criterion:

Kirtland develops, articulates, and operationalizes the college mission, vision, and values through several interconnected, inclusive, and coordinated processes. The overarching themes of the Strategic Plan 2013-19 are consistent with the mission, vision, and values, and they support a continual review of these statements. Such themes were developed from input from the greater college community. Kirtland contributes solutions to challenges inherent in a large, rural, homogeneous, economically deprived region by providing avenues for individual and community growth through educational opportunities. These are advanced by the college's efforts to identify and address distinctive needs and potential barriers experienced by the population of the service region. Although the college seems successful in summarizing a broad range of foundational conclusions for planning, along with corresponding competitive advantages, it appears to have not yet achieved the same success in drawing together the many levels of course, program, division, and institutional data into an integrated, actionable report that allows for analysis of progress towards strategic goals. A particular example discussed in later sections of the team report concerns an apparent imbalance of college consideration of programs viability data over programs quality data.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

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

Team Determination:

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

Evidence:

Kirtland Community College operates with integrity in its financial, academic, personnel, and auxiliary functions. Throughout the CQR visit, employees and governing board members demonstrated an understanding and adherence to institutional policies and procedures. More importantly, employees provided evidence that they collaborate regularly to devise operational procedures intended to strengthen institutional effectiveness and support student success.

Kirtland maintains a user-friendly, web-based policy and procedure library that codifies its administration, business, community service, instruction, personnel and student services functions. The CQR team noted one discrepancy in Kirtland's statements of Student Admissions and Equal Employment under the heading, "Policies and Procedures." These statements are included in the "Policy Statements for Kirtland Community College", amended December 12, 2013. The institution should consider updating the statements to align with POL 5.000, Equal Opportunity for Employment, revised June 1, 2016. The revised policy is accurately reflected in the current college catalog.

The annual operating budget, financial statements, audits, salary schedules, employee agreements and procurement processes are available on the Business Office website: www.kirtland.edu/business-office/#budget-transparency. A review of audit reports for 2015 and 2016 shows Kirtland's net financial position improved in 2016, following declines in 2014 and 2015, which were largely attributed to a decline in enrollment.

Kirtland Community College has developed and encourages a culture of learner-centered education in which employees are committed to fulfilling the institution's mission. Faculty and staff shared examples of participation in professional development programs on- and off-campus (i.e. information system user groups, admissions, financial aid and registrar meetings) and regularly use webinars for training purposes. Additionally, personnel hold leadership positions within their respective professional organizations and participate in state-level initiatives, such as the Michigan Community College Collaborative for Accountability, Research and Effectiveness (MCCCARE).

The auxiliary functions of the institution, including food service, bookstore, events management, and purchasing, are highly regarded by the employees and students at Kirtland. The operational staff are dedicated to offering a high quality, affordable customer experience. The bookstore makes every effort to locate the least expensive course materials (i.e. textbooks and supplies) for students.

Faculty and staff appear to be aware of their responsibility to report violations of Title IX and information about the college's sexual misconduct prevention, and an awareness program is disseminated to incoming students and new employees.

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

Team Determination:

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

Evidence:

In 2013, Kirtland launched a highly responsive and interactive new website, which is used to present the institution's programs and services. The new website is organized for its audiences, rather than individual departments, and follows many best practices related to website content in higher education. In addition to the central policy library previously mentioned, the site contains many types of information for the public:

- "Student Central" includes a central location for all forms used for enrollment, financial aid, payment, services, employment, and public safety.
- "Employee Central" provides comprehensive job descriptions for all jobs at Kirtland.
- The cost of classes and associated expenses are disclosed on the website.
- The annual security report is accessible from the Kirtland homepage.
- The college catalog is updated annually and is available online in a searchable format.

In an effort to present itself clearly and completely to its students, Kirtland completed an extensive Guided Pathways initiative. A Guided Pathway exists for each program and contains data on career opportunities, salary, employment outlook, program mission and career-focused goals, course descriptions, prerequisites, and all related costs. The Guided Pathways website is designed to be easily updateable, ensuring that visitors to the site have accurate information reflecting any recent program changes. Beginning in the 2017-2018 academic year, students can view schedules for summer, fall and winter semesters simultaneously. This project, described in the Project Persistence Action Project, denotes that "the year long schedule will encourage students to map out a path to completion for a year at a time."

Higher Learning Commission accreditation status is disclosed in the college catalog and on the Kirtland Community College homepage: www.kirtland.edu. Additionally, the status of specialized, national and professional accreditations is available at www.kirtland.edu/accreditation. The document is titled "accreditations" but also includes licensures and pending accreditations. A title reflecting the more comprehensive nature of this document should be considered.

Kirtland should also evaluate the way "Licensing and Program Accreditation" information is displayed on program webpages and in the college catalog. Each program webpage linked from www.kirtland.edu/programs-we-offer includes use of the term "Licensing and Program Accreditation" in the program information section. As most programs do not hold specialized, national or professional accreditation, a student could mistakenly believe the program is accredited.

In a similar way, Kirtland includes program level accreditation statements in the college catalog for programs that do not hold specialized, national or professional accreditation. Kirtland should consider removing subject specific accreditation statements when the status is pending. Examples were found in the college catalog for the following programs currently seeking accreditation:

- The “entire Emergency Medical Services program is in the process of being accredited by the Commission on Accreditation of Allied Health Education Programs in conjunction with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professionals.”

Health Information Technology graduates will “meet or exceed the competencies outlined in the domains, subdomains, and tasks of the accreditation agency.”

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

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

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

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

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

Team Determination:

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

Evidence:

Members of the Kirtland Community College Board of Trustees are selected through a general election and must live within the college’s service area of Crawford, Ogemaw, Oscoda and Roscommon counties. The CQR visit included a constructive meeting with three members of the Board of Trustees, who demonstrated strong support and a vision for the future of Kirtland Community College. The board actively participated in efforts to gain community support for a millage to fund a new Health Sciences Center in Grayling and will oversee expansion of this facility.

Board of Trustee meeting agendas and minutes of meetings are available on the institution’s website. This practice of record keeping and sharing of information demonstrates efforts on the part of the institution to operate with integrity. Members of the CQR team reviewed several board

agendas and records of minutes and determined their deliberations are related to reasonable and relevant interests of the institution and its constituents.

In 2012, the Board adopted new policies for standards of good practice and conflict of interest. The board meets monthly, and the organizational structure of the board includes a finance committee that meets quarterly. The Kirtland Community College Policy Manual provides clear, written guidance in the areas of board governance, standards of good practice, and conflict of interest.

The board articulated an understanding of the mission that aligns with the perceptions of the institution's executive team, faculty, staff and students. Board members delegate day-to-day institutional operations to the institution's personnel. A set of bylaws governs the Board of Trustees (BOT), and all board members sign a conflict of interest statement. The board and administrators follow the Freedom of Information Act and the Open Meetings Act of Michigan protocols. Kirtland has adopted the appropriate policies related to fair and ethical practices, including but not limited to citizen complaints, personal and college acceptance of gifts/grants/contracts, patent and copyright protection, and protection of proprietary information.

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

Team Determination:

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

Evidence:

Kirtland has adopted appropriate policies to protect academic freedom of faculty and students. The Master Agreement between Kirtland Community College and the Kirtland Community College Federation of Teachers includes provisions to protect the public, instructional, and private rights of instructors. Student rights and protections are described in POL 6.125. This policy protects the freedom of students to offer opinions and insights in any course of study and protects students against improper academic evaluation. The CQR visit confirmed that these policies are well understood and followed.

Core Component 2.E: The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

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

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

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

Team Determination:

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

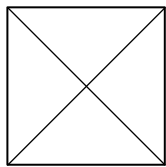
Evidence:

Kirtland Community College’s practice for Human Subjects Review is codified in POL 4.095. The institution maintains an active Institutional Review Board (IRB) to review proposals determined by the IRB chair to be human subject research. The dean of student services and/or the director of human resources join(s) the review when student and/or employee subjects are requested, respectively.

All Kirtland Community College students, faculty, and staff have access to Library resources, including online resources with access to various databases and the Michigan eLibrary. The Library staff are highly supportive of students and their learning needs. Library resources and personnel are available to students at all locations.

Kirtland’s policy pertaining to academic honesty is codified in POL 6.125, Rights and Responsibilities of Students, and includes a corresponding written procedure. Syllabi include a statement that defines plagiarism and encourages students to seek guidance from the instructor about acceptable methods to be used to acknowledge the work and ideas of others.

Team Determination on Criterion 2:



Criterion is met

- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Kirtland Community College promotes a culture in which the governing board, faculty, staff, students and external stakeholders support the mission to enhance student lives and build strong communities through innovative educational programs and practices.

The Board of Trustees is actively engaged in strategic and long-range planning intended to strengthen Kirtland’s position for the future. The board has engaged the campus and surrounding communities in important discussions about enrollment, academic program offerings and other strategic goals that have led to the expansion of services and stabilization of enrollment, during a time when other colleges are facing more significant declines. The recent opening of the Health Sciences Center in Grayling demonstrates that the institution understands the economic needs of the region and is fully capable of planning strategically in a responsible manner. The board’s trust in senior leadership provides campus employees with confidence that the institution is on solid ground as it positions itself for the future.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

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

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

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

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

Team Determination:

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

Evidence:

Kirtland participates in the Michigan Transfer Agreement (MTA). The catalog identifies a list of general education courses and indicates how many courses from each general education area of study the student must complete to obtain this transfer package. These courses have been vetted at the State level and will transfer to meet or partially meet the general education degree requirement at all Michigan state colleges and universities.

Kirtland's website displays program pages for each occupational program. These pages include a list of program area goals. These goals are very general and encompass both the degree and certificate programs in the occupational area of study. Therefore, the reader is not able to discern if any leveling/differentiating of the goals is intended or if the goals are intended to be stackable from certificate to degree. Faculty and administrators indicated that all occupational programs with external accreditation have identified program outcomes that are communicated to the program students through program documents such as program handbooks. Program outcomes provided in the Mission and Outcomes Workbook were reviewed and were appropriate for many of the health programs, business programs and arts programs; however, programs such as automotive, HVAC and welding did not have program outcomes. The revised assessment process provides an opportunity to include program level outcome differentiation and assessment. The College is strongly encouraged to complete the development of outcomes for all programs and to include this level of assessment in their revised process. Program outcomes for certificates and degrees should be easily accessed by current and potential students as these outcomes inform the student, general public and employers what the student will know and be able to do upon graduation.

In the Comprehensive Quality Review Highlights Report, October 2017, Kirtland describes a universal syllabus template intended to facilitate consistency in courses across all modes of delivery. The College is in the process of implementing this template across all programs and locations including online. A sampling of syllabi was reviewed representing both face-to-face and

distance learning for the same course in three academic areas: English, psychology and statistics. All syllabi contained the course learning outcomes, course name and alpha numeric, instructor contact information, office hours and course policies for both face-to-face and distance syllabi of the same course. They were not consistent in displaying credit hours for the course, units/topics of study or point distribution for grade attainment. A quality check and review is recommended at the end of implementation.

The CTL reviews face-to-face course content with faculty, then provides training (best practices, assessment, and pedagogy of online education) in creating the course in Canvas. Evaluating and ensuring program rigor in all modalities and locations is the responsibility of the faculty and administrators. The faculty uses Quality Matters as a platform to review and receive peer input for online courses.

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

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

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

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

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

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

Team Determination:

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

Evidence:

Following participation at an HLC Assessment Workshop (2013), Kirtland revised its Core Competencies to represent better the mission of the College and the learning outcomes they believe all students should achieve upon graduation. Of the six Core Competencies, five are being assessed, with initial data being collected by Autumn 2017. The College Assessment team demonstrated the use of course level rubrics to capture data for the five implemented Core Competencies. This early work is impressive, and the possibilities of integration of these data

through the use of the Canvas system show promise toward a repeatable, systematic approach that could allow the faculty and administration to use data for continuous curricular improvement.

There are six Core Competencies: Communication; Personal Growth and Responsible Citizenship; Technology; Research and Information Literacy; Problem Solving; Work Productivity; and Systems/Processes. Core Competencies are addressed through general education courses for all degree seeking students. The Competencies are threaded through all general education courses rather than tied to a specific course or a single subject area. Therefore, students have multiple opportunities to attain mastery of each competency prior to graduation. A Guided Pathways model is used and includes a list of the general education courses associated with each specific program.

The college is strongly encouraged to assess the effectiveness of its ability to offer an education that addresses the human and cultural diversity of the world in which students live and work. The one core competency yet to be assessed is Personal Growth and Responsible Citizenship. Faculty stated their intention to use the development of the rubric for this competency and in the subsequent data collection to assess learning activities and student learning achievement regarding human and cultural diversity. During the CQR, several examples of diversity content were demonstrated through the use of simulations in the nursing and EMS programs. Of note was a classroom converted into a living room that could take on different cultural nuances for EMS students responding to a home emergency scenario. The high-end nursing patient simulators could also be adjusted to display ethnic differences for student scenario practice. General education faculty also noted that they address issues of diversity in the content of their courses, yet Kirtland has yet to track the impact of this content, for the college has collected no data on student mastery of learning outcomes associated with diversity. All occupational programs are part of the college's Perkin's funding grant and thus are evaluated by several indicators annually. The 5P1 and 5P2 indicators track each program's percentage of underrepresented students, and these values are benchmarked with similar programs across other colleges also receiving Perkins funds. Kirtland has placed several percentage points below the established standard for these two indicators for the last three years.

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

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

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

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

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

Subcomponent 5. Instructors are accessible for student inquiry.

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

Team Determination:

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

Evidence:

Kirtland's HLC Institutional Update Report for 2016-2017 indicates there are 28 full-time and 26 part-time faculty teaching 21 degree and 16 certificate programs at the College. There are an additional approximately 86 adjunct faculty that have been hired by an out-sourced hiring firm to supplement teaching needs for the all sections being taught per semester. These adjunct faculty, though employed by the hiring firm, work directly with the full-time Kirtland faculty for continuity of instruction and are oriented, participate in faculty professional development and are evaluated by Kirtland, but are employed by the hiring firm; they are hired according to Kirtland's faculty qualification requirements, and Kirtland has final approval for hiring, teaching assignments and decisions regarding termination of teaching. Kirtland experienced a downsizing of programs and full-time faculty between 2014-2016 due to economic indicators and lower enrollment.

Article X of the Faculty Master Agreement states that the duties of faculty outside their classroom include but are not limited to participating in college committees, program reviews, budget proposals, work with advisory committees, academic appeals hearings, and hiring/evaluating/mentoring new part-time faculty. In the CQR Highlights Report Kirtland states that it is mandatory that all full-time faculty participate in at least one of the following committees: Assessment, CIC, Professional Development, the Quality Coordinating Team (QCT), AQIP Project Persistence, and Grades First. Lack of participation will be reflected in their performance evaluation.

Kirtland faculty credential review process specifies that determination of appropriate credentials is the responsibility of the deans and directors, with final validation by the Vice President of Instructional Services (VPIS). Minimal faculty requirements are based on HLC and Perkins Grant standards with additional requirements determined by industry standards or other disciplinary-specific standards. Faculty credentials reviewed in Human Resources at the visit found congruence of credentials across all curriculum delivery modes and locations, inclusive of dual credit faculty.

The Faculty Master Agreement (FMA) specifies the process of evaluation of new full-time faculty. New faculty on probation are evaluated a minimum of two times per semester and are recommended at the end of the first year to continue to the second probationary year by the VPIS with input from the full-time faculty in the program. Part-time faculty are evaluated once within the first two semesters of employment and then once every three semesters thereafter. Full-time faculty are evaluated annually by their dean and receive student evaluations at least one semester per year.

Faculty have a Professional Development Committee and indicated that funds are available for them to attend conferences and workshops to keep current in their disciplines. However, there are no committed institutional funds set aside for advanced degree attainment. Individual faculty can petition administration for such support, indicating how attainment of their intended advanced degree will support the college mission and enhance their teaching.

All syllabi reviewed indicated office-hour times to meet with students both face-to-face and online. Students indicated that faculty were readily available to them, often staying after class to answer questions and assist them.

Staff members providing support services are appropriately credentialed and indicated they were supported in their professional development.

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

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

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

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

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

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

Team Determination:

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

Evidence:

All new students at Kirtland must take a placement test as part of their admission requirements. Scores determine which English and math courses the student must begin with. The students meet with an advisor to establish their first semester schedule and to discuss programs of interest. Some students are ready to be placed on a Guided Pathway in their program of choice, and others require further assistance and guided inquiry. All students must complete a mandatory orientation program.

Faculty use an early alert software system, GradesFirst. This system alerts advisors when students do not attend or participate in class during the first week of the semester. After the first week, the faculty are able to provide additional alerts determined by lack of progress, attendance, or poor test scores, as well as provide suggestions to students for improvement and recommended/required tutoring. The GradesFirst system allows for student progress reports to be disseminated to students at week 12; approximately 70% of faculty are using this feature. Kirtland has Math Drop-in Labs and Writing Centers available to assist students.

Following a review of best practices, the College recently shifted from faculty advising to a dedicated advising staff. All new students at the College must meet with their advisor and attend

a mandatory orientation program prior to being scheduled for their first semester courses. Students reported they liked the system as they felt more secure about getting started at the college, informed about what they must do to get into selected admissions programs and more knowledgeable about the different support systems available to them. Students must also meet with an advisor prior to scheduling for their second semester courses.

Kirtland obtained a recent grant from Michigan's Community College Skilled Trades Equipment Program. These funds purchased state-of-the-art equipment for several occupational programs. In 2015, taxpayers voted to fund construction of a new Health Sciences Building, which allowed for the consolidation of all of the health science programs at a single site. High-speed wireless internet access is supported at all campus locations, and the library has additional computers available for student use. Technical support services are available for both online and face-to-face students.

Library staff are available to provide library tours and information literacy instruction in courses upon faculty request. Faculty may also opt to have library modules embedded within Canvas, customized to particular courses or research projects, including functionality provided for students to have contact with a reference librarian.

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

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

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

Team Determination:

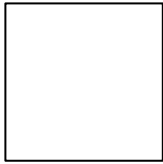
- Core Component is met
- Core Component is met with concerns
- Core Component is not met

Evidence:

Kirtland has several sports team opportunities for student in the areas of track and field, golf and bowling. Service learning opportunities are available to students within courses that have course outcomes related to the community. Several college-wide initiatives such as Domestic Violence Awareness, Empty Bowls Project and River House Shelter have promoted student involvement in the community. However, with the exception of The Student Veterans of America organization, there were no active clubs or student organizations identified at either the Grayling or Roscommon locations. The Student Senate was recently dissolved due to lack of interest. Both faculty/administrators and student groups interviewed indicated that many busy commuter students were not interested in such co-curricular activities.

No specific claims related to the college mission were identified.

Team Determination on Criterion 3:



Criterion is met

Criterion is met with concerns

Criterion is not met

Summary Statement on Criterion:

Kirtland College has faced several significant challenges over the last several years, most specifically, economic indicators that have threatened the viability of the college. With a reduced faculty they continued to work to revise their core competencies and assess the first five of these competencies with rubrics. This approach seems promising and could set the college on track with a systematic, repeatable assessment process for Core Competencies across the college.

Work is still to be done to analyze the beginning data, to make any changes needed and to identify targets for the next round of data collection. Additionally, the sixth Core Competency is Personal Growth and Responsible Citizenship. The faculty indicate that through the assessment of this competency they will collect data concerning diversity. The rubrics for such an assessment have not been implemented, and no data are available to ascertain the effectiveness of the education offered by the institution in helping students recognize the human and cultural diversity of the world in which they live and work.

Programs require levels of performance by students appropriate to the two-year level; however the differentiation of program outcomes between degrees and certificates should be more clearly articulated. This leveling can be clearly communicated to the public and to potential and current students once outcomes are developed for all programs.

The new model for advising seems to be working well: students feel well informed as to their starting points, curricular pathways and how to engage with the College’s Canvas system. Other support systems such as library services, tutoring and technical support are in place to assist the students.

There seems to be little emphasis or value placed on co-curricular activities for students at the college. The student’s stated that they don’t understand how such programs could be of benefit to them, and staff and faculty did not voice any enthusiasm toward revitalization of such activities. While students are represented on some college committees and participate in a few community initiatives, there is not an organizational point of coordination that links these sporadic occurrences as an enhancement of the student’s educational experience. Mitigating circumstances include the facts that almost all of the students interviewed during the CQR worked in addition to attending the college and that the area serviced by the college is expansive.

Criterion 4: Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

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

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

Team Determination:

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

Evidence:

Statements made in Kirtland's System's Portfolio, along with evidence gathered at the CQR, confirm the college has in place a model for annual program review, which includes data on the viability of programs and stipulates the criteria used in considerations of program suspension or elimination. Kirtland has assessed all its programs using this process.

The document titled "Academic Program Review ("AcademicProgramReview_Dec2016.pdf") notes that "[p]rogram reviews are an essential part of institutional planning and development that assist in documenting and insuring that Kirtland Community College meets the ever-changing needs of the community it serves." Additionally, the document lists, by program, specific data points, such as Enrollment, Staffing, Expenditures and Revenues. Another document ("Five Year (2011-2016) Program Review One-Page Trend Review") includes other data points collected: course offerings; average class size; saturation rates; faculty/student ratio; number of students declaring degrees or certificates; and number of degrees or certificates conferred.

The Quality Highlights notes that "[d]ata (previous fall and winter semesters) for Program Reviews are collected by the Director of Institutional Research and provided to the Instructional and Business offices in August."

State mandated PROE evaluations are conducted every three years for occupational programs that receive Perkins funding. These reports include data from surveys of students, faculty and community members, as well as benchmarked data on five Perkins outcomes.

While Kirtland has some processes in place, the college might benefit from being more intentional and systematic in how it conducts Program Review. Both the 2016 Systems Appraisal and conversations during the CQR indicated that the program review process does not include data on program quality (in particular identification of program learning outcomes and corresponding data on student mastery of such learning outcomes). Thus, Kirtland has the opportunity to clarify the relationships among its annual in-house program review data, PROE data, and data on program quality; in fact, the Vice President of Instructional Services indicated that Kirtland has identified the need for such clarification. Additionally, conversations at the CQR indicated that the college does not have in place a regular, required analysis and comprehensive review of program data by pertinent stakeholders. Such a regularized review of data might help the college identify opportunities for improvement encompassing both program viability and program quality.

Policy 6.008 stipulates the method for evaluating transfer credits that are transcribed, including credits for prior learning. Policy 4.030 stipulates the method for awarding credit by examination. Kirtland is a partner in the Michigan Transfer Agreement, allowing a block transfer of 30 general education credits to other higher education institutions in the state.

Policy 6.008 notes that “[c]redit may be given for courses transferred from regionally accredited colleges and universities. Credits only, not grades, are transferred for ‘C’ or better courses. Courses with less than a ‘C’ grade may be accepted at the discretion of the Vice President of Instructional . . . Courses on transcripts are evaluated by the Registrar’s Office according to the student’s selected program.”

The Portfolio notes that “[e]valuating and ensuring program rigor in all modalities and locations is the responsibility of the faculty and administrators.” The Assessment Committee reviews course outcomes/objectives upon which programs are built, and the CIC recommends approval of new programs or the revision of existing programs. For applicable programs, rigor is also evaluated by the number of students passing third party licensure/credentialing examinations. Faculty teaching dual enrollment classes adhere to the same credentialing requirements as Kirtland faculty. During the CQR, a review of a sampling of faculty credentials confirmed this. Student access to learning resources includes one-on-one tutoring through the GradesFirst software, Math Drop-In Labs available at multiple locations, Writing Center help at multiple locations in addition to the OWL and the VWC writing help by appointment.

Kirtland has several occupational programs that are accredited: Automotive, Cardiac Sonography, Cosmetology, Esthetician, Medical Assistant, Pharmacy Technician, Phlebotomy, Surgical Technology and Police Academy. The Certified Nursing Assistant program is state approved. Other programs are at various levels in the accreditation process: Emergency Medical Services, Health Information Technology, Medical Coding and Billing, Nursing (though a state approval letter has been received), and Paramedic courses. Letters confirming these accreditations are available on the web site.

In addition to data considered in program reviews—particularly data on pass rates on external exams/accreditations—Kirtland tracks data concerning the success and satisfaction of students transferring to four-year universities. Data on the performance of Kirtland transfer students at the receiving institutions are available at www.mischooldata.org . Graduate follow-up surveys provide further input on recent graduates.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

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

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

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

Team Determination:

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

Evidence:

Resulting from the 2012 AQIP Action Project "Design Specifications for Learning," Kirtland approved six Core Competencies reflecting key areas of student growth deemed to be vital for increasingly technological, globalized communities and career opportunities. These college-wide learning outcomes are embedded in all general education coursework. Program-specific learning outcomes appear to be in more limited states of development and often represented by corresponding professional certification, licensure, or accreditation goals in the programs where these apply. While program viability measures and PROE data for programs with Perkins funding, consisting of summative data external to the actual academic teaching and learning environment (e.g., enrollments, graduation rates, licensure/certification pass rates, employment status) are available, they do not constitute direct data on student mastery of program learning outcomes, though conversations during the CQR seemed to indicate that some at Kirtland believe such data to be adequate measures for program outcomes.

The six General Education Core Competencies are listed in the "Introduction" to the College Catalog. The Core Competencies are embedded within general education courses, providing degree-seeking students multiple opportunities to attain mastery of each competency prior to graduation. The college notes that faculty assess attainment of outcomes through tests, papers, presentations, and art portfolios. As part of the process for assessing the Core Competencies, faculty tag student artifacts in Canvas and score them using a self-designed rubric, resulting in scores on a scale of 0-3 for each competency. The team reviewed samples of these rubrics and scores.

During the CQR Kirtland provided evidence of (1) the college's collection of data on student mastery of its six general education competencies and (2) its plans to analyze and to act on those data. In one example, assessment of a course service learning component was also indicated. However, there was limited evidence provided, beyond student surveys and participation data, of

systematic assessments of co-curricular experiences. As part of the “Design Specifications” action project and corresponding Title III grant, major renovations of student learning spaces and technologies were completed. Similarly, however, there appears to be no efforts in place for systematically assessing the resulting academic impacts. Such assessment seems to be a key area of college opportunity as the current period of transformation in buildings and programs locations continues to develop.

A presentation provided to the site visit team on the current state of general education assessments, which is part of a current AQIP action project “Closing the Loop – Assessing Assessment,” revealed that systematic assessment, capable of connecting direct, course-embedded data with possible analyses of college effectiveness, is yet in a preliminary stage of development. The system is anticipated to be ready for full deployment in May 2018, and a report to the college is planned for Fall 2018. These efforts are, thus, in a nascent stage, and, as of the CQR, the college has yet to make any such data, subsequent analysis, or corresponding actionable improvement steps public and effectively close the loop drawing upon data collected. In parallel, efforts to incorporate meaningful targets/benchmarks appear yet to be initiated.

Program learning outcomes constitute another concern. Several programs do have program learning outcomes listed within the document “Mission & Outcomes Workbook.” On its web site, the college reports only program goals; such goals appear occasionally, and only for some programs are these stated in the form of measurable learning outcomes. Some program web pages (under “Licensing and Program Accreditation”) provide data on credentialing exam pass rates, and the PROE reports include data on student achievement on external exams. However, other programs provide no such data. Even when reported, these data are not presented in a manner that allows for tracking of student mastery of specific program learning outcomes.

Outside of possible broadly summative connections drawn between viability data and PROE data, efforts to use data on student mastery of program learning outcomes for improvement efforts have not been reported. Student surveys and advisory board inputs are cited in programmatic improvement efforts. However, these do not seem to have been followed up with intentional analyses of direct data (formative or summative) focused on program specific learning outcomes. Targets and benchmarks are typically reviewed in viability and PROE data, yet these are not yet part of practice in relation to learning outcomes as well. The college acknowledged in meetings at the CQR that it currently is not collecting data on student mastery of program learning outcomes in any uniform, ongoing or universal manner.

Kirtland’s six Core Competencies align with best practices in higher education. The Assessment Committee and the CIC have significant faculty participation and leadership. The Quality Highlights Report notes that the AQIP Action Project, “Closing the Loop – Assessing Assessment” began in April 2017. Undertaken to help students learn, this project is one component of the ongoing Academic Assessment Plan. The corresponding plan for analysis and dissemination of core competency data similarly appears to reflect good practice. The college is encouraged to consider developing a similar structure in support of assessing data on student learning outcomes related to academic and co-curricular programs, as well as impacts derived from the design of learning spaces, technologies, and locations.

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

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

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

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

Team Determination:

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

Evidence:

Kirtland's Strategic and Action Plan 2013-2019 lists the following goal: "Make retention and graduation rates a focus of college activities so the college ranks in the top 10 of Michigan community colleges in these measures." The Portfolio indicates that the College uses state averages as a target for enrollment, retention and graduation rates and that the College uses IPEDS and VFA data to review its status and adjust its targets accordingly. The Quality Highlights notes that "[o]ccupational programs use Perkins Core Indicator 3P1 to compare performance on retention in relation to the State Expected Level of Performance and provide data on other Michigan colleges."

The Executive Dashboard of Productivity Measures tracks Fall-to-Winter Retention. Kirtland collects a variety of data on student retention, persistence, and completion, including fall-to-fall retention, fall-to-winter completion, State of Michigan Governor's Metrics, IPEDS completion data, Perkins, and VFA data. Data from ACS-I schools of similar size and demographics allow for comparison of peer institutions within Michigan. The Quality Highlights notes, "Kirtland's 2015-2016 final level of 72.21% was higher than the expected level of performance of 71.00% and ranked Kirtland 7th out of the 28 community colleges." The Portfolio notes that the "DIR collects data and produces reports each semester on enrollment, retention, persistence, and completion through Jenzabar to ensure validity and consistency from semester to semester."

The Portfolio states that institutional retention data, CCSSE data, and graduate survey data were used to inform changes in developmental education. Additionally, data on completion are included in program review and PROE reports. The GradesFirst initiative was adopted in part as a response to data on retention.

The AQIP Project, P2-Project Persistence, consists of a cross-departmental team with members from student services and faculty working on monitoring, advancing, and assessing retention and completion initiatives. The Portfolio states that "[a]ll students entering Kirtland are provided a federal cohort branding which allows the College to track them through term completion, next semester retention, yearly persistence rates, and completion or transfer." IPEDS provides the College with nation-wide graduation rate information. The VFA includes completions and

developmental education information. The State of Michigan Governor’s Metrics Report compare completion rates, fall-to-winter retention, and developmental education data. MI School Data provide a summary of enrollment, transfers, and successful outcomes based on all public colleges in Michigan.

Team Determination on Criterion 4:

Criterion is met

Criterion is met with concerns

Criterion is not met

Summary Statement on Criterion:

Recent progress has been made vis-à-vis the assessment of general education competencies. In fact, if Kirtland’s approach in this area matures as it seems poised to, the college can become a model for best assessment practices of institutional learning outcomes. However, because this model is still in the early stages (and data analysis and closing the loop have yet to occur), the college’s use of data on student learning remains at best emergent. Moreover, the lack of clearly stated program learning outcomes for all programs and the absence of an ongoing assessment of said outcomes constitute cause for concern. Additionally, the college’s approach to program review remains inconsistent, incomplete and unclear.

Magnifying this concern is the fact that Kirtland has been aware of these opportunities some time:

The 2010 Reaffirmation of Accreditation Recommendation noted that Kirtland “has demonstrated significant work in General Education assessment but [that work] has not yet been applied in a number of technical programs.” (page 3)

The 2012 Systems Appraisal noted several opportunities:

*“KCC has the opportunity to develop a comprehensive assessment plan that ties the various processes together along with the PROE program review process and the institutional annual program review process.” (page 16)

*“The essential elements of an effective student assessment design are in place. However, the establishment of consistent program specific . . . learning outcome assessments that allow for benchmarking over time may help strengthen the continuous improvement process.” (page 16)

*“Consistent documentation of results across all assessments . . . may provide clearer benchmarking for improvement.” (page 16)

*“Formalizing assessments for program specific learning outcomes that provide results that can be compared over time may help increase the effectiveness of continuous improvement in this area.” (page 17)

The 2016 Appraisal noted that this Core Component was “Unclear or Incomplete.”

Criterion 5: Resources, Planning, and Institutional Effectiveness.

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

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

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

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

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

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

Team Determination:

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

Evidence:

In spite of state funding shortfalls, Kirtland's annual audit reports reflect responsible financial stewardship, with cash flow remaining steady and the college continuing to support its current academic programming and services while planning for the future. According to its most recently audited financial statements, Kirtland allocated 50% of its funds directly to instructional purposes, with another 18% devoted to student support services. Kirtland has seen enrollment decline over the past several years since the economic recovery and a drop in unemployment rates, after a somewhat artificial spike in enrollment that was experienced during the national economic downturn, when many unemployed adult students returned to college. As a result of this decline, Kirtland has reduced full-time employee headcount by approximately 30% over the past five years. Although this transition has been difficult, it seems to have been implemented in a strategic manner, consistent with the college's 2013-2019 Strategic and Action Plan to position the college with the expansion of technical and occupational academic programming that supports the current and emerging employment needs in its broad service area, as well as the ability to attract people out of district. Furthermore, the college has strategically worked to re-position itself within its service area with the addition of the new Kirtland-Grayling Health Science Center, which opened in 2016. This new facility, located on the I-75 corridor has led to increased enrollment and a reported 600% increase in auxiliary revenue through hosting of community events, catering, employer use of facility for trainings, etc. This state-of-the-art facility has in a short time become a central part of the Grayling community, and the team's meeting with

community and workforce leaders confirmed this connection, along with a significant role the Kirtland president has played in leading the economic development efforts in the surrounding area. The expansion of a building at the Kirtland-Grayling location is planned, with construction scheduled to begin in 2018, to support current and expanded programming in the wood-product related industry, which is rapidly expanding in the region. The team met with representatives of this growing industry, and they articulated the central role that Kirtland is playing. In addition, to long standing businesses like Weyerhaeuser, which has an expanding facility near the Kirtland-Grayling location, a new employer (ARAUCO North America) will soon open an 800,000 square foot facility that manufactures wood products. Although these changes have required significant changes and the closing of several buildings on the main Roscommon campus, which is remotely located, Kirtland is clearly re-positioning itself to meet the current and future needs of the constituents in its service region.

Institutional Technology Services (ITS) at Kirtland is responsible for the oversight of and regular review of processes for maintaining a technological infrastructure that is reliable, secure, and user-friendly. Kirtland participates in the EDUCAUSE CORE data service and the Center for Digital Education's Digital Community College Survey. A tour of the facilities at the new Health Science Center and the Roscommon campus provided the team evidence of the effective use of instructional technology in classrooms designed for active learning. A Title III grant has helped support the advancement of Kirtland's learner-centered instruction through all modes of delivery and the development of a robust online learning platform, which is a defined goal in the college's Strategic and Action Plan 2013-2019. The Canvas Learning Management System provides an engaging learning environment that is supported by the Center for Teaching and Learning at Kirtland. Technical Support of the Canvas system is provided by Canvas, and personnel at the Center for Teaching and Learning are in place to provide orientation and end-user support for both faculty and staff. Meetings with both faculty and students reinforced the responsive and adequacy of this support.

Kirtland's Facilities Master Plan guides the expansion and maintenance of the physical infrastructure at Kirtland. The college has expanded its processes for writing and securing grants to support both new and refurbished facilities, such as the Title III grant that helped support the design of learner centered classrooms in the new Health Science Center, as well as a Community College Skilled Trades Equipment Program (CCSTEP) Grant that funded the majority of the refurbishing of the facility in which the Automotive program is housed. The college has proactively implemented energy management processes to better manage these high-cost, ongoing operational items. Through a tour of facilities, the team observed state-of-the-art equipment to support technical/occupational programs in both the health sciences and trades. Planning for the future is evident as Kirtland repurposes and closes aging buildings on the Roscommon campus and continues to move forward with its plans to expand the new Grayling location, which is more accessible to current and future students, as well as in closer proximity to expanding economic development in the service region.

Kirtland has an established budgeting and resource allocation process in accordance with its annual planning and budgeting cycle. A budget calendar is maintained, and the budgeting process begins in November/December of each year with budget requests from the respective departments, while the institutional research department prepares enrollment projections for the following year. Technical and occupational program leaders affirmed their participation in this process. Department budgets are reviewed and revised based on the revenue forecast. The Board of Trustees holds budget hearings and ultimately is responsible for providing final approval of the budget, which is evidenced in the minutes of the Board. Actual revenues and expenditures are monitored throughout the year; at the midpoint of the fiscal year and again at the latter part of the fiscal year, the Chief Financial Officer (CFO) may recommend budget amendments to the Board if there are significant enough fluctuations to warrant amendment.

Kirtland's mission documents call for enhancing student lives, building stronger communities and becoming a first-choice institution for learner-centered education. The high proportion of budgeted resources aligned with these core mission foci, as well as the linkage of the strategic themes of the 2013-2019 Strategic and Action Plan and underlying linking of the annual Operational Plan initiatives to these strategic themes, demonstrate the intentional connections between the mission and the college's planning and budgeting priorities. As discussed previously, interactions at the CQR provided evidence of the college's interaction and engagement with the community in determining its needs, as well as of its serving as a leader in economic development and workforce training. At the beginning of each board meeting the mission documents are viewed as a reminder of the college's mission-centered commitments to its constituents. The college's vision of "Being the first choice for learner-centered education guiding students and communities toward success" was manifested in the advanced instructional technology in all of the classrooms and the ongoing professional development of faculty in areas such as active learning principles and leveraging instructional technology in a learner-centered environment. The design of the new Kirtland-Grayling Health Science Center provides student collaboration areas outside of the classroom and the college has recognized the need for additional space in its next planned addition at this location to provide more quiet work space outside of the classroom. This need was identified through the 2016 student survey data, which informed the administration of the students' concerns and need for more quiet study space. To temporarily accommodate this need until the new building is in service, which is designed with additional space for a learning commons and quiet study space to fully address student concerns, Kirtland administration has temporarily designated a room for quiet study in the Health Science Center.

Kirtland has 231 full and part-time employees with 6 administrators, 28 full-time faculty, 26 part-time faculty and 86 adjunct faculty (contracted by EduStaff), 32 full-time professional staff, 21 full-time hourly employees and 18 part-time hourly employees. Kirtland's staff are appropriately qualified and trained. Hiring supervisors work with the human resource department to determine qualifications required for new roles. In addition to new employee training, ongoing professional development opportunities are provided to staff through participation in state and professional associations. The visiting team confirmed these opportunities in meetings with staff in admissions, financial services, and student advising, meetings in which staff described their participation in professional association leadership roles as well as attendance at conferences and webinars sponsored by associations such as, MIFSA, NAFSA, MACRAO, NCMPR, Veterans Affairs and EVECO. Qualifications of support staff are determined according to the position and are codified in job descriptions. Outside professional development opportunities are approved through the respective supervisor and by the human resource department, which maintains a professional development budget for staff. A review by the team of professional development expenditures indicated that Kirtland has consistently exceeded overall budgeted professional development expenditures over the past several years.

A leadership development plan is in place, and examples of ongoing evaluation of leaders and development of ongoing improvement plans were provided to the team. Furthermore, in order to strengthen the operational stability of the college, the CAT has established a succession plan for all full-time positions; the succession plan is overseen by the human resources department and provides for cross-training across all positions to ensure the continued operations and services when an employee is out for an extended period or when there is an open position. Due to the relatively small size of faculty and staff at Kirtland, as well as a limited local talent pool due to the sparse population in the region, this cross-training is imperative to support the college through periods of transition.

The active engagement of a safety committee working in collaboration with the Public Safety Department provides oversight of policies and procedures for ensuring the safety of students and

employees during emergency situations, and the RAVE technology system has been implemented to improve emergency communications.

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

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

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

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

Team Determination:

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

Evidence:

Multiple stakeholder groups appear to be involved in the decision-making processes at the college. Monthly full Board of Trustee meetings, as well as additional Board committee meetings, are conducted. A review of the Systems Portfolio, bylaws, agendas, minutes, as well as the team’s visit with several members of the board during the CQR, made apparent that the Board of Trustees has established appropriate policies and procedures and is clear on its role in governing Kirtland. The bylaws are reviewed periodically and set forth the responsibilities of the board and the delegation of the daily operations of the college to the President and academic matters to the faculty, under the leadership of the Vice President of Instructional Services. The board is responsible for hiring and evaluating the performance of the president. and a review of board minutes confirmed this process.

A review of the board agendas and minutes also reflected the board’s participation and appropriate oversight over the legal, financial, planning, academic programming and policies of the college. The board provides final approval of the annual budget, strategic plan, the approval of new programs, discontinuation of programs, new additional locations, financial and academic policy, and the discontinuation of additional locations. A review of agendas and minutes for the past three years affirmed the board’s oversight in these areas.

The oversight responsibilities of the board and policies were established by the Michigan Community College Act of 1966, as amended, which defines the limits and responsibilities of the board. The BOT’s bylaws were substantially revised in 2013, and a review of board minutes and agendas made clear that BOT policies are regularly reviewed and updated to reflect the current practices of the college. Orientation is provided for new board members, and ongoing meetings, retreats and professional development opportunities occur to support board members in fulfilling

their responsibilities and in keeping abreast of best practices in higher education governance. The board is also engaged in the community on behalf of Kirtland; such engagement was demonstrated in the extensive work of board members in meeting with community groups in the Grayling area to discuss the mill levy that was ultimately successfully passed to support the new Health Science Center in Grayling.

The College Administrative Team (CAT) is led by the President and includes the VP of Instructional Services, VP of Business Services, VP of Student Services, Director of Institutional Research, Dean of Occupational Studies, Director of Library and Tutoring, Director of Information Technology, Director of Public Relations, and the Director of Business, Workforce Development, Community Education and Culture. The CAT committee provides administrative oversight over the college's operations, services, institutional effectiveness and planning and budgeting processes. This administrative team, led by the President also interfaces regularly with the Board of Trustees through submittal of reports and participation in Board of Trustee meetings.

Academic matters are overseen by the Vice President of Instructional Services. The Curriculum and Instruction Committee (CIC), consisting of representation of faculty members, as well as of student advising, financial aid, and deans and students, is responsible for review and recommendation of academic program and curriculum changes and related policies at the college brought forward by faculty. In addition, a newly formed Assessment Committee, consisting primarily of faculty, provides oversight of the college's assessment of student learning—planning and implementation. Faculty representatives have also participated in Strategic Forums and have led many of the AQIP projects. The Jenzabar Committee is responsible for providing oversight of Kirtland's student information system and includes representation from academics and each of the student service functional areas.

Faculty members, staff and students participate in the college's strategic planning summits, and faculty program leaders and supervisors are responsible for initiating the annual resource allocation process with budget proposals and capital expenditure requests for their respective areas. In the new Health Sciences Center in Grayling, technical and occupational academic program leaders and faculty reported to the team that they were tasked with providing their inputs into the new equipment required for the program. In the refurbishing of the automotive program shop at the Roscommon campus, the program leader interfaced with architects in the design of the facility. Faculty lead the interaction with regularly scheduled program advisory boards, consisting of regional employers and community members, to inform ongoing alignment of Kirtland's academic programming with its external constituents and communities.

Despite such faculty roles, Kirtland is encouraged to continue to expand the formal mechanisms by which faculty representatives participate in the decision-making processes and in shared governance of the academic operations of the college. Kirtland has an opportunity to strengthen engagement of faculty in the college's progressive vision for its future.

Although there is not a formal student senate at Kirtland, students are represented on committees, such as the CIC. In the two sessions that the team conducted with students, they repeatedly cited the open-door policy of faculty, staff and administration. Several examples of actions taken upon student survey feedback were provided, such as the additional quiet study space in the Health Science Center in Grayling.

Kirtland recognizes its inherent challenges with communication, given its disbursed workforce, the large area it serves, and its four geographically separated locations. The college has begun to develop mechanisms to address these unique challenges: having administrators rotate among physical locations, holding regularly scheduled CAT meetings, and conducting a convocation every semester to accommodate disbursed employees and student body and its large service

area. The college is implementing the use of consistent technology across its locations to further support the enhancement of more targeted communication and collaborative work from a distance. Several examples were provided to the team by staff and faculty of regularly scheduled and ad hoc face-to-face and virtual meetings within functional areas, as well as cross-functional meetings, that have been put in place to ensure coordination and collaboration across locations. However, based on constructive feedback from faculty and staff members to the team during the visit, it would appear that it might be beneficial for the administration to be more intentional in communicating strategic initiatives and helping employees better understand the “why” behind decisions, as well as communicating progress on plans and timelines in which things are anticipated to occur. As the college continues to undergo significant change as it implements its strategic plan to position itself for long-term sustainability, helping ensure that all constituents are informed may help reduce a sense of uncertainty that was expressed by some employees.

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

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

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

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

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

Team Determination:

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

Evidence:

Kirtland engages internal and external stakeholders in its planning processes. Kirtland holds strategic planning summits every five years and includes internal and external stakeholders in the appreciative inquiry model to identify strengths and opportunities. In the development of the 2013-2019 Strategic Plan, 136 members of the college community, including students, faculty, staff, members of the Board of Trustees and foundation, as well as government and community representatives, participated in the strategic vision session from which the three strategic themes emerged, forming the foundation of the current plan. Kirtland has also established an annual operational planning process that is initiated through a one-day retreat by the CAT committee. Kirtland is encouraged to continue to expand and formalize the participation and inputs of faculty and staff in its annual operational planning processes. The 2016-2017 and 2017-2018 operational plans reflect clear priorities, assign responsibility and indicate updates throughout the

year. A review of the goals in the operational plan indicate that Kirtland is working to improve processes that integrate assessment of student learning and evaluation of operations to more formally inform planning and budgeting through initiatives such as the development and sharing of an assessment of student learning report for the board and others in the college community. However, college progress in this specific area has been inconsistent and uneven. Kirtland is encouraged to link more formally assessment of student learning, institutional effectiveness planning, and metric review with the planning and budgeting processes.

The three strategic themes that are the cornerstone of the 2013-2019 Strategic Plan are consistent with and linked in the plan to the college's mission documents. These themes (Theme 1 – Quality Learning and Instruction; Theme 2 – Connections with Internal and External Communities; and Theme 3 – Future Design) are consistent with the college's mission "to provide innovative education opportunities to enhance student lives and build stronger communities." The annual operational plan is a dynamic document, reviewed and updated by the CAT members throughout the year. The goals and initiatives in the operational plan are categorized under the three themes of the strategic plan to help ensure ongoing alignment between the plans and the college mission.

As noted previously, the operational plan is developed during a CAT annual retreat, and initiatives in the operational plan are aligned to the to the Strategic Themes of the 2013-2019 Strategic and Action Plan. Measurable goals are identified to address elements in the strategic plan. Further refinements are made by the CAT, and the BOT also has a voice in the process. Each goal is assigned to an administrator, who is responsible for ensuring it is completed. The plan is then used to inform the budgeting process and AQIP action projects. Progress on goals is evaluated by the CAT, and administrator evaluations typically include a review of the effectiveness of the administrator in meeting objectives in the Operational Plan for which they are responsible.

Kirtland's planning clearly accounts for emerging external factors, such as shifting demographics and the advancement of technology. Such responsiveness is indicated in several areas: Kirtland's re-positioning of many of the college's program offerings from the remote Roscommon campus to the Kirtland-Grayling location; the college's taking over of the management of the University Center in Gaylord, which provides for the enhancement of important educational and training partnerships with other institutions; and the expanded development and use of the online learning modality to reach the college's geographically disbursed student body.

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

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

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

Team Determination:

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

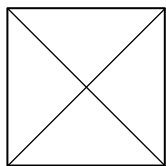
Evidence:

Kirtland's focus on developing a culture of continuous quality improvement has ebbed and flowed over the past thirteen years since the college first joined AQIP. Although Kirtland would benefit from further formalizing and systemically utilizing CQI in the evaluation of its daily operations and documenting improvements, there is evidence that Kirtland evaluates its operations to inform improvement in performance. Several examples of progress in the evaluation of operation for improvement were provided in the 2017 Quality Highlights Report and during the CQR visit. One such example was the evaluation of processes for reviewing the assumed practices in higher education related to the expectation of accuracy of public information, which led to the implementation of appropriate processes and procedures at Kirtland to ensure the ongoing integrity of public information. Another example was the 50% improvement in the number of students packaged and prepared to start prior to term as a result of the implementation of a more proactive and intensive outreach process to prospective students by the financial services team. A third examples was the cost-reduction initiative led by the director of the college bookstore that resulted in a 30% reduction in textbook costs for students. These illustrations indicate that the evaluation and improvement of operations is occurring at Kirtland.

Nonetheless, Kirtland recognizes and acknowledges the need and opportunity to improve its processes of closing the loop, particularly in both the assessment of student learning and the evaluation of its operations. Kirtland realizes if could better inculcate the CQI process into its daily operations. To this end, the college has implemented processes for more clearly communicating that data that are available via the Institutional Research Office for supporting functional area leaders to help inform decision-making, improve tracking of trends over time, and increase the use of comparative data with peer institutions where appropriate. As part of this communication effort, the Director of Institutional Research (DIR), with the assistance of the Public Relations office, has undertaken the retooling of Kirtland's "Fast Facts" pamphlet into a more modern and effective communication vehicle. The discussion of current relevant topics with supporting data and informational reports that occur at the weekly CAT meetings as a standing agenda item are another indication that, although not yet systemically occurring at all levels and across all units, Kirtland is putting mechanisms in place to evaluate and improve its operations in a more systematic fashion.

Kirtland has a comprehensive Institutional Effectiveness Plan that includes well-defined data sets. However, it would be beneficial to Kirtland to define more clearly when each data set is reviewed, by whom, and to document in a systematic manner any intervention actions that are put in place, as well as the results those changes lead to. Continuing to systematize and document the evaluation of its operations and institutional effectiveness—and more formally linking these processes, along with the assessment of student learning, to the planning and budgeting processes—will be beneficial to Kirtland. Having been an AQIP institution for over 13 years, Kirtland still has work to do to inculcate the CQI process into its daily operations.

Team Determination on Criterion 5:



Criterion is met

Criterion is met with concerns

Criterion is not met

Summary Statement on Criterion:

Through sound fiscal management and forward-thinking leadership, Kirtland is proactively planning and taking action to ensure that the college remains viable into the future. Following its 2013-2019 Strategic and Action Plan and its underpinning Strategic Themes, Kirtland is relocating programs to its Kirtland-Grayling location and has utilized a Title III Grant to advance the integration of learner-centered instruction across the institution and to support the technology platform, support services, and curriculum development that now includes a robust set of online offerings. The Kirtland Board of Trustees is qualified and appropriately engaged in providing oversight of the college as it traverses significant change and positions itself for the future. Kirtland has the opportunity to formalize and advance more inclusive processes for involving faculty and staff in decision-making and improving both top-down and bottom-up communication, where possible, as it continues to implement bold and necessary changes to position the college for the current and emerging opportunities and challenges it is confronted with. This opportunity might include building a more transparent and inclusive process for annual operational planning, similar to that which is demonstrated in the strategic planning process. Although there is evidence present that Kirtland is evaluating its operations for improvement, Kirtland recognizes that after 13 years in AQIP, it still has the opportunity to utilize in a more consistent and systematic fashion the CQI process in its daily operations, closing the loop in its assessment and institutional effectiveness processes, and more intentionally linking outcomes from these mechanisms to the planning and budgeting processes of the college, which are themselves becoming quite mature and robust.

IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

Kirtland is at a systematic level of maturity for some processes and appears to operate via generally understood, repeatable, and documented processes. However, Kirtland appears to be operating at a reacting level in many results areas, such as the assessment of student learning and in linking effectiveness measures to a cyclical review structure that informs planning and budgeting. Processes and measures of effectiveness of employee engagement have become—and will continue to be—essential to the college's success as it undergoes significant change, requiring robust communication across the college. Despite having been an AQIP institution for 13 years, the varying degrees of focus and the other significant changes and challenges the college has faced have limited Kirtland's maturation. The college continues to confront challenges as it moves forward—many significant changes and initiatives, per its current strategic plan, which will require attention and resources.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

Kirtland's mission includes providing innovative educational opportunities, enhancing student lives, and building stronger communities. This small college provides educational opportunities to a vast rural area of Michigan, covering 2,500 square miles. The leadership of the college positioned the college to weather a significant economic threat by reorganizing the college and seeking and obtaining the support of the community to pass a levy, which allowed the building of an additional location where it is highly needed and easily accessed by the community. These improvement initiatives involved the campus as well as community stakeholders.

The college has focused efforts toward future stability, as well as meeting the growing industry needs of this expansive area of the Upper Lower Peninsula of Michigan. The college is collaborating with the growing lumber/wood-products industry, which is establishing production plants in the Grayling area. The foresight of planning for innovation by tracking changes in the healthcare industry in the Upper Lower Peninsula of Michigan led to close work with the Grayling Michigan community to pass a millage levy that funded the building of Kirtland's new Health Sciences Center at the Grayling location. The college demonstrated agility and flexibility by moving these key and growing health programs to the Grayling location, closer to the healthcare industry and clinical sites. Kirtland is in the process of enhancing mindful educational services that serve its surrounding communities and provides educational opportunities to the people of the area that will lead to gainful employment.

V. Commitment to the AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

Throughout the CQR visit, the team sought evidence of Kirtland's use of the 2012 and 2017 Systems Appraisal Feedback Reports to strengthen institutional effectiveness. Generally, the 2017 report identified strategic challenges associated with Kirtland's lack of alignment between processes described, measures selected and tracked, and improvements planned or made based on actionable data. Members of Kirtland's Quality Coordinating Team (QCT) acknowledged they had anticipated two of the three strategic challenges included in the 2017 Systems Appraisal Feedback Report.

Kirtland is an institution that has dedicated significant time and resources to repositioning itself for the future. Approval of the millage to construct the Health Sciences Center and the planned expansion of this facility, combined with the strategic decision to increase online course offerings and programs have strengthened Kirtland relevance in the state of Michigan. However, these priorities, coupled with staff reductions and turnover, have prevented Kirtland's administration and QCT from dedicating time to the AQIP process.

Kirtland produces a significant amount of data, and there are examples of their use of data to enhance institutional effectiveness. The following examples demonstrate progress in this area:

- Kirtland personnel are active in statewide organizations that promote data use, sharing and standardization.
- Kirtland has an appropriate organizational structure to care for the tasks of the assessment of student learning.
- The college has made tremendous progress toward the standardization of technology in the classroom and faculty training to enhance student learning and engagement.

- The campus community is developing a sensitivity to be data-guided in decision-making.
- The organization and oversight structures of the Health Science Center in Grayling are emerging to provide a coherent, consistent, and compatible education similar to the Roscommon campus.
- Student Services departments are using student survey data and other data sources to improve the student experience (i.e. orientation, use of the learning management system, financial aid processing).

Actions That Capitalize on Strategy Forum Participation

- Kirtland has fulfilled its institutional responsibilities to this requirement of the AQIP accreditation process by attending appropriate meetings and taking suitable actions.
- Strategy Forum documentation is available on Kirtland’s accreditation website.
- Increased campus understanding of the Strategy Forum process would provide an increased comprehension of an engaged AQIP institution.
- An area for improvement is communicating the work and processes of the AQIP Pathway into all levels of the institution. Although several faculty and staff knew about AQIP, that knowledge needs to settle into all aspects of the institution and impact deeply how the work is accomplished.

Actions That Capitalize on Action Projects

During the CQR visit, faculty and staff cited several examples of the role of action plans in strengthening the institution:

- “Better Utilization of Jenzabar,” a 2011 action project, appears to have had a lasting impact. The cross-functional committee formed to support this action project continues to meet quarterly, and departments continue to find ways to maximize use of the system.
- “Design Specifications for Learning,” a 2012 action project, was launched to re-examine core student learning competencies and incorporate active learning strategies, classrooms, and training in conjunction with a college Title III grant. The project resulted in updated graduation requirements, often involving a reduction in the total credit hours required for graduation. The number of core competencies were reduced from 13 down to 6, and these were developed to reflect key student growth areas in an increasingly global and technological age. It was also instituted that competencies be included and assessed in all general education courses. Laboratories, classrooms, and student study areas toured by the site visit team at both Roscommon and Grayling locations clearly reflect the promotion of active learning. Room designs and technologies installed support collaboration by student groups, project-based curricula, and high levels of student engagement in classrooms and labs.
- “Project Persistence” was scheduled to launch in April 2015. According to the project declaration, the goal of the project was to increase completion rates by 10% in two years. The institution has implemented several student success strategies listed as objectives of the project, including a website redesign that is more student focused and a mandatory student orientation program. Additionally, several persistence-related initiatives were implemented that were not originally proposed in this project including a mandatory orientation to the learning management system (Introduction to Canvas), the mapping of programs (Guided Pathways), and publication of a year-round schedule.

- Responding to identified needs for broader planning in support of assessment across all courses and programs, the action project “Closing the Loop – Assessing Assessment” was started in 2017. During the site visit, an update was provided on developed assessment and analysis mechanisms being piloted as milestones for the action project. The Kirtland Assessment Team, which consists of faculty, staff, and administrative representation, presented example data gathered from faculty-developed rubrics applied to selected student work in general education courses. Artifacts and rubric scores are maintained in Canvas, and data may be sorted by course, program, or core competency. The Assessment Team expects to have the system ready for full deployment by May 2018 and is planning a report to the college at the 2018 Fall Convocation. Further discussions with the site visit team included future prospects for merging the data with student support data contained in GradesFirst, allowing in depth assessments of student progress and impacts of early alerts, interventions, and tutoring. The college is encouraged to duplicate the work of this Action Project as it develops an assessment approach for program learning outcomes.
- Through efforts resulting from the action projects “Fitness & Wellness” (2007) and “Nourishing Bodies & Minds” (2012), Kirtland introduced a variety of opportunities for improving health and well-being among employees, as well as contributing to community needs. These include establishing a food pantry, community garden, and various yoga, massage, and wellness experiences. Although unable to develop a direct link with the project outcomes through available data, there has been an observed decrease in college insurance costs.
- In 2016, Kirtland was successful in gaining approval of a public levy for construction of the new Health Science Center, recently opened in Grayling. College faculty, staff, students, administration, board members, and community partners all contributed to a levy campaign in an effective geographical service area described as roughly the size of Connecticut, consisting of 42 zip codes. It was the first successful levy since the beginning of Kirtland in the 1960’s and followed a previous renovation attempt for the Roscommon Campus, which did not garner enough support from the public. Drawing upon such broad community support and responding to further transformational opportunities in the Kirtland service district, the action project “University Center” was launched in February 2017, and a future action project “Otsego County Millage” is being formulated. The University Center in Gaylord is a community facility over which Kirtland will assume management responsibilities. In addition to Kirtland programs, the University Center is described as having six solid partnering occupants from industry/educational organizations, along with 2-3 potential new partners joining in the future and 5-10 community groups expected to have occasional meetings/events usage. Additional millage is for the purpose of expanding new program space.

Commitment to Active Engagement in the AQIP Pathway

The visit team identified three factors impacting Kirtland’s commitment to active engagement in AQIP:

- (1) areas of college operations that seem to be successfully drawing upon aspects of AQIP and continuous quality improvement in general;
- (2) contextual issues related to the current period of rapid change, important economic factors, and movement to capitalize on opportunities; and
- (3) current practices in comparison to the entire continuous improvement cycle and similar issues noted in previous reaffirmation/systems appraisals.

Together these seem to help explain a current pattern of sporadic college activity related to AQIP and, particularly regarding the third factor listed above, raise concerns regarding Kirtland’s demonstrated commitment to AQIP.

Several efforts at the college suggest engagement with AQIP:

- As an AQIP institution since 2004, Kirtland has attended 4 Strategy Forums and developed 18 action projects. The Quality Highlights document lists three action projects as currently active: (1) Project Persistence, (2) University Center Gaylord Operational Plan, and (3) Closing the Loop – Assessing Assessment.
- The college 2011 Systems Portfolio describes implementation of a Quality Project Initiative action project in 2008-2009, which focused on institutionalizing continuous quality improvement processes. All employees were trained on quality improvement techniques, such as the Plan-Do-Study-Act cycle, and were asked to identify a project within their control and improve it.
- A cross-section of employees led the AQIP Quality Coordinating Team (QCT), guiding college AQIP processes and projects. The most recent Systems Portfolio reports a growing number of employees participating in action projects. An AQIP process flowchart is provided in support of employee training and project development.
- Overall, Kirtland administration, faculty, and staff appear to support active engagement in the AQIP Pathway. Personnel changes are cited as hampering efforts to have the college benefit more from the opportunities presented in the AQIP Pathway. However, a cross-section of the college community seems to have adopted the idea of using the action project method to address institutional opportunities and challenges. On several occasions, employees indicated that they value the Plan-Do-Study-Act (PDSA) quality improvement methodology. The institution regularly surveys its students and utilizes the survey feedback to improve services, e.g., library staff implemented online services to reach students and added after hours chat support, and space at the new Grayling location was converted to a study lounge for students.
- Following the model of AQIP action projects, Kirtland regularly launches “mini action projects” as part of its planning and innovation initiatives. To advance the college mission continually, annual operational plans are developed from the strategic plan, which contain “mini action projects”. Additionally, the terminology was used in discussions during the site visit in contexts apparently outside of those in college operational plans. An example “mini action project” discussed was a study of “non-tuition” costs experienced by students. Data collected from a survey on key sources of costs outside of tuition identified textbooks as a significant problem. As a result, there have been continuing efforts by some faculty to explore more options for use of open resources (biology was mentioned as an example). Indications are that faculty will pursue follow-up studies in the future.

Important context for Kirtland's quality journey as an AQIP institution is provided by (a) size and economic condition of its service district, (b) transitions in college programs and buildings, and (c) new workforce development and community education opportunities.

- The college service area is described as roughly the size of Connecticut, with approximately 70 miles separating the southernmost location in West Branch and the northernmost location in Grayling. While the Grayling location is connected nearly midway between these along I-75, the Roscommon location is about 20 miles off the interstate, on a site of “beautifully wooded, rolling hills in the middle of nowhere” according to the 2011 Systems Portfolio. The same portfolio cites an average round trip commute for students at 56 miles.
- Information shared with the site visit team include a service district population that will be around 60% retirement age in two years, and a major woods industry expansion taking place near Grayling. Kirtland seeks to improve the economic condition of its students and communities by providing programs in highly employable areas, reduced time to degree such as in the Early Middle College program, and partnerships in industry employee training and university transfer programs. Current college efforts in assuming a managerial role in the Gaylord University Center

are driven by all these purposes. CQR site visit meetings and documents reviewed provided evidence of mission-focused planning, as indicated by continuing financial, demographic, community, and workforce data analyses. Driven by significant economic factors, college analyses of program viability metrics appear to have been given greater attention than program quality metrics in the corresponding decision-making. An observation provided in visit meetings is that documenting the use of data analyses as part of the continuous improvement cycle is an ongoing challenge amidst a college environment of fast-paced changes and opportunities.

- Program and building transitions have taken place on a rapid pace, particularly over the past two years as the new Health Sciences Center (Grayling) and the University Center (Gaylord) have been in periods of development. An expansion of the existing building, a second building, and possible future student housing at Grayling are in various stages of consideration/planning. Although recent college communications appear to have provided more clarity, concern was expressed during site visit faculty and staff fora regarding uncertainties felt as broad reductions in programs, courses, administration, faculty, and staff took place on a similarly rapid pace. Previous reductions also included combining the Vice President of Instruction and Dean of Liberal Arts positions. Some general education faculty discussed concern about such a reduction, since with neither dean nor related department chair position, issues necessarily go directly to a cabinet level administrator.
- In support of programs at the new Health Sciences Center (Grayling), the primary location-based general education courses appear to be in Grayling. Combinations of on-location and online general education courses are provided in support of programs at the other locations. To reduce heating and maintenance costs, two buildings at the Roscommon location are not in use. Space needs there have been reduced as some courses/programs have transitioned to Grayling. Although there is a much-reduced on-site population, the automotive, cosmetology, and arts programs are located in Roscommon. Plans to move cosmetology to Grayling, reflecting college demographic and employment analyses, were shared with the site visit team. While business and community education programming has been located in West Branch, discussions during the visit indicate those partnerships and programs have not grown according to previous planning expectations.

Alongside learning details of college's planning practices discussed above, the site visit team identified concerns around Kirtland's commitment to the entirety of CQI and AQIP.

- While an understanding of the importance of data seems firmly grasped by high level administrators and that understanding is increasingly shared across the institution, data appear to be used in an as-needed basis rather than as a matter of course. Measures and performance indicators seem to be rarely selected/identified before action is taken; the data points that are considered after action has been taken seem to be often pulled from available data sets rather than data that are intentionally designed/chosen for evaluative purposes. Reflection/analysis often occurs only in isolated pockets and when deemed necessary, rather than being embedded into employee's workflows and schedules. Instead of becoming central to day-to-day activities, the collection of, use of, analysis of and response to data occur at high levels in pocketed circumstances. Such an approach has at times prevented Kirtland from closing the loop and making changes aimed at improving future results.
- Of particular concern is that the nature of such current understanding of AQIP has been identified in earlier reviews and communicated to Kirtland. Previous appraisals and reviews have provided Kirtland with feedback on the need for the institution to embrace AQIP approaches and to mature in its level. Kirtland has been an AQIP institution since April 27, 2004. Yet in 2010, after Kirtland has been in AQIP six years, the Reaffirmation of Accreditation Recommendation noted, "[I]t is clear that Kirtland Community College is an institution which has only begun its quality journey." (page 11) The 2012 Appraisal noted several concerns:

- [T]here is little evidence the college routinely reviews, analyzes, communicates and plans for improvements based on . . . results.” (page 1)
- Kirtland might benefit from a “move from gathering data to using the data to improve processes and results.” (page 7)
- “[T]he institution has yet to analyze the collected data and integrate the results into setting targets for improvement, outlining performance results, or discussing comparative data.” (page 8)

As noted throughout this report, the 2016 Appraisal identified similar concerns. Such apparent limited growth after 13 years in AQIP raises concerns about Kirtland’s commitment to the Pathway.

VI. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

The team recommends that Kirtland be reaffirmed for accreditation.

2. Recommendation for Eligibility to Select Next Pathway

Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

Given the significance of the changes that Kirtland has recently undergone and is continuing to face, the college is encouraged to maintain its focus on the strategic challenges it is currently navigating and on its strategic repositioning for the future. For example, Kirtland acknowledges the need to address the concerns around its multiple locations and the changes in facilities that have been and will continue to be impacting the college. Kirtland also recognizes its need to continue to re-envision itself and its role in its vast and impoverished service area, especially in light of recent staff reductions and the emotional toll such reductions have taken. Additionally, the college is confronting the challenge of developing the most effective delivery methods and educational models to meet the changing needs of its communities and students. Finally, as noted, the college is encouraged to focus on enhancing both its Program Review processes and its approach to the assessment of student learning.

It is the judgment of the team, therefore, that the most effective means for Kirtland to sustain the focus it has developed in meeting such challenges is to be limited to the Standard Pathway.

A key element in leading to this judgment is Kirtland’s relationship to AQIP and the institution’s commitment to CQI and AQIP. The limited growth in the breadth and depth of understanding and implementation of best CQI practices, particularly after 13 years in AQIP, raised significant concerns for the team about Kirtland’s commitment to the Pathway. Please see comments above.

Additionally, due to the concerns in 3A and 4B, Kirtland will need to put effort into developing its assessment of program student learning outcomes and its Program Review processes, on top of addressing the other opportunities it currently has.

For these reasons, the team believes that the Standard Pathway will help the institution focus its efforts on those challenges currently needing attention without the complexity that fully implementing AQIP and CQI best practices brings.

3. Criterion-Related Monitoring Required (report, focused visit):

Monitoring:

The team recommends that the institution be asked to report to HLC by December 31, 2019, both (1) the results of its assessment efforts on general education competencies, including faculty analysis of the data (including data on the competency related to diversity) and the planned actions to improve future results, and (2) its progress on developing and implementing an approach to assessing student mastery of program learning outcomes, including the development of program student learning outcomes for all programs, with an articulation of the difference in learning outcomes between certificates and degrees. A crucial step for Kirtland will be to report how it has made the following public: what program learning outcomes are for every program (with differentiation between award levels); what data the college has collected on student mastery of both general education and program outcomes; and what the college's plans for improvements (closing the loop) based on an analysis of the results are.

Rationale: (Provide a holistic rationale for this recommendation.)

The concerns raised in Criterion 3, Component A, and Criterion 4, Component B, around program learning outcomes, coupled with the fact that the assessment of the six Core Competencies had only just begun at the time of the CQR, led the team to believe that Kirtland will benefit from prioritizing the assessment of student learning. Additionally, the monitoring should provide an opportunity for Kirtland to address its assessment issues, which seem to have been an endemic issue resistant to correction since the Reaffirmation of Accreditation in 2010 (see above under "Commitment to Active Engagement in AQIP).

In addition, the collection of data on student learning will benefit Kirtland in addressing other opportunities identified in this report: developing a more robust and thorough Program Review process (moving beyond viability); linking budgetary and operational planning to academic concerns (by providing data on student learning); and tracking the institution's effectiveness at preparing students for a diverse world (by providing data on the related competency).

4. Federal Compliance Monitoring Required (report, focused visit):

Monitoring:

N/A

Rationale: (Provide a holistic rationale for this recommendation.)

B. HLC Sanction or Adverse Action

VII. Embedded Changes in Affiliation Status

If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at hlcommission.org/team-resources.

Type of Change: N/A

Appendix A

Interactions with Constituencies

In the course of the CQR the Team held a variety of customary meetings and reviews, sessions on areas of focus or improvement, and open fora:

Customary Meetings and Reviews:

- *Introduction with the college President
- *Tour of Health Science Center (Grayling facilities)
- *The College Administrative Team:
 - Dean of Occupational Programs
 - Director of Business, Workforce Development and Continuing Education
 - President
 - Vice President of Student Services/Registrar
 - Director of Public Information
 - Director of Institutional Research/ALO
 - Director of Library Services and Tutoring
 - Vice President of Business
 - Director of Institutional Technology
 - Vice President of Instructional Services
- *Federal Compliance Review:
 - Dean of Occupational Programs
 - Director of Institutional Research/ALO
 - Vice President of Student Services/Registrar
 - Human Resources and Compliance
 - Student Financial Services Supervisor
- *Board of Trustees: 3 members
- *External Stakeholders, including representatives from
 - Local businesses
 - Community Partners
 - Advisory Boards
 - Transfer Institutions
- *Exit Interview with the President

Focus Sessions:

*Distance Education:

Faculty: Math, Science, English (2), Accounting/Business, History, Health Information
Technology (2)

Director of Center for Teaching and Learning

Director of Library Services and Tutoring

Vice President of Instructional Services

Dean of Occupational Programs

*Assessment

Director of Institutional Research/ALO

Vice President of Instructional Services

Director of Library Services and Tutoring

Human Resources and Compliance

Director of Center for Teaching and Learning

Program Director of Surgical Technology

Faculty: Psychology, Science, English

Academic Advisor

Staff, Center for Teaching and Learning

System Analyst

Associate Registrar

Testing Center Specialist

Vice President of Student Services/Registrar

Disability Services Coordinator/Advisor

*Institutional Effectiveness/CQI

Director of Institutional Research/ALO

Director of Library Services and Tutoring

President

Director of Business, Workforce Development and Continuing Education

Student Financial Services Supervisor

Vice President of Student Services/Registrar

Vice President of Instructional Services

Director/Advisor for M-TEC

Faculty: English
Vice President of Business
Director of Center for Teaching and Learning
Human Resources and Compliance

*Dual Enrollment/Early College

Dean of Occupational Programs
Director of Institutional Research/ALO
Pre-College Coordinator (2)
Vice President for Instructional Services
Vice President for Student Services/Registrar

*Support of Student Learning

Director of Library Services and Tutoring
Director Institutional Technology
System Analyst
Director of Center for Teaching and Learning
Associate Registrar
College Counselor/Academic Advisor
Director of M-TEC/Advisor
Staff, Center for Teaching and Learning
Disability Services Coordinator/Advisor

Open Forums:

*Faculty (Grayling):

Mechatronics/Electrical, English (3), Transitional Studies, Surgical Technology, Science
(2), Cardiac Sonography, Chemistry, Math, Speech/Communications, History

*Students (Grayling): 12 students

*Criteria 1 & 2:

Human Resources and Compliance
Faculty: English (2), Science
Director of Institutional Technology
Vice President of Student Services/Registrar
Student Financial Services Supervisor

Director of M-TEC/Advisor
Admissions Recruitment Specialist
Program Director of Surgical Technology
Board of Trustees members
Director of Business, Workforce Development and Continuing Education
Vice President of Instructional Services
Director of Institutional Research/ALO
President
Director Public Safety
Vice President of Business

*Criteria 3 & 4

Director of Institutional Research/ALO
Director of Center for Teaching and Learning
Faculty: Science, Speech/Communications, Psychology, Business,
Program Director of Surgical Technology
Vice President of Instructional Services
Director of Business, Workforce Development and Continuing Education
Director of Nursing
Human Resources and Compliance
Director of Library Services and Tutoring
Vice President of Business
Dean of Occupational Programs
Director of Financial Aid
Disability Services Coordinator/Advisor
Director/Advisor for M-TEC
Vice President of Student Services/Registrar
Academic Advisor
Testing Center Specialist

*Staff (Grayling)

Director/Advisor for M-TEC
Admissions Recruiter
Director of Auxiliary Services

Academic Advisor
Student Financial Services Specialist
Student Financial Services Supervisor
Director of Financial Aid

*Criterion 5

Director of Library Services and Tutoring
Director of Institutional Research/ALO
Director of Institutional Technology
President
Faculty: Cosmetology (Director), Automotive (Director)
Dean of Occupational Programs
Disability Services Coordinator/Advisor
Vice President of Student Services/Registrar
Vice President of Instructional Services
Vice President of Business
Staff, Center for Teaching and Learning
Student Financial Services Supervisor
Systems Analyst
Director of Finance
Facilities Supervisor
Director of Financial Aid
Assistant Director of Human Resources
Human Resources and Compliance

*Faculty (Roscommon):

Faculty: Art, Automotive, Mathematics, Cosmetology, English

*Staff (Roscommon):

Director of Financial Aid
Assistant Registrar
Student Services Specialist
Coordinator Instructional Services
Assistant Director Human Resources
Network Administrator

Director of Institutional Technology
Director Printshop
Staff, Center for Teaching and Learning
Director of Finance
Accounting Specialist
Student Financial Services Specialist
System Analyst
Institutional Technology Technician
Tutoring

*Students (Roscommon): 24 Students

Appendix B

Principal Documents, Materials and Web Pages Reviewed

Documents:

Strategic and Action Plan 2013-2019

Operational Plan 2016-2017, 2017-2018

Audited Financial Statements, FY 2014, FY2015, FY2016

Kirtland Budget 2017-2018

Kirtland Community College Institutional Effectiveness Plan

Board Policies and Procedures

Kirtland Community College Fact Book

Leadership Development Plan

Summary of Professional Development Expenditures 2013-2016

2016, 2017 CAT Committee Minutes

CIC Committee Minutes

2016 Facilities Master Plan

IPEDS Data 2014-2015, 2015-2016, 2016-2017

Continuous Quality Improvement Example from Student Financial Services: Helping Students Meet Payment Deadline

Persistence Report: GraphicalRepresentationofRetentionMeasuresDecember52016.pdf

Executive Dashboard of Productivity Measures/Kirtland Key Indicators Report, February 2017

Academic Assessment Plan June 30, 2017

"Academic Program Review ("AcademicProgramReview_Dec2016.pdf")

Five Year (2011-2016) Program Review One-Page Trend Review

2017-2018 New Program Form (for the CIC)

Credentials by Course Master

CAT Student Enrollment and Profile Report

2017 Annual Report for the Surgical Technology and Surgical Assisting program

2016 Assessment Report for Composition Classes

General Education Competency assessment results

A sampling of HR files for faculty to determine that credentialing minimums (including for Dual Enrollment instructors) were being met

AQIP Documentation:

- 2010 Reaffirmation of Accreditation
- 2011 Systems Portfolio
- 2012 Systems Appraisal
- 2016 Systems Portfolio
- 2016 Systems Appraisal
- Federal Compliance
- Quality Highlights Report 2017
- College Student Opinion Survey
- Institutional Updates

Web sites:

Kirtland Community College - www.kirtland.edu	
College	
Mission, Vision, Values	http://www.kirtland.edu/about-kirtland/mission-vision
Strategic Plan 2014-2019	http://www.kirtland.edu/wp-content/uploads/about-kirtland/Strategic-Plan-2014-2019.pdf
Submitting a Complaint	https://cm.maxient.com/reportingform.php?KirtlandCC&layout_id=4
Consumer/Student Right to Know	http://www.kirtland.edu/consumer-student-right-to-know-disclosure-information
Institutional Effectiveness Plan	http://www.kirtland.edu/wp-content/uploads/about-kirtland/institutional-reports-and-surveys/Kirtland-Institutional-Effectiveness-Plan-2017.pdf
Institutional Reports & Surveys	http://www.kirtland.edu/about-kirtland/institutional-reports-and-surveys
Business Office	http://www.kirtland.edu/business-office/
Budget Transparency/Audited Financial Statements	http://www.kirtland.edu/business-office/#budget-transparency
Campus Safety	http://www.kirtland.edu/wp-content/uploads/public-safety/Kirtland-Community-College-2016-Security-Report.pdf
Board of Trustees	http://www.kirtland.edu/board-of-trustees
Human Resources	

Faculty Master Agreement	http://www.kirtland.edu/wp-content/uploads/human-resources/Faculty-Master- Agreement-2016-18.pdf
Part-time Faculty Handbook	http://www.kirtland.edu/wp-content/uploads/human-resources/handbook_ptfac_2015_final.pdf
Full-time Support Staff Handbook	http://www.kirtland.edu/wp-content/uploads/human-resources/ftstaffhandbook.pdf
Part-time Support Staff Handbook	http://www.kirtland.edu/wp-content/uploads/human-resources/ptstaffhandbook.pdf
Organizational Chart	http://www.kirtland.edu/wp-content/uploads/human-resources/Kirtland-Organizational-Chart.pdf
Policies and Procedures	http://www.kirtland.edu/policies-and-procedures
Employee Central	http://www.kirtland.edu/employee-central
Job Descriptions	http://www.kirtland.edu/human-resources/job-descriptions
Full-time Employee List/ Cross Trainings/Succession Planning	http://www.kirtland.edu/wp-content/uploads/about-kirtland/institutional-reports-and-surveys/Kirtland-Full-Time-Employee-Cross-Training-and-Succession-Planning-2017.pdf
Student Services	
College Catalog and Student Handbook	http://catalog.kirtland.edu/
Programs We Offer	http://www.kirtland.edu/programs-we-offer
Program Accreditations	http://www.kirtland.edu/accreditation
Transferring FROM Kirtland	http://www.kirtland.edu/transferring-from-kirtland
Articulation Agreements	http://www.kirtland.edu/registrar/college-articulation-credit
Tuition and Miscellaneous Fees	http://www.kirtland.edu/paying-for-college/tuition-and-miscellaneous-fees
Net Price Calculator	http://www.kirtland.edu/static/net-price-calculator
Cost of Attendance	http://www.kirtland.edu/paying-for-college/tuition-and-fees
Cost of Classes	http://www.kirtland.edu/paying-for-college/cost-of-classes
Student Financial Aid	http://www.kirtland.edu/paying-for-college
Gainful Employment	http://www.kirtland.edu/gainful-employment-regulations
Student Central	http://www.kirtland.edu/student-central
Admissions	http://www.kirtland.edu/admissions

Tutoring	http://www.kirtland.edu/tutoring
Testing	http://www.kirtland.edu/testing-center
Academic Advising	http://www.kirtland.edu/academic-advising
Disability Services	http://www.kirtland.edu/disability-services
Transfer	http://www.kirtland.edu/transferring-from-kirtland
Graduation	http://www.kirtland.edu/graduation
Accreditation	
HLC Accreditation	http://www.kirtland.edu (icon bottom of webpage)
Assumed Practices	http://www.kirtland.edu/accreditation/aqip-documents
Accreditation/AQIP webpage	http://www.kirtland.edu/accreditation/aqip-at-kirtland
Systems Portfolio - 2016	http://www.kirtland.edu/accreditation/aqip-pathways-documents
Systems Appraisal - 2017	http://www.kirtland.edu/accreditation/aqip-pathways-documents
Instructional Services	
Academic Assessment	http://www.kirtland.edu/academic-assessment
Assessment Plan	http://www.kirtland.edu/wp-content/uploads/about-kirtland/institutional-reports-and-surveys/AcademicAssessmentPlanJune302017.pdf
Program Review 5 Year Trend Document	http://www.kirtland.edu/wp-content/uploads/about-kirtland/institutional-reports-and-surveys/FiveyeartrendProgramReviewKirtland2011to2016.pdf
Program Review Document 2015-16	http://www.kirtland.edu/wp-content/uploads/about-kirtland/institutional-reports-and-surveys/AcademicProgramReview_Dec2016.pdf
Finding Classes	https://my.kirtland.edu/ics/Academics/Academics_Homepage.jnz?portlet=Course_Schedules&screen=Advanced+Course+Search&screenType=next
Faculty Credentials	http://www.kirtland.edu/wp-content/uploads/programs-we-offer/faculty-credentials.pdf
Community Education and Workforce Development	http://www.kirtland.edu/community-education
Center for Teaching and Learning	http://ctl.kirtland.edu/

Other Pertinent web sites:

www.mischooldata.org (public data on performance of Kirtland's transfer students to other institutions)



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Kirtland Community College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Michael Seward

- I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Policy 4.005 is within the range of good practice in higher education and delineates in a reasonable fashion the amount of instructional time and homework expected of a student with regard to credit hours earned.

Supplement 1A provides rationale for the wide range of credit hours awarded for courses, which varies between 0.1 and 21, but does not clearly provide specifics for how decisions are made to permit such a range. The institution might benefit from more clearly describing its procedure and practice for awarding less than one credit to any course.

All Associate degrees require a minimum of 60 semester hours.

There is no difference in tuition for different programs.

Additional monitoring, if any:

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Students are encouraged to resolve complaints at the lowest pragmatic level. If this does not work, a formal complaint can be filed, and Academic Advisors and Student Financial Personnel often assist in the process. The Maxient database is used to record complaints, which are forwarded to the appropriate department for resolution. The resolution is also managed in the database. The steps necessary for complaints about instructors and/or courses is found in the standard syllabus template.

A link for filing complaints is available both from the Student Central webpage as well as within the Kirtland website.

A review of the log reveals no particular pattern of complaints and indicates the responses are timely.

Additional monitoring, if any:

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
 - Review the institution’s transfer policies.
 - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
 - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
 - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Transfer policies are easily found in the catalog, as well as on the website. They are written clearly, and high school articulation agreements are readily available on the website. These include the appropriate forms for submission to the Kirtland Registrar's office. Procedures as outlined appear to be followed.

The Michigan Transfer Agreement is available as well, providing students with information on how to facilitate the transfer of credit from community colleges to four-year colleges within Michigan.

Information on how to transfer credits from Kirtland to other institutions is available on the website, as is a listing of the articulation agreements the college has with other institutions of higher education.

Additional monitoring, if any:

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A government ID and password are necessary to create a student login for distance or correspondence courses. The testing center is used for proctored exams, at which students must show a photo ID.

There are additional costs charged to students in distance learning courses, which vary per class. These charges are disclosed on the Cost of Classes webpage and explained on the page for Tuition and Miscellaneous Fees. The explanation is not as clear as it might be, and information as to the amount could be clarified.

Additional monitoring, if any:

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with

these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
 - If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution has not been subject to a Title IV program review. Numerous reviews have been conducted by the State of Michigan. No Department of Education audits have taken place. The default rate is lower than those of peer institutions and appears to be dropping.

A thorough 2017 Annual Security Report provides policies and criminal offenses data and is readily available on the website. The data for the past three years indicate a safe environment and no trends.

The number of students participating in athletics is small, and satisfactory information is provided in the report regarding the success of those students. The institution may want to make the information available via the Kirtland website, as well.

Satisfactory attendance and academic progress policies are disclosed to students in the College catalog. The Student Attendance Policy is readily found on the website, as is the policy for Satisfactory Academic Progress for Financial Aid Eligibility. The latter is consistent with government guidelines.

There are no contractual or consortial relationships reported.

Additional monitoring, if any:

Required Information for Students and the Public

(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.

- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The information is available in the catalog, on the web site, and in the student handbook.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
 - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.
 - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
 - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
 - Verify that the institution correctly displays the Mark of Affiliation on its website.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

Rationale:

The information available through the college catalog, the website and the student handbook is thorough, consistent, and appears to be accurate. The advertising and recruiting materials provided are consistent with the information provided in the catalog and elsewhere.

Additional monitoring, if any:

Review of Student Outcome Data

(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Kirtland collects, uses and publishes data on student retention, persistence, graduation/completion and licensure/exam pass rates.

Additionally, the college is collecting data on student mastery of its general education competencies; it also plans to analyze and act on those data. However, these efforts are in a nascent stage, and the college has yet to close the loop on the data collected—though it seems poised to be able to do so. Additionally, how and where the data are made public remains unclear.

In terms of program learning outcomes, Kirtland is collecting some data. The PROE process for Perkins-eligible programs includes data on student achievement on external exams and licensure requirements. Also, on its web site, the college reports program goals for its programs, and some programs list data on their web pages concerning credentialing exam pass rates, as well as completion/graduation rates.

However, neither the annual in-house Program Review process nor the PROE for Perkins programs provides the college direct data on student mastery of program-specific learning outcomes. Also, the goals that are listed for programs on the web are not always stated in the form of learning outcomes; nor are there distinctions made between those outcomes for certificates and those for degrees. Some programs report no outcome data at all, and even where outcome data are reported, they are not presented in a manner that allows for tracking of student mastery of specific learning outcomes. The college does not appear to be—in any uniform, ongoing or universal manner—collecting, analyzing or learning from data on student mastery of program learning outcomes.

The college is encouraged to adapt for program learning outcomes its model of assessing general education competencies. Additionally, the college might intentionally build into its calendar and processes a regular and ongoing review of data on student mastery of program learning outcomes to allow for analysis and plans for improvement in order to close the loop. Finally, the college might incorporate into its regular program review process data on student mastery of program learning outcomes to add to its current focus on program viability.

Additional monitoring, if any:

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.

- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Currently the student outcome data made public include persistence, retention, graduation, completion and external exam/licensure pass rates. Other items, such as gainful employment information, the results of the Community College Survey of Student Engagement and other student surveys, and the "White House Scorecard" (College Scorecard) are available but might be made more easily accessible through the website search engine. Many links lead to lists of documents rather than to specific documents.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.

- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A list is provided of state and other accrediting bodies. None have sanctions, and, per the letters provided, Kirtland is in good standings with all of them. They are easily found on the Kirtland website.

Additional monitoring, if any:

Public Notification of Opportunity to Comment

(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

No public comments were received. Posting was made available in a variety of newspapers, as well as through email to students and via social media (Facebook and Twitter), with directions also on the main Kirtland website for submitting comments to HLC.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

N/A

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Numerous webpages available through Kirtland.edu :

- . Complaints regarding harassment and discrimination concerns are handled by the Human Resources Office: <http://www.kirtland.edu/policies-and-procedures/personnel-policies/pol-5-195-harassment-or-discrimination>
- . <http://www.kirtland.edu/admissions/admission-process-for-transfer-students>
- . http://catalog.kirtland.edu/content.php?catoid=2&navoid=89&hl=transfer+policy&returnto=search#transfer_of_credits
- . Online transfer resource for students to view course equivalencies and other important transfer resources: <http://www.kirtland.edu/transferring-from-kirtland/college-and-university-links>
- . Cost of Classes webpage broken out by semester - <http://www.kirtland.edu/paying-for-college/cost-of-classes>. <http://www.kirtland.edu/paying-for-college/tuition-and-miscellaneous-fees>
- . Programs We Offer - <http://www.kirtland.edu/programs-we-offer>
- . Admissions - <http://www.kirtland.edu/admissions>
- . Why Kirtland - <http://www.kirtland.edu/why-kirtland>
- . College Catalog - <http://catalog.kirtland.edu/>
- . Institutional Reports and Surveys (and links from this page) - <http://www.kirtland.edu/about-kirtland/institutional-reports-and-surveys>
- . Programs We Offer - <http://www.kirtland.edu/gainful-employment-regulations> Gainful Employment - <http://www.kirtland.edu/gainful-employment-regulations> PROE - <http://www.kirtland.edu/accreditation/>
- . <http://www.kirtland.edu/accreditation/>
- . Transferring FROM Kirtland (<http://www.kirtland.edu/transferring-from-kirtland>)
- . Articulation Agreements (<http://www.kirtland.edu/registrar/college-articulation-credit>)
- . Tuition and Miscellaneous Fees

(<http://www.kirtland.edu/paying-for-college/tuition-and-miscellaneous-fees>)

Policies (POL) and Procedures (PRO):

- . PRO 6.115A Standards of Satisfactory Academic Progress for Financial Aid Eligibility
- . POL 6.008 Transfer of Credits (<http://www.kirtland.edu/policies-and-procedures/student-services-policies/pol-6-008-transfer-of-credits>)
- . Policy 4.030 Credit by Examination
- . Policy 4.005 Academic Credit Hour Policy
- . POL 1.045: Public Concerns and Complaints - <http://www.kirtland.edu/policies-and-procedures/administration-policies/pol-1-045-public-concerns-and-complaints>
- . PRO 5.195: Harassment or Discrimination Complaint Procedure - <http://www.kirtland.edu/policies-and-procedures/personnel-procedures/pro-5-195-harassment-or-discrimination-complaint-procedure>

Documents:

Academic Assessment Plan June 30, 2017

Kirtland Fact Book July 2017

Kirtland Catalog

Numerous Appendices to the Federal Compliance Report

Syllabi:

ART 10000: Art History
English 10303-52: Composition 1
HIS 204: The American Civil War
PSY 10100-60: Introduction to Psychology
Fundamentals of Speech
BUS10700 Entrepreneurship and Innovation
NUR10902 Pharmacology I
SON-11600: Basic Sonography
SUR 10400 Basic Operative Procedures
CJS 21000-00: Criminal Evidence Procedure
Political Science 101
SPE-10500-00 G Fundamentals of Speech
MEC 10000-00M: Basic Electricity and Controls
WLD 10400: MATERIAL SCIENCE
HIT 21301: DIAGNOSTIC CODING
ENG 10303-60 Composition I, online
ENG 103303-52 Composition I

STAT 20600-00-G Application in Statistics
STAT 20600-60 Application in Statistics, online
PSY 10100-00G Introduction to Psychology
PSY 10100-80G Introduction to Psychology, online



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Kirtland

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

All Associate's degrees are a minimum of 60 semester credit hours. Courses are delivered in a variety of modalities and over varying lengths of time. All have clearly defined outcomes, and lengths and/or modalities vary, so as to allow access for students and fulfillment of student learning outcomes.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

Explanations are clear for courses with more than 6 credit hours, as well as those with fewer than 1 credit hour. A committee reviews credit hour allocation for all new and revised courses.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining

progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

Syllabi reviewed:

ART 10000: Art History
 English 10303-52: Composition 1
 HIS 204: The American Civil War
 PSY 10100-60: Introduction to Psychology
 Fundamentals of Speech
 BUS10700 Entrepreneurship and Innovation
 NUR10902 Pharmacology I
 SON-11600: Basic Sonography
 SUR 10400 Basic Operative Procedures
 CJS 21000-00: Criminal Evidence Procedure

Political Science 101
SPE-10500-00 G Fundamentals of Speech
MEC 10000-00M: Basic Electricity and Controls
WLD 10400:Material Science
HIT 21301: Diagnostic Coding

Catalog course descriptions and programs reviewed as well include:
Foundations in Art & Design, AAS

ART 11700 Art Appreciation

ALH 10400 Nursing Assistant

Automotive Technology (Master Certification), CC

Automotive Technology, AAS

AUT 16401 Basic Electricity

Cosmetology, CC

COS 12400 Cosmetology IV

MPT 11200 Practical Problems in Machine Tools

PLB 10309 Carbon Steel Pipe and Fittings

Welding & Fabricating Technology, AAS

WLD 21202 GTAW-Horizontal

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

The policy for awarding credit hours is clearly stated and accommodates all delivery formats.

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For each credit the policy calls for one hour of direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately 15 weeks. Equivalent learning outcomes over an equivalent amount of time are required for courses across modalities. Clearly defined learning outcomes are required, and allocation is approved by the Curriculum and Instruction Committee for all new and revised courses. Credit hour awards for learning experiences beyond those in the traditional classroom are addressed as well.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

Yes No

Comments:

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The policy is consistent with the federal definition.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Course descriptions and syllabi are appropriate and reflect policy. The institution might benefit from making use of a template, so that the syllabi are more consistent and more easily understood.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

Learning outcomes are appropriate but do vary in number required across courses, as well as in presentation. Here as well, use of a syllabus template may result in more easily understood and consistent information.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

Course descriptions and syllabi are appropriate. Here as well, both could be made stronger by the use of a template.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

Yes No

Comments:

Compressed courses require equivalent time spent by students and the achievement of reasonable and appropriate learning outcomes.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

The assignment of credit hours to courses reflects both Kirtland's policy and common practice. As noted, the institution awards different credit hours for different classes, as do many institutions. A clear definition of credit hours is provided, as is a rationale for the number awarded for different courses. However, the institution might benefit from developing and publishing more clearly defined criteria and procedures for offering courses for less than one credit.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

The institution is in compliance.

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

Yes No

Identify the findings:

Programs are compliant per review of the catalog, syllabi and other material provided.

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes

No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction

1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

Yes

No

Comments:

Policy matches the federal formula and is clearly stated.

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

N/A

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if

the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Per approval in 2016 by HLC the clock and credit hours required for the clock and credit hours awarded for the Certificate of Completion in Cosmetology are appropriate and consistent with good practice.

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

During the course of the CQR Kirtland indicated that the only clock-hour program (Cosmetology) had been phased out and approved as a credit-based program by HLC.

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

Yes No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

Yes No

Rationale:

Policies and practice are appropriate.

Identify the type of HLC monitoring required and the due date:

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Kirtland Community College, MI
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Comprehensive Evaluation includes a Federal Compliance Reviewer.
DATES OF REVIEW:	10/23/2017 - 10/25/2017
<input type="checkbox"/>	No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: no change

Degrees Awarded: Associates

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2027-2028

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: no change

Additional Location:

Prior HLC approval required.

Recommended Change: no change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: no change

Accreditation Events

Accreditation Pathway

AQIP Pathway

Recommended Change: Recommendation "Limited to Standard Pathway"

Upcoming Events

Systems Appraisal: 11/01/2024

Recommended Change: no change

Strategy Forum: 2022 - 2023

Recommended Change: no change

Systems Appraisal: 11/01/2020

Recommended Change: no change

Strategy Forum: 2018 - 2019

Recommended Change: no change

Monitoring

Upcoming Events

None

Recommended Change:

Interim Report due 12/31/2019 on: (1) the results of assessment efforts on general education competencies, including faculty analysis of the data (including data on the competency related to diversity) and the planned actions to improve future results; and (2) progress on developing and implementing an approach to assessing student

Institutional Status and Requirements Worksheet

mastery of program learning outcomes, including the development of program student learning outcomes for all programs, with an articulation of the difference in learning outcomes between certificates and degrees.

Institutional Data

Educational Programs		Recommended Change: no change
Undergraduate		
Certificate	16	_____
Associate Degrees	21	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change: no change

Additional Locations

Kirtland - Health Sciences Center, 4800 West Four Mile Road, Grayling, MI, 49738 - Active

MTEC, 60 Livingston Blvd, Gaylord, MI, 49735 - Active

West Branch, 2479 South M-76, West Branch, MI, 48661 - Active

Recommended Change: no change

Distance Delivery

- 11.0501 - Computer Systems Analysis/Analyst, Certificate, Certificate in Computer Technician
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Business Administration
- 24.0103 - Humanities/Humanistic Studies, Associate, Associate in Arts
- 51.0707 - Health Information/Medical Records Technology/Technician, Associate, AAS in Health Information Technology
- 51.0708 - Medical Transcription/Transcriptionist, Associate, AAS Medical Transcription
- 51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, AAS Medical Secretary
- 51.09 - Allied Health Diagnostic, Intervention, and Treatment Professions, Certificate, Certificate in Vascular Sonography



Institutional Status and Requirements Worksheet

52.0201 - Business Administration and Management, General, Associate, AAS in Business Management
52.0201 - Business Administration and Management, General, Certificate, Certificate in Small Business Management and Entrepreneurship
52.0301 - Accounting, Certificate, Certificate in Bookkeeping
52.0401 - Administrative Assistant and Secretarial Science, General, Associate, AAS Administrative Assistant
52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Certificate in General Business
52.12 - Management Information Systems and Services, Associate, Associate in Computers - Computer Science
52.1201 - Management Information Systems, General, Associate, Associate in Computers - Information Systems

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

None

Recommended Change: no change
