Kirtland Community College
Systems Portfolio

Academic Quality Improvement Program
The Higher Learning Commission – NCA

Submitted: November 1, 2007
Institutional Overview

O1. Distinctive organizational features

On March 7, 1966, in accordance with provisions of Public Act 188 of the Michigan Public Acts of 1955, Kirtland Community College was created by a vote of the electorate from six local K-12 school districts (Crawford-AuSable, Fairview Area, Gerrish-Higgins, Houghton Lake, Mio-AuSable and West Branch-Rose City), which form the COOR Intermediate School District. Kirtland is a public, not-for-profit community college. The main campus is situated on approximately 220 acres of beautifully wooded, rolling hills in the middle of nowhere. The average round-trip commute for students is 56 miles. Kirtland is the largest community college district in Michigan totaling 2,500 square miles with an approximate population of 72,000 people. Kirtland also has an off-campus site – M-TEC (Michigan Technical Education Center) in the city of Gaylord, approximately 55 miles north of central campus. Kirtland’s M-TEC is in Otsego County, which is outside of our district.

State statistics show that the Kirtland district is economically disadvantaged and under-served. Also considering that the district has a large number of residents who are deficient in basic academic skills, it is not surprising that Kirtland has adopted (March 2005) comprehensive vision and mission statements.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population in 2000</strong></td>
<td>70,805</td>
</tr>
<tr>
<td><strong>Total Population in 2006</strong></td>
<td>71,797</td>
</tr>
<tr>
<td><strong>Per-Capita Income</strong></td>
<td>$16,551</td>
</tr>
<tr>
<td><strong>% of Families Below Poverty</strong></td>
<td>8.60%</td>
</tr>
<tr>
<td><strong>% of Population With High School Diploma</strong></td>
<td>77.3%</td>
</tr>
<tr>
<td><strong>% of Population With Bachelor's Degree or higher</strong></td>
<td>10.4%</td>
</tr>
</tbody>
</table>

**Kirtland Community College Vision:**
Kirtland Community College provides open access to education, as well as cultural opportunities, to enrich the lives of the people of Northern Michigan.

**Kirtland Community College Mission:**
Kirtland offers higher education in a student-focused environment, providing transfer and career technical programs; developmental studies; workforce development; personal enrichment and cultural opportunities. We focus resources on our local service area, while maintaining a welcoming climate for our neighbors in Northern Michigan.

**Kirtland Community College Guiding Principles:**
Student learning is Kirtland’s commitment

1. We use continuous-improvement processes to ensure currency and relevancy of programs, services, and facilities.
2. We strive for consistent use of appropriate data in all decision making.
3. We ensure that all decisions are effectively communicated and contribute to student success.
4. We are open and welcoming to all, while recognizing a special responsibility to young adults.
5. We recognize the value of our employees by striving for a high quality of work life providing opportunities for professional development.
6. We participate in community partnerships, based on shared values and mutual goals, with a focus on K-12 and Economic Development.
7. We seek optimum size bases on community needs, available resources, financial responsibility, and College capabilities.

Early in 2007, after serving the college as president for seven years, Dr. Charles Rorie announced his retirement. In July 2007 the new president, Dr. Thomas Quinn, the former Vice President for Academic and Student Affairs of South Arkansas Community College, assumed the role of president of Kirtland Community College. This document is being prepared during this transitional time and readers should be mindful of this fact as they proceed through this system portfolio.
Kirtland’s governing body is a seven-member Board of Trustees. As chief executive officer of Kirtland Community College, the president assumes responsibility for the administration of the College in accordance with board policy. Serving on the president’s cabinet, the College Administrative Team (CAT) is a cross-constituency team of academic and operational administrators – Dean of Instruction, Chief Financial Officer, Provost of M-TEC, Dean of Student Services, two Associate Deans of Instruction, Director of Institutional Services, Director of Physical Plant and the Director of Human Resources.

Our key institutional stakeholders and their needs and requirements are:

- Students – attainment of their learning goals, successful completion of courses and/or programs, attainment of further education or careers, affordable education
- Board of Trustees – fiscal health and agility, enrollment, student success, policies for governing the college, community responsiveness
- Employers and Business partners – competent interns and employees, communication/information collaboration
- Faculty – professional autonomy, recognition
- Staff – safe, trusting, supportive working environment
- State Agencies – fiscal responsibility, student success
- Parents – safe campus, student success, affordable education
- Alumni and Friends – networking, positive institutional image, connection with campus, continuing learning opportunities

O2. Scope of educational offerings
Kirtland offers the following degrees:
- Transfer associate degrees (7)
- Associate in Applied Science degrees (26)
- Certificates of Completion (23)
- Special Certificates (9)

Figure Oc is a list of program areas and their associated enrollment figures for the 2006-2007 academic year. These are unduplicated student enrollment numbers.
### Figure Oc

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Fall 2006</th>
<th>Winter 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>Automotive</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>Business</td>
<td>85</td>
<td>83</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>44</td>
<td>41</td>
</tr>
<tr>
<td>Contracting with Business Industry (CWBI)</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>107</td>
<td>91</td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Health Careers</td>
<td>538</td>
<td>540</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>89</td>
<td>108</td>
</tr>
<tr>
<td>Office Information Systems</td>
<td>77</td>
<td>89</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Technology Management</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Programs</td>
<td>455</td>
<td>422</td>
</tr>
<tr>
<td>Personal Interest *</td>
<td>737</td>
<td>609</td>
</tr>
<tr>
<td><strong>Total Enrollments</strong></td>
<td><strong>2299</strong></td>
<td><strong>2132</strong></td>
</tr>
</tbody>
</table>

* Students with undeclared area of study, criminal justice retraining and non-credit.

Additionally Kirtland has a Workforce Development program operated out of the M-TEC in Gaylord, which serves the entire College district. Summary data for 2006-2007 is found in Figure Od.

### Figure Od

**A. Workforce Development Training**

- Workforce Development Training Total Registrations (unduplicated): **171**
- Workforce Development Training Total Registrations (duplicated): **309**
- Workforce Development Training Total Contact Hours: **1567**
- Businesses Served by Workforce Development: **88**
B. WorkKeys® Testing
WorkKeys® Testing Total Registrations (unduplicated) 145
WorkKeys® Testing Total Registrations (duplicated) 580
WorkKeys® Testing Total Contact Hours 435

C. Grant Training:
Grant Training Total Registrations (unduplicated) 60
Grant Training Total Registrations (duplicated) 88
Grant Training Total Contact Hours 1284

O3. Students
Figure Oe provides a profile of our student populations for the 2006/2007 academic year. We would like to increase the traditional, full-time undergraduate student population, while continuing to recognize our role as a community college that serves non-traditional, part-time undergraduate students.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Winter 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>2299</td>
<td>2132</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>16,626</td>
<td>15580</td>
</tr>
<tr>
<td>Males</td>
<td>1127</td>
<td>988</td>
</tr>
<tr>
<td>Females</td>
<td>1172</td>
<td>1144</td>
</tr>
<tr>
<td>Age 24 and under</td>
<td>929</td>
<td>915</td>
</tr>
<tr>
<td>Age 25 – 39</td>
<td>776</td>
<td>696</td>
</tr>
<tr>
<td>Age 40 – 59</td>
<td>533</td>
<td>464</td>
</tr>
<tr>
<td>Age 60 and over</td>
<td>53</td>
<td>50</td>
</tr>
<tr>
<td>FTIAC (first-time-in-any-college)</td>
<td>546</td>
<td>353</td>
</tr>
<tr>
<td>Returning to KCC</td>
<td>1602</td>
<td>1669</td>
</tr>
<tr>
<td>First-time Transfer</td>
<td>127</td>
<td>111</td>
</tr>
<tr>
<td>Guest</td>
<td>24</td>
<td>NA</td>
</tr>
<tr>
<td>Dual Enrolled</td>
<td>72</td>
<td>88</td>
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<tr>
<td>Online enrollment (seats)</td>
<td>394</td>
<td>615</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>2025</td>
<td>1906</td>
</tr>
<tr>
<td>Black</td>
<td>24</td>
<td>22</td>
</tr>
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</table>
Kirtland Community College  
November 1, 2007

<table>
<thead>
<tr>
<th></th>
<th>34</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/ Alaskan Native</td>
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<td></td>
</tr>
<tr>
<td>Asian-American</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25</td>
<td>23</td>
</tr>
<tr>
<td>Needing remedial Reading</td>
<td>172</td>
<td>92</td>
</tr>
<tr>
<td>Needing remedial Writing</td>
<td>123</td>
<td>45</td>
</tr>
<tr>
<td>Needing remedial Math</td>
<td>367</td>
<td>139</td>
</tr>
</tbody>
</table>

**O4. Collaborative or partnership arrangements**

Collaborations and partnerships are second nature to small rural community colleges such as ours. We would not be able to properly serve our stakeholders without forming these relationships.

By far our strongest educational partnership is with our local area high schools and COOR (Crawford, Oscoda, Ogemaw, Roscommon) Intermediate School District. The COOR ISD’s Career Technical Education (CTE) center is physically located on our campus and a majority of their offerings are in Kirtland facilities. High school students in the second year of the CTE program dual enroll into appropriate college-level courses. Kirtland and the local area schools offer enrichment programs for students in the 4th and 8th grades. Local area high school principals and counselors meet monthly at Kirtland.

Kirtland partners with the Northern Michigan Electronic Consortium (NMEC) which provides technical expertise to non-profit organizations in Northeastern Michigan. All NMEC members work together on various technology projects in order to maximize the impact of technology on Northern Michigan.

Kirtland has active membership in two Educational Advisory Groups, as well as their associated Workforce Development boards. Kirtland has worked closely with the Michigan Works! employment agency to help provide training for displaced workers.

Kirtland is a very active member in the Michigan Community College Virtual Learning Collaborative (MCCVLC) which was created by the Michigan Community College Association. The MCCVLC is designed to allow current Michigan community college students to take courses from other member colleges while still receiving support services at a convenient “home” college. The College offers an online nursing program through the MCCVLC.

Kirtland has collaborative/articulation arrangements with four-year universities throughout the state. See Figure 1k for a listing of colleges and articulation agreements.

Our M-TEC in Gaylord collaborates with the Associated Builders and Contractors apprenticeship programs as well as the Habitat for Humanity organization. The M-TEC campus also rents space to a proprietary school for training students in cardiovascular sonography; we provide prerequisite courses, articulation credit and general education courses so students can obtain their associate’s degree from Kirtland.

Currently Kirtland is working collaboratively with other community colleges in Northern Michigan to try to provide more health occupational programs (Radiography Technician, Physical Therapy Assistant, Medical Lab Technician) which would otherwise not be available to our students.
Since the early 1990’s Kirtland has participated in a successful mutual gains bargaining process called Target Specific Bargaining with both the Kirtland Federation of Teachers’ union representing full-time faculty members and the Steelworkers’ union representing physical plant staff. The College has also adopted the use of the Target Specific Problem Solving process for non-unionized part-time faculty and classified staff.

**O5. Faculty and staff**
The faculty and staff of Kirtland Community College find it a desirable place to work. There is very little turnover of personnel except for retirements. Figure Of provides a breakdown of personnel numbers and educational level by employee group for Fall 2006.

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>Numbers</th>
<th>Educational Levels</th>
<th>Unionized or Not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Doctorate</td>
<td>Master’s</td>
</tr>
<tr>
<td>FT Faculty</td>
<td>34</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>FT Staff</td>
<td>64</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Administrators</td>
<td>11</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>PT Faculty</td>
<td>101</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>PT Staff</td>
<td>35</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**O6. Facilities, Environment and Technology**
The size, location and defined service area of the College are addressed in O1. Kirtland Community College maintains nine main building structures and two large additions. We utilize a well-water system and operate our own wastewater treatment plant. A backlog of overdue deferred-maintenance issues, due to aging facilities and current environmental changes and regulations, present a financial challenge.
Kirtland Community College recognizes and appreciates the impact technology has on the teaching, learning and business processes of the college. Through both our administrative and financial processes, we place emphasis on deploying and maintaining leading-edge technologies to support our mission. This statement is supported by our repeated top-ten ranking in American Association of Community College’s Digital Community College Survey in 2005 and 2007. Examples of how Kirtland embraces technology are:

- Buildings on both campuses (Roscommon and Gaylord) are connected via fiber network and point-to-point wireless connections.
- Kirtland is connected to our area schools and Intermediate School District using a wide-area network.
- All classrooms and offices on campus have network access.
- Wireless Internet access is available to students and visitors both inside and outside of all campus buildings.
- The College provides email accounts, free on-campus high speed and off-campus dial-up Internet access to students, faculty and staff.
Available for student use are 345 networked computers in 15 computer lab classrooms, two mobile computer classrooms, and three open labs – resulting in a student-to-computer ratio of less than 7-to-1.

All classrooms are equipped with multi-media capability including large screen projector, sound system, DVD/VCR, document camera and individual instructor computer with Internet access.

A three- to four-year rotation plan exists for personal computers and multi-media hardware, contingent on utilization.

Microsoft’s Campus Agreement plan provides easy compliance, low administration, current technology, simple budgeting and purchasing at an excellent value.

Kirtland uses Jenzabar EX and JICS administrative/student information system and web portal.

Instructors use Angel software, which is a learning course management platform, for online, hybrid and web-enhanced courses.

The SIRSI Unicorn, automated card catalog system is used in the Library.

Technical support is provided on campus Monday through Friday 8:00 – 4:30 and supported after hours and on weekends through a cooperative agreement with our Internet service provider.

Technical training workshops are provided periodically for faculty and staff.

In 1975, Kirtland became a fully accredited associate degree-granting institution through the North Central Association of Colleges and Schools. Our most recent reaccreditation was in 1998 under the current Higher Learning Commission’s PEAK process with a follow-up progress report in 2001. The progress report focused on progress of the general education core competency project and assessment of student outcomes. In 2001, Kirtland also submitted and was approved for a request for institutional change regarding the addition of the M-TEC in Gaylord. Kirtland joined the AQIP process in April 2004.

The College remains in compliance with all local, state and national regulatory agencies such as OSHA (MiOSHA in Michigan), FERPA and Carl D. Perkin's Grant program. Other agencies with regulatory influence on College programs include the Michigan State Board of Nursing, the Michigan Commission on Law Enforcement Standards, the Michigan Correctional Officers Training Council and the National Automotive Technicians Educational Foundation.

O7. Competitors
The University Center (UC) in Gaylord, which is located in the same building as our M-TEC, is a competitive concern of Kirtland Community College. The original joint operating agreement with the UC partners proved to be too restrictive for Kirtland to be able to provide viable educational opportunities at our M-TEC. A recent agreement with North Central Michigan College, the other community college partner, has opened the door for more offerings, yet still restricts us from providing a full range of courses at that location.

Like many other colleges, the many online college course offerings and degree programs available to all students must be viewed as competition. Kirtland has a substantial number of online course offerings, but there is more that we can do.
Within our district and local area there are several private colleges (Baker College, Davenport College, Grace Baptist College) and proprietary schools that our students choose to attend instead of Kirtland. Mid-Michigan Community College provides a viable option for students near the western edges of our district.

### O8. Opportunities and Vulnerabilities

Kirtland is wrestling with whether we should stay a “small college” or grow to the next level. A good enrollment projection model would prove useful in these discussions. It might help us to optimize programming and help identify areas of concern on which we could focus our resources and efforts. We need help in identifying new student markets.

One of our ongoing challenges is recruiting more traditional high school graduates, given the current economic picture in the state of Michigan and tuition increases. By careful evaluation of our offerings, we are hoping that many graduating high school seniors will be drawn to Kirtland.

Areas of vulnerability include the ongoing budgetary shifts in higher education with declining state appropriations; cultural climate of our faculty and staff – Kirtland needs to build a trusting and confident workforce to serve our students; and additional deferred-maintenance issues that will impact our already stretched financial needs.

As we move forward as an institution we are excited about having new leadership, new opportunities for our students and stakeholders and the potential for getting our deferred maintenance under control.
Category 1 – Helping Students Learn

1C1 – Common Learning Objectives
Kirtland has identified general education core competencies that all students acquiring an associate’s degree from this institution must have. The following table shows the results of several revisions over the years. Assessment of the competencies is embedded in the courses to assure students do their very best. However, the process of the assessment is for continuous quality improvement of our educational objectives. Students must successfully pass the indicated classes to graduate.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Applied Science Programs</th>
<th>Transfer Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> – Demonstrate the ability to Speak</td>
<td>Fund of Speech (SPE105) or Interpersonal Communications (SPE114)</td>
<td>Fund of Speech (SPE105) or Interpersonal Communications (SPE114).</td>
</tr>
<tr>
<td></td>
<td>Satisfactory Reading Placement</td>
<td>Satisfactory Reading Placement</td>
</tr>
<tr>
<td></td>
<td>English Composition I (ENG103)</td>
<td>English Composition I (ENG103)</td>
</tr>
<tr>
<td></td>
<td>English Composition II (ENG104)</td>
<td>English Composition II (ENG104)</td>
</tr>
<tr>
<td><strong>Math</strong> – Demonstrate and apply fundamental numeric and algebraic competencies</td>
<td>Intermediate Algebra (MTH 120)</td>
<td>College Algebra (MTH 130) or Trigonometry (MTH 140) or Math/Elem Teachers (MTH 117) or Statistics (MTH 206)</td>
</tr>
<tr>
<td><strong>Science</strong> – Demonstrate and apply the knowledge and methodology of scientific inquiry and how scientific issues impact our lives.</td>
<td>Any lab science course (4 credit)</td>
<td>Any two lab science courses (8 credit)</td>
</tr>
<tr>
<td><strong>Cultural Enrichment</strong> – Demonstrate through the study of humanities an appreciation of the creative process.</td>
<td>Individual and Society (HUM 205) or any humanities course (3 credit)</td>
<td>6 credits in Art, Music, Theater, Journalism, Literature, World Languages</td>
</tr>
<tr>
<td><strong>Global and Social Awareness</strong> – Demonstrate understanding of individual and societal behavior and culture, including how historical occurrences and political systems affect individuals and society.</td>
<td>American Government (POL 101) and any social science course (3 credit)</td>
<td>American Government (POL 101) and 6 credits in History, Political Science, Sociology, Psychology, Geology</td>
</tr>
<tr>
<td><strong>Inherent Life Skills (embedded in all programs)</strong></td>
<td>Threaded</td>
<td>Threaded in humanities</td>
</tr>
<tr>
<td></td>
<td>Threaded</td>
<td>Threaded in using computers</td>
</tr>
<tr>
<td></td>
<td>Threaded</td>
<td>Threaded in math</td>
</tr>
<tr>
<td></td>
<td>Threaded</td>
<td>Threaded all courses</td>
</tr>
<tr>
<td></td>
<td>Threaded</td>
<td>Threaded in science</td>
</tr>
</tbody>
</table>

**Totals**
- 26 credits
- 36 credits
1C2 – Aligning Instruction with Mission, Vision and Values
Developed in 2005, Kirtland’s mission statement reflects that we have “a student-focused environment, providing transfer and career technical programs; developmental studies; workforce development; personal enrichment and cultural opportunities.”

It is the primary duty of two standing committees, Curriculum and Instruction Committee (CIC) and Instructional Council (IC), to assure that instruction stays aligned with the mission of the College.

Curricular decisions regarding new courses, changes in prerequisites, descriptions, credit hours, contact hours, and delivery method are all brought before the Curriculum and Instruction Committee. The committee reviews prepared syllabi with the stated objectives of the courses.

The published charge of this committee is to:

- Efficiently and effectively review and make recommendations regarding proposed curriculum and program changes.
- Assure input from representatives of all relevant and related groups on campus. Communicate and implement timely changes for catalog and schedules.
- Encourage development of new programs that utilize existing resources.
- Consider class size, costs, facilities, and other issues in making decisions about new courses and programs.

The CIC is composed of the instructional administration, two faculty members each from general education and career and technical studies, the director of library, the director of educational technology, the director of counseling, the director of student services, the director of financial aid, a part-time faculty representative, at least one student representative, and a representative from M-TEC. Others may be appointed to membership on the committee either on a permanent or ad hoc basis.

Proposals that are brought to CIC originate with faculty and are supported by departments and the instructional administrator of that program. Often times program changes are initiated by the program’s advisory committee. The CIC meets at least once a month August through April. The minutes are posted on the College web site.

The Instructional Council participates in decision making and communication of instructional matters at the College.

The published mission of the Instructional Council (IC) is to help ensure that the college meets its mission of improving the quality of life in the college district by providing educational programs and services. The mission of the IC is also to ensure that the instructional division of the College accomplishes its mission of:

- Providing preparation for baccalaureate programs.
- Offering programs for people who desire career training or career advancement.
- Offering an array of experiences that reinforce teaching and learning, and that foster a better understanding of one’s own culture and other cultures.
- Offering programs and services that give people the opportunity to broaden and continue their education.
- Assisting student services with the responsibility of enhancing student success by providing a comprehensive array of support services.
Assessing student outcomes and institutional effectiveness as a means of improving instructional programs and services.

The instructional council is composed of: the instructional administration; representative faculty members for all instructional programs; union president; representatives from the instructional support areas of technology, counseling, tutoring, library, career and employment; and the data coordinator.

The IC meets monthly from August through April and minutes are also posted to the College web site.

1C3 – Instruction Programs

Figure 1b presents a list of program offerings here at Kirtland Community College and different delivery methods utilized in the program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Traditional Classrooms</th>
<th>Online</th>
<th>Hybrid and Web Enhanced</th>
<th>Self Paced Modular</th>
<th>Supervised Clinical</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automotive</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Technologies</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Criminal Justice</td>
<td>X</td>
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<tr>
<td>Education</td>
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<td>Health Careers</td>
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<td>Industrial Technologies</td>
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<td>Science</td>
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<tr>
<td>Technology Management</td>
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</tr>
<tr>
<td>Office Info Systems</td>
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<tr>
<td>Transfer</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Personal Interest</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All the classrooms have at a minimum, a podium with a computer with CD/DVD player, video player, Internet connection, overhead camera, projector and screens. Most specialized classrooms have the technology used by the practitioners in the field, as recommended by the advisory boards (i.e. computer diagnostic machines in automotive, software in CAD, etc.).

We have computer labs designated for use in Automotive, Art, Cosmetology, Health Careers, Office Information Systems and Industrial Technologies as well as in the classrooms used to teach Computer Information Systems and English classes. Other software such as the Angel instructional delivery software and the Jenzabar administrative computing system for submitting grades, producing transcripts and book adoptions support instruction.
1C4 – Preparing Students to Live in a Diverse Society and World
Kirtland is a very rural community college with a homogeneous Caucasian population. For some of our students, any exposure to diversity is limited to their time on our campus. In recognition of that fact, Kirtland attempts to prepare our students for the diverse world they will inevitably be a part of by requiring general education core competencies of “Global and Social Awareness” and “Cultural Enrichment.” Other attempts to increase the experience our students have with other cultures include our athletic program which has recruited athletes from all over the world; a Global Awareness program that supports bringing presenters/entertainment to our campus from other cultures; and recruiting faculty members from outside our local area. The college has sponsored students on exchange trips to Russia, Germany, China and South Korea. Several faculty members have participated in a sabbatical leave exchange with Beijing Union University teaching English to their students.

Kirtland is aware that students learn in different ways and from different experiences. We try to provide a variety of learning opportunities in our classrooms and by offering different sections using different or combined (hybrid) methods of delivery whenever possible.

Figure 1c

<table>
<thead>
<tr>
<th>Student Learning Styles</th>
<th>Traditional Classrooms</th>
<th>Online</th>
<th>Hybrid and Web Enhanced</th>
<th>Self Paced Modular</th>
<th>Supervised Clinical</th>
<th>Internship</th>
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<tbody>
<tr>
<td>Visual Learners</td>
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<td>X</td>
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<tr>
<td>Auditory Learners</td>
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<tr>
<td>Kinesthetic/Tactile Learners</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Every year Kirtland sets aside approximately $180,000 (35%) of its Carl D. Perkins grant in support of special population students. We are committed to making reasonable accommodations for documented physical, mental and emotional disabilities. Services include transition services, coursework adaptations, testing accommodations, mobility assistance, assistance technology and counseling.

1C5 – Creating and Maintaining a Climate of Intellectual Freedom and Respect
Kirtland has many documents that reflect its commitment to creating and maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions.

In the college catalog The Rights and Responsibilities of Students states, “Kirtland Community College recognizes those enrolled in a course or program of study as being students and therefore members of the academic community. As members of this community, they are subject to the obligations which accrue to them by virtue of this membership. While enjoying freedom of speech, peaceful assembly, right of petition, and the right of due process, all students are expected to conduct themselves in a manner that will reflect favorably on them, the community and Kirtland Community College.” The catalog section goes on to spell out what Academic Freedom, Freedom of Assembly and Right to Due Process mean.

The faculty bargaining agreement states every instructor shall have the protection of rights pursuant to ACT 379 of the Public Act of 1965 of Michigan law. Specifically when an instructor speaks or writes as a citizen, he/she shall be free from administrative censorship and discipline. Protection of intellectual property and shared ownership rights are also clearly spelled out in the agreement.
The Library collection development policy emphasizes that materials include many points of view. There are no restrictions on students’ access to information, both in print and online. The campus has a copyright policy. We do not restrict information seeking for anyone over the age of 18 (American Library Associations – Library Bill of Rights).

The following statements (or something similar) are required in all course syllabi and faculty are expected to reinforce these principles and practices to their students at the beginning of every semester.

**Ethical Conduct:** This instructor requires the highest level of honesty, integrity and professionalism from everyone all the time. Any infraction will be dealt with in a strict manner the first time. No excuses will be accepted, no second chances given. It is expected that all students have read the student policy and procedure handbook and understand it. Student rights, responsibilities and regulations are also published in the college catalog.

Simply stated, **DO YOUR OWN WORK**. If you choose to help another student, it is your responsibility to provide real help. Do not just give them answers or show them your work or loan them your work. This would constitute academic dishonesty. Anyone caught cheating will be given a zero for that activity and be subject to further action at the option of the instructor.

If for some reason you have a question or due to special circumstances are unsure of the right thing to do, it is your responsibility to contact your instructor and **ask before you act**.

**ADA/Special Needs Statement:** If you need course adaptations or accommodations because of a disability, if you have medical information to share, or if you need special arrangements in the event the building must be evacuated, please make an appointment with me as soon as possible. You must also see Betty Ehinger, Special Populations Coordinator, in Student Services (located in the center of the ADM Building) ext. 252. Betty coordinates services for students with disabilities and will assist you in obtaining verification of your disability, if necessary.

**Title IX Statement:** Kirtland Community College is an equal opportunity institution, encourages diversity, and does not discriminate against race, color, religion, national origin or ancestry, age, sex, marital status, sexual orientation, disability, or other protected category under Michigan and federal law. Compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) is a priority of the college. Dale Shantz, Director of Human Resources, is the ADA Compliance Officer and 504 Coordinator.

1P1 – Determining Common Student Learning Objectives

The common learning objectives that were stated in 1C1 were developed by the faculty, reviewed and modified by the Instructional Council and approved by the Curriculum and Instruction Committee.

Each department and faculty members are responsible for developing their own program and course objectives and presenting them to the Curriculum and Instruction Committee for approval. Objectives are developed in conjunction with researching industry requirements, listening to advisory committee’s recommendations, consulting with transfer institutions and following state guidelines. Many of our career and technical programs have specific objectives that students will be tested on during licensure and certification exams. Figure 1d illustrates those programs.
1P2 – Designing New Programs and Courses
Kirtland tries to maintain a student-centered approach by offering courses at times that will yield the most students; listening to the community, local industry and schools that our students transfer to. We develop new courses to meet their needs, revise existing courses on a regular basis to keep up with changing technology and we focus on transferability of courses.

Kirtland is a member of two local Workforce Development Boards in the area. These boards regularly provide environmental scans of local employment needs. When an opportunity for a potential new program/course arises, we conduct a survey to try and identify the scope of the need. In occupational programs our advisory committees help identify new educational opportunities. In the arts and science areas we rely mainly on faculty expertise. Networking with state associations and national conferences help provide possible options for us to investigate.

1P3 – Student Preparation
Kirtland Community College adheres to the “open door” policy of granting general admission to all persons above the twelfth-grade age level or those with ability to benefit. Experience has demonstrated that our students’ academic preparation is extremely varied, therefore, an assessment of the level of competency in reading, writing and math is needed for each new student. Students can demonstrate their competency by taking a placement test (COMPASS or Workkeys®), provide a copy of their ACT scores or transfer in credit from a successfully completed appropriate college level course from another institute of higher learning.

Cutoff scores for COMPASS, Workkeys® and ACT have been determined by initially using ACT’s recommended scores for individual levels and then making adjustments based on how successful students are in our developmental and entry level courses.

Prerequisite skills for courses are determined at the department level and reviewed and approved by the Curriculum and Instruction Committee at the time a new course is proposed or when changes are made. Program requirements receive approval in a similar manner. Additionally program requirements are identified in consultation with advisory committees, guidelines and requirements from external accrediting agencies or feedback from transfer colleges during articulation discussions.

Even though a student may not be initially admitted into a particular program they are admitted to the College and given ample opportunity to remediate their academic preparation to be able to satisfy program requirements and prepare themselves for a successful educational experience here at Kirtland.
**1P4 – Communication Expectations to Students**

Communication with prospective students is primarily the duty of the Admissions Office. They visit 23 area high schools (many more than once per year); attend 14 college nights and career fairs each year; as well as conduct various recruiting activities here on campus such as guided tours and one-on-one meetings. The Admissions Office in collaboration with our Marketing department has created focus brochures that not only describe career options for all programs, they also explain certification/licensure requirements.

The online College Catalog provides a complete source of information on admissions, financial aid, student support services and guidelines for achieving success as well as a listing of all programs of study and courses. Each program of study provides an introduction explaining what a student can expect from the program and where successful completion might lead. It also outlines all the course requirements. At the end of the College Catalog a student will find a listing of all courses, the course description, when the course is offered and any prerequisite or co-requisite courses that are required.

The Kirtland web site also provides the most current information on student expectations. Additionally, each program has a web page with a more personal approach to the same information provided in the catalog, general and primary contact information, pictures and illustrations relevant to the program.

Starting the Winter 2007 semester, students were assigned a specific advisor based on their declared program of study. The goal is that a personal relationship between the advisor and the advisee can be cultivated during advising sessions. When an advisor meets with their advisee they can discuss that student’s goals, the appropriateness of their choices based on their placement scores, the challenges that student might face, etc. Program expectations and course scheduling are also discussed.

Finally, course-level learning objectives are conveyed in individual course syllabi that are required for every course and distributed to the students on the first day of class.

**1P5 – Advising and Placement**

Students come to Kirtland with either a declared interest in a program of study or an uncertainty of what they want to do with the rest of their lives. The first step in either case is to assess their academic preparedness through the means discussed is section 1P3.

Those students who are not ready to declare a program of study are assigned to a career counselor. The career counselor has at his disposal a variety of instruments such as Strong Interest Inventory, Meyers-Briggs Personality Test, Career Cruising Interest Inventory, Occupational Outlook Handbook as well as an abundance of electronic career information available on the Internet to assist the student in identifying a possible career path.

Students who have already decided their program of study are assigned an academic advisor and, with placement results in hand, are advised on potential successful completion of the program requirements. Often times a student’s compatibility with a program of study is not identified until after the student has participated in a course of that discipline. The purpose of first-level survey courses is to help students understand what is involved in a career in that field and these courses can be very useful for both the student and the faculty member to identify a miss-match. Further academic advising and/or career counseling is then utilized to help get that student on the right track.
The Carl Perkins Grant provides funding for the operation of our Special Populations department. Students with special needs are additionally advised, counseled and assisted to help them identify and be successful in a career. Every identified special populations student has an Educational Development Plan (EDP) on file which they must follow.

1P6 – Effective Teaching and Learning
Currently Kirtland uses a combination of faculty and course evaluation methods and professional development activities to promote effective teaching and learning.

Our full-time faculty have a full performance appraisal every three years. That evaluation includes artifacts from classroom observations by instructional administrators, semester student evaluations for every class, Small Group Instructional Diagnosis (SGID) evaluations, assessment of whether the faculty member is meeting his or her contractual obligations, assessment of non-instructional activities and a job dimension performance appraisal.

Due to our rural and remote location, Kirtland provides a generous professional development budget for our faculty to promote interest in learning new aspects of their respective discipline and to improve teaching strategies or methods.

During the summer of 2007 a full-time faculty was granted a sabbatical leave to work toward an Educational Leadership Certificate from the University of New Hampshire Center for Teaching Excellence. As a capstone project he will develop a teaching excellence program that will improve the quality of teaching at Kirtland. This project will be implemented during the 2007/2008 academic year.

Other measures of teaching and learning that take place here at the College involve assessment of general education core competencies that were outlined in 1C1 as well as tracking students’ performance on licensure/certification exams provided by outside accrediting agencies.

1P7 – Instructional Delivery Process
In the summer of 2005 guidelines were implemented to assist in the decision-making process associated with determining course offerings. These guidelines were presented to the faculty and the Instructional Council. The guidelines continue to be followed to the best of our ability.

Objectives
- Follow Kirtland’s guiding principle #1 – We use continuous improvement processes to ensure currency and relevancy of programs, services and facilities.
- Review data on program offerings and section enrollments over the last three years. (Guiding principle #2 – We strive for consistent use of appropriate data in all decision making.)
- Reduce where appropriate the number of independent study sections offered – they are diluting the potential student population needed to increase class size. (Guiding principle #7 – We seek optimum size based on community needs, available resources, financial responsibility, and College capabilities.)
- Provide clearly defined rotation of courses that will facilitate the offering of all classes needed by students for graduation.
- Increase average class size; which should decrease our cost per FYES (full year equated student).
- Provide guidelines for decision-making process related to all course offerings.
Independent Study Sections
- All independent study sections need associate dean approval.
- Independent study sections will only be offered for the following circumstances:
  - Required for a student to be able to graduate in the current academic year.
  - Special interest class (not needed for graduation); these classes will have their class fee increased for the 2006/07 academic year. This represents a more efficient use of college resources.

Course Offering Options
- Sufficient enrollments and offered on a regular basis; defined as part of a faculty member’s load.
- Well defined rotation of courses that facilitates a class size that will meet the required minimum; defined as part of a faculty member’s load.
- A low enrollment course; needed for graduation; taught as independent study or overload (minimum of 6 students).
- A low enrollment course; special interest; not a graduation requirement; taught as independent study with increased class fee.

Implementation
- Career Technical Education program
  - First year/lower level classes should have sufficient enrollment to be offered on a regular basis.
  - If first year/lower level classes do not have sufficient enrollment it should trigger a program review.
  - Second year/upper level classes should have clearly defined schedule/rotation of offerings; independent study sections will ONLY be offered to meet graduation requirements within the current academic year.
- General education program
  - All 100 level classes with sufficient enrollments will be offered on a regular basis and the tracking of the last three years data will provide rationale for number of sections of each course that is needed, per semester.
  - 200 level classes will be offered on a clearly defined schedule/rotation requiring minimum class size or as overload with a minimum of 6 students.

Kirtland also offers many courses in an online and hybrid (half online, half face-to-face) format to meet student demands.

1P8 - Curriculum Currency and Effectiveness
Career and Technical Education programs have several processes for monitoring the currency and effectiveness of the curriculum. All state-approved career programs participate in the Program Review of Occupational Education (PROE) on a three-year rotational basis. The PROE review consists of three different surveys for: a) students in the program; b) advisory committee members; and c) faculty that teach in the program. The results from these surveys are compiled, analyzed and an action plan is formulated. Advisory Committees meet either once or twice a year and provide valuable feedback on the currency and relevancy of our curriculum. Many of our occupational programs prepare students for external licensure/credential; the result of that accrediting process (when available) demonstrates the effectiveness of the curriculum.

Assessment of the general education core competencies (1C1) will provide currency and effectiveness data for our liberal arts offerings. Implementation of that assessment will take place in the 2007-2008 academic year. See 1R1 for the details.
An internally developed program review model serves as the process for changing and discontinuing programs and courses. This model was developed in 2005. Programs are reviewed on a five-year rotation. The model collects and reviews quantitative and qualitative data on a variety of areas such as enrollment, cost benefit, program/department mission/function, curriculum updates, articulations, course scheduling and sequencing, staffing, facilities and student satisfaction to mention a few. Included below are the introductory paragraphs of the review model:

1P9 – Support Needs
The Curriculum and Instruction Committee and the Instructional Council are composed of not only faculty and instructional administrators but also representatives from all the learning support areas on campus, such as the Library, the Tutoring Center, eServices (Information Technology area), Counseling, Career and Employment Services and Student Services. Information is shared between all parties when instructional matters are being discussed.

More specifically, faculty are asked throughout the year to suggest materials and resources for the library. When the library director learns of a new online resource, she arranges for a trial so that faculty can determine if the resource will fit within their program. The library collects data on materials used, both circulating and non-circulating. The library director discusses assignments with instructors, who schedule information literacy sessions. The developmental reading instructor and the librarian have created special library orientations for students in developmental reading that will introduce them to the library in a non-threatening way.

COMPASS placement testing helps identify students who are unprepared academically for college-level work. Students are assisted with reaching the appropriate academic level through mandatory placement into developmental courses. If a student places into the three lowest level developmental courses in math, reading and English they are identified as being a member of a “learning community.” The learning community students also are assigned to a Study Skills course offered through the Tutoring Center.

A student may be referred to the Tutoring Center from several different areas. Through close communication between the Coordinator of Special Populations and the Director of Tutoring, some students with documented disabilities may be referred to the Tutoring Center to take advantage of the tutorial services. Faculty may, upon observation of need, refer any student to the Tutoring Center for academic assistance in the form of peer tutoring. Any student may self-refer, upon recognizing his or her need for assistance in a course, and request tutoring in courses in which they are registered or may request general learning assistance. Periodic progress reports to Student Services by instructors identify students at risk; referral to the Tutoring Center is a common recommendation. The Tutoring director contacts those students and encourages them to take advantage of tutoring and other academic support services.

The student population is kept informed of Tutoring Center opportunities by way of announcements, flyers and posters of periodic academic workshops offered. Publicized special events held by the Tutoring Center increase the visibility of learning support services available to all students.

In the Student Services area, learning support needs are identified through informal feedback with students, formal communication through committees, referrals from outside agencies, working with students to deal with personal and academic issues that may be impeding their progress and aiding the student in academic decision making.
The College also provides learning support in the form of a Writing Center and Online Writing Lab (OWL). These writing assistance programs are part of the tutoring department and are staffed by trained part-time faculty.

The eServices department provides technical support for teaching podiums in every classroom, computer labs, online and hybrid course delivery, as well as web-enhanced courses that provide supplemental course materials and grade book access to students.

In the 2006-2007 academic year Kirtland conducted a CCSSE survey. The results will be discussed in Category Three – Understanding students’ and other stakeholders’ needs.

**1P10 – Alignment of Curriculum and Co-Curricular Goals**

Co-curricular activities are those activities that provide enhancements within the curriculum yet go beyond the normal expectations of the course. Kirtland Community College has a nationally recognized Service Learning program. Students in a variety of disciplines are encouraged to apply their academic learning to real-world community service activities. The Service Learning coordinator (a faculty member on special project) helps fellow faculty members identify community activities that allow their students to apply the learning objectives from their classes. For example, our nursing students help with influenza shot clinics around the district; the massage therapy students provide massages for the internationally known canoe marathon race that takes place in our local area; an English instructor had her students interview and document personal history information from elderly patients in nursing homes for their family members; construction trade students worked with a local Habitat for Humanity group.

The Kirtland Honors Program is designed to meet the needs of students of high academic standing who are seeking additional challenges and rewards in both general education and occupational programs. Kirtland is a small college and we cannot support separate sections of Honors courses, therefore, we use an embedded model, whereby Honors students can enroll in an Honors Option section of many of our regular courses. An Honors Option course is offered in conjunction with the regular section of the course but the Honors student must accomplish additional activities that enhance the learning objectives of the course. For example an extra research project and presentation, a service learning activity or a one-on-one learning experience with the instructor.

**1P11- Student Assessment Process**

At the course level, assessment is left up to individual faculty and departments, using the standard assessment instruments. The English department uses grading rubrics and annually conducts ‘norming’ sessions for faculty on grading composition papers. The math department uses itemized final exams and conducts analysis of the results to determine areas of concern that need more emphasis.

At the program level, assessment takes place in several ways: national and state credentialing exams; WorkKeys®; Kirtland’s Program Review; and Program Review for Occupational Education (PROE). WorkKeys® assessment is used at the M-TEC to determine students’ competencies and how well they aligned with their career choices. Job descriptions have been profiled to appropriate WorkKeys® levels of performance. The two program review instruments collect information from faculty, students, advisory committees and employers for review to assure programs are meeting the needs of the people they serve.
At the institutional level the General Education Core Competency project has identified those competencies which all associate degree graduates from this institution must have. These competencies were developed by the faculty.

The Assessment Committee deals with institutional assessment and accreditation.

**1P12 – Student Preparation for Further Study of Employment**

Figure 1d in 1P1 shows the accrediting agency for many of our occupational programs. It still remains a task for Kirtland to identify an assessment tool for the other occupational programs that do not have an external credentialing agency. Many of the occupational advisory committee members employ graduates of Kirtland and provide valuable feedback on how well prepared our students are for the workplace.

The nursing and criminal justice departments conduct surveys of employers to assist in their re-accreditation processes with the Michigan State Board of Nursing and Michigan Council on Law Enforcement Standards.

All the occupational programs at Kirtland have either a clinical or internship component that helps to indicate if students are prepared for employment in their field of study.

Being able to obtain information on our transfer students who have gone on to four-year institutions is very difficult. The four-year institutions must be willing to provide that information and most are not. We do receive a report from Ferris State University indicating how well our graduates have done upon transfer to that institution. This data is in aggregate form which makes it difficult to discern problems or successes with individual students. The results of the last two annual reports are found in Figure 1e.

**Figure 1e**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Incoming transfer students</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Incoming transfer students still enrolled one year later</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Average FSU Cumulative GPA for former KCC students</td>
<td>3.18</td>
<td>2.84</td>
</tr>
<tr>
<td>Average FSU Cumulative GPA for all Michigan CC Transfer students</td>
<td>3.10</td>
<td>3.07</td>
</tr>
<tr>
<td>Average FSU Cumulative GPA for all FSU students</td>
<td>3.04</td>
<td>3.06</td>
</tr>
</tbody>
</table>

**1P13 – Measures of Student Performance**

Figure 1f shows measures of student performance that are collected and analyzed regularly.

**Figure 1f**

<table>
<thead>
<tr>
<th>General Education Core Competency</th>
<th>Starting in 2007-2008 individual departments will be analyzing artifacts of core competencies for quality improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Follow-up Results</td>
<td>Follow-up one year after placement testing to see how well students performed in subsequent classes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Itemized final exams/assessment project</td>
</tr>
<tr>
<td>Perkins Core Performance Indicators</td>
<td>Annually collected data on the success rate of students in occupational courses</td>
</tr>
<tr>
<td>Credentialing Results (Nursing and Cosmetology)</td>
<td>Percentage of students passing state board exams</td>
</tr>
</tbody>
</table>
1R1 – Student Learning Achievement
The General Education Core Competencies will be assessed starting in the academic year of 2007-2008. Each area will have a review team that examines artifacts which demonstrate students’ knowledge and understanding of the competency. The team will report to the dean of instruction the following information:

✔ What objectives are being assessed
✔ What are the outcomes
✔ How are the outcomes being used for improvement
✔ Areas of concern

Figure 1g show studies of how students, after testing into a developmental course, are performing in subsequent courses. This figure also includes data from other similar-size community colleges. This data was collected through Michigan Total Quality Improvement Process (MiTQIP) consortium activities.

Figure 1g

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Developmental Writing</td>
<td>N/A</td>
<td>N/A</td>
<td>56%</td>
<td>71%</td>
</tr>
<tr>
<td>Glen Oaks Community College</td>
<td>N/A</td>
<td>N/A</td>
<td>56%</td>
<td>71%</td>
</tr>
<tr>
<td>Kirtland Community College</td>
<td>77%</td>
<td>78%</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>Mid-Michigan Community College*</td>
<td>65%</td>
<td>67%</td>
<td>60%</td>
<td>55%</td>
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<tr>
<td>West Shore Community College</td>
<td>86%</td>
<td>69%</td>
<td>76%</td>
<td>77%</td>
</tr>
</tbody>
</table>

- Developmental Writing
  - Glen Oaks Community College: N/A, N/A, 56%, 71%
  - Kirtland Community College: 77%, 78%, 77%, 84%
  - Mid-Michigan Community College*: 65%, 67%, 60%, 55%
  - West Shore Community College: 86%, 69%, 76%, 77%

- Developmental Reading
  - Glen Oaks Community College: N/A, N/A, 83%, 80%
  - Kirtland Community College: 57%, 82%, 64%, 91%
  - Mid-Michigan Community College*: 85%, 61%, 64%, 75%
  - West Shore Community College: 83%, 76%, 78%, 67%

- Developmental Math
  - Glen Oaks Community College: N/A, N/A, 76%, 66%
  - Kirtland Community College: 66%, 61%, 61%, 84%
  - Mid-Michigan Community College: 62%, 64%, 59%, 68%
  - West Shore Community College: 72%, 60%, 75%, 75%

The mathematics departmental at Kirtland utilizes common final exams for all sections of the same class. The final exams use groupings of questions by theme to quickly ascertain which themes students pass or not. The department defined success on a theme when 75% of students in the appropriate course have passed that theme. Figure 1h provides the cumulative summary of total themes passed for all math courses.
Another assessment of student learning objectives would be reflected in our Perkins Core Indicators. Figure 1i show Kirtland’s results, the state totals and the expected level of performance. 1P1 represents academic attainment; 1P2 represents occupational skills attainment; 2P1 represents graduation rates; 3P1 represents employment rates; 3P2 represents employment retention rates; 4P1 represents non-traditional student; 4P2 represents non-traditional student completion rates.

Another assessment of how well prepared students completing programs are is found in Figure 1j which provides the percentage of students that have passed their licensure/credentialing exams over the last three years. The number of students taking the exams is shown in the parenthesis.

### Table 1h

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<td>MTH-12100</td>
<td>81</td>
<td>72</td>
<td>-</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>MTH-13000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH-14000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH-1801</td>
<td>75</td>
<td>88</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH-20600</td>
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<td>90</td>
<td>-</td>
<td>-</td>
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<tr>
<td>MTH-21700</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH-22002</td>
<td>70</td>
<td>-</td>
<td>86</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH-22102</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>54</td>
<td>-</td>
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<tr>
<td>MTH-22202</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table 1i

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KCC 1P1</td>
<td>69.62</td>
<td>79.45</td>
<td>79.22</td>
<td>65.41</td>
<td>80.02</td>
<td>79.22</td>
</tr>
<tr>
<td>State 1P1</td>
<td>59.88</td>
<td>83.27</td>
<td>85.60</td>
<td>59.46</td>
<td>84.31</td>
<td>86.65</td>
</tr>
<tr>
<td>Expected 1P1</td>
<td>26.67</td>
<td>17.83</td>
<td>17.55</td>
<td>83.78</td>
<td>16.85</td>
<td>18.05</td>
</tr>
<tr>
<td>2P1</td>
<td>100.00</td>
<td>97.07</td>
<td>94.00</td>
<td>100.00</td>
<td>94.16</td>
<td>91.01</td>
</tr>
<tr>
<td>3P1</td>
<td>100.00</td>
<td>95.29</td>
<td>NA</td>
<td>94.12</td>
<td>93.35</td>
<td>88.73</td>
</tr>
<tr>
<td>4P1</td>
<td>11.25</td>
<td>18.58</td>
<td>18.18</td>
<td>11.48</td>
<td>17.84</td>
<td>18.99</td>
</tr>
</tbody>
</table>

### Table 1j

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State Board of Cosmetology</td>
<td>75% (16)</td>
<td>100% (19)</td>
<td>100% (14)</td>
</tr>
<tr>
<td>LPN – Level I Nursing</td>
<td>93% (89)</td>
<td>90% (72)</td>
<td>90% (91)</td>
</tr>
<tr>
<td>RN – Level II Nursing</td>
<td>84% (37)</td>
<td>81% (27)</td>
<td>81% (31)</td>
</tr>
<tr>
<td>RN from LPN Online Nursing</td>
<td>75% (4)</td>
<td>100% (6)</td>
<td>75% (4)</td>
</tr>
<tr>
<td>Correctional Officer Training</td>
<td>100% (138)</td>
<td>98% (51)</td>
<td>98% (51)</td>
</tr>
<tr>
<td>Michigan Commission on Law Enforcement</td>
<td>100% (30)</td>
<td>100% (15)</td>
<td>100% (25)</td>
</tr>
</tbody>
</table>
1R2 – Student Competency Evaluation
As evidence that students have acquired the knowledge and skills base required for moving on to a four-year college or university, Figure 1e in 1P12 shows the average grade point average (GPA) of students transferring to Ferris State University (FSU) compared to the average GPA of students from other Michigan community colleges and all FSU students.

As another form of evidence of the quality of education that students receive at Kirtland, many four-year colleges enter into articulation agreements with the hopes of luring our students to their colleges. The following is a list of the articulation agreements Kirtland has with four-year colleges and universities.

Figure 1k
Four Year Colleges and Universities and Articulation Agreements

<table>
<thead>
<tr>
<th>Central Michigan University</th>
<th>Franklin University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Accounting</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Applied Management</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Physics</td>
<td>Digital Communication</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Health Care Management – Information Technology</td>
</tr>
<tr>
<td><strong>College for Creative Studies</strong></td>
<td>Management</td>
</tr>
<tr>
<td>Graphic Design – BFA, Graphic Design</td>
<td>Management Information Sciences</td>
</tr>
<tr>
<td>Associate in Fine Arts – BFA in Fine Arts</td>
<td>Public Safety Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Davenport University</th>
<th>Palmer College of Chiropractic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology – Applied Business</td>
<td>Pre-Chiropractic curriculum</td>
</tr>
<tr>
<td>Business Administration – Business Professional Studies</td>
<td></td>
</tr>
<tr>
<td>Business Administration – Administrative Management</td>
<td></td>
</tr>
<tr>
<td>Business Management – Management Technology Management – Management</td>
<td></td>
</tr>
<tr>
<td>Business Management – Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>Business Management – International Business</td>
<td></td>
</tr>
<tr>
<td>Business Management – Marketing Computers – Computer Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ferris State University</th>
<th>Saginaw Valley State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Laboratory Technology, AAS</td>
<td>Computer Information Systems</td>
</tr>
<tr>
<td>Respiratory Care, AAS</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Pending – BS in Business for Cosmetology students</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>Elementary Education</td>
</tr>
</tbody>
</table>
Results from the College’s 2006-2007 Graduate Follow-up Report provides the following information about the 145 students who responded to the survey.

Figure 1i

55% 22% 12% 6% 4% 1%

- Employed in field of study 80
- Continuing with education 32
- Military Duty 17
- Unemployed, not looking for a job 8

1R3 – Teaching and Learning Process Results

<table>
<thead>
<tr>
<th>Processes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 – Develop common learning objectives</td>
<td>Recap of Curriculum and Instruction Committee (CIC) meetings can be found on the following web site: <a href="http://kirtland.edu/ICS/minutes/CIC.htm">http://kirtland.edu/ICS/minutes/CIC.htm</a></td>
</tr>
<tr>
<td>1P2 – Design new programs and courses</td>
<td>New courses and programs are reflected in the CIC recaps mentioned above. Recent new programs include: Outdoor Power Engines, Cardiovascular Sonography and Associates in Teaching.</td>
</tr>
<tr>
<td>1P3 – Determine preparation of students</td>
<td>See Figure 1g in 1R1</td>
</tr>
<tr>
<td>1P4 – Communicate expectations</td>
<td>Program Web sites are available on <a href="http://kirtland.edu/academic">http://kirtland.edu/academic</a></td>
</tr>
<tr>
<td>1P5 – Help students select programs of study</td>
<td>2005/06 447 out of 3855 students changed program of study* 2006/07 109 out of 3908 students changed program of study * Converted to a new administrative computing system and a large effort was made to clean up the Program of Study declared by students.</td>
</tr>
<tr>
<td>1P6 – Determine and document effective teaching and learning</td>
<td>Student evaluations and Faculty Performance Reviews</td>
</tr>
<tr>
<td>1P7 – Build course delivery system</td>
<td>Course Rotation Schedule is available at <a href="http://kirtland.edu/academic">http://kirtland.edu/academic</a></td>
</tr>
<tr>
<td>1P8 – Monitor currency and effectiveness of curriculum</td>
<td>The Program Review Model; Program Review for Occupational Education.</td>
</tr>
<tr>
<td>1P9 – Determine student and faculty needs relative to learning support</td>
<td>See CCSSE results in Category #3</td>
</tr>
<tr>
<td>1P10 – Co-curriculum development goals</td>
<td>Information can be found on Kirtland’s web site for the Service Learning Program - <a href="http://kirtland.edu/service/">http://kirtland.edu/service/</a> and the Honors Program - <a href="http://services.kirtland.edu/honors/">http://services.kirtland.edu/honors/</a></td>
</tr>
<tr>
<td>1P11 – Processes for student assessment</td>
<td><a href="http://kirtland.edu/academic/mth/">http://kirtland.edu/academic/mth/</a> contains information on the math department’s assessment project</td>
</tr>
<tr>
<td>1P12 – Success of completers</td>
<td>Figure 1i in 1R2 provides results from the recent Graduate Follow-up Survey</td>
</tr>
</tbody>
</table>
**1R4 – Comparison with Other higher learning Institutions**

The Michigan Total Quality Improvement Program (MiTQIP) group has been attempting to identify and collect benchmark data for several years. The data in Figure 1g reflects the latest attempt at providing data on the performance of students in our developmental reading, writing and math courses.

Figure 1i provides data on how well Kirtland is doing compared to the state on Perkins Core Performance Indicators.

Through state reporting mechanisms we can compare our nursing and cosmetology certification exam results – see Figure 1n – 1q.

**Figure 1n - Level II students taking Registered Nurse licensing exam:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>Kirtland Percent Passing</th>
<th>Michigan Percent Passing</th>
<th>National Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>31</td>
<td>80.65</td>
<td>88.8</td>
<td>88.11</td>
</tr>
<tr>
<td>2005</td>
<td>27</td>
<td>81.48</td>
<td>87.4</td>
<td>87.29</td>
</tr>
<tr>
<td>2004</td>
<td>37</td>
<td>83.78</td>
<td>84.53</td>
<td>85.26</td>
</tr>
</tbody>
</table>

**Figure 1o - Level I students taking Practical Nurse licensing exam:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>Kirtland Percent Passing</th>
<th>Michigan Percent Passing</th>
<th>National Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>91</td>
<td>90.11</td>
<td>95.55</td>
<td>87.87</td>
</tr>
<tr>
<td>2005</td>
<td>72</td>
<td>90.28</td>
<td>97.29</td>
<td>89.06</td>
</tr>
<tr>
<td>2004</td>
<td>89</td>
<td>93.26</td>
<td>97.08</td>
<td>89.36</td>
</tr>
</tbody>
</table>

**Figure 1p - Online RN from LPN students taking Registered Nurse licensing exam:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>Kirtland Percent Passing</th>
<th>Michigan Percent Passing</th>
<th>National Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>4</td>
<td>75</td>
<td>88.8</td>
<td>88.11</td>
</tr>
<tr>
<td>2005</td>
<td>6</td>
<td>100</td>
<td>87.4</td>
<td>87.29</td>
</tr>
<tr>
<td>2004</td>
<td>4</td>
<td>75</td>
<td>84.53</td>
<td>85.26</td>
</tr>
</tbody>
</table>

**Figure 1q - State of Michigan Cosmetology Licensing Exam**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Candidates</th>
<th>Kirtland Percent Passing</th>
<th>Michigan Percent Passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>14</td>
<td>100</td>
<td>87%</td>
</tr>
<tr>
<td>2005</td>
<td>19</td>
<td>100</td>
<td>84%</td>
</tr>
<tr>
<td>2004</td>
<td>16</td>
<td>75%</td>
<td>81%</td>
</tr>
</tbody>
</table>

The College will investigate participation in the National Community College Benchmarking Project over the next year.

**1I1 – Improving Current Processes**

Kirtland’s faculty will begin collecting assessment data on the General Education Core Competencies which will help us identify student deficiencies with common learning objectives that need to be addressed.

The new Program Review Model needs to be institutionalized by applying it to more programs/disciplines.
Review of all instructional policies and procedures with continuous quality improvement in mind will help provide further opportunities for processes that help student learning.

1I2 – Targets for Improvement
The current targets for improvement in helping students learn would be to a) improve the Perkins Core Performance Indicators to at least the state level and b) complete the assessment of the general education core competencies.

Improving the Perkins Core Performance Indicators will be addressed through an action plan developed by the Instructional Deans’ (ID) committee. The assessment and improvement of the general education core competencies may impact both measures. These improvement priorities will be communicated in the minutes of the ID meetings as well as the Instructional Council and Curriculum and Instruction Committee minutes.
Category 2 – Accomplishing Other Distinctive Objectives

2C1, 2C2, 2C3 – Other Distinctive Objectives, Alignment with Mission and Support Student Learning

Kirtland is a rural community college and, therefore, must play not only an academic role in our district but also be a center for workforce development, community service, training and cultural enrichment. Being the geographical center in the largest community college district in Michigan we also serve as the hub for many of the local intermediate school district activities. Figure 2a provides a table that lists Kirtland’s other distinctive objectives and how they support and complement helping students learn.

Workforce Development/Economic Development, our relationship with the local Intermediate School District (COOR ISD) and the Kirtland Center for Performing Arts are our strongest collaborations, however, they do not distinguish Kirtland Community College from other community colleges. On the other hand our Service Learning Program is nationally recognized, the Kirtland’s Warbler Festival is internationally known in the conservation, nature/birding community, and the grant-supported Criminal Justice In-service and Waiver of Training consortium members depend on Kirtland’s training for their law enforcement officers.

<table>
<thead>
<tr>
<th>Distinctive Objectives</th>
<th>Supports and complements Helping Students Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce Development and economic development</td>
<td>Provides services and training needed for businesses and industry in the local areas. Workforce development courses are offered on both a credit or non-credit basis depending upon the needs and desires of the businesses that are served. A well trained workforce is necessary to promote positive economic development in the area.</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Provides opportunities for students to engage in community service activities. Service Learning is a frequently used pedagogy in our academic offerings, as well as an integral part of the College mission.</td>
</tr>
<tr>
<td>Criminal Justice In-service and Waiver of Training</td>
<td>Provides the training at a reasonable cost to consortium members and provides training for out-of-state and prior-certified police officers. All training meets the requirements of the State of Michigan’s Council of Law Enforcements Standards.</td>
</tr>
<tr>
<td>COOR ISD Collaboration</td>
<td>We work collaboratively with our intermediate and local school districts to serve their student populations. Being on our campus encourages young students to envision themselves as college students when they grow up.</td>
</tr>
<tr>
<td>Kirtland Center for Performing Arts and Kirtland Youth Theater</td>
<td>Provides cultural activities in a rural setting. There are 10 first-rate performances presented each year on campus. The Youth Theater provides exposure to the arts for school-age youths that might not otherwise have an opportunity to experience such performances.</td>
</tr>
<tr>
<td>Annual Kirtland’s Warbler Festival</td>
<td>Provides a unique, annual event to promote conservation in general and the endangered Kirtland’s warbler in particular. The festival complements our life science classes.</td>
</tr>
</tbody>
</table>

All the collaborations mentioned in Figure 2a support the vision and mission statements as stated in the Institutional Overview. Additionally, guiding principle #6 states “We participate in
community partnerships, based on shared values and mutual goals, with a focus on K-12 and Economic Development.”

Decisions regarding distinctive objectives are made at the Board of Trustees and College Administrative Team level, whose meeting minutes are publicized. As described in 4P10 the first AQIP Action Project involved the creation of the vision, mission and guiding principle statements and measures. By monitoring meeting minutes the college community is charged with making sure that decisions being made are guided by this document.

The right-hand column of Figure 2a describes how each distinctive objective supports or complements the processes and system for helping students learn.

2P1 – Determination of Other Objectives
Some of Kirtland’s other distinctive objectives were established by the charter board of trustees in collaboration with Kirtland’s six K-12 school systems and other college district stakeholders (e.g., Performing Arts and COOR ISD Career Technical Education program). As the College has grown and evolved over the last 40 years, ideas and input continue to be sought and received by program advisory committees, community and student surveys, state or federal funded or unfunded initiatives or mandates, and other stakeholders of the College.

The College’s statements of vision, mission, and guiding principles, collaboratively developed, guide the College leadership team in the development of goals and objectives which are then reviewed by the college’s Board of Trustees. The Board of Trustees has a final say in new objectives through the budget approval process.

There is no formal process for determining other distinctive objectives.

2P2 – Communicate Expectations
Expectations for Workforce Development and economic development are communicated internally through budget discussions. The expectations are translated in terms of revenues and expenditures for Workforce Development activities. Externally Workforce Development activities are publicized, but mostly communicated by the director of Workforce Development visiting local businesses and promoting the services. The director also participates in the Educational Advisory Groups, part of the local Workforce Development Board.

A designated liaison between Kirtland and the COOR ISD helps to facilitate communication and organization of activities between the College and the local area schools. The dean of instruction serves as that liaison. She participates in regular principal and counselor forums. The president of the College attends the local superintendents meetings as well. The ISD’s Career and Technical Education Center is housed on our campus and its personnel are included in the all-campus emailing lists. It is expected that the dean of instruction keep the College community informed of activities with the COOR ISD that might impact them and vice versa.

Service Learning is promoted to faculty by the Service Learning coordinator, also a faculty member. He assists faculty in identifying appropriate Service Learning projects and helps them to secure grant money to conduct Service Learning projects, if necessary.
The Criminal Justice department writes and receives state grants for conducting in-service and waiver of training. Expectations are determined by the department of corrections and law enforcement agencies that issue the grants. Promotion occurs through their established network of communications.

All the objectives are communicated and publicized in promotional materials that the College puts out, the College's web site, email lists and word of mouth. Expectations are established during annual budget-building activities.

2P3 – Faculty and Staff Needs
Each of the objectives has a designated full-time director/coordinator:

- Workforce Development and Economic Development – Director
- Service Learning – Coordinator (full-time faculty member on special project)
- Criminal Justice In-service and Waiver of Training – Associate Dean of Criminal Justice program
- COOR ISD Collaboration – Dean of Instruction
- Kirtland Center for Performing Arts and Kirtland Youth Theater – Director
- Kirtland’s Warbler Festival – Director of Marketing

Each coordinator/director establishes his or her staffing needs. Support needs are generally obtained from existing staff positions. New personnel needs are identified and evaluated in the annual budget development process of the College.

2P4, 2P5 – Assessment and Review of Objectives
Every Workforce Development activity has an evaluation form filled out by the participants. These evaluations are reviewed by the director. Additionally, an outside group called the Workforce Training Advisory Board (WTAB), consisting of local business people, reviews the annual activities and evaluations. Measurements that are collected and analyzed are: enrollment numbers, financials, number of activities, satisfaction evaluations and number of businesses served. The director of Workforce Development has reviewed the measures collected and has added pertinent information to some of the existing levels of computer training. He has also added more advanced levels of training and made an attempt to address facility environmental conditions.

Service Learning uses a self-assessment instrument called the “Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education” by Andrew Furco. The rubric is designed to help colleges measure their successes and obstacles in their Service Learning programs. This rubric measures the three-stage developmental continuum of “Critical Mass Building,” “Quality Building,” and “Sustained Institutionalization.” The rubric measures progress in five dimensions which are assessed every two years by faculty, students and administrators. The five dimensions and their measurements are:

1. Philosophy and mission of Service-Learning – definition of service-learning, strategic planning, alignment with instructional mission and alignment with educational reform efforts
2. Faculty support for and involvement in Service-Learning – faculty knowledge and awareness, faculty involvement and support, faculty leadership and faculty incentives and rewards
3. Student support for and involvement in Service-Learning – student awareness, student opportunities, student leadership, student incentives and rewards
4. Community participation and partnerships – community partner awareness, mutual understanding, community partner voice and leadership
5. Institutional support for Service-Learning – coordinating entity, policy making entity, staffing, funding, administrative support, departmental support and evaluation and assessment.

The data collected help determine the focus of future efforts to move into the next stage of development.

The grants that fund the Criminal Justice In-service and Waiver of training activities require classroom evaluations be conducted for every activity. These evaluations are summarized and reported back to the state. Additional measurements include enrollment figures, satisfaction surveys and comments. The information gathered from these evaluations help determine future training offerings.

The Kirtland Center for Performing Arts and the Kirtland Youth Theater conduct satisfaction surveys and personal interviews as a means of obtaining feedback on how well they are accomplishing their objectives. Additional measurements include attendance at events and financials. Once again this information is used to determine the type of artists to book for the next season.

There is no assessment of the COOR ISD Collaboration, however, as a measure of satisfaction the collaboration is strong and the following is a list of activities that continue year after year:

- 4th grade MEAP Award Week
- 8th grade Enrichment classes
- Career and Technical Education program
- VESEP Summer program
- Principal, Counselor and Superintendent Meetings

Similarly there is no formal evaluation of the Kirtland’s Warbler Festival other than the ability to attract presenters and the number of attendees. To date the festival is considered very successful with presenters coming from all over the world to participate and attendance numbers are good.

The measures used are evaluations for Workforce Development activities and Criminal Justice In-Service and Waiver of Training; satisfaction surveys for the Kirtland Performing Artist Series; and survey ratings from 20 administrators, faculty, staff and students for the Service Learning Project.

2R1 – Results of Measurements
The 2006-2007 Workforce Development Annual Report offers the following information:

- 55 different training sessions were conducted
- 26 different courses were offered
- 309 students participated
- 1567 contact hours were involved

Evaluation surveys show overall, training-session participants were rated satisfied to very satisfied.

The results of the Service Learning Self-Assessment survey indicates that with the goal of attaining a stage three “Sustained Institutionalization” for all questions on the survey, the following observations can be made:
Kirtland has made the most progress in Faculty Awareness, Faculty Leadership, Faculty Involvement, Student Leadership Opportunities and Student Incentives and Rewards.

Kirtland has mixed results in Community Partner Involvement, Community Partner Awareness, Institutional Funding and Alignment with Institutional Mission, and Staffing.

Respondents view the Service Learning program as faculty driven and administratively supported.

Students are now starting to accept and even expect Service Learning to be a part of their curriculum at some point.

The college needs to do more to include the community.

The entire Self-Assessment Report can be found at the http://kirtland.edu/service/selfstudy06.pdf web site.

The results from the Criminal Justice In-Service and Waiver of Training Final Program Report are contained in Figure 2b.

<table>
<thead>
<tr>
<th>Training Session</th>
<th>Participants</th>
<th>Evaluations</th>
<th>Overall Rating</th>
<th>Helpful to your Job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALERT* – Spring</td>
<td>104</td>
<td>99</td>
<td>97% Good to Excellent</td>
<td>99% Some to Very Helpful</td>
</tr>
<tr>
<td>ALERT* – Fall</td>
<td>84</td>
<td>80</td>
<td>97% Good to Excellent</td>
<td>100% Some to Very Helpful</td>
</tr>
<tr>
<td>Evidence Technician Training</td>
<td>19</td>
<td>19</td>
<td>100% Very Good to Excellent</td>
<td>100% Very Helpful</td>
</tr>
<tr>
<td>Evidence Technician Proficiency Updates</td>
<td>88</td>
<td>29</td>
<td>100% Good to Excellent</td>
<td>100% Some to Very Helpful</td>
</tr>
<tr>
<td>Range 3000 Training</td>
<td>171</td>
<td>150</td>
<td>100% Good to Excellent</td>
<td>100% Very Helpful</td>
</tr>
<tr>
<td>Street Crimes Program</td>
<td>66</td>
<td>48</td>
<td>100% Good to Excellent</td>
<td>99% Some to Very Helpful</td>
</tr>
<tr>
<td>The Reid Method of Criminal Interview &amp; Interrogation</td>
<td>51</td>
<td>47</td>
<td>99% Good to Excellent</td>
<td>100% Very Helpful</td>
</tr>
<tr>
<td>Accident Investigation 7</td>
<td>14</td>
<td>11</td>
<td>100% Very Good to Excellent</td>
<td>100% Very Helpful</td>
</tr>
</tbody>
</table>

* Advanced Law Enforcement Refresher Training - ALERT

The Kirtland Center for the Performing Arts 2006 Audience Survey provides the results the staff uses to plan future events.

- 61% of those who completed the survey are individual ticket patrons compared with 25% who are full series patrons.
- 48% attended 1-3 events this past year.
- 56% purchased their tickets by telephone; 14% purchased their tickets in person.
- 33% heard about the series/event by brochure; 32% read about it in the newspaper.
- 64% of those who completed the survey had not visited the web site.
- 53% indicated that Saturday at 8:00 p.m. is the best day/time for a performance; 34% preferred Saturday at 7:00 p.m.
- 87% of those surveyed are not Kirtland Partners.
**2R2 - Comparisons**
The only distinctive objective that has information regarding how our results compare with the results of peer institutions would be Service Learning. Even though we are a small college with relatively small numbers of faculty and student involvement Kirtland has a nationally recognized program. Other colleges use the same self-assessment instrument that we do and are in the process of moving along the continuum from “critical massing building” to “sustained institutionalization.”

**2R3 – Strengthen the Institution and Enhance Relationships with Community**
Kirtland’s involvement with workforce and economic development activities has created stronger collaborative relationships and partnerships with businesses and industries and other stakeholders within its local service area. The College’s provost and director of Workforce Development are active with several economic development groups within the College’s service area; Northeast Michigan Consortium and Workforce Board for eight counties, Crawford County Economic Development Partnership, Otsego County Economic Alliance, Workforce Training Advisory Board, and Northeast Michigan Industrial Association.

Service Learning provides a valuable experience for students to participate in a community service activity that complements their academic courses, as well as strengthens the College’s relationship with the community.

Small law enforcement agencies in northern Michigan lack personnel to conduct specialized training at the level of the road patrol officer, causing lack of knowledge to identify or handle specific problem areas other than the normal patrol officer's duties. This problem becomes especially critical as changes and new mandates evolve in the role of law enforcement, and as litigation continues to proliferate. However, because small departments have limited training funds, sending officers out of the areas for training is cost-prohibitive in terms of travel expenses, high tuition costs, and overtime pay to cover all shifts while someone is away at training. This program addressed the problem by providing affordable specialized training within easy driving distance of these small departments, thereby reducing travel, tuition, and overtime expenses. The proposed training was offered through the Northern Michigan Law Enforcement Training Consortium. Grant funding, coupled with existing training dollars, allowed the consortium to provide more education for more officers than the participating departments could otherwise have obtained.

The Kirtland Center for the Performing Arts (KCPA) provides the only cultural and performing arts centers in the college district. Many patrons rely on the College to be able to access such entertainment without having to drive a substantial distance.

These results translate into a successful millage vote, name recognition in the community, state and nationally (Kirtland’s Warbler Festival and Service Learning), and recruitment of students from the local school districts. Figure 9b in 9R1 shows major feeder high school information.

**2I1 – Improving Current Processes**
The College needs to strengthen and challenge departmental structures to help identify individual ideas and initiatives. A process for evaluation of these ideas needs to be put in place.

**2I2 – Targets for Improvement**
Each distinctive objective will be assigned a team which will set its own target for improvement based on the results presented.
The Service Learning team proposes the following action plan for the next two years:

1. Develop enough Service Learning opportunities to ensure that every Kirtland graduate has engaged in a community service activity at some point.
2. Expand the professional development opportunities for faculty in community service.
3. Expand the number of community partners and their influence in the Service Learning process.
4. Ensure the viability of the Service Learning initiative by securing adequate funding.
5. Continue with the institutionalization of Service Learning at Kirtland Community College.
6. Conduct another self-study at the end of the two-year period.
Category 3 – Understanding Students’ and Other Stakeholders’ Needs

3C1, 3C2 – Identification of Students and Stakeholders and their Needs

Students at Kirtland Community College are defined by their individual academic goal. Unlike university students that generally are categorized as undergraduate and graduate degree seeking students, students come to community colleges for a wide variety of reasons – we provide open access to education. The following is a list of different classification we use to define students.

- Degree Seeking Transfer
- Degree Seeking Career Technical
- Certificate Seeking Career Technical
- Special Interest
- Developmental
- Community Education
- Workforce Development
- Dual Enrollment
- Continuing Education

The College provides cultural opportunities, to enrich the lives of the people of Northern Michigan. The following is a list of stakeholders and how we subcategorize them.

- Regulatory Agencies – state, federal, accreditation agencies
- Recipients of our students – employers, business partners and transfer institutions
- Community Members – Board of Trustee members, parents of students, community members in general

Figure 3a provides information on our students’ short- and long-term requirements.

<table>
<thead>
<tr>
<th>Short-Term Requirements</th>
<th>Long-Term Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable Tuition</td>
<td>Employment</td>
</tr>
<tr>
<td>Convenient Course Offerings</td>
<td>State, professional and/or national certification</td>
</tr>
<tr>
<td>Course Transferability</td>
<td>Ease of transfer to another institute of higher education</td>
</tr>
<tr>
<td>Relevant Education</td>
<td>Individual skill set development</td>
</tr>
<tr>
<td>Remedial Studies</td>
<td>Relevant education</td>
</tr>
<tr>
<td>Accessibility and Quality of Equipment</td>
<td>Life-long learning</td>
</tr>
<tr>
<td>Accessibility and Quality of Support Services</td>
<td></td>
</tr>
<tr>
<td>Variety of Delivery Methods</td>
<td></td>
</tr>
<tr>
<td>Safe, Healthy and Aesthetically Pleasing</td>
<td></td>
</tr>
<tr>
<td>Learning Environment</td>
<td></td>
</tr>
<tr>
<td>Disability Accommodations</td>
<td></td>
</tr>
</tbody>
</table>
Kirtland’s other stakeholders have short-term expectations of accurate and timely information, accountability, quality and affordable educational opportunities, courteous staff, accessibility to cultural enrichment opportunities and access to career services. The recipients of our students expect students that are prepared to be successful at the next step in pursuing their career goals.

In the long term, the other stakeholders expect fiscal responsibility, a mission guided by its core values, consistency of information, customized training, filling of projected employment needs and a positive working relationship.

3P1 – Identification of Changing Needs of Students
The College uses several processes to keep its finger on the pulse of student needs. The most consistent process is student evaluations that are collected for every class, every instructor, every semester. This information is compiled anonymously by the faculty support staff and then shared with individual faculty and their instructional administrator. Enrollment trends are also studied every semester to help determine which classes to offer, when to offer them and what delivery method to use.

In the spring of 2007 Kirtland participated in its first Community College Survey of Student Engagement (CCSSE). The College plans to conduct the survey routinely every third year. The current results are being studied by the College Administrative Team and will be presented to the faculty for analysis and determination of a course of action during the fall 2007 semester.

In the fall of 2007 Kirtland created an in-house online Student Survey. The questions included information regarding previous education, educational goals, financial assistance, course offering options, marketing data, computer access information, demographics and transportation issues. This survey will provide valuable marketing information to help identify students’ needs. This survey is going to be administered annually.

3P2 – Building and Maintaining Relationships with Students
At Kirtland we recognize that to maintain a good relationship you must be timely in responding to needs; keep the lines of communication open; operate on a level playing field where expectations are set up front and everyone gets the same information (be sure it is current and valid information); and practice professional and ethical behavior in all work-related areas.

The Recruiting and Admissions office usually make the first contact with prospective students. Section 1P4 addresses the various activities this department is involved in to attract students to the College.

We are a commuter campus with an average one-way driving distance for students of 28 miles. Building relationships outside of the classroom is a challenge for us. The College hosts events that we hope students will find interesting enough to want to stay and participate in. The events such as Welcome Week and the Halloween Party are directed at the student body. Other events such as reading series and art shows are for both students and community members. Student clubs and organizations such as the Honors Program, Phi Theta Kappa Honors Society and the Student Senate encourage academic and professional leadership development.

Relationships are built through advising and counseling. Each student is assigned an academic advisor in their program area. Faculty are encouraged to foster a relationship with their advisees, by setting up advising appointments and contacting students when they have not
registered or stopped attending college. Due in part to our small size, personalized service is afforded to every student.

The College supports an athletic program to encourage diversity and contribute to the student life experience. The College newspaper provides not only an educational experience for the journalism students, but also a forum for columns and articles written specifically to address issues of importance to the students.

3P3 – Changing Needs of Stakeholders
As a community college we need to stay connected to our community stakeholders and be responsive to their changing needs. The College tries to have various members of the administration, faculty and staff participate in local boards (local school boards, workforce and economic development boards, county commissions, etc.), committees, task forces and area service clubs. Outside activities are often reported at committee meetings.

All the Career Technical Education programs have advisory committees made up of area business and industry leaders and former students who advise the College on how to better provide state-of-the-art education to our students. Advisory committees meet twice in an academic year.

Graduate Follow-up surveys provide information on how well our students do at transfer institutions and at obtaining jobs in their area of study.

In the past the College has conducted Community Surveys (1988 and 1998). Additionally the M-TEC Governance Advisory Board and Kirtland Board of Trustees conducted an Otsego County Employer Needs Survey in September of 2005 and the Workforce Taskforce Advisory Board in West Branch conducted an Employer Needs Survey in December 2005.

Currently our Institutional Research and Marketing departments are developing a new marketing survey instrument using Zoomerang to try and identify factors that prospective students consider in the decisions to attend college and the needs of senior citizens within the district. The student survey has been completed and administered. The senior citizen survey is still in development. The surveys are conducted online and should be convenient for gathering information on potential new groups of students and stakeholders.

3P4 – Building and Maintaining Relationships with Stakeholders
Relationships are built and maintained with key stakeholders by the exchange of pertinent information, quality responsive service, promoting involvement with the college and holding open meetings. Prospective stakeholders are identified by Kirtland’s involvement in the community. Board of Trustees members are elected to represent the college constituents and provide a conduit for information to flow from the community back to the college administration. Advisory Committee members are selected to provide pertinent information to help the College to provide relevant curriculum. Satisfaction surveys from Performing Artists Series patrons help maintain the relationship with community members who look to the College to provide cultural and entertainment events.

A close working relationship is maintained with local Intermediate School District and local area school systems by administrator’s participating in monthly meetings, campus visits by students, enrichment program offerings on Kirtland’s campus (involving parents) and shared facilities for
Career and Technical Education programs. Articulation agreements with educational institutions and transfer of credits require constant attention to changing curriculum, therefore, our relationships with other schools (high schools, colleges and universities) needs to remain active.

Kirtland has played a key role in the collaborative agreements that provide affordable technology to the community, including our K-12 schools and libraries (free Internet accounts and high speed access, interactive-telecommunication.) Workforce Development staff have continual on-site customer contact and relationship building with regional employers and employees.

3P5 – New Students and Stakeholder Groups
College employees are members of professional organizations locally, statewide and nationally. These organizations help the College identify opportunities for possible new programs and services. The administrators review environmental scans that are conducted by the local Workforce Development Boards for opportunities also. Recently the governor of Michigan supported the implementation of a “No Worker Left Behind” web site to link workers with training opportunities; Kirtland provides information on programs and training on that web site.

The new marketing survey described in 3P1 and 3P3 will be used to help identify new student and stakeholder groups.

3P6 – Feedback Processes
Written complaints from students are logged and addressed. The College has a consistent practice for handling both academic and non-academic complaints. Students’ Rights and Responsibilities, Grievance Policy, and Student Appeal Procedures are explicitly outlined in the College Student Handbook.

One of our first action projects involved a college-wide effort to improve communication. The College administration has made specific efforts to improve communication including publishing meeting agendas ahead of time so stakeholders know when topics of interest are being discussed. Surveys have been conducted to measure the effectiveness of this action project. Feedback is encouraged as the College works to be more open with its communication efforts.

Student course evaluations are reviewed at the associate dean level for validation that the College is meeting the academic needs of the students. Course evaluations are included in individual faculty performance reviews that are conducted every three years.

3P7 – Measure of Student and Stakeholder Satisfaction
Kirtland collects information on student and other stakeholder satisfaction by administering the CCSSE survey every three years, the Student Survey annually and classroom evaluations every semester for every class.

Stakeholder feedback is obtained by survey results from the Kirtland Center for Performing Arts, regulatory agencies passing the College in their audits and employer surveys conducted in the Nursing and Criminal Justice programs.

3R1 – Results of Student Satisfaction
The College maintains a Student Complaint Log of all written complaints. In the 2006-2007 academic year there were six written complaints logged, addressed and resolved. The students in every class are asked to fill out a classroom evaluation that rates the instructors, the course
materials and facilities, and make comments on the strengths and weaknesses of instructor, class and facilities. The students use a rating scale of 1 (strongly disagree) to 5 (strongly agree). The campus average is consistently between 4.0 and 5.0.

In the recent CCSSE survey results, the following information was obtained for question 13 which had three parts – a) How often you use the following services, b) How satisfied you are with the services and c) How important the services are to you at this college. The Figure 3b represents percentage of students who responded.

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency of Use</th>
<th>Satisfaction*</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Often</td>
<td>Sometimes</td>
<td>Rare-NeVer</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>16</td>
<td>46</td>
<td>29</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>9</td>
<td>29</td>
<td>43</td>
</tr>
<tr>
<td>Job Placement</td>
<td>2</td>
<td>10</td>
<td>44</td>
</tr>
<tr>
<td>Tutoring</td>
<td>8</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>Skill Labs (writing, math)</td>
<td>13</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Child Care</td>
<td>2</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>27</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>36</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>5</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>Transfer Credit Assist.</td>
<td>7</td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td>Disabled student services</td>
<td>3</td>
<td>5</td>
<td>27</td>
</tr>
</tbody>
</table>

*The rest of the responses were N.A or Don’t Know.

The figure indicates the services rated as most important - financial aid (72% very to somewhat satisfied), academic advising (82% very to somewhat satisfied), computer labs (77% very to somewhat satisfied) and career counseling (57% very to somewhat satisfied) - are satisfying students’ needs.

3R2 – Results of Building Relationships with Students
Student persistence in college is about relationships. The results of the relationship questions for this year’s CCSSE survey are:

- 80% of Kirtland students surveyed (77% all colleges) had favorable relationships with other students.
- 87% of Kirtland students surveyed (83% for all colleges) had favorable relationships with instructors.
- 75% of Kirtland students surveyed (62% for all colleges) had favorable relationships with other college staff and administration.
- 93% of Kirtland students surveyed indicated that they would recommend Kirtland.

According to the CCSSE survey areas in which Kirtland did well (above the mean: statistically significant):

- Providing financial support you need to afford your education
- Frequency of career counseling
- Frequency of Financial Aid advising
- Satisfaction with Financial Aid advising

Areas in which Kirtland did not do well (below the mean: statistically significant):

- Worked on a paper or project that required integrated ideas and information from various sources
- Worked with other students on projects during class
- Had serious conversations with students of a different race or ethnicity than your own
- Encouraged contact among students from different economic, social and racial or ethnic backgrounds
- Working effectively with others
- Understanding people of other racial and ethnic background
- Contributing to the welfare of the community
- Developing clearer career goals

3R3, 3R4 – Results of Stakeholders’ Satisfaction

An indication of the community’s satisfaction with Kirtland Community College has been the successful passage of millage requests. The community is willing to invest its own tax dollars in keeping the college financially viable. During the last millage campaign (1990) a community phone survey showed that Kirtland had a positive relationship with the community.

Attendance at the Performing Artists Series is increasing and many of the people attending are repeat patrons.

In June 2006 the College participated in a study of the role that community colleges play in state and local economies. This study conducted by CC Benefits, Inc. indicated the following:

1. Students at Kirtland enjoy an attractive 19% annual return on their investment of time and money.
2. For every $1 the students invest in Kirtland, they will receive a cumulative $5.00 in higher future earning over the course of their working careers (after discounting).
3. Taxpayers see a real money “book” return of 14% on their annual investments in Kirtland.
4. The state of Michigan benefits from improved health and reduced welfare, unemployment and crime, saving the public some $806,000 per year for each year that the students are in the workforce.
5. The regional economy receives roughly $76.9 million in regional income due to the Kirtland operations and past student productivity effects. This figure amounts to 3% of a typical year’s economic growth.

Local area business and industry leaders are willing to serve as an advisory committee member for the college.

3R5 – Comparison with Peer Institutions
Figure 3c provides information from the CCSSE survey, 2007 Benchmark Summary Table – All Students.

Figure 3c
Based on the CC Benefits Report the following comparisons can be made between Kirtland and the average of all 22 participating community colleges in Michigan.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Kirtland Community College</th>
<th>Small Colleges</th>
<th>2007 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>46.7</td>
<td>Benchmark Score 51.7</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference -5.0</td>
<td>-3.3</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.1</td>
<td>Benchmark Score 51.1</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference -0.9</td>
<td>0.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>46.6</td>
<td>Benchmark Score 50.4</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference -3.9</td>
<td>-3.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>51.3</td>
<td>Benchmark Score 51.9</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference -0.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>51.5</td>
<td>Benchmark Score 51.9</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Score Difference -0.4</td>
<td>1.5</td>
</tr>
<tr>
<td>Number of Colleges</td>
<td></td>
<td>260</td>
<td>525</td>
</tr>
</tbody>
</table>

Figure 3d

<table>
<thead>
<tr>
<th></th>
<th>Kirtland</th>
<th>State Average*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening of the economy</td>
<td>$76.9 million</td>
<td>$700 million</td>
</tr>
<tr>
<td>Student generated earnings due to community college education</td>
<td>$5.8 million</td>
<td>$25 million</td>
</tr>
<tr>
<td>Taxpayers will see a return for every dollar of financial support</td>
<td>$3.20</td>
<td>$3.30</td>
</tr>
<tr>
<td>Students see their annual income increase per year for every credit completed.</td>
<td>$117</td>
<td>$160</td>
</tr>
</tbody>
</table>

* 22 Community Colleges in Michigan participated

3I1- Improving Current Processes
Kirtland needs to continue to administer the CCSSE survey every three years and use the data to target opportunities for improvement. Implementation of the Zoomerang marketing surveys will improve the current process of collecting information on potential new students and stakeholders.

3I2 – Targets for Improvement
The College’s improvement targets for student stakeholders are those areas that were identified in 3R2 as areas in which Kirtland did not do well.
The Community Needs Assessment Committee (ad hoc) that was formed to determine if we needed to conduct another Community Satisfaction Survey, similar to those conducted in 1988 and 1998, concluded it would be better to specifically target prospective students and senior citizen populations with the new survey instrument and identify focus groups to learn how to better serve them. The new Zoomerang marketing surveys will be conducted during the 2007-2008 academic year.
Category 4 – Valuing People

4C1 – Organizing People and Environments to Focus on Student Learning
The College’s Vision, Mission and Guiding Principles, as stated in the Institutional Overview section, refer to a “student-focused environment” and “Student Learning is Kirtland’s commitment.” To that end, the College attempts to offer localized service by grouping similar service areas together in a central convenient location. Students will find Registration, Student Services, Placement Testing and Accounting offices centrally located in the administration building. New-student advising is also located in that area; returning-student advising is conducted by faculty in their offices.

The Library building houses not only the library facilities but also our eServices department that supports all of the technology infrastructure and distance education which is used by students, faculty and staff. The building serves as a resource center for students and faculty.

Organizationally the College Administrative Team (CAT) consists of the 10 top administrators in the college, representing all departments. Five years ago the instructional associated deans were added to the CAT to help provide more input in decision making from an instructional point of view. This helps the college to maintain a student learning perspective.

As an institution of higher learning we emphasize, and where possible demand, credentials and experience which reflect our learning standards. The full-time faculty master agreement states that the preferred minimum educational requirement for full-time instructional personnel shall be a master’s degree and two years teaching experience; or the equivalent technical education and/or experience.

For the classified staff Kirtland uses a job classification system focused on seven factors and awarding of points depending on the expected experience of a given job responsibility. None of the seven factors relate to student learning. Job classifications are periodically reviewed and updated either systematically or upon request from a supervisor. The seven factors are:

1. Knowledge and Education
2. Work Experience
3. Supervisory and Managerial Responsibility
4. Impact on Financial Activities or Results
5. Impact on Operations and Services
6. Impact on Public Relations
7. Job Complexity (thinking process)

4C2 – Geographical Factors that Influence Hiring Practices
Kirtland is a small college whose central campus is located in a remote, rural area in Northern Michigan. It is the largest geographical community college district in the state of Michigan. Our second campus is the M-TEC in Gaylord, 50-plus miles north of the central campus. This distance hinders integration and equality of services between the two campuses.

The local industry is mainly tourism, small factories and family owned businesses. Most employment opportunities are service based. Kirtland is one of the largest employers in the area. These demographic factors make it difficult to find qualified professional staff; therefore, we must recruit from outside our local service area. The beautiful natural environment often aids in recruiting qualified faculty and staff.
Part-time faculty and staff augment the full-time faculty and staff. This is mainly due to financial constraints (the high cost of employee benefits) associated with full-time employment. Turnover in part-time staff is primarily due to seeking a full-time position with benefits, many times somewhere within the organization itself. The percentage of part-time faculty and staff to total faculty and staff is 51%.

4C3 – Demographic Trends in Workforce Needs
The demographic trends in our area reflect a growth in older residents and a decline in school-age population. Our current workforce mirrors the surrounding population in terms of diversity and is exceptionally homogenous. Trends do not indicate any change in the diversity of our demographics. Minimal or no increase is anticipated for our enrollment, however, there may be a shift away from the offerings for traditional students (18-24 year olds) to more workforce development and personal enrichment activities that an older population would demand.

The trend toward a more technically oriented population would indicate that the college needs to hire more faculty members who are equipped to teach online classes and staff who are comfortable in a high-tech environment.

The college is challenged by the very high percentage of employees who have experience only with the culture of the local region, and often have spent all, or almost all, of their working career with the college. While every effort is made to send employees away for interaction with peers from other cultures and colleges, there remains a distinct “in-growth” flavor to the campus culture which sometimes leads to excessive resistance to change. The “family” atmosphere of the college is both a strength and a weakness, since the relatively small size of the college, and its isolated location, also encourages a naturally change-resistant environment. However, these conditions also promote a very high degree of dedication and loyalty in employees.

4C4 – Training Initiatives
Starting in the fall of 2002 a “Facilitative Leadership Essentials Series” provided by the company Alignment Associates, LLC has been offered to all top-level administrators and supervisory staff. The training consists of nine leadership modules which are completed using the independent study method. As of fall 2007, 25 administrators, staff and faculty have participated in the program and an additional six are starting the series this year.

Technology has a major role in higher education today. Administrators, faculty and staff must be continually trained in the newest technologies that impact Kirtland’s ability to deliver a quality education to our students. In April 2006 the college converted to a new administrative computing system; every aspect of the college was affected and, therefore, needed to be trained to access, input and retrieve vital information from the new system. eServices staff are currently providing training sessions on the new Microsoft Office 2007 software products that will be installed this year on all campus-owned computers.

The college provides substantial financial support for professional development to its staff and faculty. Although all professional development activity must be relevant to the employee’s defined duties and approved by a supervisor, a plan linking goals and professional development does not exist in many departments. It is a recognized fact that much of the training needed must be obtained outside of our local area. When a professional development need is identified for a large number of employees the College attempts to bring on campus a recognized expert in the field to offer the opportunity to the group. Recently the faculty have been involved in training in a Process Communication Model that helps individuals understand and relate to
others. During the fall 2007 Convocation a quest speaker gave a presentation on Generational Poverty to the whole campus community.

4P1 – Quality Hiring Processes
All new or recently vacated position must have support from the College Administrative Team before being posted. Credentials for faculty are recommended by the dean of instruction, in consultation with the appropriate department. Credentials for staff are recommended by the supervisor and reviewed by the classification subcommittee. Credentials for administrators are established by the president.

Skills and workplace values are established on the job postings, which are “works in progress” with input from the supervisor, the occupant, and “best practice” recommendations from business, legal and human resources sources and publications. When a position opens, committees of individuals familiar with the requisite skill sets review employment applications and make recommendations for interviews. Approximately two thirds of the interview focuses on encouraging the applicant to discuss employment experiences that demonstrate the applicant’s workplace values and behaviors as established on the job description. In particular, faculty position applicants are requested to provide a 20-minute presentation from their specific curriculum. Reference checks are then made which include questions on skills and workplace values and behaviors. Once hired, performance reviews then contain sections on skills and workplace values and behaviors.

Kirtland’s Hiring Process can be found on the http://kirtland.edu/bo/polices/hireprocedure.htm web site.

4P2 – Recruiting, Hiring and Retaining of Employees
Internal recruitment is through active mentoring and professional development. External recruitment is performed both online and through the print media, locally and regionally disseminated for hourly positions, statewide for professional support and nationally for faculty and senior administrative positions.

The hiring process is outlined in section 4P1.

Retention is fostered by maintaining competitive compensation packages, encouraging employee participation in the broader operation of the college, (largely through active participation on committees with substantive authority and/or input), by active listening and demonstrations of appreciation and by encouraging professional development. A majority of our supervisory staff have been promoted internally.

Faculty positions are identified through program review. Currently when a faculty member leaves, the position is assessed for need by looking at program enrollment, full-time equated hours, number and availability of part-time faculty. The same data is collected and reviewed for other needed faculty positions. The instructional deans determine where the greatest need exists.

Part-time faculty positions are identified by enrollment needs. When there are not enough full-time faculty members to cover the needed course offerings then a part-time faculty member is hired. Recruiting for part-time faculty can take on several different processes: advertising; checking for applications previously submitted to the Human Resource Office; and referrals. Part-time faculty members are assigned a faculty mentor to help orient them to the college. In addition, the dean of instruction conducts a “Part-Time Faculty Orientation” session to help
orient new faculty. The Part-Time Faculty Handbook can be found on http://kirtland.edu/ICS/hr/handbooks/ptfachandbook.pdf

Employees are oriented by meeting with Human Resources staff and being advised on payroll, benefits, structure, standard practices and procedures, by introductions to key and proximate staff, colleagues and administrators, and by the assignment of a peer mentor to act as a guide, initial lunch partner, and institutional culture advisor.

Changes in personnel, whether or not anticipated, trigger job description review and discussions at various levels on whether to replace or reconfigure. A decision is made by the College Administrative Team. If replacement is approved, then the supervisor must recommend whether to promote or post, in consultation with the division administrator and director of human resources. Final approval of hire is made by the president.

4P3 – Ensuring Collaborative, Excellence and Ethical Behavior
Agendas and minutes to major committees, including the Board of Trustees, College Administrative Team (President’s cabinet), Instructional Deans, Assessment, Curriculum Instruction Committee and more, are published to the College community and also made available on the College web site. Minutes reflect the decision making process with reference to the College statements of vision, mission and guiding principles when appropriate.

College departments meet either weekly or monthly to provide input to such things as the budget process, present issues or information in their area or as a means for disseminating relevant accurate information.

The College expects professional behavior from all its employees and spells it out in the Employee Code of Conduct Policy. All new employees of the College must sign a “Summary of Work Rules” that defines the College’s position on ethical behavior.

Information regarding ethical practices is covered at the departmental level. Many professional staff have professional-specific ethics codes which are incorporated into the department orientation and hopefully, brought with new employees. All business, instructional and student services personnel are informed of the FERPA laws.

4P4 – Training and Developing Faculty and Staff
Given our rural setting, professional development opportunities are encouraged and financially supported. All employees are encouraged to attend job-specific conferences, seminars and training offered by external resources as opportunities arise.

Employees also attend up to two Human Resources sponsored “broad-based on-campus” professional development activities. Such training has included CPR/AED, Safety Training, Emergency Plan, Generational Poverty and an Advanced Care Planning Seminar.

The college also provides on-the-job training for new employees, “tuition-free classes” to all employees, routine safety training at the departmental level and, whenever possible, technology training from eServices, which is offered periodically throughout the semester. Mandatory training is supported by the college.
4P5 – Determining Training Needs
Professional development needs are mutually identified between an employee and his/her administrator. Each request is evaluated on its appropriateness and anticipated contribution to the institution. Factors that are considered when training needs are being discussed are:

- Change in responsibilities or job expectations
- New technology or equipment
- Regulatory or government changes
- New college or departmental initiatives
- Performance evaluations

Currently the College does not have a good planning process in place, as will be demonstrated in Category eight; therefore, training is not aligned with planning. Faculty are approved for professional development activities that will improve their knowledge in their specific disciplines and teaching excellence.

4P6 – Evaluation System
The performance of each employee is important to the College’s success. Evaluations are used to recognize strengths and weaknesses of an employee.

- To map a plan to improve or enhance the employee’s plan for advancement
- To establish training needs
- To recognize excellent performance

Administrators are requested to complete at least one performance review of the people who report to them each year. The college has a standard evaluation form used for formal evaluations which are used by supervising personnel to critique specific job characteristics. These job characteristics are: knowledge of work, planning and organizing, self-reliance, sensitivity, attention to detail, work standards, initiative, stress tolerance, technical/professional self development, analysis/judgment, commitment to the college, teamwork, dependability and communication. Each of these job characteristics are evaluated on the employee’s ability to indirectly assist the College in meeting its objectives of helping students learn and accomplishing other distinctive objectives.

The instructional division of the College adheres to the following guidelines for performance reviews of faculty members:

**Frequency:** Each non-probationary faculty members (both full and part time) will be evaluated on their instruction minimally once a year. It is recommended that probationary faculty members be evaluated twice a semester for the duration of their probation.

**Method:** Full-time faculty members will have input into the method of evaluation. The members of a department, in consultation with their dean, will determine the method of evaluation for part-time instructors within that department. Currently Kirtland uses a variety of evaluation methods: Classroom visit, Small-Group-Instructional-Diagnosis (SGID), standard student evaluations, and customized evaluation forms. Other methods should continually be investigated.

**Scope:** In recognition that teaching is the foundation and primary focus of faculty members at the community college level and other instructional related activities are
necessary for an instructor to perform his/her job professionally, any evaluation must include these related activities as stated in the faculty master agreement (Article X – A).

It is also recognized that non-instructional contributions are vital to the success of the institution, may or may not be needed to support direct instruction, are often discipline specific, and can be shared among the faculty members. Specific duties will be assigned on a fair and equitable basis by administration following consideration of the college’s needs along with the strengths and interest of each faculty member. It is expected that all faculty members will assist the college to meet these needs as described in the faculty master agreement (Article X- B). A thorough evaluation should also include these activities where appropriate.

During the performance review process a faculty member meets with his or her instructional dean to view the information that has been collected and assessed. A plan of action is jointly determined and both parties are required to sign-off on the performance review.

The evaluation of faculty members align with sections 1P6 in determining and documenting effective teaching and learning.

4P7 – Recognition, Reward and Compensation
The design of our compensation system has evolved from negotiations through the Target Specific Bargaining (TSB) process with unionized employees and has extended to the non-unionized employees in the similar Target Specific Problem Solving (TSPS) process. Kirtland maintains the belief that benefits (part of a compensation system) are given, rewards and recognitions are earned. Here is a list of benefits given to employees:

- Tuition aid
- Health insurance
- Life insurance
- Sick day (paid) availability and unused sick days paid out upon retirement
- Good pension system
- Employee assistance plan
- Vacation and personal business days
- Internet account use through a local service provider

The College does a variety of things to recognize and reward its employee. Longevity pay is a reward for an employee’s commitment to the College. Service pins are publicly awarded annually to recognize an individual employee’s progression on the longevity scale.

Employees are allowed flexibility in work hours, where appropriate, and early dismissal (with pay) before holiday weekends. Employees are honored with an appreciation lunch at the beginning of each semester. The College also has a symbolic “Konga Drum” award for recognition of employee excellence that is passed on from one staff member to another of their choosing.

For the past four years the instructional administrators have selected two outstanding faculty members to attend the NISOD Teaching Excellence Recognition Conference in Austin, Texas. This reward and recognition has been given to faculty members who have been identified through classroom evaluations and anecdotal comments as exceptional teachers by their students.
Press releases on employee accomplishments and awards are distributed to local area papers by the public relations office, posted on Kirtland’s web site and appear in the campus newspaper,

4P8 – Determining Employee Issues
The original process for identifying employee issues is with the use of Target Specific Bargaining (TSB) for unionized employees and Target Specific Problem Solving (TSPS) for non-unionized employees. Both of these processes involve identification of problems, jointly agreed upon data to be collected and used to solve the problem. Kirtland Community College has been involved with TSB and TSPS since the early 1990’s and have found it to be very successful in handling and solving employee issues.

Informally, departments conduct weekly and monthly meetings with their administrators. Issues at a departmental level are handled in those meetings.

The second process that is used is through AQIP Action Projects. An AQIP Vital Focus Self Study was conducted in the 2003-2004 academic year, resulting in three initial action projects that were related to motivation of faculty, staff and administrators. As projects have been completed new action projects are determined by soliciting input from the college community.

Faculty are motivated by their sincere interest in delivering a quality education. Involving faculty requires identification of those members of the faculty who truly care about the issue at hand. Special Project assignments are posted and filled each academic year.

Every employee of the college is encouraged to present projects and proposals to the College Administrative Team.

4P9 – Employee Satisfaction, Health, Safety and Well-being
Prior to adopting AQIP the College has used TSB and TSPS as negotiation methods that help align administration with employee concerns regarding health, safety, personal well being and employee satisfaction.

As a result of one of the original AQIP action projects the “Retooling Trust through Effective Communication” team has worked hard to put in place processes that would facilitate better communication to promote trust and employee satisfaction at this college. As part of their project, surveys have and are being conducted periodically to see how employees feel about communication issues. Section 4P10 will elaborate on these surveys.

The College has a Safety Committee that reviews our safety policies and promotes safety training at the departmental level. Every department has an assigned safety officer whose responsibility it is to see that frequent safety training is conducted. The College is compliant with OSHA and MIOSHA standards.

The College provides a preventative medicine clause in our medical insurance coverage. Employees also have access to the physical training room in the Criminal Justice department. A recently identified action project will be “Fitness and Wellness.” Through this project employees will be encouraged to find their appropriate level of activity and get involved.
4P10 – Measurements for Valuing People
Measurements for the first three action projects that involve valuing people are as follows:

**Mission, Vision and Guiding Principles** – This team chose as their outcome measures a published Mission, Vision and Guiding Principles statements and measure, by surveying, the extent to which this document is followed in planning and decision making. Three questions were asked in the survey:

1. Do you believe that decisions being made are guided by the vision, mission and guiding principles?
2. To what degree are the decisions you make guided by the vision, mission and guiding principles?
3. Can the vision, mission and guiding principles be helpful in the decision-making process at Kirtland?

**Retooling Trust through Effective Communication** – This AQIP team decided to conduct periodic satisfaction surveys, to measure the accessibility of meeting minutes and monitor the demand for a replacement of existing governance body with a college parliament. The satisfaction survey includes the following questions:

1. I feel free to perform my professional duties by the guidelines of my job description.
2. I am given the personal respect I deserve.
3. I am given the opportunity to contribute to decision making.
4. I feel my concerns are given a fair hearing.
5. I feel part of a team.
6. I am satisfied with the amount of one-on-one communication.
7. I am satisfied with my overall involvement.

**Improving Environmental Conditions at Kirtland Community College** – This team chose the following outcome measures: Are the environmental improvement projects aligned with the college’s vision? The college budget development process will document how environmental concerns are being addressed. The college database of facilities work orders will be regularly reviewed to assess completion of projects designed to improve environmental conditions.

The only other measure that indicates employee satisfaction is the number of problem statements brought to the quarterly TSB and TSPS meetings. Recently the TSPS meetings for classified staff and part-time faculty have been cancelled due to lack of problem statements. The unionized full-time faculty and Steelworkers TSB meetings have had issues that continue to be worked on. These processes are important because they provide a process from determining working conditions.

4R1 – Results of Valuing People
The results associated with the three action projects outlined in 4P10 are positive. The vision, mission and guiding principles have been widely published and survey results show that employees believe the document is being used in decision making.

The Retooling Trust through Effective Communication survey results show that the percentage of positive responses for “in my department” range from 81% to 85%; for “within the college” the range is from 55% to 79%. This illustrates that employees of the college feel that communication within their own departments is good but there are still concerns about communications with other areas of the college. The final outcome from this action project was
the creation of a “Communication Council” to continue to monitor college-wide communication issues and periodically conduct satisfaction surveys. The Communication Council was formed in lieu of pursuing a new parliamentary governance structure.

The Improving Environmental Conditions action project has improved the process by which remodeling and improvement projects at the college are prioritized by adding two new categories for environment and carryover. A new flowchart for how a project can more effectively be addressed was created. New sources of funding for the College’s backlog of maintenance and repair needs have not been identified.

**4R2 – Results for Processes**
The results of processes for valuing people are that salaries are very competitive in the region and the College has an outstanding benefits package. Turnover rates are very low and when an opening does become available, the department and the College receive a large number of applications. This is also evident by positive morale and the caring atmosphere of the College.

**4R3 – Evidence of Employee Productivity and Effectiveness**
The instructional division monitors several pieces of data that can be indicators of faculty productivity and effectiveness. The average-class-size report for the last nine years has been steadily increasing from 13.2 students to 17.8 students. Instructor evaluations in general continue to be very good to excellent. Due to more effective enrollment management the number of class sections that need to be cancelled due to low enrollment is declining and, therefore, fewer students are finding themselves in a situation that requires enrolling in another class or just not attending period.

Various departments around campus continue to survey their customers or track usage to be able to make adjustments for productivity and effectiveness. The Print Shop conducts periodic satisfaction surveys of other departments they serve on campus. The Counseling department tracks appointment and counseling services received by students. eServices and Facilities Management departments trace service requests.

**4R4 – Result Comparisons**
No data available

**4I1 – Improving Current Processes**
Even though the College has policies and procedures in place for evaluations, professional development and communications, there is still area for improvement. Evaluation of employees is not being conducted consistently. Proactive plans for meeting professional development needs should be implemented. The success of the Communications Council will require active participation by all areas of the college.

**4I2 – Targets for Improvement**
The survey instruments that have been used by the various action projects have served as a beginning for measuring how well Kirtland Community College values people. The College now needs to identify and routinely administer a national standardized survey instrument to capture how well it is doing in valuing its employees. These results would be comparable to other colleges in the state and across the country.
Category 5 - Leading and Communicating

5C1 – Leadership and Communication Systems
Please note that on July 9, 2007, Kirtland Community College hired a new president. At the time this document is being written the new president’s leadership style and directions have not yet been established. Information provided in this category will be based on the leadership directives of the last president and may change in the near future.

A copy of Kirtland’s Organization Structure can be found in the Instructional Overview section of this system portfolio. Figure 5a provides a listing of all standing committees and their function.

Figure 5a

<table>
<thead>
<tr>
<th>Committee/Board</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>Autonomous seven-member board, elected by voters of the college district, provide broad policy, fiscal oversight and strategic planning</td>
</tr>
<tr>
<td>College Administrative Team (CAT)</td>
<td>Chaired by the president of the college, consists of nine administrators representing all areas of the College, serves as an information sharing and coordination forum for the purpose of reviewing and discussing college issues in functional areas, advisory to the president</td>
</tr>
<tr>
<td>Instructional Deans (ID)</td>
<td>Chaired by the dean of instruction, consists of all instructional administrators and the dean of student services, provides academic leadership and facilitates communication among and between staff, faculty and students</td>
</tr>
<tr>
<td>Instructional Council (IC)</td>
<td>Co-chaired by an instructional administrator and elected faculty member, ensures that the instructional division of the College accomplishes its mission, advisory to the instructional deans.</td>
</tr>
<tr>
<td>Curriculum and Instruction Committee (CIC)</td>
<td>Chaired by an instructional administrator, reviews and approves recommendations regarding proposed curriculum and program changes, advisory to the dean of instruction.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Chaired by the dean of instruction, provides recommendations for identifying and evaluating, and improving the key functions and services of the College.</td>
</tr>
<tr>
<td>Financial and Physical Resources (FPR)</td>
<td>Chaired by the director of institutional resources, ensures the College’s physical infrastructure and financial resources are managed and allocated to meet the goals of the college as defined by the CAT and Board of Trustees, advisory to the CAT.</td>
</tr>
<tr>
<td>Personnel</td>
<td>Chaired by the director of human resources, a cross-constituency team to review and recommend personal policies and procedures, as well as provide the subcommittee for reclassifications.</td>
</tr>
<tr>
<td>Safety</td>
<td>Chaired by the director of facilities management, ensures the safety, health and welfare of all KCC employees, students and any other person whose health and safety may be affected by the College’s business, advisory to the CAT.</td>
</tr>
<tr>
<td>TSB/TSPS</td>
<td>Four administrators and four staff or faculty representatives chosen by their constituencies to negotiate contracts, where appropriate, and problem solve issues using a target specific approach.</td>
</tr>
<tr>
<td>M-TEC Governance Advisory Board</td>
<td>Chaired by the Provost of the M-TEC, ensures ongoing input from local business and community leaders and provides input into the general operations, budget and strategic initiatives of the M-TEC, advisory to the president and Board of Trustees.</td>
</tr>
</tbody>
</table>
The primary means of communication on Kirtland’s campuses are email, telephone and face-to-face meetings. Additionally, minutes to meetings are published via email and on the college's web site. News releases are used for outstanding announcements. At the beginning of the fall and winter semesters the College holds a Convocation in which information about what is currently happening with finances, personnel, physical plant, AQIP Action Projects and any other new initiative is disseminated to the faculty and staff.

5C2 – Alignment of Practices
It is difficult to hold a committee accountable for decisions; therefore, all committees are advisory to an administrator, who can be held accountable for any given decision. All college administrators advise the president. The president reports to the Board of Trustees, which has the authority to hire and fire the president of the College.

The college’s statement of vision, mission and guiding principles was collaboratively developed such that every employee had the opportunity to provide input at a College-wide Vision Day. The vision, mission and guiding principles statement is used as a constant reference in the development of goals and objectives and in the evaluation of the achievement of those objectives.

5C3 – Institutional Values and Expectations
Kirtland’s institutional values and expectations are found in several documents. The vision, mission and guiding principles serve as a public statement of what the College sees is its role in the community and its values. Policy 5.000 is our statement of equal opportunity for employment. Policy 5.005 outlines the employee code of conduct which addresses ethics, equity, social responsibility and relationship to clients and vendors. The Summary of Work Rules for the College is a signed acknowledgement by all employees that they accept the policies and procedures of the College. All these documents can be found on the College’s web site. All documents published by the College contain a nondiscrimination statement.

The members of the administration, as well as faculty and staff, are encouraged to participate in community and service organizations such as Rotary, Optimists, school boards, county commissions, etc. The board and administrators have a fiduciary responsibility to the taxpayers of our district.

5P1 – Setting Directions that Align with Vision, Mission and Values
It will be the responsibility of the new president to work with members of the Board of Trustees and the administrative team to set the direction for the College. That direction should align with our published vision, mission and guiding principles. The administrative team is charged with the responsibility to act consistently with a total College perspective, as opposed to focusing only on their individual areas of responsibility. Everyone at the College needs to be committed to the internal and external constituencies we serve.

Kirtland’s committee structure provides leadership roles for faculty and staff in providing input to the administration. There is broad representation on most of the College’s committees.

The past president used a “management by objective” approach to setting direction for the College. The objectives for the 2007-2008 academic year will serve as the College’s current plan until such time as the new president has had the opportunity to work with the board of trustees and the administrative team to establish a new plan.
5P2 – Building and Sustaining a Learning Environment

The College is guided by the statement “Student learning is Kirtland’s commitment.” Guiding principle number one states that “We use continuous-improvement processes to ensure currency and relevancy of programs, services and facilities.”

As a valuable form of networking the administrators are very active in state leadership associations – Michigan Community Colleges’ Chief Academic Officers, Michigan’s Liberal Arts Deans, Michigan Occupational Deans Administrative Council, Michigan’s Community College’s Business Officers Association, Michigan Community College Association, and Michigan Community Colleges Student Services Association. Professional journals, research and professional organizations also provide the leadership team with resources regarding future opportunities in building and sustaining a learning environment.

5P3 – Making and Carrying Out Decisions

Typically, decisions begin with individuals identifying issues either in or through department meetings and advisory committees. As stated above, we attempt to ensure a cross-representation in our committee structures. Recommendations are forwarded from the committees to either one of three levels depending on the type of issue involved. They may make recommendations to the division administrator for implementation at a department level; recommendations may also be moved to the College Administrative Team for operational decisions that affect numerous departments or the entire College. Finally, recommendations may be forwarded to the Board of Trustees for consideration as College policies.

The Target Specific Problem Solving (classified non-union staff) and Target Specific Bargaining (union faculty and staff) teams are involved in making and carrying out decisions. These groups are comprised of specific employee categories and deal with issues primarily related to their groups, though the recommendations from these groups often affect the greater College and again move through the process above as appropriate.

Administrators make operational decisions with input from staff and faculty. Faculty make instructional decisions using committees and departments.

5P4 – Use of Information by Leadership in Decision-making Processes

Guiding principle number two states “We strive for consistent use of appropriate data in all decision making.” Both Target Specific Bargaining and Problem Solving processes are data driven. After a problem statement comes to the groups, data needed to solve the problem are identified and collected by a team consisting of one administrator and one faculty or staff. After the data are collected the solutions for the problem are based on that data.

Historical enrollment data is studied and used to help determine the number of course sections to offer, when to offer the courses and what method of delivery to use. This method of decision making has resulted in increasing the average class size which helps to address the issue that Kirtland has the highest cost per contact hour of all community colleges in the state.

Data are also collected and reported in the in-house program review model, as well as the Program Review for Occupational Programs that is used in conjunction with the requirement of the Carl D. Perkins Grant.
5P5 – Communication within the Institution
In January 2004, at the college’s Conversation Day (part of the Vital Focus self evaluation process) communication was identified as the area needing the most attention by the college community members. The action project entitled “Retooling Trust through Effective Communication” was initiated. One of the tasks assigned to this action project was to determine the need for a parliamentary type governance structure. The result of the action project was the formation of a “communication council” with the mission of making sure employees are able to give information to their supervisors and the administration with an equally important receptiveness to “upward” and “downward” communication so all employees are getting the proper information to do their job effectively.

The College Administrative Team (CAT) has the responsibility of sharing information and coordinating actions for the purpose of reviewing and discussing college issues in functional areas. When an idea begins at the faculty and staff level it works its way up to the appropriate administrator who then presents it to the CAT. This group, made up of administrators from all departments, gets the information, discusses unanticipated problems that would impact other areas, and takes the information back to their constituent groups, gathering information from these groups, which is then brought back to the CAT. The results will be posted as minutes, broadcast through e-mail, etc. to inform the entire College. Staff and faculty are also encouraged to present ideas to the CAT when possible.

The administration makes every effort to disseminate accurate and timely information so that employees do not have to rely on the informal “grapevine” communication that can often times be incorrect and tainted with personal views.

5P6 – Communication of High Expectations
The mission, vision and guiding principles were collaboratively developed, and widely publicized. Every employee was given a copy of the statement and conference rooms throughout campus have a framed copy hanging on the wall.

The College communicates these values through the policy manual. Policies such as the Equal Opportunity for Employment policy, Employee Code of Conduct, Credentials, Professional Improvement Leave, Public Service Duty, Confidentiality, Harassment, etc. address these issues. Another way the College addresses these issues is through the employee evaluation process. In category four of this document we acknowledge that there are challenges that need to be addressed with our evaluation process. Criteria to be evaluated include Performance Results, Sensitivity, Work Standards, Technical/Professional Self Development, Teamwork, Dependability and others, which reflect those areas that the College values.

Orientations for new employees include such expectations as well. Handbooks for Part-time faculty, Full-time Classified and Part-time Classified staff all reflect the values and expectation of the leaders of this College.

5P7 – Development of Leadership Abilities
The Facilitative Leadership Educational Series conducted by Alignment Associates is a systematic effort to develop leadership skills at the College. The manner in which the training was deployed started with the administrative leadership of the College followed by the supervisory level, providing the benefit of a shared experience base for our entire leadership team. The course is offered to aspiring leaders within the College. The curriculum is based upon best practices; additionally the curriculum was tailored for each level of leadership.
There are opportunities for team members to show progressively more responsible leadership as they gain experience and demonstrate judgment and competence in their positions. Faculty and staff who demonstrate leadership skills are selected to chair committees and provide leadership in special projects that are posted each year.

Email messages sent out to the entire College campus are our primary method for communicating assignments, accomplishments and best practices.

5P8 – Leadership Succession Planning
Except for the structured orientation process for new trustees (which includes a series of meetings of the new trustee with each of the members of the College Administrative Team, plus a review of important College planning papers, etc.), and the standard college orientation activities for new employees, no process exists to address the needs for succession planning.

Most current administrative personnel were promoted from within the organization.

5P9 – Measurements of Leading and Communicating
Performance reviews of all employees, at all levels, are the only means of collecting and measuring leadership abilities.

In the fall of 2007, a new Employee Survey will be administered. This survey, designed by the Institutional Research department, will be administered to all full- and part-time employees on an annual basis via the web through Zoomerang. The survey instrument is a compilation of questions that elicits information about an employee’s overall perception of their “level of satisfaction” regarding academics, facilities and equipment, involvement, leadership, personnel policies, workplace climate, students, support services and concludes with overall satisfaction. The input from this survey, once analyzed and summarized, will be used in the planning for the Colleges’ future.

5R1 – Results of Leading and Communicating
The only results currently available are those found in 4R1 & 4R2 regarding the measurements from completed AQIP Action projects.

5R2 – Comparison of Results with Other Institutions
Currently, no comparative data is being collected to evaluate these functions in relation to other higher education entities

5I1, 5I2 – Improving Leading and Communicating
To improve our current processes would be to implement the Employee Survey and continue to administer it annually to be able to look at longitudinal data on improvement or decline.
Category 6 - Supporting Institutional Operations

6C1, 6C2 – Support Service Processes and Reinforcement of Mission
Kirtland Community College has identified the following key processes that support students and the administration of the college. Figure 6a also identifies how the processes support Helping Students Learn and other Distinctive Objectives.

Figure 6a

<table>
<thead>
<tr>
<th>Support Services</th>
<th>Processes</th>
<th>How they support the College’s Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting and Enrollment Services</td>
<td>Marketing</td>
<td>The Marketing department keeps the community informed about what is happening at Kirtland through radio spots, press releases, the College’s web site and promotional materials.</td>
</tr>
<tr>
<td></td>
<td>Admissions and Recruiting</td>
<td>The Office of Admissions is committed to helping students achieve a smooth transition to the college experience, whether they are attending college for the first time or transferring to Kirtland Community College from another college.</td>
</tr>
<tr>
<td></td>
<td>Financial Aid</td>
<td>The Financial Aid office’s mission is to help remove the financial barriers for those who wish to pursue higher education by providing appropriate financial resources. Inherent in their work is the responsibility to help students manage college finances. Their mission is also to serve as a financial aid information resource for students, families, high schools and the community as a whole.</td>
</tr>
<tr>
<td></td>
<td>Placement Testing</td>
<td>The Testing Center provides walk-in placement testing with immediate feedback to students on their academic readiness for college.</td>
</tr>
<tr>
<td></td>
<td>Counseling and Advising</td>
<td>The focus of counseling can be academic, career or personal, depending on the need. Testing is available for personal, academic and career decisions. A Student Assistance program is designed to provide help in dealing with emotional, medical, social, family, alcohol and/or drug abuse problems.</td>
</tr>
<tr>
<td></td>
<td>Registration</td>
<td>The Records and Registration office assists students with registration, and dropping or adding classes. They also issue official and unofficial transcripts and process enrollment verifications, applications for graduation, address or name changes, and program of study changes. The registrar, within the Records and Registration office, certifies students have fulfilled graduation requirements, mails diplomas, assists students through commencement, processes transfer and articulation credit, grades, incomplete and FLEX (Flexible LEarning eXperience) contracts, course substitutions, MCCVLC (Michigan Community College Virtual Learning Collaborative) enrollment, and progress reports.</td>
</tr>
<tr>
<td>Teaching and Learning Services</td>
<td>Online Course delivery</td>
<td>eServices department provides and supports partial or complete course delivery via the Internet, provides an online orientation course, technical support for student and faculty in online, hybrid and web-enhanced courses, and free dial-up Internet access for all students.</td>
</tr>
<tr>
<td></td>
<td>Disability Services</td>
<td>The Special Populations office provides financial assistance, disability assistance with equipment, interpreters and reading assistance.</td>
</tr>
<tr>
<td>Category 6 – Supporting Institutional Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutoring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Tutoring Center provides one-on-one peer tutoring, supplemental instruction, drop-in math tutoring, writing center services, online writing lab (OWL), as well as study skills workshops in reading textbooks, taking tests, improving your memory and time management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Library has been designated as an integral part of the college and the community which it serves. It is dedicated to providing students, faculty, staff, and citizens with the best materials and finest services possible. Every effort is made to gather a collection of materials that continually supports the curriculum needs of the college. The library staff also conducts information literacy workshops to classes and individuals as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Honors Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Honors program provides academically enhanced course offerings and degrees and financial scholarships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Testing Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Testing Center provides a proctored testing environment for make-up and online course testing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum and Instruction Committee (CIC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CIC reviews and approves recommendations regarding proposed curriculum and program changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning provides an opportunity for students to use their academic studies in thoughtfully organized service experiences that meet actual community needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career and Placement Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Articulation Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation agreements assist students in both receiving college credit for certain approved high school course work, and assists with the transferring of courses to other colleges and universities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student internships provide a supervised, objective-specific, real-world work experience for college credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Job Placement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Career and Employment Services office offers career counseling, resume and cover letter writing, interviewing skills, application completion and job search assistance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operation Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technical Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eServices department supports office computers, networking both local and wide area, administrative computing, and classroom support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business and Financial Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This area of the college provides Human Resources, Business Office services as well as accounting, payroll, purchasing and cashier functions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bookstore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Bookstore sells college textbook and other college paraphernalia which is convenient for students. Direct access to financial information adds to convenience for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Cafeteria’s mission is to offer quality food, nicely presented, at affordable prices in a fast, friendly manner. The Cafeteria also provides catering services to the college.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Facilities Management department provides custodial services, maintenance and grounds services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conference Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Kirtland House provides a comfortable, pleasant atmosphere for meetings and conferences. They offer the use of state-of-the-art projection equipment, refreshment and meal accommodations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Print Shop</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Print Shop provides high-quality design, printing, copying and sign-making services, along with campus copier support services. They are dedicated to keeping...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
their services at a cost equal to or below outside vendors, while providing convenience to customers by being easily accessible, courteous, with fast turnaround coupled with pickup/delivery services.

<table>
<thead>
<tr>
<th>Community Services</th>
<th>Kirtland Center for the Performing Arts (KCPA)</th>
<th>KCPA provides a cultural and entertainment venue for students and local area residents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirtland Foundation</td>
<td></td>
<td>The Foundation is a non-profit corporation whose mission is to provide educational benefit to the Kirtland Community College district and its students who reside in an area that assesses a millage for the support of College programs.</td>
</tr>
<tr>
<td>Workforce Development</td>
<td></td>
<td><strong>Workforce Development</strong> provides educational opportunities to regional business and industry partners specifically designed to upgrade and/or enhance the job skills necessary to compete in local, state, national and global economies. Many of the training needs of industry are met through customized training.</td>
</tr>
</tbody>
</table>

**6P1 – Identification of Student Support Services**

The College identifies support needs by demand or an increase in demand. An example would be when students need tutoring services it is the responsibility of the director of tutoring to recruit and hire qualified tutors. Another example would be when a faculty member requests that the librarian conduct an information literacy workshop for their class because they are giving a report-writing assignment.

Enrollment demands have helped identify different modes of course delivery. Flexible Learning Experience (FLEX) courses are offered in modular, open-entry-open-exit format that provides a learning environment that complements the busy lives of some of our students. Online classes always seem to fill first during enrollment periods, therefore, the College tries to offer more online courses. In recognition that not all students can be successful in totally online environments the College also offers hybrid (half traditional, half online) courses, web-enhanced classes (traditional with some materials and support online), as well as traditional course offerings.

The staff has been trained to listen to its customers – the students. The Graduate Follow-up Survey provides input from students that have successfully completed their education. Student-provided feedback in the form of classroom evaluations and Program Review of Occupational Education (PROE) has been used in the past to identify student support needs.

The recently administered Community College Survey of Student Engagement (CCSSE) will provide a valuable source of information regarding student support needs.

**6P2 – Identification of Administrative Support Services**

Target Specific Bargaining (TSB) and Target Specific Problem Solving (TSPS) provide the avenues for faculty and staff to help identify their support service needs. Aside from the actual contract that is negotiated in the TSB process, a non-contractual agreement is written to address issues and concerns that do not fall under the category of mandatory subject of bargaining. TSPS is for non-unionized staff and uses a similar process for problem-solving concerns and issues.
Department meetings and the budget building process are ways faculty and staff can identify support needs. Finally AQIP Action Projects are a grass roots type of process that helps identify and address support service needs.

6P3 – Documenting Support Service Processes
The day-to-day management of support service processes is done by appropriate supervisors and administrators. Meeting minutes are widely distributed on the campus mail lists and posted on the web for everyone who is interested to read. Surveys and suggestion boxes which are located in various departments around campus are sources of information regarding support processes. The counseling department surveys students which it serves. The Print Shop surveys its customers every two years. Suggestion boxes are located in the Library, Tutoring office, Faculty office and Student Services office. Many departments and projects provide a year-end report of their activities – for example Service Learning, Tutoring, Career Guidance and Counseling. These reports are not shared with the entire campus community but could be posted the same as meeting minutes.

6P4, 6P5 – Measuring and Using Information for Improvement
The Tutoring Center surveys students at the end of each semester as to the quality of services available and their tutoring experience. Students who use the Drop-in Math Center are also surveyed. A suggestion box is also available in the Tutoring Center. The Director of Tutoring reviews the survey results and suggestions and with the help of her staff improves the services they provide.

Every class conducts student evaluations each semester. These evaluations ask about instruction, the course in general and lab facilities. There are also areas for comments. Some instructors also ask their students to fill out surveys regarding how to improve the class and give advice to the next students taking the class. Faculty are expected to review their own evaluations and consider constructive changes that are identified. These evaluations are also part of each faculty member’s performance review with their associate dean.

The Print Shop surveys its customers every two years. The results, both good and bad, are shared with staff. It shores up the good that they do and draws attention to opportunities for improvement. The tool allows customers to make suggestions for additional services they would like to see offered.

The Counseling department surveys its customer periodically. The last survey results from winter-summer 2005 asked general questions about convenient time, satisfaction and quality of information. The counseling staff uses the information to improve their services to students. The Cafeteria has a suggestion/comment box. They have used the information to make menu changes.

Any suggested improvement with budgetary implications is submitted during the annual budget process and the merits of the suggestion are evaluated against the overall needs of the College.

6R1 – Results of Student Support Service Processes
It is difficult to correlate directly the College’s small but steady increase in enrollment to student support service processes, but one could argue that we are successfully recruiting, registering and retaining students.
Figure 6b shows the enrollment and number of online courses offered over the last eight years.

### Figure 6b

<table>
<thead>
<tr>
<th>Academic Year (F, W &amp; S)</th>
<th>Number of Online Sections</th>
<th>Number of Students Enrolled in Online Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>18</td>
<td>251</td>
</tr>
<tr>
<td>2000-2001</td>
<td>35</td>
<td>377</td>
</tr>
<tr>
<td>2001-2002</td>
<td>38</td>
<td>478</td>
</tr>
<tr>
<td>2002-2003</td>
<td>38</td>
<td>500</td>
</tr>
<tr>
<td>2003-2004</td>
<td>69</td>
<td>668</td>
</tr>
<tr>
<td>2004-2005</td>
<td>80</td>
<td>668</td>
</tr>
<tr>
<td>2005-2006</td>
<td>83</td>
<td>887</td>
</tr>
<tr>
<td>2006-2007</td>
<td>93</td>
<td>1240</td>
</tr>
</tbody>
</table>

Of those students who had a grade when requesting tutoring, the average increase in grade after tutoring was approximately one whole letter grade (e.g. from C to B). The final grade distribution of students, during the 2006-2007 academic year, receiving individual, one-on-one tutoring is found in Figure 6c.

**Figure 6c**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21%</td>
</tr>
<tr>
<td>B</td>
<td>13%</td>
</tr>
<tr>
<td>C</td>
<td>14%</td>
</tr>
<tr>
<td>D</td>
<td>6%</td>
</tr>
<tr>
<td>E</td>
<td>13%</td>
</tr>
<tr>
<td>W</td>
<td>21%</td>
</tr>
</tbody>
</table>

The Winter/Summer Semesters – 2005 Counseling Survey results show that 70% of the students surveyed agreed or strongly agreed on 14 of the 16 statements regarding satisfaction and helpfulness of their counseling experience. Sixty-seven percent indicated they agreed or strongly agreed with the statement “When I encounter difficulties in a class(es), my counselor assists me in making schedule adjustments (add/drop).” Sixty-eight percent indicated they agreed or strongly agreed with the statement “My counselor has been helpful in my selection of a major or my changing of a major.”

6R2 – Results of Administrative Support Service Processes

The general results of administrative support services is overall improved service, however, our results are strictly anecdotal with the exception of the Cafeteria and Print Shop results mentioned in 6P4.

6R3 – Comparison to Other Institutions

Section 3R2 provides information on how Kirtland students compare with other students from other schools participating in the CCSSE survey regarding questions on relationships with students, instructors and other college staff and administrators.

The following benchmark scores, from the CCSSE survey, are computed by averaging the scores on survey items that comprise that benchmark. The results are weighted by...
full- and part-time status and then standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions’ benchmark scores are computed by taking the weighted average of their students’ standardized scores.

Additional information from that survey also provides information on the most important student support services offered:

**Figure 6d**

![Bar chart showing support for learners, with Kirtland and Other Schools comparison]

Summary data on “Support for Learners” for Kirtland Community College was 51.5%; other small colleges were 51.9%; and the entire 2007 CCSSE Cohort scored 50.0%.

**611, 612 – Improvements and Targeting Improvements**

The implementation of Zoomerang-based student and employee satisfaction surveys would help to move the measurement of our current processes and systems from less anecdotal to a more data-driven process. In other words, the College would be able to capture those ideas and suggestions currently obtained by staff listening to students and from department meeting discussions into a systematic process.

People on campus realize the importance of providing excellent support services to both our students and our employees, however, structured quality improvement processes are sporadic and with the initiative of single departments or individuals. The College needs to focus on providing quality improvement training for those individuals who are currently attempting to identify and improve the processes in their areas. There also needs to be a campus-wide structure of encouragement and promoting participation in continuous quality improvement.
Category # 7 - Measuring Effectiveness

7C1 – Collections, Storage and Access of Information
Kirtland Community College has a centralized administrative computing system and several decentralized departmental computing systems that may or may not interface with the administrative system. Jenzabar EX is the administrative computing system that provides modules for registration, advising, admissions, business office functions (accounting and purchasing), human resources (payroll and employee related processes), and financial aid. The College does not have the modules for student life and development (grants and foundation activities).

Jenzabar EX has a web-based interface (JICS) for students, staff, faculty and administrators with different levels of access for individuals depending on their needs and job responsibilities. The system is a secure system and requires password-protected login.

The other centralized computing systems on campus are the Novell Network which provides file sharing and distributive printing services across campus and email.

Decentralized departmental computing systems exist in the Library (SIRSI) for its catalog system, the Bookstore (Booklog) for ordering, inventory and sales information, the Financial Aid office (Power Faids) for determination and reporting of financial aid to students, and an online course management software (Angel). Booklog, Power Faids and Angel all communicate electronically with the Jenzabar EX system for retrieval of student and faculty information.

Additionally the eServices department maintains a file server for all of the College’s email accounts and a web server that is a repository of information for the Kirtland website.

7C2 – Key Institutional measures for Tracking Effectiveness
The College divides its key measures for tracking effectiveness into three categories: Teaching and Student Learning, Other Distinctive Objectives, and Financials.
Guiding principle number two of the College’s vision, mission and guiding principles is: We strive for consistent use of appropriate data in all decision making.

Reporting requirements from outside the institution usually dictate the selection, management and use of information and data. The key institutional measures that fall under this umbrella would be the Perkins’ Performance Indicators, Graduate Follow-up Survey, PROE, Licensure/Certification exams, IPEDS and ACS.

<table>
<thead>
<tr>
<th>Category and Distinctive Objectives</th>
<th>Measurement</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Student Learning</td>
<td>Perkins’ Performance Indicators</td>
<td>Requirement of the Carl D. Perkins Grant. Figure 1i in 1R1 provides the detail of the performance indicators.</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>Provides data on course offerings, enrollment trends and average class size.</td>
<td></td>
</tr>
<tr>
<td>“Reason Student Didn’t Return” Survey</td>
<td>Provides data on why students leave Kirtland</td>
<td></td>
</tr>
<tr>
<td>Graduate Follow-up Survey</td>
<td>Provides feedback on the employment or educational goal attainment of our students</td>
<td></td>
</tr>
<tr>
<td>Classroom Evaluations</td>
<td>Provides feedback from students on effectiveness of teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE)</td>
<td>Provides feedback on how our students and faculty feel about engaging students in learning and college life.</td>
<td></td>
</tr>
<tr>
<td>Program Review of Occupational Education (PROE)</td>
<td>Provides feedback from students, faculty and advisory committee members on the effectiveness of occupational programs.</td>
<td></td>
</tr>
<tr>
<td>Exit Interview Survey of Graduates</td>
<td>Provides feedback from graduating students in the Nursing and Criminal Justice programs</td>
<td></td>
</tr>
<tr>
<td>Licensure/Certification Exams</td>
<td>Provides feedback on the effectiveness of occupational programs</td>
<td></td>
</tr>
<tr>
<td>Math Assessment Project</td>
<td>Provides feedback on the effectiveness of the math curriculum</td>
<td></td>
</tr>
<tr>
<td>Assessment of General Education Core Competencies</td>
<td>Provide feedback on the effectiveness of general education competencies for all associate degree programs</td>
<td></td>
</tr>
<tr>
<td>Other Distinctive Objectives</td>
<td>Kirtland Center for the Performing Arts Survey</td>
<td>Provides feedback from patrons on cultural and entertainment activities</td>
</tr>
<tr>
<td></td>
<td>Workforce Development Evaluations</td>
<td>Provides feedback on the effectiveness of training programs</td>
</tr>
<tr>
<td>Financials</td>
<td>Integrated Post Secondary Education Data Systems (IPEDS)</td>
<td>Federal government required reporting that collects institutional-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff and finances.</td>
</tr>
<tr>
<td></td>
<td>Financial and Compliance Audit</td>
<td>Provides feedback on the effectiveness and accuracy of our financial accounting system</td>
</tr>
<tr>
<td></td>
<td>Activities Classification Structure (ACS)</td>
<td>State government reporting requirement that is a common and uniform financial reporting structure.</td>
</tr>
</tbody>
</table>
Individuals and departments will identify data or information for decision making or to help solve a problem when there is a concern that needs to be addressed. The enrollment data of course offerings, cancelled sections, average class size, etc. would be examples of department-identified information. In the area of supporting and helping students learn, the Tutoring department tracks annual data to help determine tutoring needs and budgetary implications, the Testing Center compiles data on how successful students are in their classes based on placement results, and the Math department looks at its assessment instrument to make curriculum adjustments if necessary. In the areas of operating the College, data is collected on enrollments and faculty turnover when a new full-time faculty position is being considered, and the cafeteria and Print Shop survey for customer satisfaction data.

The Target Specific Bargaining and Problem Solving processes used with employees of the College are data driven. The processes require the use of jointly agreed upon data, collected by a team representing both sides before any attempt is made to try and solve the problem at hand.

The Program Review model that was described in section 1P8 was modeled after other community college program review models.

7P2 – Determining Information and Data Needs and Priorities
Currently Kirtland’s Institutional Research (IR) department consists of a data coordinator and an administrator, whose duties are defined to be mainly outside the IR area. The data collected, analyzed and reported often is determined by state and federal reporting guidelines. Because of the level of decision making, the information needed to complete reports to the College’s Board of Trustees, President or College Administrative Team (CAT) are given highest priority. If data retrieval demands are high the administrator who oversees institutional research helps establish priorities.

Data storage requirements are determined once a need is identified – then an appropriate collection mechanism is developed (paper, phone, survey, web applications, email, face-to-face, group meeting, etc). After collection the data is stored in an appropriate manner in either a local spreadsheet or file, or in the administrative computing system.

Accessibility is determined primarily by the staff member’s position, need for the information (what is their purpose for getting it and how will they use it) and responsibilities within the College.
Figure 7b

<table>
<thead>
<tr>
<th>Information</th>
<th>Access Medium</th>
<th>Users/Groups</th>
<th>Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on programs, courses, support services, class schedules, survey results, meeting minutes</td>
<td>Web sites <a href="http://www.kirtland.edu">www.kirtland.edu</a> myKirtland (Jenzabar JICS portal)</td>
<td>Students/Public/Employees</td>
<td>Public access</td>
</tr>
<tr>
<td>Online course content</td>
<td>myClassroom (Angel course delivery system)</td>
<td>Students</td>
<td>Registered students</td>
</tr>
<tr>
<td>Email</td>
<td>Campus email system</td>
<td>Students, staff, faculty, retirees</td>
<td>Policy</td>
</tr>
<tr>
<td>Student records including admissions, registration, financials, grades</td>
<td>Jenzabar EX</td>
<td>Employees</td>
<td>Role based (position and need) Supervisor Requested Data owner/manager Approval</td>
</tr>
<tr>
<td>Administrative information including HR, payroll, finance, state/federal reporting, demographics</td>
<td>Jenzabar EX</td>
<td>Employees</td>
<td>Role based (position and need) Supervisor Requested Data owner/manager Approval</td>
</tr>
</tbody>
</table>

7P3 – Comparative Data

Once again the state and federal government data reporting systems have comparative data already built into the process. The Activities Classification System (ACS), used for state reporting, uses grouping of colleges with similar size and demographics. Kirtland is one of the “small eight” grouping of community colleges in the state.

The Target Specific Bargaining process allows for participants to identify comparable schools for use in data collection. These schools are jointly agreed upon and generally consist of like-size colleges, colleges in our region, and colleges with similar missions.

The Michigan Total Quality Improvement Project (MiTQIP) group and other state associations help identify colleges that might provide us with benchmark data. The Community College Student Survey of Engagement (CCSSE) provides results by comparable colleges, such as small and rural. CCSSE also provides comparisons with a cohort group (all students surveyed over the last three years) to increase the statistical significance of the data.

Often times when internal data is being gathered and analyzed we will utilize trends from historical data.

7P4 – Analysis and Sharing of Overall Performance Data

There are many opportunities for obtaining information through surveys and extracting data from the computing systems, however, Kirtland as a whole needs to improve on analyzing the data.
and utilizing quality improvement techniques. Some exceptions to that statement would be the Math department’s assessment project that was described in section 1R1, and the Nursing department’s use of the NCLEX results to adjust curriculum. Recent processes for assessing the general education core competencies, the program review model and the CCSSE results will hopefully involve insightful analysis and the use of that analysis to produce improvements in helping student learn.

The financial audit report is another good example of analysis and improvement based on the College’s financial data. The financial audit is conducted by an independent auditing firm and is reported to the Board of Trustees.

There is essentially no analysis of the ACS or IPEDS data, except to review where Kirtland stands in relation to other colleges on the various reports supplied by these processes.

Data is often shared with the Board of Trustees at its monthly meetings. Prior to those meetings the information is brought to the College Administrative Team and Instructional Dean’s committee for review and clarification. The College’s web site provides much of the data and information gathered. At the beginning of each semester the entire College staff and faculty gather for a convocation that provides an opportunity for sharing information.

7P5 – Ensuring Alignment with Institutional Goals
It is the responsibility of each administrator to make sure that decisions coming from their areas align with the College’s vision and mission. This would include decisions based on analysis of data and survey results. Once again the distribution of agendas and meeting minutes helps with both the communication aspect and also as a monitoring system for College employees to be reassured that the decision being made aligns with the institution’s goals.

It is by no means a perfect communication system, but given the accountability built into the organizational structure of the College and the fact that all committees are advisory to an administrator, all major decisions usually surface in the minutes of the Board of Trustees, the CAT, the Instructional Deans, the Instructional Council, the Curriculum and Instruction Committee, the Assessment or the Financial and Physical Resources Committee meetings.

It is the responsibility of the Instructional Deans and Instructional Council to ensure that decisions regarding student learning align with the vision and mission of the college.

7P6 – Ensuring the Effectiveness of the Information Systems
The recent conversion to the new administrative computing system, Jenzabar, has helped ensure the effectiveness of our information system. This conversion process has provided the benefits of:

- Improved data collection through the streamlining of processes and a wider variety of places to store collected data
- Improved knowledge of all College staff through recent training on the new software
- Integration with various other software systems on campus
- The implementation of the MyKirtland website (an intranet) through the administrative computing software system is giving students and staff the ability to communicate in a more timely fashion, have access to “real time” data and reports, plus the ability to perform various function through the web including registering for classes, completing business forms, applying for admission, etc.
Provides a powerful tool that significantly improves the College staff’s ability to extract data into informational, statistical and roster-style reports, that assist all departments in every facet of the College operation. These improved reports will lead to better monitoring and tracking of data and enable the College to more easily identify trends.

Network and server locations are in controlled access areas with the main data rooms on both campuses having backup power and card access systems. All campus workstations run Symantec Enterprise edition anti-virus and have Windows Defender installed. Lab computers are further protected by Deepfreeze desktop configuration management software. Database servers are backed up using a Network Attached Storage solution which provides continuous incremental backup. Access to the Jenzabar system is via role-based password authentication. There are two layers of password authentication required at the network server and database server levels.

In 1997 the College purchased SPSS Statistical Analysis software and training for the staff of the institutional research department. This software provides the ability to take the “raw” data from the administrative computing system, import it into SPSS and through its tools analyze the data via various statistical and non-statistical techniques to identify key indicators, flags, trends and patterns. This effort assists the College in making better decisions based on factual data already collected.

The eServices department regularly performs upgrades and enhancements to the administrative computing system to make information processing more efficient both in collecting, inputting and processing and in the dissemination of summary informational, roster-type, and statistical reports back to the various departments of the College.

Recently all full-time faculty members were assigned laptop computers for their computing use. Before each member received their computer they were required to attend a training session that included information on how to maintain data security and integrity.

7P7 – Determining the Effectiveness of Measuring
Kirtland does not have a formal process for measuring the effectiveness of the data that it gathers and analyzes. This is an opportunity for improvement.

Some efforts that were identified were the review of error logs detailing process failures on the administrative computing system. Where appropriate these were reported to the manufacturer for fixes in the next upgrade. Response and wait time for a task or report to complete is measured. In the case of state and federal reporting requirements, data from past submissions is compared to new collections to verify that the data is in the range expected and, if not, to examine what change has occurred to explain the difference. Data is sometimes validated by spot-checking actual raw data against computed results.

As demand for data increases, the College will be forced to ask itself if the data it is collecting is relevant, useful and necessary. The collection of data not being analyzed will be replaced with data that can be used for effective quality improvements.

7R1 – Results of Measuring Effectiveness
Throughout this System Portfolio the Results sections provide evidence that the College is attempting to measure effectiveness. Those results are basically ad hoc and do not reflect a formal or campus-wide approach to measuring effectiveness. Subjective comments from faculty and staff indicate that the institutional research department is doing a great job of providing data
and information upon request. How that data is being used to indicate effectiveness is not available.

**7R2 – Results Comparisons**
The College has no formal process for comparing the effectiveness of the College’s measuring processes with other institutions. We only have the data comparisons from IPEDS and ACS which would indicate that we are collecting and reporting the appropriate data for our size and type of institution.

**7I1 – Improving Current Process**
As AQIP and quality improvement becomes more institutionalized here at Kirtland there will be more documentation of processes and better analysis and use of data. More collaboration with other schools is an area for improvement of current processes. We need to do more analysis and use that information for improvement.

**7I2 – Targets for Improvement**
Kirtland needs to identify a committee to oversee measuring effectiveness and promote the training and use of quality improvement tools. This committee would be instrumental in setting targets for improvement.
Category 8 - Planning Continuous Improvement

8C1 – Institutional Vision
The current vision, mission and guiding principles statements were written with involvement from the entire college community. In the fall of 2005 the College held a “Vision Day,” facilitated by outside consultants, to gather information on which to base the vision and mission statements. A cross-constituency team was assembled to write the document. Public forums were held to solicit stakeholder input. In March 2005, the Board of Trustees approved the vision, mission and guiding principles statements found in the Institutional Overview section of this system portfolio.

Kirtland Community College recently hired a new president in July 2007 and is in a period of transition. What this institution will be like in 5-10 years has been an issue we have been seeking an answer to for some time. The new president has already collected demographic data on the percentage of students attending community colleges nationally, statewide and within our district. He will use this data to guide the Board of Trustees and administrative team to answer the question “whether we should be a big college or a small college.”

The new president plans to initiate the development of a strategic plan over the next couple of months. Much of what you will read in this category will be incomplete until such time as that plan is developed. A process to involve employers and stakeholders has already been developed and core leaders are being selected. The core leaders will attend facilitator training for the process in late October.

8C2 – Short- and Long-Term Strategies
The short-term strategies of the College will be to follow the previous president’s Plan for Progress document for the 2007-2008 academic year. The Plan for Progress is a “management by objectives” tool to allow the administration to communicate the goals and objectives of the College to the college community. It may also be described as an operational plan.

In the fall of 2005 the College Administrative Team established five goals for the College for the years 2005 through 2009. The goals and the College’s guiding principles they are linked are to as follows:

- Validate the College curriculum (Guiding principle #1 – We use continuous-improvement processes to ensure currency and relevancy of programs, services and facilities.)
- Verify the effectiveness of College services (Guiding principle #4 – We are open and welcoming to all, while recognizing a special responsibility to young adults. Also guiding principle #1 stated above)
- Strengthen the financial viability of the College (Guiding principle #7 – We seek optimum size based on community needs, available resources, financial responsibility, and College capabilities.)
- Create a more student-focused environment (Mission statement – Kirtland offers higher education in a student-focused environment …)
- Revitalize the College facilities (Guiding principles #4 and #7 stated above.

The new strategic plan will determine long-term strategies.
8P1 – Planning Processes
The College has been using the aforementioned process of “management by objectives” as its planning process since 2005. Each year the administrative team members submit their department’s objectives, and how they align with the goals, to the president for approval.

Depending on the new strategic plan that will be developed this year, the vision, mission and guiding principles statements will be reviewed and reaffirmed or revised.

8P2 – Short- and Long-Term Strategies
The administrative team develops its annual objectives with input from its departments. The focus has been on short-range planning. Long-range planning has been limited due to changes in senior leadership positions over the last five years.

8P3 – Developing Key Action Plans
From a top-down perspective the departmental objectives that are reflected in the Plan for Progress determine the annual action plans of each department. From a bottom-up perspective the college community identifies AQIP action projects. When a new action project is needed the college community is surveyed for ideas. The feasibility of each idea is investigated by the AQIP Steering Committee which determines the new action project. Hopefully the new strategic plan will merge the two planning processes.

The Plan for Progress and AQIP Action Projects are well documented in emails, minutes and on the College’s web site.

8P4 – Coordinating and Aligning Planning Processes
Currently, the planning processes are limited by budgets. The coordination and alignment of the planning processes begin with input from staff, faculty and administration while creating the annual institutional budget. The budget is assembled at the department level; then reviewed and revised at the administrative team level.

8P5 – Selecting Measures and Setting Performance Projections
The separate committee involved with each Action Project determines the measures that will be collected and analyzed. Section 4P10 identifies the measures used by each Action Project. The measurement of the objectives associated with the Plan for Progress varies with the objectives.

8P6 – Accounting for Resource Needs
As indicated in 8P4, the annual budget-building process involves the allocation of funds for any new initiative or action plan. This would involve any new personnel needs, new equipment and operational expenditures that would be included in the preliminary budget approved by the Board of Trustees in June. Adjustments to the budget are presented to the Board in December for approval.

All personnel vacancies are discussed at the administrative team level for reconsideration before re-posting. This allows the opportunity to reconfigure staffing for new initiatives.

Currently there is no systematic method of allocating or reallocating facilities space to meet the needs of programs or services.
8P7 – Professional Development for Institutional Strategies and Action Plans
Kirtland has a large professional development budget and is able to provide the opportunity for any professional development activity needed to support the College’s initiatives. The evaluation or demonstration of the success of that professional development is left up to the appropriate administrator.

A recent example of both 8P6 and 8P7 is the conversion to the new administrative computing system. The affected staff were granted extra overtime pay to allow them to attend training for the new system while still being responsible for their day-to-day duties.

Staff and faculty are encouraged when possible, to attend monthly AQIP Action Project meetings and participate in projects.

8P8 – Measurements of Effectiveness
The goal of “validate the college curriculum” can be measured by the activities of the Instructional Deans and Curriculum and Instruction Committee.

The goals of “verify the effectiveness of college services” and “create a more student-focused environment” can be measured in the Community College Survey of Student Engagement, which will be administered every three years, the fall Student Survey and student end-of-course evaluations.

The goal of “strengthen the financial viability of the college” is measured in the annual financial audit that is conducted by an external audit firm and reported to the Board of Trustees. Further documentation can be found in the financial reports to the Board.

The goal of “revitalize the college faculties” is measured annually by the Facilities Inventory, Assessment and Deferred Maintenance Capital Planning Report which is presented each October. This report provides an inventory of the College’s facilities, determines the general condition of the buildings and grounds, indicates the Facilities Condition Index (FCI) for each building and the grounds, assists Kirtland in meeting the goals of its mission statement through timely maintenance of the physical backbone of the college.

8R1 – Results for Accomplishing Institutional Strategies and Action Plans
The College has successfully completed three AQIP Action Projects and has embarked on three relatively new projects. The Vision, Retooling Trust through Effective Communication and Improving Environmental Conditions have all been completed. 4R1 describes the accomplishments of each project.

The Facilities Condition Index (FCI) of the Deferred Maintenance Assessment has shown some areas of improvement. FCI values less than 5% are in the GOOD range; values between 5% and 10% are FAIR; greater than 10% are POOR. Figure 8a shows the FCI for the main college buildings for the last three years.
The College is financially sound. Over the last several years the College has converted from a cost-per-credit-hour based tuition to a cost-per-contact-hour base. The organization has downsized its administrative level and consistently increased tuition to prevent having to make a major adjustment that would adversely affect enrollment. Figure 8b shows the institution’s fund balance for the last five years.

<table>
<thead>
<tr>
<th>Building</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central and M-TEC Campuses</td>
<td>7.5%</td>
<td>6.3%</td>
<td>6.0%</td>
</tr>
<tr>
<td>M-TEC</td>
<td>0.4%</td>
<td>1.5%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Administration</td>
<td>6.9%</td>
<td>6.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Arts &amp; Maintenance</td>
<td>10.6%</td>
<td>2.5%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Career Tech Center</td>
<td>14.2%</td>
<td>10.5%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Instructional</td>
<td>11.3%</td>
<td>10.8%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Library</td>
<td>7.5%</td>
<td>6.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Student Center</td>
<td>12.4%</td>
<td>11.8%</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

8R2 - Projections
The college community is excited and encouraged that our new president plans to work with the Board and the administrators to develop a new strategic plan that will move Kirtland toward being everything its vision says it should be. The process is designed to create a vision for the future and build consensus for change among employees and other stakeholders.

8R3 - Comparisons
Until the new strategic plan is developed we are unable to compare ourselves with other institutions. In the planning process Kirtland will conduct a comparison of other college programs and services.

8R4 – Evidence of Effectiveness
The evidence that our current set of goals is being addressed effectively is reflected in 8R1.
8I1 – Improving Current Processes
An improvement of the current processes and systems would be to move away from the “management by objective” approach that has been used for the last three years into a more comprehensive strategic plan that incorporates the AQIP Action Projects and reflects the emphasis of the nine AQIP categories and AQIP principles.

8I2 – Targets for Improvement
Specifically the College has set a target to develop a more comprehensive strategic plan that will include quality improvement as its foundation. How that plan will be developed and communicated to the entire college community has yet to be determined.
**Category 9 - Building Collaborative Relationships**

**9C1, 9C2 – Key Collaborative Relationships and How they Reinforce Institutional Mission**

The three adjectives of small, rural and community used to describe Kirtland go hand-in-hand with the idea of a collaborative relationship. We need the support of people and businesses in our local service area and they need us. Figure 9a outlines our key collaborative relationships, the nature of the collaboration and how it reinforces the College’s mission.

**Figure 9a**

<table>
<thead>
<tr>
<th>Nature of relationship</th>
<th>Reinforce Kirtland’s mission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational</strong></td>
<td></td>
</tr>
<tr>
<td>COOR Intermediate School District (ISD) and local K-12 Schools</td>
<td>Exists, receive students from…</td>
</tr>
<tr>
<td>Transfer Institutions</td>
<td>Exists, supply students for…</td>
</tr>
<tr>
<td>Program Collaborations</td>
<td>Emerging and Existing, both receiving and supplying students</td>
</tr>
<tr>
<td><strong>Business &amp; Community Partners</strong></td>
<td></td>
</tr>
<tr>
<td>Regional Hospitals</td>
<td>Exists, provide services to students…</td>
</tr>
<tr>
<td>M33Access</td>
<td>Exists, provide services to students…</td>
</tr>
<tr>
<td>Advisory Committees Members</td>
<td>Exists, interact with…</td>
</tr>
<tr>
<td>Service Learning Community Partners</td>
<td>Emerging, interact with…</td>
</tr>
<tr>
<td>Workforce Training Advisory Board (WTAB)</td>
<td>Emerging, interact with…</td>
</tr>
<tr>
<td>Michigan Commission on Law Enforcement Standards (MCOLES)</td>
<td>Exists, interact with…</td>
</tr>
</tbody>
</table>
9P1 – Create, Prioritize and build Relationships
“Kirtland Community College provides open access to education, as well as cultural opportunities, to enrich the lives of the people in Northern Michigan.” This vision statement is the driving force behind creating and building collaborative relationships. This section explains the details of those relationships to illustrate why they were created and the value of the relationship.

Kirtland’s strongest and longest partnership is with the Crawford-Oscoda-Ogemaw-Roscommon (COOR) Intermediate School District and the six public school districts which are served by this ISD. This relationship is maintained with constant communication; the president of the College meets with area superintendents, the dean of instruction with principals, and the director of admissions with high school counselors. Several college faculty members also serve on local school boards. The ISD’s Career and Technical Education (CTE) center rents office space on our main campus as well as shares career technical laboratories and classroom facilities. Students attending the ISD’s CTE program can articulate their classes for college credit.

Students from the local area schools and their parents are invited to the College to attend Kirtland Youth Theater presentations, Fourth Grade Summer Enrichment Camp, Special Eighth Grade college courses on Fridays, College Exploration Days and a Summer Credit Recovery Program at the M-TEC.

Kirtland’s relationship with the COOR ISD and local area school districts receives high priority due to the fact that our founding fathers emphasized the importance of such a relationship in its original charter documents. Faculty are paid a small stipend to encourage them to visit and give presentations to areas schools whenever possible.

The College employs a transfer specialist to work with other transfer institutions to help students receive credits earned at other colleges as well as transfer their credits earned at Kirtland. The process requires evaluation of course descriptions and transcript evaluations. The transfer specialist must stay in contact with her counterpart at other colleges and maintain a good working relationship to insure cooperation and timely information. We host a College Night each fall and invite college representatives from all over the state to participate. The event is always well attended by other colleges and students seeking information about what different schools offer.

Networking with other colleges through state associations such as Michigan Community College Chief Academic Officers, Michigan Occupational Deans Administrative Council and Michigan Liberal Arts Deans and others provide the dialogue needed for program collaboration. Often times when a new program of study is identified the first thing to consider is whether there are enough potential students to offer the programs or whether we should consider a collaboration with other colleges in the area. Other small colleges in the state do the same thing, especially with high-cost programs in the health occupations and unique programs. These collaboration efforts have led to many more opportunities for students to pursue a variety of careers which they otherwise would not have been able.

Business and industry partners play a very important role in Kirtland’s ability to deliver highly trained graduates. Their input on advisory committees keeps our programs current and relevant. Hospitals provide clinical sites for nursing students. The Service Learning program needs contacts in the community to help identify worthwhile community service projects for students. A well educated workforce promotes economic development. The process used to create, prioritize and build these relationships is through assigned college coordinators, whose
It is the responsibility of the college to seek out and identify partnerships that benefit our students, meet both partners’ objectives, consider legal and financial concerns, and maximize resources. The president and College Administrative Team as well as, in some cases, the Board of Trustees must be kept informed of new or proposed partnerships.

9P2 – Assuring Needs are being Met
The College designates an individual, usually an administrator, to function as the liaison for each collaboration and partnership. This person is responsible for meeting with the involved partners and providing the channel of communication needed to maintain good working relationships. Having a designated “go-to” person responsible prevents the partners from getting the “run-around” when they need information or assistance from the College. The dean of instruction is the liaison for all COOR ISD and local area school activities. She meets monthly with the director of the COOR Career and Technical Education center and also attends the Principal’s Forum for local area high school principals.

9P3 – Creating and Building Relationships within the Institution
The College relies on the Target Specific Bargaining (TSB) and Target Specific Problem Solving (TSPS) processes described in 5P3 and 5P4 to maintain good relationships within the College. AQIP Action Projects also serve as a means for creating and building relationships with employees. The recent action projects that have been identified involve Fitness and Wellness and Respecting Earth’s Resources. Both of these projects align with the Valuing People category.

9P4 – Measuring Key Collaborative Relationships
We use the following measures to assess some of our key collaborative relationships:

- Number of students that attend Kirtland from local area schools
- Dual-enrollment statistics for each semester
- Number of community partners willing to participate in a Service Learning project
- Grant money received for designated educational projects
- Number of students attending Kirtland from Michigan School Of Cardiovascular Sonography (MSOCS)
- Advisory Committee input, both positive and negative

9R1 – Results for Building Key Collaborative Relationships
Figure 9b shows the number of students attending Kirtland from local area high schools.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fairview</th>
<th>Crawford-AuSable</th>
<th>Houghton Lake</th>
<th>Mio-AuSable</th>
<th>Ogemaw Heights</th>
<th>Roscommon</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Graduates</td>
<td>34</td>
<td>112</td>
<td>129</td>
<td>45</td>
<td>181</td>
<td>NA</td>
</tr>
<tr>
<td>Enrolled at KCC in Fall 2004</td>
<td>15</td>
<td>26</td>
<td>30</td>
<td>11</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Enrolled at KCC in Winter 2005</td>
<td>17</td>
<td>18</td>
<td>34</td>
<td>11</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>2005 Graduates</td>
<td>38</td>
<td>144</td>
<td>132</td>
<td>51</td>
<td>209</td>
<td>NA</td>
</tr>
<tr>
<td>Enrolled at KCC in Fall 2005</td>
<td>5</td>
<td>36</td>
<td>27</td>
<td>11</td>
<td>49</td>
<td>26</td>
</tr>
<tr>
<td>Enrolled at KCC in Winter 2006</td>
<td>4</td>
<td>37</td>
<td>27</td>
<td>11</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td>2006 Graduates</td>
<td>33</td>
<td>131</td>
<td>118</td>
<td>72</td>
<td>186</td>
<td>NA</td>
</tr>
<tr>
<td>Enrolled at KCC in Fall 2006</td>
<td>10</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>Enrolled at KCC in Winter 2007</td>
<td>8</td>
<td>19</td>
<td>20</td>
<td>16</td>
<td>31</td>
<td>29</td>
</tr>
</tbody>
</table>
Figure 9c provides information on the number of dual-enrollment students attending Kirtland for the last four years.

Kirtland has compiled a database of 58 organizations and businesses in the local area willing to participate in students' Service Learning projects. Types of services they listed as possible activities are:

- Working with Children
- Tutoring Adults
- Cleaning
- Working with Animals
- Teacher’s Aide
- Working with Elderly
- Arts & Crafts Activities
- Clerical
- Field Trip Chaperone
- Peer Mentoring
- Environmental Learning
- Public Speaking
- Data Entry
- Read Stories to Children
- Computers/Technology
- Working with the Handicapped
- Help Build Homes
- Clean up Work Sites
- Resale Shop Clerk
- Fundraising
- General Labor
- Dietary Aide
- Food Delivery
- Stacking Shelves
- Bank Reconciliation
- Payroll/Accounting
- Daycare
- Sorting Donations

The Criminal Justice department annually receives a grant from the Michigan Council on Law Enforcement Standards to provide recertification training for law enforcement agencies in Northern Michigan and correctional facilities. The Northern Michigan Law Enforcement Training Consortium (NMLETC) was formed 30 years ago and is the oldest consortium in the state. The Corrections Training Consortium of Northern Michigan (CTCNM) was formed seven years ago and was the first corrections consortium in the state. Figure 9d shows the grant awards received over the last four years.
The collaborative arrangement of providing prerequisite and general education courses to the students of the Michigan School for Cardiovascular Sonography started in the fall of 2007. We will track the number of students that enroll in Kirtland classes and declare cardiovascular sonography as their program of study. For the Fall 2007 semester there are 18 MSOCS students enrolled in Kirtland classes.

**9R2 – Comparing Results with Other Institutions**
We do not currently compare results for building collaborative relationships with other organizations.

**9I1 – Improving Current Processes**
The College can improve its processes for building collaborative relationships by improving our communication with our partners. We need to make sure that the designated individual for each partnership regularly attends the group’s meetings or sends a representative. Maintaining contact is critical to maintaining a good relationship. Dissemination of information from those meetings to the rest of the college community through emails and web posting would help support the associations; the more other people are informed the easier it is to garner support for the relationship.

**9I2 – Targets for Improvement**
Several targets for improvement exist in improving our collaborative relationship. Kirtland would like to attract more of the high school graduates from the local school districts. Faculty and staff are supportive of the effort.

Another target area is more collaborative programming with other colleges. We are currently talking with Mid Michigan Community College to work on a collaborative agreement similar to the Radiography Technician program for a Physical Therapy Assist program. We need to look at other programs offered by neighboring schools such that our students could get their general education courses locally and then transfer for the specialty courses at those colleges. Kirtland is also looking into offering a General Studies Certificate to allow transfer students to receive at least a certificate of completion from Kirtland before transferring.
Index to the location of evidence
relating to the Higher Learning Commission’s
Criteria for Accreditation
found in Kirtland Community College’s
Systems Portfolio

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The vision, mission and guiding principle statements for the College were adopted by the Board of Trustee’s in March of 2005. [O1]

It is the primary duty of two standing committees, Curriculum and Instruction Committee (CIC) and the Instructional Council (IC), to assure that instruction stays aligned with the mission of the College. [1C2]

One of the College’s first AQIP Action Projects were to develop the vision, mission and guiding principle statements for the College. Measurements and results for this Action Project are presented in the Valuing People category [4P10, 4R1]

The mission, vision and guiding principles were collaboratively developed, and widely publicized. Every employee was given a copy of the statements and conference rooms throughout campus have a framed copy hanging on the wall. [5P6]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Kirtland Community College provides open access to education, as well as cultural opportunities, to enrich the lives of the people of Northern Michigan. [O1]

Collaborative and partnership are second nature to small rural community colleges such as ours. We would not be able to properly serve our stakeholders without forming these relationships. [O4]

Figure 1b presents a list of program offerings here at Kirtland Community College and different delivery methods utilized in the program. [1C3]

Every year Kirtland sets aside approximately $180,000 (35%) of its Carl D. Perkins grant in support of special population students. [1C4]

Kirtland is a rural community college and, therefore, must play not only an academic role in our district but also be a center for workforce development, community service, training and culture enrichment. [2C1]

Core Component 1c. Understanding of and support for the mission pervade the organization.

The vision, mission and guiding principles statement is used as a constant reference in the development of goals and objectives and in the evaluation of the achievement of those objectives. [5C2]

The direction of the college should align with our published vision, mission and guiding principles. The administrative team is charged with the responsibility to act consistently
with a total College perspective, as opposed to focusing only on their individual areas of responsibility. [5P1]

The administration makes every effort to disseminate accurate and timely information so that employees do not have to rely on the informal “grapevine” communication that can often times be incorrect and tainted with personal views. [5P5]

Kirtland Community College has identified the following key processes that support students and the administration of the College. Figure 6a also identifies how the processes support Helping Students Learn and other Distinctive Objectives. [6C1, 6C2]

Core Component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative process that enables the organization to fulfill its mission.

It is the primary duty of two standing committees, Curriculum and Instruction Committee (CIC) and the Instructional Council (IC), to assure that instruction stays aligned with the mission of the College. [1C2]

Figure 2a provides a table that lists Kirtland’s other distinctive objectives and how they support and complement helping students learn. [2C1]

Decisions regarding distinctive objectives are made at the Board of Trustees and College Administrative Team level, whose meeting minutes are publicized. As described in 4P10 the first AQIP Action Project involved the creation of the vision, mission and guiding principle statements and measures. By monitoring meeting minutes the college community is charged with making sure that decisions being made are guided by this document. [2C2]

Core Component 1e. The organization upholds and protects its integrity.

Kirtland has many documents that reflect its commitment to creating and maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respecting the differing and diverse opinions. [1C5]

Agendas and minutes to major committees, including the Board of Trustees, College Administrative Team (President’s cabinet), Instructional Deans, Assessment, Curriculum Instruction Committee and more, are published to the College community and also made available on the College web site. Minutes reflect the decision making process with reference to the College statements of vision, mission and guiding principles when appropriate. [4P3]

Policy 5.000 is our statement of equal opportunity for employment. Policy 5.005 outlines the employee code of conduct which addresses ethics, equity, social responsibility and relationship to client and vendors. The Summary of Work Rules for the College are signed acknowledgement by all employees that they accept the policies and procedures of the College. [5C3]

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
The new president has already collected demographic data on the percentage of students attending community colleges nationally, statewide and within our district. He will use this data to guide the Board of Trustees and administrative team to answer the question “whether we should be a big college or a small college.” [8C1]

Kirtland has a large professional development budget and is able to provide the opportunity for any professional development activity needed to support the College’s initiatives. The evaluation or demonstration of the success of that professional development is left up to the appropriate administrator. [8P7]

Core Component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Currently, the planning processes are limited by budgets. The coordination and alignment of the planning processes begin with input from staff, faculty and administration while creating the annual institutional budget. The budget is assembled at the department level; then reviewed and revised at the administrative team level. [8P4]

As indicated in 8P4, the annual budget-building process involves the allocation of funds for any new initiative or action plan. This would involve any new personnel needs, new equipment and operational expenditures that would be included in the preliminary budget approved by the Board of Trustees in June. Adjustments to the budget are presented to the Board in December for approval. [8P6]

Kirtland has a large professional development budget and is able to provide the opportunity for any professional development activity needed to support the College’s initiatives. The evaluation or demonstration of the success of that professional development is left up to the appropriate administrator. [8P7]

Core Component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Instruction relies on the results from accrediting agencies for occupational programming, employer surveys, evaluation of internship programs and limited information from transfer institutions to assess student outcome. [1P12]

The College divides its key measures for tracking effectiveness into three categories: Teaching and Student Learning, Other Distinctive Objectives, and Financials. [7C2]

Guiding principle number two of the College’s vision, mission and guiding principles is: We strive for consistent use of appropriate data in all decision making. [7P1]

Guiding principle number one states that “We use continuous-improvement processes to ensure currency and relevancy of programs, services and facilities.” [5P2]

Currently Kirtland’s Institutional Research (IR) department consists of a data coordinator and an administrator, whose duties are defined to be mainly outside the IR area. The data collected, analyzed and reported often is determined by state and federal reporting guidelines. Because of the level of decision making, the information needed to complete reports to the College’s Board of Trustees, President or College Administrative Team (CAT) are given highest priority. [7P2]
Core Component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

The short-term strategies of the College will be to follow the previous president’s Plan for Progress document for the 2007-2008 academic year. The Plan for Progress is a “management by objectives” tool to allow the administration to communicate the goals and objectives of the College to the college community. It may also be described as an operational plan. The goals are linked to the College’s guiding principles. [8C2]

Figure 9a outlines our key collaborative relationships, the nature of the collaboration and how it reinforces the College’s mission. [9C2]

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Kirtland has identified general education core competencies that all students acquiring an associate’s degree from this institution must have. Figure 1a. [1C1]

Statements regarding ethical conduct, ADA/Special Needs and Title IX are required in all course syllabi and faculty are expected to reinforce these principles and practices to their students at the beginning of every semester. [1C5]

Many of our career and technical programs have specific objectives that students will be tested on during licensure and certification exams. Figure 1d illustrates those programs. [1P1]

Course-level learning objectives are conveyed in individual course syllabi that are required for every course and distributed to the students on the first day of class. [1P4]

Core Component 3b. The organization values and supports effective teaching.

Currently Kirtland uses a combination of faculty and course evaluation methods and professional development activities to promote effective teaching and learning. [1P6]

The College uses several processes to keep its finger on the pulse of student needs. The most consistent process is student evaluations that are collected for every class, every instructor, every semester. This information is compiled anonymously by the faculty support staff and then shared with individual faculty and their instructional administrator. Enrollment trends are also studied every semester to help determine which classes to offer, when to offer them and what delivery method to use. The college also administers the CCSSE Survey and an in-house Student Survey. [3P1]

Kirtland has a large professional development budget and is able to provide the opportunity for any professional development activity needed to support the College’s initiatives. The evaluation or demonstration of the success of that professional development is left up to the appropriate administrator. [8P7]

Core Component 3c. The organization creates effective learning environments.

Figure 1b presents a list of program offerings here at Kirtland Community College and different delivery methods utilized in the program. [1C3]
Career and Technical Education programs have several processes for monitoring the currency and effectiveness of the curriculum. All state-approved career programs participate in the Program Review of Occupational Education (PROE) on a three-year rotational basis. ... Many of our occupational programs prepare students for external licensure/credential; the result of that accrediting process (when available) demonstrates the effectiveness of the curriculum. [1P8]

Results of how students, after testing into a developmental course, are performing in subsequent courses, mathematics assessment project and Perkins Core Performance indicators are provided. [1R1]

The College is guided by the statement “Student learning is Kirtland’s commitment.” Guiding principle number one states that “We use continuous-improvement processes to ensure currency and relevancy of programs, services and facilities.” [5P2]

Core Component 3d. The organization’s learning resources support student learning and effective teaching.

Kirtland is aware that students learn in different ways and from different experiences. We try to provide a variety of learning opportunities in our classrooms and by offering different sections using different or combined (hybrid) methods of delivery whenever possible. [1C4]

The Curriculum and Instruction Committee and the Instructional Council are composed of not only faculty and instructional administrators but also representatives from all the learning support areas on campus, such as the Library, the Tutoring Center, eServices (Information Technology area), Counseling, Career and Employment Services and Student Services. Information is shared between all parties when instructional matters are being discussed. [1P9]

The College identifies support needs by demand or an increase in demand. [6P1]

Criterion Four – Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Organizationally the College Administrative Team (CAT) consists of the 10 top administrators in the college, representing all departments. Five years ago the instructional associated deans were added to the CAT to help provide more input in decision making from an instructional point of view. This helps the college to maintain a student learning perspective. [4C1]

For the past four years the instructional administrators have selected two outstanding faculty members to attend the NISOD Teaching Excellence Recognition Conference in Austin, Texas. This reward and recognition has been given to faculty members who have been identified through classroom evaluations and anecdotal comments as exceptional teachers by their students. [4P7]
All full-time college employees, their spouses, dependent children and non-dependent children may enroll, tuition free, in courses offered by the college…
[http://kirtland.edu/bo/policies/pol15170_P.htm]

**Core Component 4b.** The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Kirtland has many documents that reflect its commitment to creating and maintaining a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions. [1C5]

At the course level, assessment is left up to individual faculty and departments, using the standard assessment instruments. The English department uses grading rubrics and annually conducts “norming” sessions for faculty on grading composition papers. The math department uses itemized final exams and conducts analysis of the results to determine areas of concern that need more emphasis. [1P11]

All new or recently vacated position must have support from the College Administrative Team before being posted. Credentials for faculty are recommended by the dean of instruction, in consultation with the appropriate department. [4P1]

Faculty are motivated by their sincere interest in delivering a quality education. Involving faculty requires identification of those members of the faculty who truly care about the issue at hand. Special Project assignments are posted and filled each academic year. [4P8]

As a result of one of the original AQIP action projects the “Retooling Trust through Effective Communication” team has worked hard to put in place processes that would facilitate better communication to promote trust and employee satisfaction at this college. [4P9]

**Core Component 4c.** The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Given our rural setting, professional development opportunities are encouraged and financially supported. All employees are encouraged to attend job-specific conferences, seminars and training offered by external resources as opportunities arise. [4P4]

Kirtland is aware that students learn in different ways and from different experiences. We try to provide a variety of learning opportunities in our classrooms and by offering different sections using different or combined (hybrid) methods of delivery whenever possible. Figure 1c [1C4]

Global and Social Awareness – Demonstrate understanding of individual and societal behavior and culture, including how historical occurrences and political systems affect individuals and society. A General Education Core Competency. [1C1]

Kirtland is a very rural community college with a homogeneous Caucasian population. For some of our students, any exposure to diversity is limited to their time on our campus. In recognition of that fact, Kirtland attempts to prepare our students for the diverse world they will inevitably be a part of by requiring general education core competencies of “Global and Social Awareness” and “Cultural Enrichment.” Other attempts to increase the experience our students have with other cultures include our athletic program which has recruited athletes from all over the world; a Global
Awareness program that supports bringing presenters/entertainment to our campus from other cultures; and recruiting faculty members from outside our local area. [1C4]

**Core Component 4d.** The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Professional development needs are mutually identified between an employee and his/her administrator. Each request is evaluated on its appropriateness and anticipated contribution to the institution. [4P5]

At the course level, assessment is left up to individual faculty and departments, using the standard assessment instruments. … At the program level, assessment takes place in several ways: national and state credentialing exams; WorkKeys®; Kirtland’s Program Review; and Program Review for Occupational Education (PROE). At the institutional level the General Education Core Competency project has identified those competencies which all associate degree graduates from this institution must have. These competencies were developed by the faculty. The Assessment Committee deals with institutional assessment and accreditation. [1P11]

**Criterion Five – Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a.** The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Some of Kirtland’s other distinctive objectives were established by the charter board of trustees in collaboration with Kirtland’s six K-12 school systems and other college district stakeholders (e.g., Performing Arts and COOR ISD Career Technical Education program). As the College has grown and evolved over the last 40 years, ideas and input continue to be sought and received by program advisory committees, community and student surveys, state or federal funded or unfunded initiatives or mandates, and other stakeholders of the College. [2P1]

The College tries to have various members of the administration, faculty and staff participate in local boards (local school boards, workforce and economic development boards, county commissions, etc.), committees, task forces and area service clubs. Outside activities are often reported at committee meetings. [3P3]

Figure 9a lists the institutions keys collaborative relationships and how they reinforce the College’s mission. [9C1]

**Core Component 5b.** The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Kirtland is a member of two local Workforce Development Boards in the area. These boards regularly provide environmental scans of local employment needs. [1P2]

Figure 2a shows a table of Other Distinctive Objectives. [2C1]

Relationships are built and maintained with key stakeholders by the exchange of pertinent information, quality responsive service, promoting involvement with the college and holding open meetings. Prospective stakeholders are identified by Kirtland’s involvement in the community. [3P4]
Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

When an opportunity for a potential new program/course arises, we conduct a survey to try and identify the scope of the need. In occupational programs our advisory committees help identify new educational opportunities. In the arts and science areas we rely mainly on faculty expertise. [1P2]

Kirtland Community College adheres to the “open door” policy of granting general admission to all persons above the twelfth-grade age level or those with ability to benefit. Experience has demonstrated that our students’ academic preparation is extremely varied, therefore, an assessment of the level of competency in reading, writing and math is needed for each new student. [1P3]

Kirtland collects information on student and other stakeholder satisfaction by administering the CCSSE survey every three years, the Student Survey annually and classroom evaluations every semester for every class. [3P7]

In the recent CCSSE survey results, the following information was obtained for question 13 which had three parts – a) How often you use the following services, b) How satisfied you are with the services and c) How important the services are to you at this college. The Figure 3b represents percentage of students who responded. [3R1]

Core Component 5d. Internal and external constituencies value the services the organization provides.

The measures used are evaluations for Workforce Development activities and Criminal Justice In-Service and Waiver of Training; satisfaction surveys for the Kirtland Performing Artist Series; and survey ratings from 20 administrators, faculty, staff and students for the Service Learning Project. [2P5, 2R1, 2R3]

In the recent CCSSE survey results, the following information was obtained for question 13 which had three parts – a) How often you use the following services, b) How satisfied you are with the services and c) How important the services are to you at this college. The Figure 3b represents percentage of students who responded. [3R1, 3R2]

An indication of the community’s satisfaction with Kirtland Community College has been the successful passage of millage requests. The community is willing to invest its own tax dollars in keeping the college financially viable. During the last millage campaign (1990) a community phone survey showed that Kirtland had a positive relationship with the community. [3R3]

In June 2006 the College participated in a study of the role that community colleges play in state and local economies. This study was conducted by CC Benefits, Inc. Results are included in this section. [3R4]