



# **Kirtland Community College Systems Portfolio**

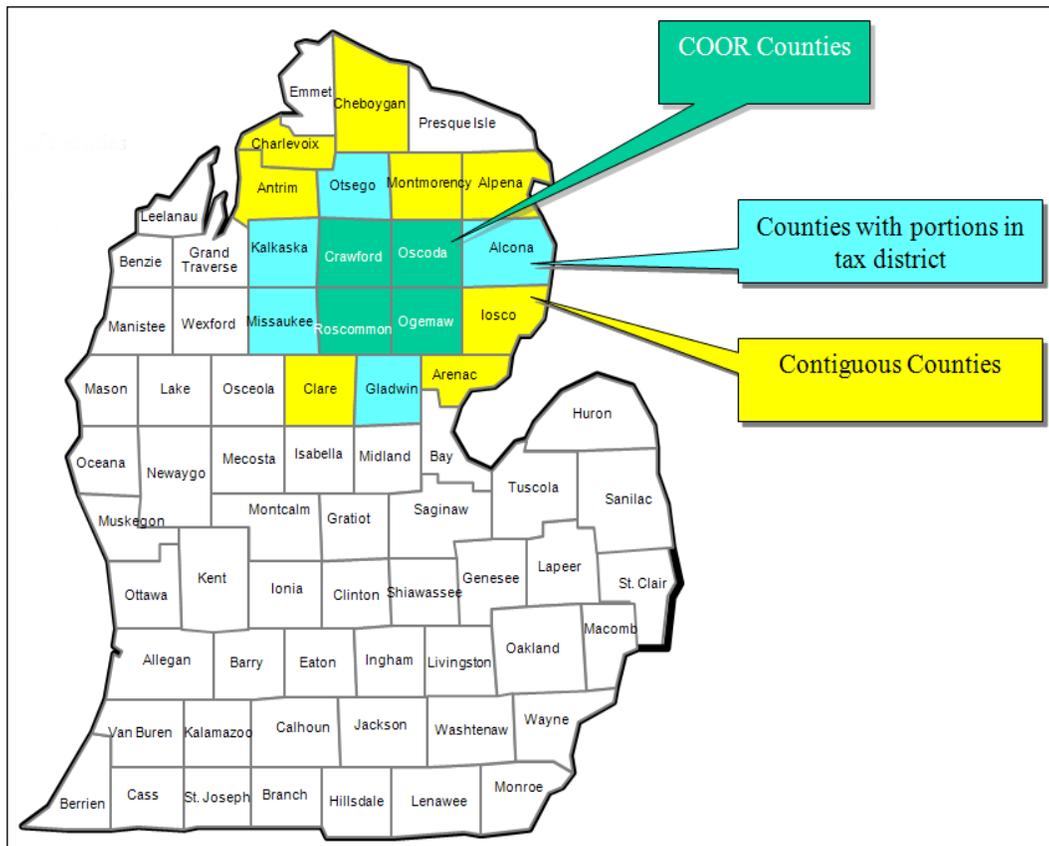
Academic Quality Improvement Program  
The Higher Learning Commission

Submitted: November 1, 2011

## Institutional Overview

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 (Crawford, Ogemaw, Oscoda, Roscommon) 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 69,492 people. Kirtland also has two off-campus sites – M-TEC (Michigan Technical Education Center) in the city of Gaylord, approximately 55 miles north of central campus and West Branch which offers the Surgical Technology program and several general education courses. Kirtland’s M-TEC is in Otsego County, which is outside of our district; West Branch is in Ogemaw County which is within the district.

Table Oa



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.

Table Ob

Total Population in 2000	70,805
Total Population in 2010	69,492
Per-Capita Income (2005-2009)	\$19,883
% of Families Below Poverty	20.4%
% of Population With High School Diploma	82.3%
% of Population With Bachelor's Degree or higher	12.35%

### **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 and by 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 based on community needs, available resources, financial responsibility, and college capabilities.

In September 2008 the College held a strategic planning summit which included all major stakeholders: Board of Trustee members, faculty, staff, students, business partners, education partners, alumni and friends of the college. The day long Appreciative Inquiry (AI) process resulted in identifying 3 major goals:

- Becoming a College Without Borders – connecting to the world

- Creating Unity in Purpose – developing a strong college family
- Gateway for Student Success – providing new opportunities for students

A complete copy of the Strategic Plan's Executive Summary can be found at:  
<http://www.kirtland.edu/about/documents/Strategic-Plan-Executive-Summary.pdf>

## 1. Goals for Student Learning and Academic Climate

The goal of Kirtland Community College is to provide training, certificates, and associate degrees to students so they can get jobs immediately and/or transfer to four year colleges and universities.

Kirtland offers the following degrees and certificates:

- Transfer associate degrees (11)
- Associate in Applied Science degrees (30)
- Certificates of Completion (27)
- Special Certificates (4)

Table Oc is a list of program areas and their associated enrollment figures for the 2010-2011 academic year. These are unduplicated student enrollment numbers.

Table Oc

Program Area	Fall 2010	Winter 2011	Summer 2011
Art	66	71	13
Automotive	64	58	12
Business	84	80	31
Construction Technology	93	106	32
Cosmetology	44	41	20
Criminal Justice	131	106	53
Education	58	54	11
Health Careers	784	745	377
Industrial Technology	120	113	50
Office Information Systems	118	98	45
Technology Management	34	30	2
Transfer Programs	405	383	105
General Interest	347	206	168
Total Enrollments	2348	2067	920

Additionally, Kirtland has a Workforce Development program that provides customized training for local area businesses and industry. Most of the training is non-credit but students can opt for college credit if they meet the defined course objectives and pass an appropriate assessment for an approved credit course.

Student learning at Kirtland Community College is supported by a variety of educational services:

- eLearning Department – provides the tools and the support students need to be able to concentrate on their online course content - <http://eservices.kirtland.edu/elearning/>
- eServices Department – provides technical support and help desk services to students and faculty in using new technology in their classrooms and courses – <http://eservices.kirtland.edu/>
- Tutoring - the team of trained paraprofessionals and student-peer tutors provides academic support for students to be able to meet their educational goals - <http://www.kirtland.edu/tutoring/>
- Library – provides resources in books, periodicals, and online databases as well as research tools and assistance - <http://www.kirtland.edu/library/>
- Testing Center – provides a quiet, proctored environment for students to do placement testing, make-up testing, and testing for online courses - <http://www.kirtland.edu/testingcenter/>
- Student Support Services – provides information and support for disabled students and special population students - <http://www.kirtland.edu/studentssupport/>
- Counseling & Career Services – provides academic and personal counseling as well as a variety of tests designed to draw out information about students academic abilities, interests, personality type, and self-esteem – <http://www.kirtland.edu/counseling/>.

## 2. Organizational Services

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 physically located at the center in the largest geographical community college district in Michigan, we also serve as the hub for many of the local intermediate school district activities.

The Workforce Development program provides services and training needed for businesses and industry in the local area. Workforce development courses are offered on both a credit or non-credit basis depending upon the needs and desires of the businesses served. A well trained workforce is necessary to promote positive economic development in this area.

The Service Learning program 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.

The Criminal Justice In-service and Waiver of Training programs provide training at a reasonable cost to members of several law enforcement, corrections and fire science consortium members. All training meets the requirements of the State of Michigan's oversight agencies.

Kirtland's collaboration with the local ISD (COOR) provides local school districts with facilities and support for career education opportunities. Housed on our campus, COOR ISD's Career and Technical Education (CTE) program offers high school juniors career exploration courses in Education, Cosmetology, Recreational Engine Repair, Multi-Tech, Medical, Emergency Services and Graphic Design. Students who are successful in their junior year can then dual enroll into college level courses for their senior year in high school.

Kirtland Center for Performing Arts and Kirtland Youth Theater provide cultural activities in a rural setting. There are 10 first-rate performances presented each year on campus to the public. The Youth Theater provides exposure to the arts for school-age youth that might not otherwise have an opportunity to experience such performances.

### 3. Requirements and Expectations of Stakeholders

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
- Community Education
- Workforce Development
- Dual Enrollment

#### SHORT-TERM REQUIREMENTS

Affordable Tuition  
 Convenient Course Offerings  
 Course Transferability  
 Relevant Education  
 Remedial Studies  
 Accessibility and Quality of Equipment  
 Accessibility and Quality of Support Services  
 Variety of Delivery Methods  
 Safe, Healthy and Aesthetically Pleasing  
 Learning Environment  
 Disability Accommodations

#### LONG-TERM REQUIREMENTS

Employment  
 Certification  
 Transferability of courses  
 Individual skill set development  
 Relevant education  
 Life-long learning

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, constituents

Kirtland's 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, other stakeholders expect fiscal responsibility, a mission guided by its core values, consistency of information, customized training, fulfillment of projected employment needs and a positive working relationship.

The University Center (UC) in Gaylord (Otsego County), 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 M-TEC. Teaching only high cost occupational programs and very few cost effective general education courses was creating a financial burden for Kirtland. In recent years, Kirtland has begun offering more and more general education courses required for our programs at the M-TEC facilities. The people of Otsego County and surrounding areas appreciate the variety of offering Kirtland now provides.

Like many other colleges, the proliferation of online college course offerings and degree programs offered by other colleges and universities and made available to all students must be viewed as competition. Recently, Kirtland was awarded a Title III grant emphasizing increased quality online courses and programs. We recognize, in order to capture a fair share of the students taking online courses, we need to develop new and unique programs online.

Within our district and local area there are several private colleges (Baker College, Davenport University, 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. North Central Michigan College also offers courses at the University Center, just down the hall from our M-TEC facilities.

#### 4. Human Resources

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. Table Od provides a breakdown of personnel numbers and educational level by employee group for Winter 2011.

Table Od

Employee Group	Number of Personnel	Educational Levels					Unionized or Not
		Doctorate	Master	Bachelor	Associate	Less than Associate	
FT Faculty	38	3	30	4	1	0	Yes
FT Staff	64	0	10	19	9	26	Partially
Administrators	8	1	5	2	0	0	No
PT Faculty	130	5	29	35	31	30	No
PT Staff	43	0	1	14	13	15	Partially

Information concerning job descriptions, job postings, salary schedules, employment agreements and handbooks as well as policies and procedures can be found on the Human Resources web page at <http://www.kirtland.edu/humanresources/>.

## 5. Leadership, Decision-making and Communications

A copy of Kirtland's Organization Structure can be found on the college website at:

<http://www.kirtland.edu/humanresources/>.

Table Oe provides a listing of all standing committees and their functions.

Table Oe

Committee/Board	Function
Board of Trustees	Autonomous seven-member board. Elected by voters of the college district. Provide broad policy and fiscal oversight.
Executive Council	Chaired by the president of the college. Consists of top administrators overseeing instruction, finance, student services and institutional resources. Serves in an advisory capacity to the president on strategic issues.
College Administrative Team (CAT)	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. Serves in an advisory capacity to the president on operational issues.
Faculty Chairs and Deans	Chaired by the dean of instruction. Consists of all instructional administrators and faculty chair persons. Provides academic leadership and facilitates communication among and between staff, faculty and students.
Instructional Council (IC)	Co-chaired by an elected student services staff member and faculty member who are members of the committee. Ensures that the instructional division of the College accomplishes its mission. Serves in an advisory capacity to the dean of instruction and dean of student services.
Curriculum and Instruction Committee (CIC)	Chaired by an instructional administrator. Reviews and approves recommendations regarding proposed curriculum and program changes. Serves in an advisory capacity to the dean of instruction.
Personnel	Chaired by the director of human resources. A cross-constituency team that reviews and recommends personal policies and procedures, as well as provide the subcommittee for reclassifications.
Safety	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. Serves in an advisory capacity to the College Administrative Team.
TSB/TSPS	Four administrators and four staff or faculty representatives chosen by their constituencies to negotiate contracts, where appropriate, and problem solves issues using a target specific bargaining and problem solving approach.
M-TEC Governance Advisory Board	Chaired by an appointed community member. Ensures ongoing input from local business and community leaders and provides input to the staff and administration regarding the general operations, budget and strategic initiatives of the M-TEC. Serves in an advisory capacity to the president and board of trustees.

The primary means of communication on Kirtland's campuses are email, telephone and face-to-face meetings. Additionally, minutes of meetings are published via email and on the college's website - <https://my.kirtland.edu/ics/employee/minutes/>. News releases are used for important 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. The president periodically will publish newsletters related to current issues that the college community needs to know about.

## **6. Administrative Support and Services**

In support of Kirtland's mission and values, we must provide safe and comfortable facilities, functioning and efficient infrastructure, and access to the latest technology for our students, staff, and faculty.

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, 2007, 2008 and 2010. Examples of how Kirtland embraces technology are:

- Buildings on all campuses (Roscommon, Gaylord, and West Branch) 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.
- 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 capabilities 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 computers and multi-media hardware, contingent on utilization.
- Microsoft's Campus Agreement plan provides easy compliance, low administration, current technology, and simple budgeting and purchasing at an excellent value.
- Kirtland uses Jenzabar EX and JICS administrative/student information system and web portal.
- Instructors use WebStudy software, a learning course management platform, for online, hybrid, and web-enhanced courses.
- Evergreen, open source library management system software, 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.
- Partnership with local Internet service provider – M33Access to provide high speed internet access.

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. Table Of represents the summary data from Kirtland's November 2009 Facilities Inventory, Assessment, and Deferred Maintenance Capital Planning Report. The West Branch site location is a leased facility and therefore not included in the table.

Table Of

<b>Building</b>	<b>Usage</b>	<b>Square Footage</b>	<b>Facilities Condition Index (FCI)</b>
Administration Building (1980)	Administration, Classroom	45,323	6.6% (Fair)
Administration Building Addition (1999)	Administration, Classroom	11,955	0.2 (Good)
Art and Maintenance Building (2000)	Classroom, Maintenance	30,123	3.7% (Good)
Career Technical Center (1966)	Performing Arts, Classroom, Career Technical Education	42,084	5.4% (Good)
Children's Learning Center (2011)	Daycare	4,608	New
Instructional Building (1968)	Administration, Classroom	27,555	9.2% (Good)
Instructional Building Addition (1999)	Administration, Classroom	17,783	2.7% (Good)
Kirtland House (1968)	Conference Center	4,913	5.0% (Good)
Library (1968)	Library, Tutoring, Technology Support	15,510	6.3% (Fair)
M-TEC in Gaylord (2002)	Administration, Classroom	28,000	3.3% (Good)
Student Center (1966)	Student Union, Food Services, Bookstore, COOR ISD CTE administration	17,870	10.2% (Poor)

In 1975, Kirtland became a fully accredited associate degree-granting institution through the North Central Association of Colleges and Schools. Kirtland joined the AQIP process in April 2004 and was reaccredited by the AQIP process in December 2010.

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.

## 7. Data and Information

Kirtland's Guiding Principle #2 states, "Kirtland Community College strives for consistent use of appropriate data in all decision making." The College utilizes a centralized administrative computing system and several other supportive specialized software packages that help to collect, manage and report information back to those constituents that need to make appropriate and effective decisions for the long-term health of KCC.

The primary office that helps to fulfill the role of managing, analyzing, and distributing information is the Office of Institutional Research. However, there are many other offices on campus responsible for the collection of data, data entry, report generation, and assurance of accuracy of the information collected and placed into the system. A network of Jenzabar EX module managers provides the oversight that makes this model work well for KCC.

The primary driver for what data is collected, managed, and analyzed is driven by what KCC needs to continue to thrive as a healthy educational institution and to meet the objectives in its strategic plan. Table Og provides information on the various audiences that utilize data and the information it provides.

Table Og

Audience	Examples
College Board of Trustees	Institutional Data and Effectiveness Indicators Report
College President and College Administrative Team	Enrollment reports, student demographic profile reports, retention reports, budget reports, average class size, Title III grant reporting progress, KCC Fact Book, Ad-hoc data queries and reports as needed
Federal Government	Perkins, IPEDS, NAITW
State Government	At-Risk, Activity Classification Structure reporting
Accreditation/Higher Learning Commission	Annual Data Update Report, New Programs, New Sites
Advisory Groups	M-TEC Annual Advisory Group report, individual program information reports - nursing, business, criminal justice
Institutional Departments	Mathematics Department Snapshot, Admissions prospect report, Graduate follow up survey report, Student Course & Instructor Evaluation surveys, Academic Program Review booklet
Students	CCSSE, CCFSSSE, KCC Custom Fall Student Survey
Employees	Internal KCC Employee survey, Administrator 360 surveys, Great Colleges to Work For survey
Community	Campus safety, Performing Art Center surveys, Athletics reporting & surveys

The software utilized at Kirtland Community College is summarized in Table Oh.

Table Oh

System	Functions
Jenzabar EX	Main Modules - Business Office, Human Resources/Payroll, Admissions, Advising, Registration/Enrollment and Financial Aid
Jenzabar Integrated Campus Solutions (JICS)	Web connectivity to EX for students (online applications, registration, grades, transcript requests, etc) and employees (budget lookup, class rosters, grade entry, etc)
Infomaker	Primary software used to create reports that utilize data from the EX system
PowerFaid	Specialized software to handle Student Financial Aid
Booklog	Specialized software to handle Kirtland's Bookstore needs
WebStudy	Specialized learning management software for course delivery to students
Sparky Mail	Kirtland's customized Google mail for employees and students - this is a primary means of communication
Kirtland website	<a href="http://www.kirtland.edu">www.kirtland.edu</a> website is used to distribute information to students, employees and the community
RAVE	Specialized software to handle emergency notifications to students and employees
Evergreen	Specialized Library software
Zoomerang	Primary software used by Kirtland for surveys
Facebook/Twitter	Website utilize for social networking with/between employees, students and the community
Microsoft Office - Excel, Word, Access	Software utilized for limited analysis and communication of information
SPSS	Specialized Statistical software utilized for more rigorous analysis of data and trends
School Dude	Specialized software utilized to assist facilities maintenance and eServices staff in managing work orders

## 8. Organization's Short- and Long-Term Plans and Strategies

Kirtland Community College is committed to continuing to provide affordable education to the citizens of our region.

Kirtland is challenged with declining resources. The three main revenue sources of the college are declining: state appropriations, property taxes and student enrollment. At the same time, major expenses such as health care and contributions to pension funds have increased. As previously mentioned, we need to be good stewards of our facilities and keep them properly maintained.

The one revenue source we have some control over is student enrollment. We must recruit more students, both traditional high school graduates, as well as older students seeking retraining or enhancement of their previously obtained educational background. Given the current economic picture in the state of Michigan and tuition increases by four year universities, we feel students will be looking for a more economical and convenient means for reaching their educational goals.

The dynamic and global society we find ourselves living in has given the faculty the challenge of how to prepare our students for dealing with life and being successful in the next five or ten years. Online learning is a challenge for some of our older students who are not quite as technologically savvy as the younger students. Our faculty must find a way for all students to be success in an electronically oriented society.

As we look at the future, as an institution, we are excited about providing new opportunities for our students and stakeholders along with the challenge of getting our deferred maintenance under control. Success in both of these areas will help with the sustainability and progress of Kirtland Community College.

## **9. Partnerships and Collaborations**

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 partnerships are with our local area high schools and COOR (Crawford, Oscoda, Ogemaw, Roscommon) Intermediate School District. The COOR ISD 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 and work towards completing a certificate or associate degree. 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 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.

Kirtland has collaborative/articulation arrangements with four-year universities throughout the state. See Table 1e in Category 1 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.

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, and Medical Lab Technician) which would otherwise not be available to our students. In the fall of 2012, Ferris State University will be bringing their Associate Degree in Respiratory

Care to our M-TEC facilities and will articulate general education and pre-requisite courses taken at Kirtland into their program.

Since the early 1990s, 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.

## Category 1 – Helping Students Learn

### 1P1 – Common Objectives for Learning and Development

Kirtland has identified general education core competencies that all students acquiring an associate's degree from this institution must have. Table 1a shows the current competencies and the courses in which those competencies are taught. Assessment of the competencies is embedded in the courses to assure students do their very best. Students must successfully pass the indicated classes to graduate. However, the outcome of the assessment of the competencies is for continuous quality improvement of our educational objectives. Assessment reports can be found at <http://www.kirtland.edu/assessment>.

Table 1a

Competency	Applied Science Programs	Transfer Program
<b>Communication</b> – Demonstrate the ability to: Speak  Read  Write  Do research at college level	Fund of Speech (SPE105) or Interpersonal Communications (SPE114)	Fund of Speech (SPE105) or Interpersonal Communications (SPE114).
	Satisfactory Reading Placement	Satisfactory Reading Placement
	English Composition I (ENG103)	English Composition I (ENG103)
	English Composition II (ENG104)	English Composition II (ENG 104)
<b>Math</b> – Demonstrate and apply fundamental numeric and algebraic competencies.	Intermediate Algebra (MTH 120)	College Algebra (MTH 130) or Math/Elem Teachers (MTH 117) or Statistics (MTH 206)
<b>Science</b> – Demonstrate and apply the knowledge and methodology of scientific inquiry and how scientific issues impact our lives.	Any lab science course (4 credits)	Any two lab science courses (8 credits)
<b>Cultural Enrichment</b> – Demonstrate through the study of humanities an appreciation of the creative process.	Individual and Society (HUM 205) or any humanities course (3 credits)	6 credits in Art, Music, Theater, Journalism, Literature, World Languages
<b>Global and Social Awareness</b> – Demonstrate understanding of individual and societal behavior and culture, including how historical occurrences and political systems affect individuals and society.	American Government (POL 101) and any social science course (3 credits)	American Government (POL 101) and 6 credits in History, Political Science, Sociology, Psychology, Geology
<b>Inherent Life Skills (embedded in all programs)</b>		
Understand the principles and the importance of ethical conduct.	Threaded	Threaded in humanities
Demonstrate a working knowledge of appropriate technology.	Threaded	Threaded in using computers
Identify and locate needed information, critically analyze it, and apply it to the problem-solving process.	Threaded	Threaded in math
Work cooperatively with others to accomplish real-world tasks.	Threaded	Threaded all courses
Demonstrate awareness of health and safety issues.	Threaded	Threaded in science
<b>Totals</b>	26 credits	36 credits

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

Kirtland is in the process of revising the general education core competencies. The current required 26 credits is burdensome to some career and technical programs. The new competencies will focus on what our graduating students will need to know to be successful in the future and will be embedded, whenever possible, into the occupational curriculum. Portfolio assessment is being considered. The new initiative is called Design Specification for Learning and will be an AQIP Action Project.

### 1P2 – Specific Program Learning Objectives

Every occupational program has a set of student outcomes developed by faculty and advisory committee members and are based on industry requirements. Each year, a different outcome is selected for assessment and the results are reported to the dean of instruction. Specific program outcomes, as well as the assessment reports, can be found at <http://www.kirtland.edu/assessment>.

Table 1b reflects career and technical programs which have specific objectives that students will be tested on during licensure and certification exams and the body which determines those objectives.

Table 1b

Programs of Study	Accrediting/Approval Body
Nursing	Michigan State Board of Nursing
Automotive Technology	National Automotive Technicians Education Foundation (NATEF) and National Institute for Automotive Service Excellence (ASE)
Cosmetology	Michigan State Board of Cosmetology
Criminal Justice	Michigan Commission on Law Enforcement Standards
Corrections	Michigan Sheriff's Coordinating and Training Council
Cardiac Sonography	Cardiovascular Credentialing International (CCI) and American Registry for Diagnostic Medical Sonography (ARDMS)
Surgical Technology	National Institute for Competency Testing

### 1P3 – New Programs and Courses

The development of new academic programs is vital to the growth and well-being of the College and the economy of the area it serves. The following outline provides a clear and concise process that spells out the new programming opportunities in a fair and objective format. It is designed to encourage new ideas and directions, clarify responsibilities, and put the resources of the institution behind the best ideas.

All proposals for new programs must be presented in writing to the Dean of Instruction, outlined using the following section headings, and contain the appropriate information.

- a. Program Title and Degree
- b. General Program Description
  - i. Provide a brief description of the program;
  - ii. Does it replace an existing program;

- iii. What are the compelling reasons to offer this program
- c. Need for Program and Student Interest
  - i. Corporate demand – advisory committee input;
  - ii. Employment projections – US Dept of Labor, Bureau of Labor Statistics; letters of support; needs study and population surveyed
  - iii. Student Interest
- d. Program Goals, Objectives and Student Learning Outcomes
- e. Program Curriculum and New Course descriptions – including credit hours; admission criteria, if appropriate
- f. Program Faculty Needs and Credentials
- g. Program Resources – instructional equipment; facilities; labs; library needs; technical support needs;
- h. Program Budget – number of faculty; printing; supplies; equipment; travel; if state approved, would this program be Perkins eligible
- i. Program Duplication (similar programs or programs at other colleges) and Transferability

The Dean will review proposals and may ask for further clarifications before sending it to the Curriculum and Instruction Committee, the President and College Administrative Team. If the proposal is supported by the faculty and administration, it will then be presented to the board of trustees for approval.

New programs that have been implemented in recent years using this process are the AAS in Cardiac Sonography and the AAS in Surgical Technology. New programs being considered through this same process are the AAS in Mechatronics, the AAS in Health Information Technologies, and the CC in Vascular Sonography.

#### **1P4 – Responsive Academic Programming**

Every career and technical program has an advisory board that meets a minimum of once a year. The advisory committee members provide valuable input to faculty regarding the realities of the employment market as well as the skills they are looking for when hiring a graduate of our programs.

When new programs are being considered, ad-hoc advisory committees are convened to identify the needs of the industry and the employment opportunities for students. Recently the dean of instruction and two faculty (Office Information Systems and Computer Information Systems) met with individuals that work with electronic medical records (EMR) at area hospitals to discuss and explore possible new programming in that field. The meeting was very helpful to the college faculty in pinpointing the direction they need to go in when developing appropriate programming to meet the industry needs.

Kirtland is a member of two local Workforce Development Boards. 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

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.

### **1P5 – Student Preparation for Learning**

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), 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 and ACT have been determined by 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.

### **1P6 – Communication of Required Preparation, Learning and Development Objectives**

Communication with prospective students is primarily the duty of the Recruiting and Admissions Offices. They visit 23 area high schools (often more than once per year); attend 17 college nights and career fairs each year as well as conduct various recruiting activities here on campus including 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, but 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 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 website, <http://www.kirtland.edu/>, 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, and illustrations relevant to the program.

All first-time-at-any-college students are required to attend an orientation, advising, and registration (OAR) day. On that day, they meet with an academic advisor and discuss program

requirements and employment opportunities. All students are 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.

### **1P7 – Appropriate Selection of Programs of Study**

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 in section 1P5.

Students who are not ready to declare a program of study are assigned to a career counselor. The career counselor has, at his/her 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 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, 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 to identify a miss-match. Further academic advising and/or career counseling is then utilized to get the student on the right track.

### **1P8 – Underprepared Students for Academic Programs and Courses**

Kirtland offers two levels of college preparation mathematics courses (Basic Math and Basic Algebra), two levels of college preparation writing courses (Writing Mechanics and Fundamentals of English), and three levels of college preparation reading courses (Language Essentials, Basic Reading and College Reading). Students that placement test into these pre-college levels must complete the indicated course before they will be allowed to graduate. Most of these courses are pre-requisites to college level courses in defined programs.

Even though Kirtland does not have many foreign language speaking students, we do provide support through English as a Second Language (ESL) courses on an independent study basis and tutoring support to help these students be successful.

### **1P9 – Student Learning Styles**

Kirtland's faculty has been trained, through professional development opportunities, to recognize that students have different learning styles. Faculty members incorporate different methods of instructional pedagogy into the lessons to optimize the learning potential for all students.

Section 1P11 provides details of Kirtland's Title III grant to convert several of its traditional lecture classrooms into active learning laboratories. In these new classrooms, students sit in groups, have access to technology, and are required to be active participants in their own learning.

**1P10 – Special Needs Students**

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 population's student has an Educational Development Plan (EDP) on file which they must follow. The Student Support coordinator has Perkins funds to assist with tuition, books and fees, dependent care, and interpreters.

The Tutoring Center provides academic support for all struggling students, free of charge. In addition to the usual one-on-one tutoring sessions, the Tutoring Center also provides a Drop-in Math Center as well as a Writing Center with Online (OWL) support. On occasion, when senior citizen students find themselves overwhelmed in a course, the Tutoring Center can assign a peer tutor to work within the classroom to assist those students in keeping up with the objectives of a course. For example, if there are several senior students in an Introduction to Computer course, a tutor may be assigned to circulate among those senior students, helping students follow the instructor's directions during hands-on exercises.

**1P11 – Effective Teaching and Learning**

Effective teaching and learning is defined as engaging students in their own learning process. The promotion and communication of the College's expectation for effective teaching and learning is the responsibility of the Instructional Council (IC) consisting of instructional deans, faculty chairs, and key student services staff members. The president of the college occasionally attends the council meeting to promote his passion for active learning. Minutes of the IC meetings document history and current proceedings of expectations.

Recently, Kirtland was awarded a Title III grant to outfit eleven new active learning classrooms. Faculty is being encouraged to modify their usual lecture delivery method to fully utilize the new active learning classroom which do not have a traditional "front of the room" with row upon row of seats all facing the front of the room. The active learning classrooms have group seating and advanced technology to promote student investigation and participation in their own learning.

With the new active learning classrooms and supportive training that is provided by the Title III grant and the new Design Specification for Learning initiative, exciting things are happening in the area of effective teaching and learning at Kirtland Community College.

Faculty, in various departments, conducts their own teaching and learning collaboration exercises. The mathematics faculty has two "Math Dialog Days" each year to promote best practices among all math faculty, full- and part-time. The English faculty conducts "norming" sessions each semester and engage all faculty from the department in discussions about writing assignments and grading criteria. The science department is engaged in teaching one another active learning techniques they have acquired through professional development activities in their own discipline.

**1P12 – Course Delivery Systems**

Being a small rural college, we often struggle with the ways in which to provide an effective and efficient course delivery system. When we offer too many courses in a particular discipline, such as humanities, we end up diluting our population then cancelling low enrollment classes.

Kirtland has developed several processes to help alleviate some of the frustration of providing as many classes as possible balanced against being fiscally responsible.

- a) When there are not enough students enrolled in a particular class, we consider the option of running the class as an independent study section. The following guidelines are used to determine if a course should be offered as independent study:
  - All independent study sections need 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 part of a certificate or degree). These classes have been identified and their class fee increased to help offset the course of offering a low enrollment course.
- b) A second process for offering low enrollment courses is an established/published rotation schedule so students will know when and which delivery method certain courses needed for graduation are offered. The current rotation schedule can be found on the college's website at: <http://www.kirtland.edu/academic/programdocs/rotation.pdf>.
- c) For multiple section courses we "back pocket" one or more sections. These sections have a time, place, and instructor assigned but do not appear in the schedule until all the other sections of that course are 80% full. This process has diminished the need to cancel low enrollment sections which leads to student frustration.
- d) Kirtland also offers many courses in online and hybrid (half online, half face-to-face) format to meet student demands. Kirtland follows the Quality Matters process for developing distance education courses. Quality Matters consists of a set of standards, evaluated by rubrics, and peer reviewers that judge how well a given course meets the standards.

### **1P13 – Up-to-date and Effective Programming**

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 rotation basis. The PROE review consists of three different surveys for:

- a) students in the program;
- b) advisory committee members;
- c) faculty that teach in the program.

The results are compiled, analyzed, and an action plan is formulated. Advisory Committees meet 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/credentials. The result of that accrediting process (when available) demonstrates the effectiveness of the curriculum.

Assessment of the general education core competencies and student outcomes for career and technical education programs, described in 1P1 and 1P2, monitor the effectiveness of programs and courses.

The nursing department has implemented Assessment Technology Institute (ATI) testing throughout their curriculum. These tests are embedded into the classes and indicate how well prepared students will be to pass their national board exams (NCLEX). It also allows students

to remediate areas of concern. Data from ATI testing has also been used by the faculty and associate dean of health sciences to examine and redesign the curriculum to improve student learning.

### **1P14 – Discontinuation of Programs**

A program review model serves as the process for changing and discontinuing programs and courses. This model was internally developed in 2007 and is conducted annually. The program review model collects information on enrollment by courses, average class size, faculty FTE (full-time equated), percentage of enrollment, student-faculty ratio, number of graduates, and program cost-out information. The College has established cut-off scores of key indicators (% of enrollment below 50%, student/faculty ratio below 7.5, and number of graduates less than 4 in a given year). When a program falls below the cut-off scores, the faculty and instructional administrators are given notice that improvement is necessary or the program will be discontinued or suspended in a given time period. The program review reports can be found at <http://www.kirtland.edu/assessment>.

### **1P15 – Learning Support Needs**

Our processes in this area are robust and well designed, as our last System Appraisal recognizes under 1P9. The 2007 System Portfolio and Appraisal can be found at <http://www.kirtland.edu/aqip>.

### **1P16 – Alignment of Curriculum and Co-Curricular Goals**

Co-curricular activities provide enhancements within the curriculum and exceed 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 paid as a special project coordinator) helps fellow faculty 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; an English instructor had students interview and document personal history information from elderly patients in nursing homes for their family members; and construction trade students work 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. The Honors student must accomplish additional activities that enhance the learning objectives of the course. Examples of additional activities are an extra research project and presentation, a service learning activity or a one-on-one learning experience with the instructor.

### **1P17 – Verification of Degree and Certificate Expectations**

Program outcomes are defined for all degree and certificate occupational programs and are defined in a matrix showing in which course the outcome is taught. The outcomes are assessed annually to measure student learning. The process is outlined in 1P2 and defined in 1P18. Similarly, students must successfully complete courses in which the common learning objectives are embedded before they can graduate as outlined in 1P1 and defined in 1P18.

When a student completes the program requirements for a particular program, the registrar of the college performs a graduation audit to assure that the student has successfully passed all

courses and, therefore, has met the learning and development expectations for that particular degree or certificate.

### **1P18 – Assessing Student Learning**

All faculty have been trained on continuous quality improvement processes. Faculty assign assessment instruments (tests, homework, research papers, hands-on exercises, etc.) to their students. They review the results and analyze whether there is a problem with the assessment tool or whether the material was not appropriately covered. Faculty is continuously redesigning their course content and assessment instruments to insure comprehension and application of concepts learned in their classrooms. The English department uses grading rubrics and annually conducts “norming” sessions for its entire faculty on grading composition papers. The math department uses itemized final exams and conducts analysis of the results to determine areas of concern. Curriculum can then be modified/revised to address issues.

At the program level, assessment takes place in several ways: national and state credentialing exams, Kirtland’s Program Review, and Program Review for Occupational Education (PROE). 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.

Annually, both the General Education Core Competency project and the Student Outcome Assessment of career and technical programs complete the following continuous quality improvement steps:

#### **PART A – completed prior to administering the assessment**

1. Identify the outcome to be assessed.
2. Describe the method(s) of assessment to be used to document learning of the identified outcome.
3. Predict the results of the assessment.

#### **PART B – completed at the end of the assessment**

4. Indicate to what degree did the students perform as anticipated.
5. Indicate what was learned about students’ learning from the assessment.
6. What changes, if any, need to be made to improve the quality of student learning in this classroom?
7. Are there any additional resources needed to facilitate improvement?

#### **PART C – completed after changes have been implemented**

8. Have the changes impacted student learning?
9. What additional changes, if any, need to be implemented?

### **1R1 – Measurements of Student Learning**

Annually, we collect assessment data as described in 1P18 on each of the individual general education core competencies outlined in 1P1. At least one student outcome from each career and technical program is assessed each year by using the instrument described in 1P18 and outlined in 1P2.

Additionally we collect and analyze Perkins Core Indicator data on:

- 1P1 – Technical Skills Attainment
- 2P1 – Degree and Certificate Completions
- 3P1 – Student Retention or Transfer
- 4P1 – Student Placement
- 5P1 – Non-traditional Placement
- 5P2 – Non-traditional Completion

These results are compared to a state expected value and a state total value.

The mathematics department at Kirtland utilizes common final exams for all sections of the same class. Questions are grouped by themes, allowing faculty to ascertain, quickly, which themes students are passing. The department defines success on a theme when 75% of the students in each course have passed the theme.

Graduates of programs that require licensure/credentialing exams are another measurement of how well students are learning and developing. We collect and analyze such information for the following programs:

- Michigan State Board of Cosmetology
- Licensed Practical Nursing Boards
- Registered Nursing Boards
- Correction Officer Training
- Michigan Commission on Law Enforcement
- Cardiac Sonography
- Surgical Technology

### **1R2 – Performance Results of Common Student Learning Objectives**

The results of recent General Education Core Competencies Reports are available at <http://www.kirtland.edu/assessment>. The reports contain every competency in a Plan/Do/Study/Act format. The results are described in the “Study” sections under each competency.

### **1R3 – Performance Results of Specific Program Learning Objectives**

Each occupational program has developed a matrix of outcomes and the courses in which that outcome is taught. One outcome is selected each year for reporting purposes. The reports are presented in a Plan/Do/Study/Act format. Results of the student outcome assessment for that year can be found in the “Study – Analysis of Results” column. The reports can be found at <http://www.kirtland.edu/assessment>.

Assessment by third party licensure and credentialing exams are provided in Table 1c. The table contains percentage of students passing the exam and the number in parenthesis represents the number of students taking the exams.

Table 1c

Program of Study/Licensure	2007-2008	2008-2009	2009-2010
Michigan State Board of Cosmetology	100% (22)	90% (10)	91% (32)
LPN – Level I Nursing	98% (85)	95% (85)	96% (76)
RN – Level II Nursing	78% (45)	96% (47)	91% (44)
Correctional Officer Training	100% (36)	100% (13)	100% (26)
Michigan Commission on Law Enforcement	100% (21)	100% (20)	100% (34)
Cardiac Sonography	NA	20% (25)	72% (29)
Surgical Technology	NA	100% (7)	100% (12)

### 1R4 – Evidence of Successful Student Learning by Stakeholders

It is common for the occupational advisory committee members to 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 as a capstone experience. It is one indicator of whether or not students are prepared for employment in their field of study.

In the past, it has been difficult to obtain information on how well Kirtland transfer students do at four-year institutions because the universities were not required to cooperate in sharing this information. A recent state wide initiative, P-20, provides a unique identifier for every student in the state and a tracking system for how well they are doing as the student progresses from pre-school through university. P-20 should provide valuable data for us in the future. The results of the last two annual reports from Ferris State University are found in Table 1d.

Table 1d

Report from FSU on Transfer Students	2008-2009	2009-2010
Incoming transfer students	15	17
Incoming transfer students still enrolled one year later	9	9
Average FSU Cumulative GPA for former KCC students	3.08	3.18
Average FSU Cumulative GPA for all Michigan CC Transfer students	3.13	3.14
Average FSU Cumulative GPA for all FSU students	3.09	3.10

Data received for Michigan State University in October 2009 indicated that 5 Kirtland Students were enrolled; 20% of the enrolled students had a GPA above the native MSU students; 60% of the enrolled students were in “Good Standing.”

Western Michigan University provided data for the 2008-2009 academic year indicating 4 students from Kirtland had transferred to their university. Those 4 students had accumulated 2.89 GPA compared with 3.00 GPA for all transfer students and 2.89 for native WMU students.

As more and more data becomes available through the P-20 tracking system, Kirtland plans to develop a process for analyzing information on how well our students are prepared when they transfer to a four year institute.

As evidence that students have acquired the knowledge and skills base required for moving on to a four-year college or university, Table 1e shows articulation agreements that have been signed. Kirtland students are sought after by colleges and universities.

Table 1e

<p><b><u>Central Michigan University</u></b>            Chemistry            Computer Science            Elementary Education            Information Technology            Physics            Secondary Education</p> <p><b><u>College for Creative Studies</u></b>            Graphic Design – BFA, Graphic Design            Associate in Fine Arts – BFA in Fine Arts</p> <p><b><u>Davenport University</u></b>            Automotive Technology – Applied Bus            Business Administration            Business Management            Computer – Computer Information Systems</p> <p><b><u>Ferris State University</u></b>            Medical Laboratory Technology, AAS            Respiratory Care, AAS            BS in Business for Cosmetology Students</p> <p><b><u>Spring Arbor University</u></b>            Elementary Education</p>	<p><b><u>Franklin University</u></b>            Accounting            Applied Management            Business Administration            Computer Science            Digital Communication            Health Care Management –                Information Technology                Management            Management Information Sciences            Public Safety Management</p> <p><b><u>Palmer College of Chiropractic</u></b>            Pre-Chiropractic Curriculum</p> <p><b><u>Saginaw Valley State University</u></b>            Computer Information Systems            Computer Science            Criminal Justice            Elementary Education            Nursing</p>
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### 1R5 – Performance Results for Learning Support Processes

Recent CCSSE and CCFSSSE data indicates that Kirtland students responded favorably to the support they get in career counseling, tutoring, advising and providing financial support. The same group of students responded lowest in student engagement the areas of class presentations, discussed ideas outside of class, number of written papers, social diversity, and in help coping with non-academic responsibilities. CCSSE and CCFSSSE results can be found at <http://www.kirtland.edu/about/ins.titutorial.htm>.

Follow-up data on how well students do in the courses they placement test into is presented in Table 1f.

Table 1f

Placement Results	Fall 2007	Winter 2008	Fall 2008	Winter 2009	Fall 2009	Winter 2010
Pre-Algebra	65%	58%	66%	73%	61%	57%
Algebra	79%	69%	81%	88%	88%	82%
College Algebra	100%	100%	100%	-	-	-
Trigonometry	100%	100%	100%	100%	100%	-
Reading	56%	45%	71%	70%	57%	64%
Writing	69%	71%	84%	87%	78%	65%

The Tutoring Center annually produces a Tutorial Service Report indicating the number of appointment based tutored students and hours tutored, Math Center drop-in activities, Writing Center drop-in activities, and facilitated study groups. The impact tutoring has on students grades is inconclusive due to the various factors that come into play when a student requests tutoring support.

### 1R6 – Comparison of Results with Other Institutions

The only comparative data available to Kirtland is through the Perkins Core Indicators described in 1R1. The state totals, as well as the established expected levels, are indicated in Table 1g. The numbers represent percentages.

Table 1g

	2007-2008			2008-2009			2009-2010		
	KCC	State	Expected	KCC	State	Expected	KCC	State	Expected
1P1	91.67	90.89	85.00	93.65	91.92	85.25	93.75	93.23	91.00
2P1	53.31	27.80	28.00	51.93	28.89	28.25	51.03	27.05	33.82
3P1	66.03	64.79	60.00	74.02	70.22	60.25	76.10	73.25	65.52
4P1	86.67	64.69	43.00	78.00	78.36	43.25	74.55	75.92	56.44
5P1	15.83	24.09	16.50	17.88	24.27	16.75	15.18	23.62	24.00
5P2	15.64	20.41	13.00	13.72	20.34	13.75	9.96	20.58	21.00

As the data indicates, Kirtland has consistently exceeded the state and totals and expected values in all core indicators except the two non-traditional categories.

The College promotes, through its brochures and publications, the idea that gender does not preclude students being successful in any given program.

### 1I1 – Recent Improvements

Since our last System Portfolio submission in November 2007, the College has completed the General Education Core Competency project by identifying a course or group of courses for each competency, as well as performing annual assessments. In the spirit of continuous improvement, Kirtland is now embarking on a new Action Project to reassess the Core Competencies to see if they are still relevant. What our graduates need to know to be successful in the next five years is different than it was in the mid-1990's.

Student outcomes have been identified for associate degree and certificate level programs. These outcomes are being assessed on an annual basis and, when necessary, faculty is addressing pedagogical issues related to student's ability to show proficiency in those outcomes.

An annual program review model has been adopted which provides pertinent, readily available data on each program allowing faculty and administrators to assess the strengths and opportunities for improvement of programs. The program review also provides criteria to be used when evaluating the annually collected assessment data that determines possible suspension or discontinuation of certificates, degrees or programs.

**112 – Selection of Specific Processes to Improve**

The College's Joint Strategy Forum team, consisting of staff, administrators and faculty chairpersons who have attended our two Strategy Forums, oversees and evaluates the appropriateness of new Action Projects. The involvement of faculty chairpersons provides focus to *Helping Student Learn* initiatives. The current Action Project – Quality Online Program Initiative and the next - Design Specification for Learning are both focused on effective teaching and learning goals.

## Category 2 - Accomplishing Other Distinctive Objectives

### 2P1 – Non-Instructional Process that Serve Significant Stakeholder Groups

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. The College has a symbiotic relationship with our local communities as Table 2a demonstrates.

Table 2a

Objectives	Design and Purpose of Non-instructional Objectives
Workforce Development and Economic Development	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.
Service Learning	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.
Criminal Justice In-service and Waiver of Training	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.
COOR ISD Collaboration	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.
Kirtland Center for Performing Arts and Kirtland Youth Theater	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.

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, and Criminal Justice training consortium members depend on Kirtland's training programs for current and relevant information for their law enforcement officers.

### 2P2 – Determination of Non-Instructional Objectives

Some of Kirtland's non-instructional 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 45 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.

One of Kirtland's current AQIP Action Projects is called LEA (Local Educational Authority) Outreach. The team working on this action project has identified an "ambassador" for each of the six area school districts. These ambassadors serve as a conduit for the flow of information

between the college and the local districts. The ambassadors are employees of the college who are actively involved as parents or spouses of teachers or school board members in the local schools.

The Board of Trustees has the final say in new objectives through the budget approval process. All the collaborations mentioned 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.”

### **2P3 – Communication of Non-Instructional Objectives**

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.

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 to secure necessary grant money to conduct Service Learning projects.

The Criminal Justice department writes and receives state grants for conducting in-service and waiver of training for law enforcement agencies. Expectations are determined at the state level by the Department of Corrections and law enforcement agencies that issue the grants. Promotion/marketing occurs through their established network of communications.

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 monthly scheduled principal 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 email lists. The dean of instruction is expected to keep the College community informed of activities with the COOR ISD that might impact them and vice versa.

All objectives are communicated and publicized in promotional materials the College puts out on its website, email lists, and by word of mouth. Expectations are established during annual budget-building activities.

### **2P4 – Assessment of Appropriateness of Non-Instructional Objectives**

Objectives are annually reviewed during the budget process to assess the value each brings to the college. Value is determined by how much recognition the objective brings to the college, how many community members are impacted, how much does the objective add or subtract from the budget and whether the objective continues to fulfill a part of the college’s mission.

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 reviews the measures collected

and modifies the kinds of training offers as needed. The director has added 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 consists of the three-stage developmental continuum: “Critical Mass Building,” “Quality Building,” and “Sustained Institutionalization.” The rubric provides guidelines for assessing progress in five dimensions which are reviewed 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 to 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 measurement of the COOR ISD collaboration is the involvement of Kirtland administrators and faculty in meetings and activities at the local schools. One of the current Action Projects – Local Educational Authority Outreach is working to increase the collaboration between the college and local area schools.

The Kirtland Center for Performing Arts and the Kirtland Youth Theater measurements include attendance at events and financials. Programming is developed, evaluated, and selected via a performing arts action group comprised of community members for the four surrounding counties, student representatives, and college administrators.

## **2P5 – Faculty and Staffing Needs for Non-Instructional Objectives**

Each of the objectives has a designated director/coordinator. The Coordinators/Directors are responsible for the operations of their objective, the hiring of appropriate staff, and the communication of their activities through the College Administrative Team and the usual publicity channels.

Workforce Development and Economic Development – Director

Service Learning – Coordinator (Full-time faculty member on special project)  
Criminal Justice In-service and Waiver of Training – Director  
COOR ISD Collaboration – Dean of Instruction  
Kirtland Center for Performing Arts and Kirtland Youth Theater – Director

The Criminal Justice In-Service and Waiver of Training as well as the Kirtland Center for Performing Arts and Kirtland Youth Theater have appropriate boards consisting of non-Kirtland employees to advise the directors on their objectives needs and operations.

### **2P6 – Information on Adjustments of Faculty and Staff Needs**

The advisory board for the Criminal Justice In-Service and Waiver of Training determine the faculty and staffing adjustments based on expertise and experience of training establish by the advisory board. Similarly, the training needs for Workforce Development activities dictate the faculty and staffing needs of this objective.

Kirtland Center for Performing Arts and Kirtland Youth Theater staffing is adjusted according to the budgetary needs of revenues against expenses.

For the last three years, the Service Learning Coordinator as applied for and received AmeriCorps Vista staffing to conduct the activities of this objective. Funding for Vista positions has been raised by community partners, grants, and a small contribution from the college's operational budget.

### **2R1 – Measurements of Accomplishing Non-Instructional Objectives**

The measures used to assess whether the College is accomplishing its non-instructional objectives are evaluations for Workforce Development activities and Criminal Justice In-Service and Waiver of Training; attendance of events for the Kirtland Performing Artist Series; and survey ratings from administrators, faculty, staff and students for the Service Learning Project.

### **2R2 – Performance Results of Measuring Non-Instructional Objectives**

The 2010/2011 Workforce Development Annual Report offers the following information:

- 17 different training sessions were conducted
- 12 different courses were offered
- 133 students participated
- 1690 contact hours were involved

Overall, evaluation surveys show participants rated the training they received as 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, Student Leadership Opportunities, Community Participation and Partnerships and Service Learning Office & Staff.
- Kirtland has mixed results in Faculty Incentives & Rewards, Support & Involvement, Student Awareness, Community Partnership Involvement and Awareness,

Institutional Policy, Staffing & Funding, and Departmental Awareness & Qualitative Assessment.

- Student Opportunities and events have blossomed in the past two years since KCC has participated in the AmeriCorps VISTA program.
- Community Partners are making progress because of new emphasis on decisions regarding curriculum, VISTA hiring, events and projects.

The entire Self-Assessment Report can be found at:

<http://www.kirtland.edu/service/selfstudy06.pdf>.

The results from the 2010 grant year for Criminal Justice In-Service and Waiver of Training Final Program Report are contained in Table 2b.

Table 2b

Training Session	Participants	Evaluations	Overall Rating	Helpful to your Job?
ALERT* – Spring	79	75	97% Good to Excellent	97% Some to Very Helpful
ALERT* – Fall	56	53	96% Good to Excellent	100% Some to Very Helpful
LSI Basic Course on SCAN & Advanced SCAN Workshop	15	12	100% Very Good to Excellent	100% Very Helpful
Evidence Technician Training	18	15	100% Good to Excellent	100% Some to Very Helpful
Range 3000 Training	199	180	100% Good to Excellent	100% Very Helpful
DOA Death Investigation	50	18	100% Good to Excellent	100% Some to Very Helpful
Firearms Instructor Training	13	13	100% Good to Excellent	100% Very Helpful

\* Advanced Law Enforcement Refresher Training - ALERT

Collaboration with local areas schools in 2010-2011 has resulted in three dual enrollment courses (taught by Kirtland instructors) offered in area high schools; two direct credit courses (Kirtland courses taught by qualified high school teachers) offered in area high schools; and 74 high school students enrolled in a variety of college courses.

### 2R3 – Comparison of Results with Other Institutions

The only distinctive objective that has information regarding how our results compare with the results of peer institutions is 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.”

### 2R4 – Performance Results that Strength the Institution

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 dean of instruction 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 and funds to conduct specialized training at the level of the road patrol officer, causing lack of knowledge in identifying or handling specific problem areas other than the normal patrol officer's duties. This problem becomes especially critical as changes and new mandates evolve in law enforcement and as litigation continues to proliferate. However, because small departments have limited training funds, sending officers out of the area 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. Kirtland's program addressed the problem by providing affordable specialized training within easy driving distance of these small departments, thereby reducing travel, tuition, and overtime expenses. Training is offered through the Northern Michigan Law Enforcement Training Consortium. Grant funding, coupled with existing training dollars, allows the consortium to provide a variety of 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 center in the college district. Many patrons rely on the College to be able to access such entertainment without having to drive a substantial distance.

All of these results translate into a successful millage vote, name recognition in the community, and recruitment of students from the local school district, as well as relating to the college's mission, vision and guiding principles.

## **211 – Recent Improvements**

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 while at KCC.
2. Sustain the new Alternative Spring Break (ASB) and international service learning trips.
3. Expand professional development opportunities for faculty in community services.
4. Expand the influence of community partners in the service learning process.
5. Ensure the viability of the service learning initiative by securing adequate funding.
6. Continue with the institutionalization of service learning at Kirtland Community College.
7. Conduct another self-assessment at the end of the two-year period.

Due to the assessment of data collected by the Kirtland Center for the Performing Arts (KCPA) and budgetary constraints, it has reduced the number of annual performances from ten to eight. The KCPA staff is studying the most recent results of the satisfaction survey to re-evaluate the types of performances they have been offering to increase revenue.

In the upcoming year, the director of Workforce Development will conduct a survey of local area businesses to help identify training needs the College can provide. These surveys are distributed every five to six years.

**2I2 – Selection of Specific Processes to Improve**

As stated in 2P4, objectives are annually reviewed during the budget process to assess the value each brings to the college. Value is determined by how much recognition the objective brings to the college, how many community members are impacted, how much the objective adds or subtracts from the budget and whether the objective continues to fulfill a part of the college's mission. This review helps determine process to improve and what needs to be measured to assess the success of the objective.

### **Category 3 – Understanding Students’ and Other Stakeholders’ Needs**

#### **3P1 – Identification of Students’ Needs**

Through several processes, Kirtland Community College (KCC) identifies and responds to changing student needs through a combination of formal and informal communications between students and staff. The most consistent method is the end of course student feedback that is collected every semester for every class and instructor. The information is assembled by a faculty support staff member and shared with the individual instructor, department chairs and the Dean of Instruction.

A relatively low student/faculty ratio at KCC encourages students to openly communicate their needs and issues to their instructors. As a result, this enables instructors to view behavior and coursework, identify needs, and make referrals as necessary to appropriate student support services. Another method for identifying students’ needs is through the advising and counseling processes. Students meet with an advisor or counselor to determine appropriate courses of study and, if necessary, refer the student to academic support services such as tutoring, counseling, disabilities, or other student support services. Student needs identified through informal discussions can often be handled immediately by the Dean of Instruction or Dean of Student Services.

Enrollment trends are studied every semester by the Instructional Office to determine course offerings, times, and delivery methods. The Office of Student Services produces and analyzes student data on the number of new applicants, number of starts, and demographic data such as ethnicity, age, credit hours generated, course delivery method and registration mode for new students. The Institutional Research Office produces a comprehensive, annual summary of all student demographics, enrollment performance, retention and graduation rates, and financial aid from the central administrative data system which is distributed to the Kirtland community. Enrollment reports are reviewed by the senior administration, deans and department chairs which make staffing and course scheduling decisions based on current and historical data.

Beginning in 2007, Kirtland participated both in the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), a standard survey used by many community colleges. The surveys are distributed once every three years. The surveys measure student engagement and faculty perception of student engagement respectively.

Since 2007 Kirtland has distributed an annual online Student Survey. The questions include information regarding previous education, educational goals, financial assistance, course offering options, marketing choices, computer access information, demographics, and transportation issues. This survey provides valuable marketing information to help identify student needs.

A graduate follow up survey is conducted annually to measure the Kirtland graduates satisfaction, job placement/retention, and to identify individuals who are continuing their education.

Student Senate representatives are elected from the student body and are a part of the planning processes of the college and assist in short-term courses of action. Student feedback is communicated to the Dean of Student Services as the mission of Student Senate is to promote the common interest and general welfare of the student body.

Further information of student needs is obtained through Kirtland's recruitment efforts. The college admissions staff participates in college fairs, high schools visits, information sessions on campus, and the interviewing of potential new students while visiting campus. Beginning in the summer 2011, all new students are required to attend an orientation which includes meeting with faculty, advisors, counselors, and student support staff members. This not only provides students an opportunity to ask questions but also provides information on the needs and expectations of incoming students.

### **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 established with everyone receiving the same information, and practice professional and ethical behavior in all work-related areas.

We are a commuter college with an average one-way driving distance for students of 28 miles. Building relationships outside of the classroom continues to be a challenge for the college. To assist in overcoming these obstacles, the college hosts the following events: Welcome Week, Poetry Readings, Empty Bowls, Faculty/Staff vs. Students Bowling Challenge, Halloween Party, Winter Carnival Week, Veteran's Day observance, Constitution Day, Ping Pong tournaments, and welcome tables in each building during the first week of every semester.

Other events, including the Controlled Burn reading series and student and faculty art shows, are for both students and community members. The Honors Program, Phi Theta Kappa Honors Society, and the Student Senate clubs and organizations encourage academic and professional leadership development. In 2009, the student ambassador program was developed to identify potential leaders on campus. The program assists Student Services with recruiting events and activities. The college has started a weekly exercise classes for staff, faculty, and students to encourage exercise and healthy living.

Kirtland utilizes multiple avenues of communication to enhance relationships with students. The primary means is Facebook, with more than 1500 fans in just over 12 months. Twitter, KCC Happenings calendar on the website, "The Bathroom Wall," KCC Happenings e-mails, are other tools used to communicate with students. There are also numerous boards across campus with events and announcement postings.

Relationships are also built through advising. Each student is assigned an academic advisor in their program area. Also the following services are available to all students:

- Personal, career, and academic counseling
- Academic advising to assist a student in completing his/her educational plan, including transferring to another college
- Administering and interpreting interest and personality test instruments for students seeking career and educational information (no charge)
- Administering standardized tests for college credit (proctor fee and test publisher fee charged)
- Referral information for other available counseling services
- External Job Posting Board
- Resume Workshops

### **3P3 – Identification of Stakeholders' Needs**

As a community college, we need to stay connected to our community stakeholders and be responsive to their changing needs. Various members of the college's administration, faculty, and staff participate in local boards (local school boards, workforce and economic development boards and county commissions), committees, task forces, and area service clubs. The information they receive at meetings is disseminated at the college which assists in the college's decision making processes.

Below are examples of current initiatives between Kirtland and outside agencies:

- Transfer and articulation agreements: The college develops and maintains transfer and articulation agreements with secondary schools and with other colleges and universities. Identified changes, based on stakeholder needs, are considered through the program review and curriculum development processes.
- Partnering with economic and workforce development agencies, foundations, and initiatives.
- On-going review of business and labor market trends by business and economic development representatives and analysts.

Kirtland responds to regional, statewide and national needs through projects such as faculty and staff surveys, input at committee meetings, performance and program reviews.

### **3P4 – Building and Maintaining Relationships with Stakeholders**

Kirtland encourages its faculty and staff to be active and contributing members of the community. Relationships are built and maintained with key stakeholders by the sharing of relevant information, quality responsive service, and promoting involvement with the college. The college also involves the community in campus events and activities whenever possible. Board of Trustees members are elected to represent the college constituents and provide a means for information to flow from the community back to the college administration. Other key activities for building and maintaining stakeholder relationships include:

- Kirtland Community College Foundation
- Advisory committee members provide data to assist in maintaining relevant academic curriculums
- Continual on-site contact and relationship building with regional employer and employees through Workforce Development
- Working relationship with local Intermediate School District and area schools systems
- Campus visits by local district students
- Enrichment program offerings
- Maintain current articulations agreements with other educational institutions, requiring constant attention to changing curriculum
- Surveys of students, staff, employers, and community members
- Interactions with governmental decision makers
- Applied learning activities, such as internships
- Cultural and athletic events offered to the community
- College night
- Service learning and outreach to the community (River House Shelter for domestic abuse victims)

### **3P5 – Targeting New Students and Stakeholders**

Kirtland encourages employees to become members of local, state and nation professional organizations. These organizations assist the college in identifying opportunities for possible new programs and services. As stated previously, college administrators, faculty and staff are active on committees and board throughout the college's service area and help to keep the channels of communication between new students and stakeholder groups open.

The college has a recruiter that annually makes approximately 85 visits to local area schools and attends 17 College Night and Career Fair activities throughout the state. She talks with students and community members about their interests and career goals. When a potential student identifies an area of interest that the college is not presently providing, the recruiter shares that information with appropriate departments on campus. If there is enough interest, then a needs study is implemented to assess the possibilities of starting a new program. The process for new programs is included in the annual Program Review model that the instructional division follows. The complete Program Review Plan can be found at <http://www.kirtland.edu/assessment>.

The college president is very active in assisting in the revitalization of one local community's downtown area from a dying locale into a thriving artisan community. He worked with the local city council and the Dean of Instruction to offer several college courses in the downtown area to promote the development of the community. The instructional division of the college is looking at partnering with businesses in the area to incorporate real-business laboratories into the classroom setting.

### **3P6 – Feedback Processes**

Written complaints from students are logged and addressed. Students' Rights and Responsibilities, Grievance Policy, and Student Appeal Procedures are explicitly outlined in the College Student Handbook. As a result, the college has a consistent practice for handling both academic and non-academic complaints. The policy and procedures for Rights and Responsibilities of Students can be found at <http://www.kirtland.edu/policies/pol6125.htm>.

In an effort to improve communication campus wide, all committee meeting agendas and minutes are posted for the entire Kirtland community to view. These include Board of Trustees, College Administrative Team, Curriculum and Instruction, Foundation, Wellness Committee, Safety Committee, M-TEC Governance, and Instructional Council. Surveys have been conducted to measure the effectiveness of this on-going initiative to improve communication. In addition, e-newsletters from the President on curriculum, staffing, and community events impacting the college community are used as a communication tool.

### **3R1- Measurements of Satisfaction for Students and Stakeholders**

Kirtland collects information on student and other stakeholders' satisfaction by administering the following surveys shown in Table 3a.

Table 3a

Survey	How Often	Sample Size	Responsible Office	Purpose	Used By
Community College Survey of Student Engagement	Once Every Three Years	2010 - 471 students - pencil and paper survey	Institutional Research (IR)	Measure Student Engagement	Entire Institution
Community College Faculty Survey of Student Engagement	Once Every Three Years	2010 - 43 faculty - only done through web	Institutional Research	Measure Faculty's Perception of Student Engagement	Entire Institution
Student Evaluation of Courses	Every Semester	Varies by class size	Dean of Instruction	Course/Instructor Evaluation	Instructional Office/Academic Departments
Perkins Review of Occupational Programs	Three year rotation - all Occupational programs	Varies by program	Institutional Research and Dean of Instruction	Perkins Compliance	Occupational Department/State of Michigan
Graduate Follow Up Survey	Annually - timeline set by State regulations	May 2010 – 337 graduates	Placement Office	Measure graduates satisfaction and job placement or continuing education	State of Michigan
Occupational Programs Leavers Follow Up Survey	Annually - timeline set by State regulations	May 2010 – 305 leavers	Placement Office	Information for Perkins reporting compliance	State of Michigan
Fall Student Survey	Every Fall semester	2009 – 319 2010 – 208	Institutional Research, eServices, and Marketing	Strategic planning	President, Marketing, Strategic Planning committee, whole college
Exit Interview Survey of Graduates	Every Semester	Only for Nursing Graduates and Police Academy	Nursing Department and CJ Department	Satisfaction of Students with Program and Job Preparation	Respective Departments

CC Benefit Survey/Report	Once - 2006		Institutional Research	Determine Benefit of College to Region	Entire Institution
Employee Satisfaction Survey	Survey developed by IR, 2008	155	Institutional Research	Measure Satisfaction of College Employees	Entire Institution
President Satisfaction Survey	Survey developed by IR, Feb 2009, Feb 2011	2009 – 62 2011 - 119	Institutional Research	Measure Satisfaction and provide feedback to the President of the College on how he is doing	President
Administrator 360 Evaluation Survey	Spring 2008, Spring 2010 - next planned Spring 2012	10 surveys per administrator	Institutional Research	Measure Satisfaction and provide feedback to each administrator on how he/she is doing	President and Individual Administrator
Chronicle of Higher Education - Great Colleges to Work For survey	Spring 2010 Spring 2011	2010 – 75 2011 - 58	Institutional Research	Measure employee satisfaction internally and compared externally to like colleges	Entire Institution
Orientation Registration and Advising (OAR) Survey	After each OAR	2011 – 126	Student Services	Measure new student satisfaction at orientation	Student Services

### 3R2 – Performance Results of Student Satisfaction

One indicator of student satisfaction is collected in their evaluation of instructors and classes each semester. Overall the campus average for the Winter 2011 semester is 4.7 on a scale of 1.0 = strongly disagree to 5.0 = strongly agree. Faculty received feedback on how the students rate them and their class compared to the campus average. Questions on the evaluation survey pertain to instructor teaching effectiveness, availability, knowledge and enthusiasm for teaching, in addition to the course content, assessment and outcomes.

Occupational programs conduct a Program Review for Occupation Education (PROE) survey every three years. Second year students, in the selected programs, must fill out a two page survey that asks questions about appropriateness of the course, objectives, teaching methods,

related courses, work experience, career planning, placement services, instructional support services, equipment, and facilities. Generally speaking, students rate their programs good to excellent. If there are certain issues that surface during the PROE surveys, those issues are addressed in the action plan formulated by the faculty and instructional administrators.

### **3R3 – Performance Results for Building Relationships with Students**

Every year, the college conducts a Student Survey to gather information about our current student body. The surveys are conducted online through Zoomerang and contain questions about financial aid needs, use of technology, online classes, why students chose to come to Kirtland, how best to communicate, and academic programming needs. The results of the Fall 2010 survey can be found at <http://www.kirtland.edu/about/institutional.htm>. This survey assists the college build relationships with our students.

Every three years, the college participates in the national CCSSE. Again, the survey results are valuable in building relationships with our students. The 2010 survey results can be found on the previous mentioned website. Kirtland's areas of highest student engagement as compared to the 2010 CCSSE Cohort are in the areas of preparing for class, career counseling, tutoring, financial support, and skilled labs. Kirtland's areas of lowest student engagement as compared to the cohort are class presentations, sharing of ideas outside of class, number of written paper or reports, diversity, coping with non-academic responsibilities, number of assigned textbooks, and support to be able to thrive socially.

### **3R4 – Performance Results of Stakeholder Satisfaction**

An Employee Survey was conducted in 2008 using Zoomerang. Questions on the survey pertained to employees perceptions of the following general areas:

- Quality of education and graduates
- Satisfaction with facilities and equipment
- Safety and comfort
- Involvement in decision making and planning
- Leadership
- Personnel Policies
- Students
- Support Services

The results from the survey can be found at <http://www.kirtland.edu/about/institutional.htm>. Survey results were used in the Strategic Planning Summit in the Fall of 2008. In subsequent years, the college opted to administer the Chronicles of Higher Education Great Colleges to Work For in place of the Employee Survey.

During the three year cycle of PROE evaluations (3R2), advisory committee members for each occupational program are surveyed. This survey is filled out at an annual Advisory Committee Meeting and may be done individually or as a group. Questions on the Advisory Committee's survey include instructional program content and quality, equipment, facilities, placement, and follow-up studies on program completers. There are also three short answer questions pertaining to the major strengths of the program, the major needs for improvement, and additional comments or suggestions. Often members of the advisory committees are potential employers of our students and their input is extremely valuable in making sure our programs are preparing the students for successful careers.

### **3R5 - Performance Results for Building Relationships with Stakeholders**

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 to keep the college financially stable. During the last millage campaign (1990), a community phone survey showed that Kirtland had a positive relationship with the community.

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 future earnings 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 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 advisory committee members for the college.

### **3R6 – Comparison of Results with Other Institutions**

During the last two years, Kirtland participated in the Chronicle of Higher Education's Great Colleges to Work For survey. In the April 2010 survey, Kirtland had four dimensions in the Very Good to Excellent range; two in the Good range; six in the Fair to Mediocre range; and four in the Yellow Flag range. All dimensions fell below the benchmark percentages.

In the April 2011 survey, Kirtland had two dimensions in the Very Good to Excellent; three in the Good range; two in the Fair to Mediocre range; five in the Yellow Flag range; and five in the Red Flag range. Compared to other like size colleges in the survey, Kirtland's results were significantly lower. In the spring of 2011, Kirtland made significant budget cuts and eliminated seven personnel positions. The morale of the staff was reflected in the results of the survey.

The complete results can be found at <http://www.kirtland.edu/about/institutional.htm>.

### **3I1 – Recent Improvements**

Starting in the summer of 2011, Kirtland implemented an Orientation, Advising, and Registration (OAR) process for new students. Students applying to the college must attend one of the 8 – 10 scheduled OAR dates. While on campus, students and their parents attend a two hour orientation session, do their placement testing with COMPASS, see an advisor to work out a schedule, and register for classes. Students purchase their textbooks and obtain their student identification card.

Data shows, in the past, up to 25% of students that took the placement tested never registered for classes. The new OAR process should reduce that number significantly. Other process anticipated to improve, due to the collection of input after the first two OARs, will be financial aid

and the creation of an orientation book. The orientation book should help students to not feel so overwhelmed by everything they have to absorb in a short period of time.

### **3I2 – Selection of Specific Processes to Improve**

Table 3a in 3R1 shows Kirtland collects a great deal of survey information from students, stakeholders, staff, and faculty. The College Administrative Team (CAT) is kept informed of the survey results by the Director of Institutional Research, who sits on the CAT. Areas receiving negative ratings are addressed. Currently, the biggest areas of concern are the recent results of the Great Colleges to Work For survey and the morale of the staff and faculty. More budget cuts are anticipated in the current year's budget building process and communication of the rationale behind decisions is crucial in turning around the results of last year's survey.

## Category 4 – Valuing People

### 4P1 – Identification of Credentials, Skills and Values Required of Employees

All personnel issues are handled through our Human Resources office. They work closely with individual administrators in formulating postings for job openings. Minimum required credentials are determined by comparing required duties and responsibilities with industry standards and associated degree expectations, in addition to federal (FLSA, funding, licensure), and state (program accreditation, funding, licensure) requirements.

Duties for faculty members are aligned with standard accepted criteria for pedagogy, the stipulations of the Master Agreement, and consideration for any new delivery methods that the college is working with, such as for online instruction.

Duties for staff are assessed against industry standards, routinely obtained by survey of like-type colleges and periodic review of standard and typical job descriptions maintained by organizations such as the Society for Human Resource Management (SHRM). Consideration is given to newly developing requirements. If there are new duties and responsibilities associated with the position, it is reviewed by the college's Classification Committee. The committee uses a point-factor classification system, developed in partnership with Michigan State University School of Labor and Industrial Relations, for the purpose of fair and equal compensation for similar levels of work and responsibilities.

Administrative duties are determined and assigned by the college president.

### 4P2 – Hiring Processes

Kirtland Community College uses broad-based search committees, with either the participation or advice and counsel of human resource professionals. The committee reviews, selects, interviews, and recommends individuals who are deemed to possess the required credentials, skills, and values. Job postings are prepared so as to present a clear picture to the prospective applicant of what is expected for fulfillment of the position. Selection of candidates for interview is based on how closely the applicant meets the skill sets and credentials stipulated in the job description and minimum position requirements.

Interview questions are designed to solicit whether the individual actually has the knowledge claimed, and to evaluate values and behaviors. Reference-check forms rate the applicant's knowledge of work, planning and organizing, self-reliance, sensitivity, attention to detail, work standards, initiative, stress tolerance, technical/professional self-development, analysis/judgment, commitment, teamwork, dependability, and communications, and, if included on the job description, may include questions on such dimensions as persuasiveness and decisiveness.

Official transcripts of professional staff are reviewed and confirmed with the registrar of the college where issued. If proof of licensure is required, as for certain occupational faculty under the requirements for Federal Perkins funding, a copy of the current license must be provided. Only after satisfactorily meeting the requirements of all of the above is recommendation made to the president to approve conditional hire. Acceptance of the offer to hire is followed by a criminal background check on all new employees and for professional promotions such as to full-time faculty or administrative contracts.

### **4P3 – Recruitment and Retention of Employees**

All positions are posted on the college website, and are available to all with internet access. An email notification is sent to all employees and a paper posting is placed on the college bulletin boards so that all employees may be aware of the position opportunity, both for their own benefit, and so that employees may also serve as recruiters among professional colleagues.

The decision on what other media should be used for job postings is made in accordance with an assessment of how far it is worthwhile to drive, or whether it may be worthwhile to relocate, and a desire to inform diverse populations of position availability.

- Part-time entry level hourly positions are posted in local media, and Michigan Works! offices.
- Full-time support positions are also posted in regional media including the nearest major urban area, are sent to the placement offices of state colleges and universities, and may be posted on CollegeJobs.com.
- Professional and executive positions are further posted with newspapers in major state urban areas, in select professional/trade journals, and in the *Chronicle of Higher Education*.
- We have taken ads of a general nature in the National Minority Update to alert potentially interested minority candidates to visit our job posting website.

The college's Hire Procedure is on the Kirtland website at:

<http://www.kirtland.edu/policies/hireprocedure.htm>.

To retain employees, we seek to maintain equity in pay and benefits with regional employers and like-size Michigan community colleges, provide opportunities for professional development, career growth, and personal interest activities, and to recognize employees for actions "above and beyond" the routine requirements of their position. All employees are further encouraged to engage in the college decision-making process by participation on college committees.

Non-unionized staff have the Target Specific Problem Solving (TSPS) process to address issues that may impact staff morale. Unionized staff and faculty participate in Target Specific Bargaining (TSB) process to address non-contractual issues and to negotiate contracts. In part to foster shared identity, the college has all-staff activities and luncheons at least twice annually, at the beginning of the academic semesters, and an all-staff holiday luncheon prior to the Christmas break.

### **4P4 - Employee Orientation**

All new employees receive an orientation including information on procedural, cultural, and value expectations. New, "regular" (other than short-tem & temporary) employees are assigned a peer mentor to assist in conveying the "unwritten" expectations and mores of the organization. Components of the orientation include:

- Provision and assistance with required IRS, verification of identity and national origin forms
- Information on employee benefits, and on payroll procedures
- How to access information, such as the Employee Handbook online, where to find Policies & Procedures, and Forms Central
- Information on the job classification structure and process

- Procedures for taking vacation, sick leave, bereavement, leave without pay, and information on general attendance expectations
- Emergency and safety procedures
- Confidentiality requirements
- Mail room procedures and requirements
- ADA , Section 504, and other non-discrimination requirements
- General budget process and academic year
- General expectations of behavior towards colleagues and clientele, and procedures in the event of harassment or grievance
- General items; i.e. personal phone use, lunch and break periods, cafeteria and cafeteria cards, college vehicles, internet accounts and personal use of computers, keys, coffee and snack rooms, Bookstore, Child Care Center, and employee use of Cosmetology facilities, the college firing range, and exercise room
- Opportunity and procedures for professional development
- Employee review and evaluation
- Review and signature of the Summary of KCC Work Rules
- Employee Assistance Plan (EAP)
- AQIP and TSPS, and the employees role
- Institutional mission statement, and the role of the individual employee

Beyond the initial orientation, the college hosts a fall and winter convocation where all staff are informed of significant matters of interest to the institution. Periodic staff in-services are also provided to bring employees up to date in such matters as emergency procedures, harassment and discrimination, retirement planning, and other matters of law and personal interest.

#### **4P5 – Planning for Changes in Personnel**

Kirtland Community College has typically had a low annual turnover in staff, with failed hires of less than 10% and modest turnover to seek better positions. The college is a destination point for individuals seeking employment in a rural, outdoor setting. Employees are compensated well relative to the surrounding region. Many individuals remain until retirement.

Regular review is made of individuals eligible for retirement, but this has proven a very imperfect predictor of when individuals may actually do so. The faculty contract requires notification of intent to retire by November 1 prior to the year of actual retirement, effective the following June 30, which generally provides adequate notice to post and fill full-time faculty positions. The greatest challenge has come when a faculty member has left for other employment, generally at a 4-year college or university, which may provide for very little advance notice. In this event, the college has reapportioned affected classes to other qualified part and full-time faculty for up to an academic year until a search and selection can be made.

Supervisors of support staff are responsible for cross-training staff in the event of extended leave including Family Medical Leave or separation. The college maintains a pool of cross-trained part-time staff and “call-ins” (retirees and support staff hired and trained for the express purpose of filling in during peak times and absences) to be available for vacancies until the absent individual returns or can be replaced.

The college’s generous provisions for staff professional development assist in maintaining a pool of qualified individuals. Roughly half of all vacated positions are filled by promotion or transfer of internal candidates, creating a “ripple effect” of employee turnover, ultimately closed

by hire of an external candidate into a typically entry-level position, to begin the process of training and cross-training to potentially prepare them for succession.

#### **4P6 – Work Processes and Activities that Contribute to Organizational Productivity and Employee Satisfaction**

The college's Point-Factor Classification Review Process for hourly and professional support staff reviews 1/3 of classified positions each year. Supervisors are ultimately responsible for the design and maintenance of effective work processes, and the routine, periodic classification process typically triggers work-process review between supervisors and their staff. Such review also typically takes place when a position become vacant, as the supervisor must justify to the administration and president of the college any request to fill a vacant position.

In 2008-2009, the College implemented a Quality Project Initiative (AQIP Action Project) which targeted the institutionalization of continuous quality improvement processes into the workplace. All employees were trained on basic quality improvement techniques such as flowcharting and the Plan-Do-Study-Act (PDSA) cycle. Each employee was asked to identify a project that they had control over and then improve it. Projects were tracked by administrators for a year, data was collected and studied and improvements were made. Final reports were collected during the summer of 2009 and reviewed. At the completion of the Action Project, the institutionalization of the process was to incorporate into the employee evaluation process a review of what individuals have been doing to continuously improve their work processes using the PDSA cycle.

Employee satisfaction derives from being both regularly heard and individually considered in the work-flow process review. To further encourage open employee participation, the college practice is to raise the compensation grade for positions with sufficiently enhanced institutional impact under point factor analysis, but to "hold harmless" occupants of downgraded positions, so long as performance is otherwise acceptable.

#### **4P7 – Ethical Practices of All Employees**

The college takes a number to steps to recruit, inform, assist, and monitor employees to establish and maintain ethical standards and practices. During the hiring process, ethical behaviors are assessed during interview and reference checks, and background checks are performed on all new employees. Ethical practices and expectations are a part of employee orientation.

The human resource office continuously receives information on best practices in law and at other institutions, and recommends updates to policy and practice accordingly. Employees are periodically reminded in workshop and training of the need to perform ethically and all employees are encouraged to report behavior perceived as unethical. Non-unionized staff have an elected representative who can serve this function, and relay the information anonymously to human resources, should the employee not wish to communicate directly. There is an Institutional Review Board established in accordance with federal guidelines to assure that the rights of human research subjects be protected. The college's Code of Employee Conduct, POL 5.005, at <http://www.kirtland.edu/policies/pol5005.htm> provides guidelines to employees on ethical conduct and decisions.

The Office of Human Resources is readily available to answer questions and provide guidance to employees unsure if an action would be considered in violation of the employee code of conduct. The small size of the institution would make it difficult for an individual to act unethically without coming to the attention of other employees, and yet the college has sufficient

staff to establish appropriate checks and balances in the handling of funds, products, and services, and undergoes a comprehensive 3<sup>rd</sup>-party audit annually, in addition to periodic state and federal program reviews.

#### **4P8 – Determining Training Needs**

Employee training needs are identified by the Office of Human Resources in accordance with general federal and state legislative and rule requirements, by supervisors in accordance with specific program requirements and individual employee skill sets, and by employees self-identifying areas in which they would value skill enhancements.

Alignment with short- and long-range organizational plans takes place in the discussion between HR (the funding source for all non-faculty), the supervisor, and the division administrator, the signatories of professional development funding authorizations. Desired professional development and training objectives are typically discussed with employees during performance evaluations, and may be mandated under conditions of "improvement required." Employees are encouraged to take advantage of professional development opportunities by the generous availability of funds, and liberal policies which enable funding for a wide variety of professional development activities ranging from classes, both at Kirtland and from other institutions, and workshops, seminars and conferences which are not restricted to professional-level staff. Such opportunities are deemed to better position faculty, staff and administration for improving individual productivity, enhancing instructional and non-instructional programs and services, better enabling student success, and providing for smooth transition when personnel changes occur.

In the academic year of 2011-2012, the instructional division will implement a new Action Project called Design Specification for Learning which emphasizes teaching and learning techniques in an active learning environment. In addition, all faculty professional development requests will be evaluated, by a committee of peers, against established criteria that promotes better teaching and learning in classroom activities.

#### **4P9 - Training and Developing Faculty and Staff**

Kirtland provides a variety of training and professional development options, from individual training modules and on-site workshops, to funding for professional-level classes, to memberships in professional organizations, and the opportunity to attend local, regional, and national conferences.

In the past, each faculty member had an allocation of \$1,000 for spending on personal professional development activities, and were able, like staff, to request additional funding from the Human Resources office for additional job-related professional development assistance. A new process for faculty to access professional development funds was described in 4P8 and will be implemented this year.

Some training is mandatory, ranging from sexual harassment for all staff, to programs like blood borne pathogens, and alignment training for select staff. The value of continuous training and personal development is reinforced through the performance evaluation process and the faculty compensation grade advancement process. Incentives are reinforced by providing paid time to participate in job-related workshops and seminars. Promotion for non-faculty may be facilitated by acquiring credentials beyond what is required for one's current position.

#### **4P10 – Personnel Evaluation System**

The performance of each employee is important to the College's success. The evaluation system for classified staff members is designed to facilitate alignment with institutional program objectives by meeting the following appraisal objectives:

- Encourage communication between employee and supervisor.
- Identify and document individual contributions to the goals and objectives of the college.
- Establish clear and mutually agreeable standards of performance.
- Motivate employees to improve performance.
- Ensure that all decisions affecting job status are based on job-related factors.

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 member (both full and part time) will be evaluated on their instruction every three years at a minimum. 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 visits, 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 1P11 in determining and documenting effective teaching and learning.

The president typically utilizes a similar process and format to the one used for classified staff for administrators. The president reviews, with each administrator, his/her accomplishments as outlined in the Operation Plan and Administrative Objective as described in Category #8. Occasionally, a 360 review, including staff, colleagues, and members of the Board of Trustees in the appraisal team has been used for administrative staff.

#### **4P11 – Employee Recognition, Reward, Compensation and Benefit Systems**

Recognition, reward, and compensation systems have focused primarily on building skill, knowledge, and expertise by encouraging longevity and reducing employee turnover. It may be stated employee turnover at Kirtland Community College has been low. Pins for years of service are distributed at the all-staff winter convocation luncheon, and all regular employee groups have longevity payments for years of service beyond the length of the standard salary schedules, which is, itself, a reward system.

A new initiative started by two staff members, in the spirit of continuous quality improvement is called “Celebrating Champions.” This project is a means for Kirtland employees to recognize co-workers for a job well-done, for going above and beyond regular job responsibilities. The first two “KCC Champions” were recognized and rewarded for the winter semester 2011. These employees went above their usual job duties to provide outstanding service to all aspects of the college. Nomination forms are available on the college’s website. New champions are recognized every semester.

Benefits are greatest for employees who achieve full-time status, and additional rewards for long-serving employees include a sick-time payout for those who have been judicious over time in the utilization of that benefit. Employees are allowed flexibility in work hours, where appropriate, and early dismissal (with pay) before holiday weekends.

#### **4P12 – Motivation Issues**

Kirtland has long practiced an open door administration, whereby any employee may see any administrator and air concerns. Administrative staff may then meet formally or informally for the resolution of employee issues. More formal mechanisms include regular meetings under the auspices of Target-Specific Bargaining (TSB - unionized employees) and Target-Specific Problem Solving (TSPS - non-unionized staff) to review and discuss problems submitted by employees, form data-gathering teams, bring information back to the TSB and TSPS Teams, and take recommendations for resolution to the College Administration Team (CAT).

Periodically, the college queries staff on employee satisfaction, opinion, and matters of concern (3R4). The information is compiled and provided to the CAT for review, discussion, and action as deemed appropriate.

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

**4P13 – Employee Satisfaction, Health, Safety and Well-being**

Kirtland has very active Wellness, Safety, and Security committees with broad employee representation on each. They are charged with monitoring, evaluating, and making recommendations concerning employee health, safety, and well-being. There is also a Benefits Committee, charged primarily with evaluating and making recommendations concerning Medical Care Plan design and the plan carrier.

The Wellness Committee is active in promoting weight reduction (Weight Watcher's at Work) and physical activity programs, works with food service staff to promote healthy eating choices, actively promotes tobacco cessation and drug and alcohol abuse awareness, sponsors employee flu vaccinations, and sponsors an annual Health Fair for students and employees. The committee was involved in the selection of a professional wellness provider to perform health risk assessments. The wellness provider coaches the committee in meeting its goals. The college is well aware that employee recruitment, well-being, on-the-job time utilization and productivity, morale, retention, and the controlling of soaring health care costs are all intrinsically related to employee wellness.

The Safety Committee is primarily focused on matters of occupational safety, such as slip, trip, and fall, meeting all OSHA and MIOSHA standards, emergency egress, ADA physical requirements, safety awareness, and safety training. Safety training, such as Hazard Communications, Respirator, Enclosed Space, Blood borne Pathogens, Emergency Life-Saving Procedures, and others as required by OSHA and other regulatory agencies is provided to all appropriate staff by OSHA trainers, certified in-house experts, exchange programs with other employers, and via computer modules, coordinated and provided by Human Resources. This committee also provides oversight for the tracking and safe disposal of hazardous chemical waste and assures compliance with regulations such as hazardous materials disposal, Right to Know, etc. The Director of Facilities performs regular inspections of campus buildings and environs, arranges for mitigating or eliminating potential physical injury hazards or barriers to passage, and reports progress and concerns to the committee for possible action at the CAT, if necessary.

The Security Committee is involved with campus public safety and emergency procedures and has prepared and periodically updates the college emergency preparedness plan and the pandemic disease response plan. The committee has initiated annual workshops for students and employees on stalking, assault, and rape prevention awareness. The committee works closely with area county Emergency Services offices to coordinate responses in the event of a broad-based emergency and coordinates with the Red Cross as an evacuation point. Periodic testing and drills, both tabletop and campus-wide physical exercises, including the involvement of state and regional emergency service professionals, have been undertaken and are being planned. There is a trained, professional Behavioral Intervention Team in place to evaluate and respond to reports of threatening statements or behaviors. A campus Public Safety office staffed with certified professional police officers and backed up by certified professional officers instructing in the college's Law Enforcement Programs is in place to protect students, employees, and visitors to the campus, as well as assist in local emergencies as necessary.

Employee satisfaction with workplace health and safety has been and will be queried in periodic employee surveys. The relative success of the various programs can be accessed by the college's low incidence of injuries, workman's comp claims, and absence of incidents required to be filed in the college's Campus Crimes Report.

**4R1 – Measurements of Valuing People**

The college has, periodically, collected data on employee satisfaction, turnover rates, health and safety, and wellness metrics, and has regularly collected data on comparable pay and benefits. In 2008, the Institutional Research department developed an Employee Satisfaction Survey, which was administered to 155 employees. In 2010 and 2011, the Employee Satisfaction Survey was replaced by the national Chronicle of Higher Education's Great Place to Work For survey.

As staff interviewed wellness providers, they were interested in the experience and ability to assist the wellness committee in gathering baseline data on employee participation, aggregate biometric data, and long-term claims analysis. Staff have become aware that it is not only necessary to collect data on a perceived as-needed basis, but to systematically collect data to establish baselines and more accurately identify and assess trends.

**4R2 – Performance Results of Valuing People**

Employee retention has been consistently high, with turnover largely the result of retirement.

Overall, employee satisfaction as expressed in periodic surveys, has been considered positive, with typically fewer than 5% indicating a dissatisfied overall outlook. The results from recent Great Places to Work For surveys are synthesized in 3R6 and the website at <http://www.kirtland.edu/about/institutional.htm>.

The college has a safe and secure environment as reflected in low injury and almost nonexistent crime rates.

**4R3 – Evidence of Productivity and Effectiveness through Employees Helping Achieve Institutional Goals**

Employee performance evaluations are predominantly positive. There is a high degree of promotion from within. And, the primary reason for exit from employment is retirement.

The evidence that the afore mentioned staff evaluation process is not simply ingrown is attested to by the fact that an exception to internal promotion has been to the presidency, and Kirtland presidents, coming from other educational backgrounds, have been generally satisfied with the productivity and effectiveness of faculty, staff, and administrators.

Kirtland faculty, staff, and administrators have been active in their respective professional associations, both enhancing their professional skills and knowledge. A number of employees have been elected to leadership roles within their associations which reflect the respect and recognition of their professionalism and abilities by their peers at other colleges.

**4R4 – Comparison of Results with Other Institutions**

Kirtland has systematically compared compensation and benefits to other like-type colleges and such comparables as area K-12 school systems, hospitals, local units of government, and major regional employers like Weyerhaeuser and Lear Corporation. These comparisons indicate that entry-level hourly employees are generally well compensated relative to comparables, with the relative comparison falling such that support professionals are somewhat less well compensated, but the benefit packages are superior, and certain elements of the regional cost-of-living index, notably housing, are relatively modest.

3R6 provides comparison information of Kirtland's employee satisfaction to other colleges in the Great Place to Work For survey results.

Discussions have been initiated within the Michigan Community College Human Resource Association (MCCHRA) concerning the establishment of common metrics for collection other than the standard comparisons of pay and benefits. And, agreement has been reached on the calculation of employee turnover, although implementation and collection of data has only just begun. Other data has only recently begun to be collected, and common standards of meaning are as yet not fully established.

#### **411 – Recent Improvements**

In September 2008, the college held a strategic planning summit including employees, work-studies, and members of the board of trustees. It was their mission to discuss and gather consensus on our joint mission, vision, values, goals, and strategic direction. In 2009, the college administration developed a detailed strategic plan with objective measures of success for the first time. We are initiating procedures to more systematically collect data, and to analyze data being collected, on employee satisfaction, health, and wellness. The implementation of the Great Colleges to Work For is just one example.

#### **412 – Selection of Specific Processes to Improve**

The college has a long history of broad employee participation in goal-setting and decision-making, with Target-Specific Bargaining and Target-Specific Problem Solving being initiated in the early 1990's. Employees at all levels participate in the hiring process, the development of policy and procedure, problem resolution, goal-setting, and more recently in the development of the college's strategic direction. Employees are encouraged and have been in-serviced in "plan, do, study, act," and in participation in AQIP Action Projects, so they are attuned to the requirements for developing, assessing, and improving processes for improved performance results.

## Category 5 – Leading and Communicating

### 5P1 – Organizations Mission and Vision

The current mission, vision, values statements of the college were established during a summit of college employees, students and community members in 2004. All employees have a copy and conference rooms throughout campus have a framed copy hanging on the wall. The mission statement is still current, although there has been discussion recently among members of the board of trustees, the president, and members of the college's administrative team on a potential revision to make the mission statement shorter with more impact. The mission was reviewed by the president at convocation of all employees in 2010. Some board members have submitted recommendations for a new mission statement.

The college is at a point in time where it needs to determine if a major summit meeting needs to be scheduled to review the mission, vision, and values. A driver for this action would be if the college had to change its mission because of major budget reductions. Kirtland's preferred method of reviewing the mission statement is to invite as many stakeholders as possible to a summit. The president is facilitating discussions about the mission.

### 5P2 – Leadership Direction that Align with Mission, Vision and Values

The president uses the strategic plan (<http://www.kirtland.edu/about/documents/Strategic-Plan-Executive-Summary.pdf>) and works with the college administrative team to develop yearly operational plans to set directions that align with the mission, vision, and values of the organization. Also, department and division goals and plans are expected to align with the college operational plan. The strategic plan is developed at a stakeholders' summit every three years. The yearly operational plan is developed with the following steps:

- A retreat of the college administrative team is conducted to review the strategic plan and discuss goals and measurable action plans that will accomplish the mission.
- Using notes from the retreat, the president composes a document that is reviewed by administrators and specific operational goals are developed.
- The members of the board of trustees review the operational goals, provide input, and suggest action projects and goals that can be added to the document.
- College administrative team members are assigned to each goal and they, in turn, select a team to help accomplish the goal. They may also create division plans and goals that conform to the college operational plan.
- The action plans are written to be measurable and commit the college to high performance.
- The operational plan is presented to employees and is evaluated at the president's cabinet.

The 2011-2012 Operational Plan is attached in Appendix A.

In addition to the above process, the evaluations of the administrative team reflect their accomplishment of the operational plan. Other planning processes including the budget plan, AQIP action projects, and assessment plan are expected to flow from the strategic and operational plans.

**5P3 – Accountability to Students and Stakeholders**

Kirtland leadership strongly believes the themes of the strategic plan represent the preferred future direction of the college and that it will better position the college in its educational markets.

The mission and strategic plan were created after all employees joined together, along with students and members of the community to create the strategic themes in the plan. There was considerable input from all stakeholders in both processes.

The yearly operational plan flows from the strategic plan. The college employees collect strategic information from constituents including standing advisory committees, ad hoc advisory committees, employee teams, surveys, citizens at informal meetings, and when employees become part of the communities they serve.

Kirtland currently has representatives on nearly all school boards in the district it serves, in a large portion of the service clubs in existence in the area, and has representatives or connections to a large number of other agencies where it gathers information about the needs of its service area.

The student senate is a vital part of the communication system with students. In addition, the college informally gathers information from citizens enrolled in community education courses.

**5P4 – Seeking Future Opportunities While Focusing on Students and Learning**

Kirtland instructional administrators and president believe it is essential that the organization seek future opportunities to improve student learning and academic programming and do so in the following ways:

- Employees are encouraged to become members of community networks to identify opportunities. For example, the president is a member of the Mercy Hospital Grayling Board of Directors where he gathers information about the medical facilities in northern Michigan.
- Employees are provided professional development funds through the human resources department and through department funding. In the past academic year, approximately \$65,000 was invested on professional development in this small college. These professional development efforts work towards betterment of the college and improved retention of students, as a couple of examples.
- Staff members of occupational programs meet regularly with advisory committees to gain ideas and explore opportunities for our students as well as new programming.
- New programs are developed and implemented using a standard process outlined in the program review model (1P14). This includes ad hoc advisory committees made up of practicing professionals.
- The Board of Trustees attends leadership sessions offered by the Michigan Community College Association and the Association of Community College Trustees.
- Employees are hired from outside the college district and bring new ideas and processes to the college.
- Kirtland's budget supports employee membership in professional associations.
- Kirtland employees are part of state organizations and committees.

- The president provides reports to county commissioners and gives speeches to all civic organizations who request his presence. In the past year, this resulted in approximately 25 speaking engagements.

### **5P5 – Decision Making Processes**

Decisions at Kirtland are made by the president, the college administrative team, supervisors, and teams created to lead and make decisions on certain issues or problems. The board of trustees is a dynamic group who sets policy for the college.

Decision-making is being pushed down to the lowest level by flattening the organizational structure and creating quality circles. Teams are created to make recommendations to the college administration. Teams are created as needed and the writing of team charges or charters is encouraged. Supervisors have been trained on working within a team structure during the 2009-2010 academic year. The college will continue to provide training as needed for new employees.

The AQIP Joint Strategy Forum team, consisting of members who have been trained at AQIP Strategy Forums, acts as the steering committee for all AQIP action projects. They identify teams of people to work on each action project.

The Curriculum and Instructional Committee, consisting of faculty chairpersons, student service staff, and instructional support staff, is charged with creating and delivering a curriculum within guidelines established by accrediting agencies, board policy, and the committee itself. The Instructional Council, which has a very similar membership, is charged with making decisions on the academic operations of the college. A classification committee makes decisions on the employment classifications of the employees.

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. Each Target Specific team has representatives from their memberships and college administrators. 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.

The president has provided training and discussion on the concept of a loosely-coupled organization. The goal of this effort is to create a culture more accepting of teams, collaboration, and data collection.

### **5P6 – Use of Information and Performance Results in Decision Making Processes**

Guiding principle #2 states “We strive for consistent use of appropriate data in all decision making.” The Institutional Research department at Kirtland provides data for decision making processes. Additionally, the chief financial officer regularly assembles data on the financial condition of the college. Data are used in the budget building process, in the program review model for academic programs, employee benefit determinations, etc.

Survey information is found on the college website <http://www.kirtland.edu/about/institutional.htm>. Employees have access to the college’s administrative software and InfoMaker software used to perform inquiries of data stored on the administrative system. Employees have access to state and federal information including (Integrated Post Secondary Educational Data System (IPEDS) and Activities Classification System (ACS), a state source of financial information.

Both Target Specific Bargaining and Target Specific Problem Solving labor relations 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 solution to the problem is mutually agreed upon 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 only starts to address the issue of Kirtland having 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.

### **5P7 – Communication Among Levels and Units of the Institution**

Kirtland has and is having conversations about communications, up and down, and side to side of the organizational chart, a loosely coupled organizational concept. Administration believes that there is a need for improvement in this area but does not have benchmark comparisons with other colleges. It is in the process of conducting conversations to determine the cause and cure for this concern. Two methods the president has chosen to improve communications within the organization structure include discussing the issues in meetings and flattening the organizational structure.

The main avenues for communication, up and down and side to side, in the levels of the organizational chart include:

- Minutes of the College Administration Team (CAT) meetings are electronically distributed to all employees. Because this team is considered an important decision-making body of the college, the minutes are read by a high percentage of employees and board members, as evidenced by the fact that if the minutes do not get circulated then people start asking about them.
- The president hosts informal meetings entitled “Coffee with the President.” They are a source of information and discussion to all attendees at the sessions. The president also facilitates round-table discussions on specific topics of concern and regularly produces newsletter-type documents on major areas of concern on campus.
- Convocation is conducted at the beginning of each semester and provides information to all employees in attendance on what is happening at the college and the future direction the college may be heading.
- Informal and formal electronic messages are an important delivery tool for information.
- The Board of Trustee meetings and the board information packet and agenda are important sources of information to employees and citizens. Agenda’s are distributed electronically to all employees and approved minutes are posted on the college’s website.
- College committees consist of members of different departments. Traditionally representation on teams is distributed between the Roscommon campus and the MTEC site.

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

**5P8 – Communication of a Shared Mission, Vision and Values**

The college president communicates the value of a shared mission in all college communications and attempts to reinforce it in formal and informal meetings. Senior leaders at Kirtland communicate the importance of the mission, values, and vision at their department meetings and at other informal opportunities. Employees are encouraged to visit other colleges to learn best practices.

The college maintains programs that emphasize high performance. The Quality Matters Program (1P12) infuses quality into online courses. The AQIP action project on Quality Initiatives (4P6) emphasizes quality throughout the college. The college has recently started discussion on the creation of Centers of Excellence in programming.

**5P9 – Development of Leadership Abilities**

Leadership abilities are encouraged through the evaluation process and with the use of extensive professional development. Being a small college, senior administrators routinely rotate participation in committees and seek out employees who have not always participated in teams and for leadership roles. Every employee is expected to perform a role beyond their job description.

Kirtland routinely provides workshops for individuals to enhance leadership abilities. For example, three workshops on working in teams and using data was provided to employees. All employees were asked and invited to attend budget development workshops with the president and chief financial officer causing them to learn more about establishing financial priorities. Employee convocation provides information to all employees about various topics, sometimes about leadership. The AQIP process at Kirtland requires employees to become part of teams and to accept roles in team leadership. The college administrative team has been expanded to include more individuals outside college administrators.

Most communications that share leadership knowledge, skills, and best practices are communicated informally throughout the college. The college makes an effort to enhance informal learning using digital technology. For example, the college now uses Google Applications to create documents. This software allows immediate sharing of various documents. The college's operational plan was created using this process where administrators could watch other key ideas and actions projects on the document in "real time." This creates a culture of leadership development. Employees share their calendars on Google.

Membership on search committees is rotated and involves many employees. When possible, interim positions are filled with current employees providing them leadership opportunities. All employees have the opportunity to participate in computer training. The most recent has been the use of Google applications to communicate and create teamwork.

**5P10 – Leadership Succession**

As a routine, individuals are cross-trained to provide backups for each position. For example, the financial controller has the ability to perform any of the functions in the accounting office. All members of student services department at the M-TEC site can perform each other's duties and do on a daily basis.

The president of the college has begun the work of creating a succession plan for the office of president. This document contains a listing of the recommended steps to fill the position, an expanded listing of jobs the president and his/her staff complete on a monthly basis, a listing of

possible interim candidates for the position, a listing of search consultants for the position, and so forth. This plan needs to be expanded to all positions in the college.

Future leaders are provided professional development, thus preparing them for positions higher in the organizational chart or positions they prefer. Individual evaluations identify career goals and career tracks along with recommended educational preparation. Temporary positions, like faculty chair, provide leadership development and routes for succession to more senior positions.

### **5R1 – Measurements of Leading and Communicating**

The college gathers information from the following surveys that indicate performance in leading and communicating (3R1):

- The Community College Survey of Student Engagement and Community College Faculty Survey of Engagement is completed every three years and provides information on communication and leadership in the classroom. By design, it communicates information about the college's performance as compared to other colleges.
- A survey of Great Places to Work For has provided the college the opportunity for discussion about leading and communicating. Follow-up surveys will be conducted with the goal of identifying specific tactics to improve communications and relationships between groups of employees.
- A survey evaluating the president is conducted every two years by the president to gather information about communication and leadership.
- Evaluative surveys of senior leaders provide leadership opportunities in the areas of communications and leadership. These surveys are used in individual performance evaluations.

Most survey information collected is analyzed by the Director of Institutional Research and the college administrative team and discussions are conducted with all constituents and stakeholders and made available on the website.

### **5R2 – Performance Results for Leading and Communicating**

In general, the college administrators believe that the college is improving in leading and communicating processes and systems. There is concern that many processes are not written and therefore are more verbal than desired. This is characteristic of small rural colleges.

Survey information about leadership and communications indicates that:

- Employees feel that relations between staff and faculty need to be improved for more effective leadership. (Great Colleges survey)
- Leadership of the college is criticized for being unfair. Further analysis of this information is upcoming. The current hypothesis is that the perception of salary classification is of concern to staff members. (Great Colleges survey)
- There is less respect than desired between different groups of employees. More information needs to be collected to analyze this data. Discussions with employees leads administration to believe that there is a rift in relationships between faculty and staff. (Great Colleges survey)
- Professional development opportunities for employees are excellent. (Great Colleges survey)
- The compensation and benefits of employees is excellent. (Great Colleges survey).

- The majority of employees are satisfied or very satisfied with the level of involvement in decision-making. (2007 fall employee survey)
- The majority of employees are satisfied or very satisfied with the level of involvement in setting campus priorities and planning processes. (2007 fall survey)
- The majority of employees are satisfied or very satisfied regarding the effectiveness of the various AQIP committees. (2007 fall survey)
- The majority of employees feel like they are part of the KCC team. (2007 fall survey)
- The majority of employees feel like the AQIP process is working at KCC. (2007 fall survey)
- The majority of employees feel they have support for innovation. (2007 fall survey)
- 74% of students indicated they use the college website to gather information. (2009 student survey)
- 38% of students indicate they communicate with the college using its Facebook site. (2009 student survey)
- 43% of students indicate they communicate with their instructors often or very often. (2010 Community College Survey of Student Engagement)
- 31% of students indicate they communicate with their instructors often or very often about career plans. (2010 Community College Survey of Student Engagement)

### **5R3 – Comparison of Results with Other Institutions**

Recent results from the April 2011 Great Colleges to Work For survey shows a significant drop in the percent of positive (Strongly Agree or Agree) responses to questions related to Senior Leadership and Faculty, Administration & Staff Relations. Kirtland's percents are around forty-one percent and the benchmark cohort of other like size colleges in the nation is around sixty-seven percent. Kirtland's percent on those same dimensions were around fifty-seven percent in the April 2010 survey. The decline might well be the result of significant budget cuts in the spring of 2011 and the loss of seven personal positions.

### **5I1 – Recent Improvements**

Kirtland's current efforts to improve leading and communicating have been comprehensive only in regard to using quality circles/teams as a method of organizing. It has made inroads into creating leadership opportunities for employees, but this is not systematic. Some research on this has been conducted but it is limited.

A listing of recent improvements in leading and communicating include:

- Leadership workshops were provided to nearly all employees to improve their ability to work as a team in the AQIP process.
- The use of data is emphasized and the college culture is improving on the use of data in decision-making. A workshop was provided to employees and team leaders to help them use data in team discussions.
- Leadership workshops are being provided by the president to help employees understand the importance of communications and to understand their role in communications in the organizational chart.
- Strategic planning and operational planning are, for the most part, institutionalized at Kirtland.
- Evaluations of employees include data collection and discussion of improvement in communications and leadership.
- Professional development is well established and routine at Kirtland and is a frequent topic of discussion in employee evaluations.

- The college website is a source of information for plans and changes in communications.
- Informal communications using digital technologies have been improved. The college has entered into the realm of computing in the “cloud” and is now discussing how faculty teach and students learn in the “cloud.”

### **5I2 – Selection of Specific Processes to Improve**

The college administrative team performs a major role in selecting specific processes to improve. This team represents all parts of the college and is responsible for keeping the lines of communication flowing in both directions. This team discusses and sets targets for improved performance formally in the yearly operational plan. The strategic planning process is also a mechanism for identifying changes in leading and communications processes. Other college teams review leadership processes and performance. For example, a team of software module managers reviews processes for the use of administrative software.

The Board of Trustees, in informal and formal methods, provides input to processes of leading and communicating. The president has been discussing the culture of bottom up decision-making using teams as a method of improving communications. The college has flattened its organizational structure in Student Services to make it more responsive to change and improved communications.

## Category 6 –Supporting Institutional Operations

### 6P1 – Identification of Support Needs for Students and Stakeholders

Kirtland uses multiple methods to identify the needs of those we serve including recurring online and classroom surveys as mentioned later in this report. However, we have also recognized a significant impact using less formal methods from focus groups and community forums to anecdotal information collected on recruiting visits or community meetings. Web and social media are also becoming increasingly important in our strategy to identify needs. They are areas that have been bolstered significantly over the past several years.

A key strategy has been working with community leaders to determine the needs for each area. There is no “cookie cutter” approach that will work in every community; each has diverse needs and economic opportunities. In two communities, we have partnered with the local high school and Habitat for Humanity to offer construction trades experience in a real-world project-based scenario for dual-enrolled high school students. It is a win-win situation, providing community service and experience for the students while allowing the school and Kirtland to offer an affordable program.

Representatives from multiple departments meet regularly with our Intermediate School District (ISD), school counselors, principals, and advisory groups to identify needs in areas ranging from academic trade programs (art, automotive, business, etc.) to performing arts and early childhood development. Over the past two years, we have placed emphasis on meeting the need for Dual Enrollment and Direct Credit courses as a result of goals outlined in our strategic plan and based on the impact of funding challenges in our K-12 districts.

Social media is also playing an increasingly significant role in identifying the needs of our stakeholders, from input on our Facebook and Twitter pages to analyzing visits to our websites, videos, and services. We use these tools to do more than market the college or communicate. Our eBrochure is a great example of a tool that is, not only a marketing and communication tool, but also provides feedback and data on which programs and services students are interested in.

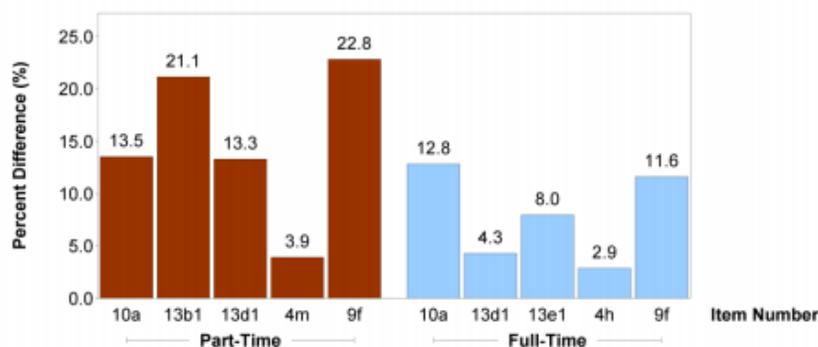
With regard to our student’s needs specifically, the Community College Survey of Student Engagement (CCSSE) is a crucial tool used to benchmark support for our learners.

Table 6a is an excerpt from the 2010 *Key Findings for Kirtland Community College*. It demonstrates the 5 highest areas of student engagement at Kirtland compared to the 2010 CCSSE Cohort. Of the five, three involve student support functions including tutoring, counseling, and financial aid.

Table 6a

Item Number	Benchmark	Item
<b>Part-Time Students</b>		
10a	Student Effort	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13b1	Support for Learners	Frequency: Career counseling
13d1	Student Effort	Frequency: Peer or other tutoring
4m	Student-Faculty Interaction	Talked about career plans with an instructor or advisor
9f	Support for Learners	Providing the financial support you need to afford your education
<b>Full-Time Students</b>		
10a	Student Effort	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d1	Student Effort	Frequency: Peer or other tutoring
13e1	Student Effort	Frequency: Skill labs (writing, math, etc.)
4h	Active and Collaborative Learning	Tutored or taught other students (paid or voluntary)
9f	Support for Learners	Providing the financial support you need to afford your education

For instance, a greater percentage of your part-time students ( 13.5%), compared to other part-time students in the Cohort, responded at least '11-20' hours on item 10a .



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

As mentioned in our 2007 System Portfolio, we use several very successful groups to identify the needs of our staff and faculty. Target Specific Problem Solving (TSPS) and Target Specific Bargaining (TSB) provide a formal documented process to identify problems and communicate as well as track and measure process improvement.

Both the eServices and Facility departments now use an online work order tracking system (SchoolDude) to not only collect work-orders, but also analyze trends, develop communications, and determine training needs.

Similar to the informal community forums discussed in 6P1, our president regularly hosts “Coffee with the President” to provide an open forum for questions and concerns staff might have.

Finally, over the past two years the College Administrative Team, which meets weekly has been expanded to include functional areas such as Institutional Research, Marketing, and our Foundation.

**6P3 – Support Processes that Contribute to Physical Safety and Security**

Kirtland's support processes for safety and security are accomplished through two primary means, one being a campus Safety Committee involving representatives from each area of the college. The other is communication via the Public Safety website, <http://www.kirtland.edu/publicsafety> and frequent email communications from the Public Safety department. The department publishes several recurring reports including the Campus Security Report and Daily Safety Log along with information regarding specific events such as flu prevention and Emergency Preparedness.

**6P4 – Management of Key Support Services**

There are numerous tools we use to manage and measure services, some of which include feedback in the form of surveys as discussed in various sections of this document. We also use information such as call volumes, log information, and budgets.

An example is our recent change in the server infrastructure used for our student information system. When the system was reported to be slow during peak registration times, staff reviewed logs, help-desk tickets, and feedback from departments to identify the problem and implement a cost effective solution. More importantly we could quantitatively measure the amount of traffic the new system would need to handle at peak times and implement a solution that was cost effective while addressing the problem. Additionally, we were able to qualitatively evaluate the solution by noting the reduction in calls and help-desk tickets during the next registration.

Another example is the analysis of improved circulation data in our library software to prioritize budgeting for our collection, resulting in a collection that more accurately reflects our student's needs based on our curriculum.

Communication is the key to maintaining good processes. Our primary venue continues to be face to face communications through our College Administrative Team (CAT). In addition to discussing and coordinating processes throughout the college, the minutes published by this team serve to ensure the entire college is informed. Additionally, posting of agendas to the college community ensures that anyone with an interest in an upcoming topic is aware and can either attend the discussion or make sure someone represents their issue.

Finally, the most important tools are our Strategic Plan and annual Operational Plans (5P2 and Category #8). This is where we communicate the long range direction and priorities, and through the goals, implement actions to move in that direction. Ultimately, our progress or success is measured against those goals on an annual basis.

**6P5 – Documentation of Support Processes**

Our support processes are formally documented through a combination of policies available through our website (<http://www.kirtland.edu/policies>), and departmental procedures. There is also an increasing wealth of information and knowledge stored and shared via multiple web based tools including our student information system (Jenzabar EX), our website, and increasingly through Google Applications. Many of these tools serve to automate and document the processes of the college and allow for feedback or input regarding processes.

Social media and web applications are also becoming a crucial part of our support process, encouraging sharing of knowledge and information, and empowering everyone to become involved in process improvement. This is one area where the various parts of our website that

are aimed specifically at supporting our processes provide the best examples. Below are several of our “best practices.”

For some time, we have used web forms and surveys to obtain employee, student, and community input. Most recently, they have been used in the budget building process. This has provided a unique opportunity for “everyone” to have input. This direct input is then used by administration in the budget development process. As an extension of this process, and as a result of the input and questions raised, the president has published a series of informational newsletters to help educate employees regarding budget priorities and issues facing the institution.

An example from a student perspective starts with the Admissions website (<http://www.kirtland.edu/admissions>), available at “Getting Started.” The process for each type of student is outlined, step-by-step, and if students (or staff) have a question or want to share an idea you can chat with someone from that department - real time, right now! This also ensures that the Student Services staff keeps their processes and information up to date since students see it every day.

Finally, we continue the practices established through one of our earliest AQIP action projects, Retooling Trust Through Effective Communications, as we publish minutes of major committees via email and post Board of Trustee Meeting minutes on the college’s website.

#### **6R1 – Measurement of Institutional Support Services**

The following is a representative list of the measures we use regularly. Many are available on our website under Institutional Reports/Surveys (<http://www.kirtland.edu/about/institutional.htm>). Other reports are more departmental in nature:

Institutional Data and Effectiveness Indicator Report, Student Survey Results, Student Retention Measures, IPEDS Data Feedback Report, CCSSE, Great Colleges to Work For Survey, Employee Survey, Core Data Service, Digital Community College Survey, Michigan Activity Classification Structure (ACS) Report, Operational Budget, and Annual Operational Goals.

#### **6R2 – Performance Results for Student Support Services**

Comparing our benchmark CCSSE results in the area of Support for Learners with those identified in our 2007 System Portfolio, Kirtland has demonstrated improvement moving from an overall score of 51.5% (slightly below other small colleges at 51.9%) in 2007 to 53.5% (above the small college average of 51.3%) in 2010. The entire survey results can be found at <http://www.kirtland.edu/about/institutional.htm>.

#### **6R3 – Performance Results for Administrative Support Services**

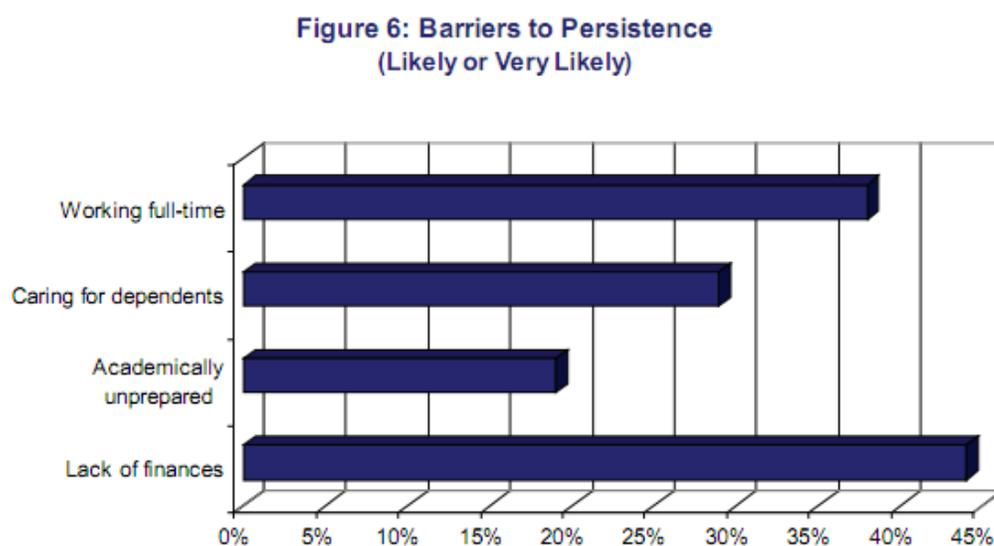
Our results for other administrative processes are reflected in the administrator’s ability to balance the budget and still maintain a high level of services. For Kirtland, maintaining a balanced operating budget while continuing to improve services - particularly in light of declining revenue and increasing expenses is a valid indicator of performance. We have already shown our success in improving service to our students and discussed expand service to other stakeholders in other areas of this report. We consider accurate budgeting as a service in itself. We have demonstrated performance with the improvement of student services and providing exceptional employee benefits while contributing to our capital improvement fund for facilities upgrades.

### 6R4 – Use of Information and Results to Improve Services

As we assess the needs of our students and other stakeholders we must take care to focus our limited resources on those areas that will have greatest impact. While benchmarks and measures against other institutions and standards are valuable, the impact on our student's success is the most important measure. As indicated in our 2007 CCSSE report, persistence continues to be an area of great concern in supporting our students. Using this information, we addressed three of the top four barriers in our 2009 Strategic Plan and are continuously adapting strategies to mitigate them through our annual operational goals. By using IPEDS data, we can measure our impact in these critical areas.

An example of how we directly tie-in to student success is cost or affordability as it relates to student persistence. CCSSE results showed that lack of finances was the top "barrier to persistence" as reported by almost 45% of our students in 2007 (Table 6b). This demonstrates importance of affordability as it relates to our student's success.

Table 6b



Through the focus provided by our strategic plan and the ongoing controls in our budgeting process, we have worked to contain costs and provide value for students by maintaining the lowest tuition and fees in our IPEDS peer group over the past 4 years, while continuing to improve services as indicated in Table 6a.

Table 6c

## IPEDS DATA FEEDBACK REPORT

**Figure 4. Academic year tuition and required fees for full-time, first-time, degree/certificate-seeking undergraduates: 2006-07--2009-10**



**NOTE:** The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2009, Institutional Characteristics component.

To address the area of “Caring for dependents,” Kirtland embarked on a project to build and operate a new Early Childhood Learning Center in collaboration with the Great Start Collaborative. This facility was designed and operates with input from numerous community and student forums. The center opened in early 2011 and we believe will have a direct impact on student persistence as it relates to caring for dependents.

As is common among most community colleges in the country, providing adequate support for “*academically unprepared*” students was identified in the 2007 CCSSE report and is another key issue for Kirtland. As was mentioned in our 2008 System Appraisal Feedback Report, “tutoring appears to have had a positive impact on classroom performance,” however we feel this is an area where continued expansion is needed. To meet this need Kirtland will deploy additional tutoring using online services through a Title III grant, which will directly support academically unprepared students.

Finally, we have increased our offerings in dual-enrollment and direct credit classes which is also intended to address this barrier, and is a key part of our strategic goal of “*Becoming a College Without Borders.*”

### 6R5 – Comparison of Results with Other Institutions

Though many of the indicators we track for improvement are intended to look at longitudinal data, we have several areas where we compare performance results against other organizations. In the area of student services, we primarily use CCSSE results and IPEDS data as described earlier.

With regards to financial or expenditure data, we use Michigan Community College Activity Classification Structure (ACS) reports to benchmark and in decision making.

Our eServices (IT) department has used the Center for Digital Education survey as a benchmark for the past 5 years. During that time, we have maintained a national top 10 rating for community colleges of our size. In 2010, we were ranked in the top four compared to others of our size.

### **6I1 – Recent Improvements**

Our most wide-reaching improvement, by far, is the development, and, more importantly, the integration of our strategic plan into annual operational goals. Through this process, performance goals are set, measured, and reviewed annually. This also facilitates the integration of the Strategic Goals in every level of the operation.

### **6I2 – Selection of Specific Processes to Improve**

Kirtland Community College received its System Appraisal Feedback Report in March of 2008. Since that time the college began a revision of its committee structure to better address the issues with continuous quality improvement. Prior to March 2008, the College depended on the Assessment Committee and the College Administrative Team to steer reaccreditation and quality improvement efforts. These committees were too large and not focused enough to effectively address the issues at hand. We reorganized into three overlapping committees – The Quality Steering Committee, The Joint Strategy Forum Group, and the existing Instructional Council and Faculty Chairs and Deans.

The Quality Steering Committee is responsible for communication, training, engagement, and Higher Learning Commission (HLC) requirements. The Joint Strategy Forum Group, composed of members of our two Strategy Forum Teams, is responsible for overseeing action projects. The existing Instructional Council and Faculty Chairs and Deans are responsible for dealing with student outcome assessment. Some members of each team overlap onto other teams. And, there are representatives from across the college community on appropriate teams.

The Quality Steering committee, which includes the College President, looked at the four main “Issues Affecting Future Institutional Strategies” found in the System Appraisal. The four areas were:

- Leadership & Planning
- Measuring Effectiveness
- Evidence of Student Learning
- Valuing People through Communication

The committee set out to address these specific areas.

## Category 7 – Measuring Effectiveness

### **7P1 – Selection, Management, and Distribution of Data and Performance Information to Support Instructional and Non-Instructional Programming**

One of Kirtland Community College's guiding principles is "We strive for consistent use of appropriate data in all decision making."

From outside the institution, reporting requirements and best practices mandate several institutional measures. Management of these happens in the Institutional Research (IR) office with assistance from the various other departments of the college. Distribution is primarily through websites of outside agencies that allow the data to be searched/analyzed or available in aggregate report form. Examples include: Perkins' Performance Indicators, Graduate Follow-up Survey, Program Review for Occupational Education (PROE), Licensure/Certification exams, Integrated Post Secondary Education Data System (IPEDS), Title III Grant requirements, and Activities Classification System (ACS).

Internally, the Board, administrators, departments and individuals identify data or information for decision making or to assist in solving a problem when there is a concern that needs to be addressed. The IR office is primarily responsible for the management of these requests with the assistance of the various departments on campus. Distribution comes in many forms – reports/analyses available on the KCC website ([www.kirtland.edu/about/institutional.htm](http://www.kirtland.edu/about/institutional.htm)), Excel spreadsheets that allow individuals to perform their own analysis, as well as printed reports, and presentations.

The Target Specific Bargaining (TSB) and Target Specific Problem Solving (TSPS) 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.

### **7P2 – Selection, Management, and Distribution of Data and Performance Information to Support Planning and Improvement Efforts**

The Board, administrators, departments, and individuals identify information or survey data that is needed for planning and improvement efforts that need to be addressed. The IR office is instrumental in providing data from the administrative computing system – Jenzabar. It assists with surveys – many ad hoc, several annual or on a rotation cycle based on need for information so administrators can make decisions based on the objective (data/numbers from the administrative computing system) and the subjective (surveys of employees, students, stakeholders). Web surveys are designed, administered, and analyzed through the Zoomerang software tool.

The responsibilities of the former Assessment Committee were reorganized using one new and two existing groups to assist in leading the College's efforts in striving for continuous quality improvement: the Instructional Council (Student outcome assessment), the Joint Strategy Forum group (Action Project management) and the Quality Team (Communication, training, engagement, HLC requirements). Some members on the three committees overlap for continuity and communication purposes.

In 2009, the Quality Improvement Action Project (4P6), required each employee to identify, collect, and analyze a measurement for their own project.

### **7P3 – Determining the Information Needs of Departments and Units**

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. 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 a password-protected login.

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

Recently, the Jenzabar Operational Taskforce was established with the following purposes/goals in mind:

1. Create procedures to integrate the use of Jenzabar across offices and module users.
2. Create procedures that will maximize the use of data by individuals and offices and that will avoid duplication of effort.
3. Make decisions about module configuration that will implement college policy and achieve optimal productivity.
4. Serve as a group that will evaluate complaints about security levels and procedures.
5. Measure the effectiveness of the software its usage.
6. Create procedures to identify who has access to various modules and components including how data is entered and who can mine the data.
7. Identify changes needed in the current use of the software.
8. Be an advocate for training for users.

Members of the taskforce are existing Jenzabar module managers, several college administrators, Director of IR, representatives from the information technology department, Webmaster, Online Services director, and Dean of Instruction.

### **7P4 – Analysis of Data and Information at an Institutional Level**

The overall performance of the institution is measured through enrollment data, budget preparations/financial audits, student surveys including the Community College Survey of Student Engagement (CCSSE), classroom evaluations, Graduate Follow-up, input from advisory committees, as well as comparisons with other colleges through ACS and IPEDS reports.

Enrollment data is continually collected and analyzed for course offerings, course rotations, program review data, admissions, and recruiting. This information is shared in the form of course scheduling, an annual program review report, and publicizing of enrollment data throughout the registration and advising cycle.

The College Administrative Team (CAT) works to prepare an annual balanced budget by collecting budget requests from all departments, reviewing the history of department spending,

and projecting revenue changes. A financial audit report is conducted by an independent auditing firm which presents their report to the Board of Trustees.

Students are surveyed on a regular basis through classroom evaluations, CCSSE, Program Review of Occupational Education (PROE) and Graduate Follow-up Surveys (Table 3a). The results of many of the surveys and data collected for external agencies are published on the college website: [www.kirtland.edu/about/institutional.htm](http://www.kirtland.edu/about/institutional.htm).

At the beginning of each semester, the entire College staff and faculty gather for a convocation that provides an opportunity for sharing information.

#### **7P5 – Needs and Prioritizing of Comparative Data and Information**

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 ten” grouping of community colleges in the state of Michigan.

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 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.

When internal data is being gathered and analyzed, we utilize trends from historical data.

#### **7P6 – Analysis of Data and Information and the 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. Annually, the Operational Plan and Administrative Objectives (Appendix A) document is initiated by the president of the college and refined by the administrative team. All objectives are aligned to the strategic goals of the college. The formation of these objectives often stem from routinely collected data and survey results. Distribution of agendas and meeting minutes help with communication and acts as a monitoring system for College employees providing reassurance that decisions that are made align with the institution’s goals. All committees are advisory to an administrator. All major decisions usually surface in the minutes of the Board of Trustees, the CAT, the Instructional Council, the Curriculum and Instruction Committee. It is the responsibility of the instructional deans and faculty chairpersons to ensure that decisions regarding student learning align with the vision and mission of the college.

#### **7P7 – Timeliness, Accuracy, Reliability, and Security of Information Systems and Processes**

As a result of the Plan, Do, Study, Act (PDSA) training and mini-action projects from 2009, there has been improved data collection through the streamlining of processes and better storage of the collected data in our administrative computing system.

The Jenzabar Operational Taskforce (7P3) is responsible for ensuring that the data and information obtained from the administrative computer system and its ancillary systems is timely, accurate, reliable and secure.

The change by our administrative computing system to Infomaker 11 as a reporting platform has provided 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 data and enable the College to more easily identify data entry errors and look for trends within the data. More College staff are schedule to receive training in December 2011.

Network and server locations are in controlled access areas with the main data room on both campuses having backup power and card access systems. Access to the Jenzabar system is via role-based password authentication. There are two layes of password authentication required at the network server and database server levels.

### **7R1 – Measurements of the Performance and Effectiveness of Information and Knowledge Management**

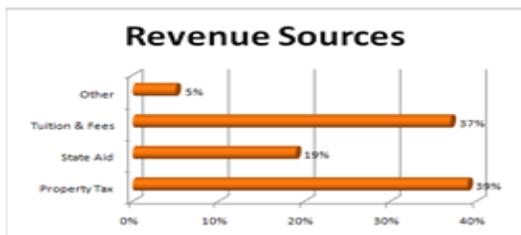
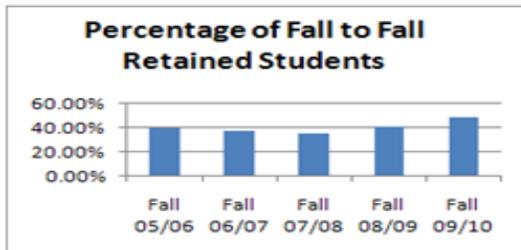
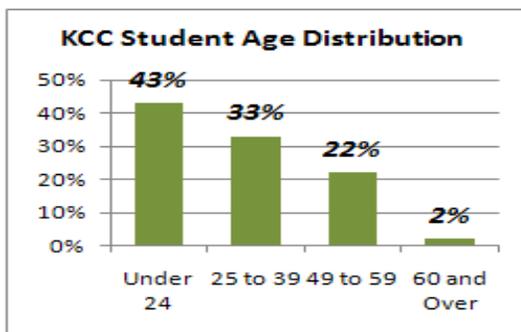
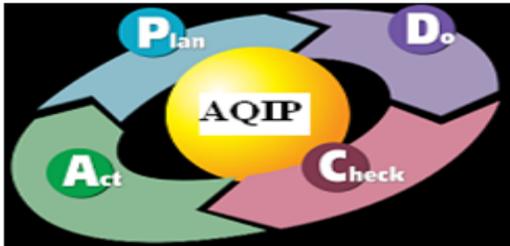
Throughout this System Portfolio the Results sections provide evidence that the College is improving in the area of "Measure Effectiveness." Subjective comments from faculty and staff indicate that the IR department is doing a great job of providing data and information upon request in a timely fashion. 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. Demand for data and accountability measures at all levels, both within the College itself and from outside agencies, is increasing and, for the foreseeable future, will only continue to increase.

In 2007, the IR office created a website containing reports and analysis of much of the data collected for the institution. This effort was intended to promote transparency by posting information that is freely accessible to students, employees, and the community and can be found at <http://www.kirtland.edu/about/institutional.htm>.

Recently, a new initiative was launched in an effort to engage more students and employees in their knowledge of and commitment to utilizing the Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) data on campus. The printing and distribution of the IR bookmark was completed in December 2010. It provided to students when they purchased textbooks at the Bookstore, sent to college employees in their mailboxes, and placed in various locations/racks around the campus. One side was devoted to the presentation of the 2007 and 2010 CCSSE results and benchmarks. A color chart detailing the College's greatest strengths and weaknesses was the main focus. Table 7a shows the two-sided image.

Table 7a

**Kirtland Community College**  
 Department of Institutional Research



**Internet HotSpot**

<http://www.kirtland.edu>



**Community College Survey of Student Engagement**  
**Benchmark Results for KCC**

Benchmark	2007 Score	2010 Score	2010 Small Colleges Score
Active and Collaborative Learning	46.7	51.8	59.6
Student Effort	50.1	55.9	57.7
Academic Challenge	46.6	52.4	57.1
Student-Faculty Interaction	51.3	54.9	58.4
Support for Learners	51.5	53.5	59.6

**Areas of Highest Student Engagement**

- Student Effort - Preparing for class
- Student Effort - Peer or other tutoring - frequency
- Student Effort - Skill labs (writing, math, etc.)
- Active and Collaborative Learning - Tutored or taught other students
- Support for Learners - Career counseling
- Support for Learners - Providing the financial support you need to afford your education
- Student-Faculty Interaction - Talked about career plans with an advisor or instructor

\*Green highlight indicates this was also an Area of Highest Engagement on the 2007 survey

**Areas of Lowest Student Engagement**

- Active and Collaborative Learning - Made a class presentation
- Active and Collaborative Learning - Discussed ideas from your readings or classes with others outside of class
- Academic Challenge - Number of written papers or reports of any length
- Academic Challenge - Number of assigned textbooks, manuals, books or book-length packs of course readings
- Support for Learners - Encouraging contact among students from different economic, social & ethnic backgrounds
- Support for Learners - Helping you cope with your non-academic responsibilities (work, family, etc.)
- Support for Learners - Providing the support you need to thrive socially

\* Orange highlight indicates this was also an Area of Lowest Engagement on the 2007 survey

**7R2 – Evidence of Measuring Effectiveness**

Part of the evidence showing Kirtland's system for measuring effectiveness is the submission of mandated objective reporting requirements. The college recently "Passed" a Carl D. Perkins Grant Audit by officials from the State of Michigan in September 2010. Data submission to Integrated Post Secondary Education Data Systems (IPEDS) and Activities Classification Structure (ACS) are always completed on time and pass data integrity audits. Financial and Compliance Audits provide feedback on the effectiveness and accuracy of our financial accounting system. The college did not receive any "exceptions" in the last audit report.

Through the use of data collected annually in the Program Review, academic programs have been eliminated, revised and added. The Engineering Design Technology and Massage Therapy programs were suspended in Fall 2010 based on data collected showing low enrollment, graduation results, and student/faculty ratios. New programs in Surgical Technology and Pharmacy Technology were added in Fall 2009. The program review (1P14) provides the framework for data collection for revising academic programming.

Annual collection and analysis of general education core competencies and student outcome assessments have resulted in improvement in student learning. The results are available at <http://www.kirtland.edu/assessment>.

Table 7b is an example of the dashboard for Institutional Data and Effectiveness Indicator Report the IR department produces for the Board of Trustees every fall and winter semester.

## Category 8 – Planning Continuous Improvement

### 8P1 – Key Planning Processes

The planning processes at Kirtland can be characterized as consistent with that of other colleges but at the same time special to employees because of their involvement. Examples of planning processes include:

- A strategic planning summit conducted approximately every three years. The last planning session was conducted September 2008. The next strategic planning summit is scheduled for January 2012.
- Development of an annual operational plan that flow from the strategic plan. This includes measurable action projects to complete the strategic plan.
- AQIP Action Project planning management of AQIP action projects by a steering committee.
- Budget planning for the entire college.
- Annual instructional program review to assess the viability of existing programs and a structure for investigating new programming.
- Facilities Master Plan conducted by an outside consultant every 5 years.

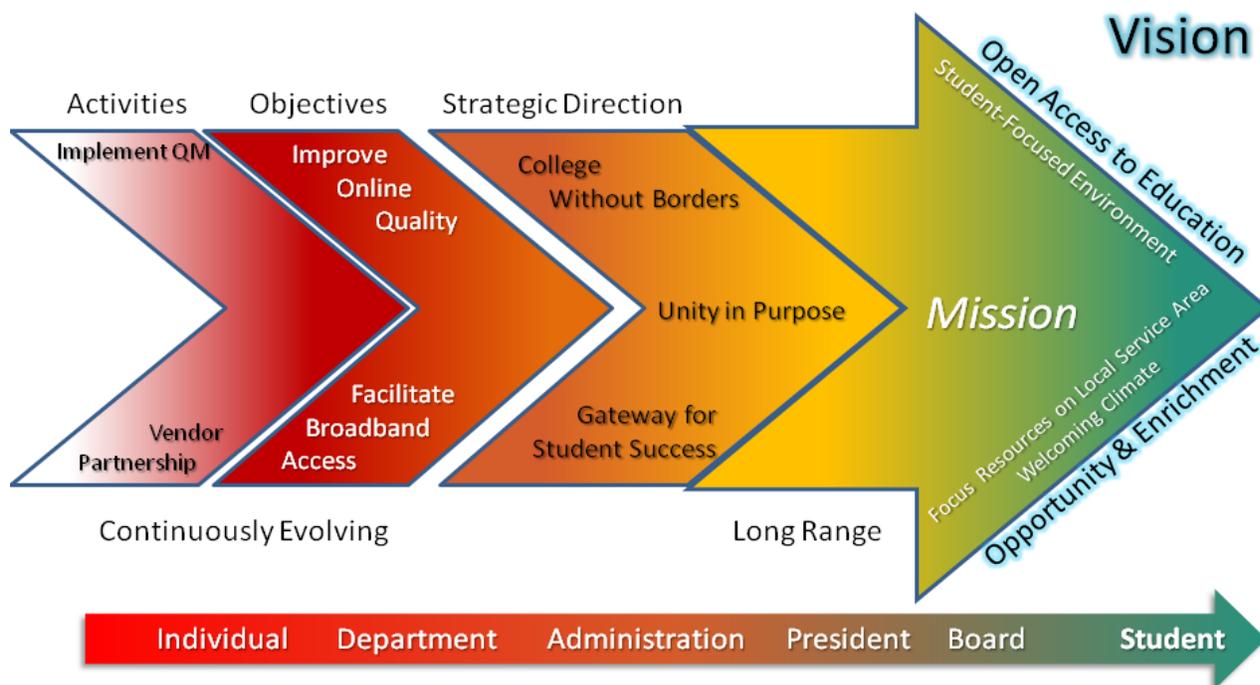
The strategic planning summit meeting is conducted approximately every three years to create a strategic plan. The summit includes all employees, members of the board of trustees, students and citizens. At this time, Appreciative Inquiry is the preferred model for conducting the meeting because of its focus on visioning, mission achievements, new or innovative targets and environmental developments apparent to individuals or small groups. Institutional effectiveness data useful for planning as well as futuristic information is incorporated into the planning at all levels.

A campus operational plan is developed each year to implement the strategic goals. A draft operational plan is written at a leadership retreat or at another appropriate meeting. The goals are written to include a suggested method to measure completion or success. Each goal is assigned to at least one college leader who is responsible for recruiting other employees to help complete the goal. Appendix A is an excerpt from the 2011-2012 Operational Plan and Administrative Objectives. The operational plan includes three levels: strategic goal, operational objectives with success measures and assignment, and action plan to accomplish the goal. The Operational Plan and Administrative Objectives are shared with the Board of Trustees for their input. Table 8a gives a graphic representation of the process.

The progress towards completion is evaluated by the College Administrative Team on a periodic basis throughout the year. The plan is used by campus leadership to create a budget and to guide the activities of the college as it moves in a strategic direction.

Table 8a

# Strategic Focus



## 8P2 – Selection of Short- and Long-Term Strategies

The college utilizes committees and teams to select short term strategies. The College Administrative Team (CAT) meets weekly to discuss current issues of individual departments. Minutes from the CAT meetings are disseminated to all employees. Other teams, such as the Instructional Council (IC) and Curriculum and Instruction Committee (CIC), meet monthly to deal with academic planning. Every department on campus meets regularly (usually monthly, sometimes weekly) to determine the direction for that department.

Long-term strategies of the college are the result of the Strategic Planning Summit and the Operational Plan as outlined in 8P1. More specifically, the Appreciative Inquiry methods involving all employees and other stakeholders such as board members, students, business and education partners at the summit determine the long-term strategies of the college.

Understandably, the budget building process of examining fluctuating revenue sources and increasing costs plays a role in determining the direction the college is going in the future.

The Joint Strategy Forum team is responsible for identifying new AQIP Action Projects and tracking their progress. The team consists of members who have participated in the two AQIP Strategy Forums that Kirtland has been involved in. They identify action projects through surveys and word of mouth.

**8P3 – Development of Key Action Plans**

Operational plans are developed by the College Administrative Team in a retreat using the Strategic Plan as the over-arching structure. The plan is then published as a shared Google document for college leaders to flesh out individual action plans associated with each objective. The objectives are written in measurable terms (Appendix A).

**8P4 – Coordination and Alignment of Planning Processes**

The outcome of the Strategic Planning Summit is published in an Executive Summary and widely distributed around campus and on the website [www.kirtland.edu/about/institutional.html](http://www.kirtland.edu/about/institutional.html). The board approves the Executive Summary report at a public meeting.

The Operational Plan is shared with the Board of Trustees for their input. The board is encouraged to provide their own goals and work with the president in aligning them to the college's Strategic Plan. It is the role of the board to reflect the communities' thoughts, feelings, and attitudes.

The Operational Plan (8P3) is developed by the leaders of the college and the people that report to them through the use of a shared Google document. All employees have ready access to the document.

**8P5 – Defining Objectives, Selecting Measurements, and Setting Performance Targets**

Every AQIP Action Project is required to fill out a Team Charter document that outlines the purpose of the action project, the team members, the expected completion date, meeting times and dates, any training requirements, measurements of success and celebration suggestions. The Joint Strategy Forum team tracks the progress of all AQIP Action Projects.

The creation of the Team Charter document is an outcome of continuous quality improvement training all senior leadership and supervisory staff participated in. All employees have been trained in the Plan-Do-Study/Check-Act cycle along with flow charting techniques. The question of "How do we know if we are successful?" helps to reinforce the need for selecting measurements and performance targets.

**8P6 – Setting Strategic Direction with Current Resources and Future Needs**

In today's economy of shrinking revenue sources and increasing costs, Kirtland's leadership has decided to take an aggressive approach in finding new programming, new methods of instructional delivery, as well as expanding locations to counter the effect of declining revenues. The appropriate new programs will bring new students to the college, improved methods of delivery in online and active learning classrooms will make Kirtland a desirable place to learn, and expanding our offerings into surrounding communities will make our courses more accessible to new students. The process for investigating new programming is described in 1P3.

This philosophy is supported by the strategic directions of "Becoming a College Without Borders" and "Gateway for Student Success."

**8P7 – Risk Assessment**

The administration at Kirtland is working to create a campus culture that is more entrepreneurial and willing to take risks. Risk has been defined as "stretching" or taking a chance to make it happen, moving past ones comfort zone, and past status quo. The process to create the current strategic plan was that of Appreciative Inquiry. This process focuses on what the college

does best and on the positive. By nature, it assesses risk because the process does not examine threats or weaknesses. The process assumes that when an organization moves forward, weaknesses and threats become more irrelevant.

The college assesses risk when it collects and analyzes data in creating a budget. The college assumes some risk but at the same time carefully reviews and assesses risk in each budgetary decision. The college assesses the risk of operating programs through the program review process. The standard for program success is carefully monitored with the goal of gaining optimal productivity from each program.

### **8P8 – Development of Faculty, Staff and Administrator in Planning Continuous Quality Improvement**

All faculty, staff, and administrators were involved in the Quality Improvement AQIP Action Project described in 4P6. Through employees understanding of continuous quality improvement, they are equipped to address the changing needs of each department.

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. Kirtland is committed to sustain a professional development budget even during tough economic times. The evaluation or demonstration of the success of that professional development is left up to the appropriate administrator.

### **8R1 – Measurements of Planning Continuous Improvement**

The effectiveness of the college's planning process is measured by the successful completion of each action plan outlined in the Operational Plan and Administrative Objectives document. This document is created with measurements of success built into each objective.

A balanced budget is a measure of the effectiveness of our budget planning process.

AQIP Action Projects are monitored for progress and completion by the HLC's website and reviewers.

Program review data is collected annually and used to adjust programming for the future. New programs are identified, programs with viability issues are flagged and the issues are addressed, or plans are made to suspend/discontinue programs that do not have sufficient enrollment or graduates. Several years of the program review data are available on the <http://www.kirtland.edu/assessment> website.

### **8R2 – Performance Results for Accomplishing Organizational Strategies and Action Plans**

In 2009-2010, the Operational Plan and Administrative Objectives had 46 action projects in the operational plan. 32 were substantially completed (70%). Three projects were not completed but were rolled over to the next year for a total of 6%.

In 2010-2011, there were 93 action projects in the operational plan. 73 were substantially completed (78%). Seven projects were not completed but were rolled over to the next year for a total of 7%.

A sampling from the 2011-2012 plan has been included in Appendix A of this document.

**8R3 – Projections for Performance of Strategies and Action Plans**

On January 28, 2012, Kirtland Community College will convene its second Strategic Planning Summit using the same Appreciative Inquiry and Quality Improvement techniques used at the first summit in the fall of 2008. From that summit will come a new Executive Summary outlining the strategic direction of the college for the next three years. In the fall of 2012, new Operational Plans and Administrative Objectives will be developed and assigned to members of the college's leadership staff to be implemented and achieved.

**8R4 – Comparison of Results with Other Institutions**

Kirtland has not compared its Strategic Planning and Continuous Quality Improvement processes to other organizations.

**8R5 – Evidence of the Effectiveness of Planning Continuous Improvement**

Objectives are becoming more measurable and goals are more specific to the Strategic Plan. A culture of continuous improvement was evident to the Quality Checkup Team members that visited the campus in September 2009. Faculty and staff understand the PDSA language of quality improvement.

**8I1 – Recent Improvements**

Compared to the last System Portfolio submitted in November 2007, Kirtland has improved significantly in this category. The planning processes used by the college are systematic (Strategic Planning Summit every three years, operation plans annually, Joint Strategy Forum for oversight of AQIP Action Projects), and comprehensive in the involvement of all employee levels, community, and students.

**8I2 – Selection of Specific Processes to Improve**

The college has adopted a "loosely coupled" culture that fosters collaboration between divisions. It creates a culture of risk taking, innovation and acceptance to change, encourages engagement of employees, and decision making for the good of Kirtland Community College. This new culture increases the importance of defining objectives (plans), establishing measurements to assure that we have accomplished what we are doing, and re-evaluating that we are on the right track. It is imperative that the college continue to train and promote the concepts of continuous quality improvement in all its employees. If the employees understand the PDSA cycle they will be more comfortable with the concepts of a "loosely coupled" organization.

## Category 9 - Building Collaborative Relationships

### **9P1 – Creating, Prioritizing, and Building Relationships with Organizations that Receive Our Students**

*“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.

Kirtland’s strongest and longest partnership is with the Crawford-Oscoda-Ogemaw-Roscommon (COOR) Intermediate School District (ISD) and the six public school districts which are served by this ISD. This relationship is maintained through continual 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 as well as dual-enroll in college classes during their final year with the CTE.

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. Currently there is an AQIP Action Project called Local Educational Associations Outreach that is looking at ways to cultivate our relationship with local areas schools beyond the administrative level.

Kirtland conducts two regional police academies each year. These academies are not only attended by Kirtland students, but also several other college’s criminal justice students. Kirtland’s Police Academy must maintain high standards to remain certified by the Michigan Council of Law Enforcement Standards and to draw students from other colleges.

The Workforce Development Coordinator works closely with local area businesses and industry to provide customized training. The students in these courses are employees of these companies. A well educated workforce promotes economic development.

### **9P2 – Creating, Prioritizing, and Building Relationships with Organizations that Supply Us with Students**

The College employs a transfer specialist who works with other transfer institutions to accept credits earned at other colleges as well as transfer their credits earned at Kirtland. The process requires evaluation of transcripts and course descriptions. 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.

Kirtland hosts a College Night each fall and invites college and university representatives from all over the state to participate. The event is always well attended by other colleges and by students seeking information about what different schools offer.

Business and industry partners play a very important role in Kirtland’s ability to deliver highly trained graduates. These partners are members of various college advisory committees that provide important input to keeps our programs current and relevant. Hospitals provide clinical sites for health occupation students. Students in every occupational program spend time in internship/externship courses that place them in business and industrial settings to gain real

world experiences. Maintaining the relationship with these partners is critical to providing a quality educational experience for our students.

The Service Learning program maintains contacts in the community to help identify worthwhile community service projects for students. Two community meetings (breakfasts) to provide opportunity for community members to supply advise and direction to the Service Learning program.

The process used to create, prioritize, and build these relationships is through assigned college coordinators, whose responsibility it is to seek out and identify partnerships that benefit our students, meet both partners' objectives, consider legal and financial concerns, and maximize resources. This relates to the Strategic Plan goals of Gateway to Student Success.

### **9P3 – Creating, Prioritizing, and Building Relationships with Organizations that Provide Services to Our Students**

Kirtland Community College is located in a remote area of the center of its four county districts. The closest municipality is approximately 10 miles away, and the average travel distance, one way, for our students is about 28 miles. Many of the services provided to our students are owned and operated by the college.

The college has a Coordinator for Student Support that works closely with some of the regional state agencies and organizations. This office support students with disabilities and special needs. The coordinator works closely with the Michigan Rehabilitation Department.

Recently, the President of the college has been investigating the flexibility of the local public transportation systems in the four counties. He has visited with three transportation directors with the hope of building a relationship that will benefit our students.

During the second or third week of each semester, the college hosts a "Welcome Week" and encourages organizations and businesses to come and set up booths with information they would like to share with our students. Welcome Weeks are well attended.

### **9P4 – Creating, Prioritizing, and Building Relationships with Organizations that Provide Services to the Institution**

Kirtland has developed many beneficial relationships with other organizations and business that serve the college including the following:

- Hospital Purchasing Service is a non-profit organization the college uses to purchase a variety of items such as furniture, equipment, appliances, classroom and office supplies, etc. One of our employees sits on their purchasing board and helps to determine which goods and services should be made available to their customers.
- The Kirtland Library is a member of the Midwest Collaborative for Library Service. This membership allows the Library to subscribe to databases at a reduced cost. It also allows us to purchase library supplies and furniture with a similar reduced cost. The library's membership to the Michigan Library Association provides the college with a lobbyist at the state level looking out for libraries and their funding in the state.

- The Facilities department makes a concerted effort to conduct business with local vendors: i.e. purchasing materials and supplies, vehicles, contracted services. Competitive bids are required for purchases over \$25,000.
- Kirtland recently switched to WebStudy, an online course management system (CMS). There were some features the new CMS did not have that our faculty needed. We provided a list of items faculty would like changed/added. WebStudy met each of the changes/additions that were asked for. WebStudy also came to Kirtland and provided additional training on the CMS and allowed time afterwards for faculty to provide input for any additional changes/additions they would like to see.

### **9P5 – Creating, Prioritizing, and Building Relationships with Organizations With Whom the Organization Interacts**

Every college administrator is a member of their appropriate state educational association. These avenues for networking are critical for a small rural community college that depends on the external relationships to help them stay current and relevant. The college maintains membership in the Michigan Community College Association and the President and Chair of the Board of Trustees are active members.

The Registrar's office maintains all records on articulation agreements both with local area high schools, as well as four year educational institutions. Kirtland has over 230 signed articulation agreements that area high school students can take advantage of. The college also has 69 signed articulation agreements with the four year colleges/universities. A complete list of all Kirtland's articulation agreements can be found at <http://www.kirtland.edu/catalog/current/ProgramOfStudy.pdf> on pages 109 & 110.

One of the strongest general community partnership relationships is growing through our Service Learning Program. The Kirtland Service Learning coordinator holds key leadership positions in state/national organizations and has been instrumental in getting the Service Learning program at Kirtland recognized as award winning. Having Kirtland students fulfill real community needs is a strong relationship builder.

### **9P6 – Assurance that Partnerships are Meeting the Various Needs of Those Involved**

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.

### **9P7 – Creating, Prioritizing, and Building Relationships Between and Among Department and Units Within the Institution**

In January 2010, Kirtland successfully completed a "Taste of Kirtland" AQIP Action Project. The project involved setting aside an entire day for staff and faculty to share information about what was involved in their job responsibilities. The day started with several faculty groups in the auditorium doing skits and presentations on advising and classroom activities. The afternoon was spent having small groups of faculty moving from department to department engaging in games and fun activities to help them learn what each non-instructional department did on a

daily basis. The whole day was organized around food prepared by each department and groups of faculty members. The day was a complete success. It was decided we need to do something similar on a periodic basis to keep integration and communication growing.

### 9R1 – Measurements of Building Collaborative Relationships

The following measures are collected regularly:

- Number of students from local areas schools that matriculate to Kirtland
- Number of students that dual enroll at Kirtland while attending high school
- Number of signed articulation agreements with local areas schools
- Number of signed articulation agreements with four year institutions
- Evaluation Surveys for Workforce Development Training
- Biannual Self Assessment event evaluation for Service Learning

### 9R2 – Performance Results of Building Collaborative Relationships

Table 9a shows the number of students attending Kirtland from local area schools.

Table 9a

	Fairview High School	Grayling High School	Houghton Lake High School	Mio-AuSable High School	Ogemaw Heights High School	Roscommon High School
2009 Graduates	23	132	133	51	237	125
Enrolled at KCC in Fall 2009	5	34	26	16	54	28
Enrolled at KCC in Winter 2010	6	32	29	12	56	37
2010 Graduates	29	144	128	46	225	113
Enrolled at KCC in Fall 2010	1	29	29	8	45	25
Enrolled at KCC in Winter 2011	1	30	32	9	47	26
2011 Graduates	37	130	140	50	214	89
Enrolled at KCC in Fall 2011	13	19	20	9	53	22

Table 9b provides information on the number of dual-enrollment students attending Kirtland for the last four years.

Table 9b

	2006/07	2007/08	2008/09	2009/10
Fall Semesters	72	73	81	92
Winter Semesters	88	64	92	75
Summer Semesters	55	67	25	21

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

Working with Children  
Cleaning  
Teacher's Aide

Tutoring Adults  
Working with Animals  
Working with Elderly

Arts & Crafts Activities	Clerical
Field Trip Chaperone	Peer Mentoring
Environmental Learning	Public Speaking
Data Entry	Reading Stories to Children
Computers/Technology	Working with the Handicapped
Help Build Homes	Clean up at Work Sites
ReSale Shop Clerk	Fundraising
General Labor	Dietary Aide
Food Delivery	Stocking Shelves
Bank Reconciliation	Payroll/Accounting
Daycare	Sorting Donations

Survey results from Workforce Development activities are reviewed in 2R2.

### **9R3 – Comparison of Results with Other Institutions**

We do not currently compare results for building collaborative relationships with other organizations.

### **9I1 – Recent Improvements**

The Local Educational Authority (LEA) Outreach Action Project has recently announced an initiative called “An Opportunity to Shine” (O2S) which gives local school students in grades 5-12 an opportunity to celebrate exemplary work. As teachers assign projects and assignments in the 2011-2012 school year and, upon completion, are thoroughly impressed by their students work, they can submit the assignment, through their ambassador, to the O2S event. In May 2012, Kirtland will host students, faculty and community members to attend the event for recognition.

In the fall of 2012, Kirtland will be collaborating with Ferris State University (FSU) to offer an Associate degree in Applied Science Respiratory Therapy Program at our M-TEC campus. The M-TEC campus is located just off a major highway in the middle of northern Michigan and is an appropriate facility for FSU to be able to offer their program to many students in the region. Kirtland already has a nursing program at the site and can provide appropriate classroom space for the program.

### **9I2 – Selection of Specific Processes to Improve**

As a small rural community college we are involved in our local communities. The success and viability of the college is connected to the health and well being of the communities we serve. There is a symbiotic relationship between the college and the local area schools, hospitals, and businesses. It is important for Kirtland’s administration, staff, and faculty to stay connected to these outside entities.

The LEA Outreach Action Project supports this mission. Workforce Development supports this mission. Service Learning supports this mission. These are ongoing activities that support the strategic goal – Gateway to Student Success.

## APPENDIX A Operational Plan and Administrative Objectives for 2011-2012

The following listing of objectives and action projects represents Kirtland Community Colleges goals for 2011-2012. They have been established with input from the college administration and the Board of Trustees and have their roots in the [current strategic plan](#). When these objectives are completed they will help complete portions of that plan. The objectives are listed in three categories: College without Borders, Unity in Purpose, and Gateway for Student Success, which are consistent with the strategic plan. Persons assigned each goal are to lead the completion of this goal which will, in most cases, require that they assemble a team of employees to help them.

### Strategic Goal 1: Creating a College without Borders

GOALS/ OBJECTIVES	PERSON(S) RESPONSIBLE
<b>1.0 Provide students greater access to online education and online support services through the implementation of Title III goals. (Measure of success: completion of the Title III objectives for year two of the grant.)</b>	<b>T. Scherer</b>
<b>Action projects</b> 1.1 Deploy 5 additional Online Services (total of 10 of 25) 1.2 Identify and implement 40 new/revise online courses (80 of 200) 1.3 Increase online student enrollment to 300 FTE (300 of 600) 1.4 Increase number of majors declared in fully online programs to 75 (75 of 200)	
<b>2.0 KCC will support the citizens of Grayling in their efforts to refocus their economy on art and outdoor recreation. (Ongoing) (Measure of success: successfully offering credit and non credit courses in Grayling)</b>	<b>T. Quinn</b>
<b>Action projects</b> 2.1 Attend meetings and provide support to the AuSable Artisan Village Organization. 2.2 Create an advisory committee of state and national members that will support the construction of a destination art center. 2.3 Ask influential people in Grayling for financial support for a destination art center. 2.4 Conduct meetings that will create service learning opportunities and internships for students in business and accounting courses. 2.5 Provide general education courses in Grayling. 2.6 Participate in a Grayling committee committed to securing a full traffic interchange on interstate 75 and North Down River Road. 2.7 Offer non credit courses of value to the art industry	
<b>3.0 KCC will seek a new site in West Branch that will provide students in Ogemaw county and neighboring counties greater access to education. The college will also begin discussions on increasing enrollment in the Houghton Lake area. (Measure of success: Selecting a new site in West Branch)</b>	<b>J. Broge</b>

<p><b>Action projects</b>                  3.1 KCC will seek a larger site in West Branch and make a proposal to the Board of Trustees for the purchase of a new facility.                  3.2 KCC will investigate the feasibility of a site in Houghton Lake</p>	
<p><b>4.0 KCC will improve collegiate opportunities for area high school students. (Measure of success: Dual credit enrollment increase of 20 students )</b></p>	<p><b>K. Marsh</b></p>
<p><b>Action projects</b>                  4.1. Offer dual enrollment classes at HLHS to compete with Baker College. Work with J. Broge on a cost model.                  4.2 Investigate additional offerings at Roscommon H.S.                  4.3 Work through the Principal's Forum to encourage more dual enrollment opportunities for high school students</p>	
<p><b>5.0 KCC will implement a project to make programs more visible in the college web site (Search optimization). (Measure of success: completion of a report to the Board)</b></p>	<p><b>M. Esch</b></p>
<p><b>Action projects</b>                  5.1 KCC will research and complete a project to optimize its presence on the web site for five programs                  5.2 KCC will present to the Board the results of this project.</p>	
<p><b>6.0 KCC will further define the role of the Warblers Nest in providing child care and refine its operational plan to for better efficiency. (Measure of success: new staffing plan and an increase in enrollment)</b></p>	<p><b>D. Shantz</b></p>
<p><b>Action projects</b>                  6.1 Restructure staffing and scheduling to assure coverage within state compliance requirements with least budgetary impact.                  6.2 Expand activities available to children.                  6.3 Implement computerized attendance and billing system.                  6.4 Expand community outreach through participation in community events                  6.5 Implement Great Start Readiness Program Grant; establish and develop classroom, engage appropriate staff, formulate goals and objectives, and implement same (measure of success: secure grant renewal for succeeding years)                  6.6 Meet or exceed state rating standards for child care institutions.</p>	

**Strategic Goal 2: Creating Unity in Purpose**

GOALS/ OBJECTIVES	PERSON(S) RESPONSIBLE
<p><b>1.0 KCC will enhance the college’s academic quality improvement program. (Measure of success: completion of a systems portfolio and accomplishment of two action projects )</b></p>	<p><b>K Marsh, E. Schenk</b></p>
<p><b>Action Projects</b>                      1.1 Submit System Portfolio on November 1st                      1.2 Prepare a summary report of current action projects                      1.3 Complete two action projects</p>	
<p><b>2.0 KCC will implement its goals for employee health insurance. (Measure of success: establishment of health savings accounts for employees)</b></p>	<p><b>J. Broge</b></p>
<p><b>Action Projects</b>                      2.1 KCC will implement its budget plan for providing health insurance coverage for its employees including its HSA plan.                      2.2 KCC will implement its budget plan for providing dental and vision health insurance coverage for its employees.</p>	
<p><b>3.0 KCC will evaluate the technology available to administrators and selected employees and develop a vision for the technology available to students. (Measure of success: development of a model for student technology)</b></p>	<p><b>T. Scherer</b></p>
<p><b>Action Projects</b>                      3.1 KCC will create a plan for mobile technologies for its administration that can have application to the mobile technologies to students.                      3.2 KCC will create a plan for the use of mobile technologies for students including software available to students in active learning classrooms.</p>	
<p><b>4.0 Build consensus, among employees, on the organizational culture and structure of the college that will focus the capacity of the college on positive change. (Measure of success: Positive change in survey of employee climate )</b></p>	<p><b>T. Quinn</b></p>
<p><b>Action Projects</b>                      4.1 Provide a series of newsletters from the president that will encourage the use of data in decision making                      4.2 Present to new employees a discussion on the characteristics of our organizational climate and structure</p>	
<p><b>5.0 Establish new priorities for spending with declining revenues and develop a new budget for 2012-2013 that will strengthen the college during a time of declining revenues. (Measure of success: development of a 2012-2013 budget and implementation of two improve services)</b></p>	<p><b>J. Broge</b></p>
<p><b>Action projects</b>                      5.1 Facilitate an open and transparent budget process for all employees.                      5.2 Coordinate drafting potential budget revision measures with the administrative team that could be selected to implement for the 2011-2012</p>	

fiscal year. 5.3 Draft a high level multi-variable year budget model for FY12 to FY14, and share it with the college community.	
<b>6.0 KCC will improve its purchasing procedures and present information to employees that will help them become more accountable in purchasing. (Measure of success: adoption of a new paperless purchasing procedure)</b>	<b>J. Broge</b>
<b>Action projects</b> 6.1 Solicit employee input for the development of a new paperless purchasing policy. 6.2 Explore and incorporate the use of Jenzabar into the new purchasing procedures. 6.3 Educate and train employees on the implementation of the new purchasing policy.	
<b>7.0 KCC will remodel three classrooms to implement the Title III grant. (Measure of success: Successful installation)</b>	<b>T. Scherer, E. Schenk, J. Broge</b>
<b>Action projects</b> 7.1 Identify rooms that will be remodeled as active learning classrooms. 7.2 Develop schedule & budget for the project. 7.3 Complete infrastructure changes. 7.4 Deploy technology and furniture.	
<b>8.0 KCC will improve its ability to gather resources and accept donations. (Measure of success: Completion of the title III grant and implementation of a plan to strengthen relationships with potential donors )</b>	<b>T. Hagen-Foley</b>

**Strategic Goal #3: Gateway for Student Success**

<b>1.0 A system to identify and support at risk students will be developed.</b>	<b>M. Vyskocil</b>
<b>Action projects</b> 1.1 Boot Camp for student success 1.2 OAR 1.3 Special Populations workshops	
<b>2.0. At the completion of this fiscal year the college will gain board authorization to operate two new academic programs. These programs should conform to the concept of centers of excellence. (Measure of success: board approval of two programs )</b>	<b>K. Marsh</b>
<b>Action projects</b> 2.1 Vascular Sonography Certificate 2.2 Health Information Technology Associates degree 2.3 Mechatronics Associates degree	
<b>3.0 KCC will seek specialized accreditation for two medical programs. (Measure of success: accreditation reports submitted)</b>	<b>J. Lavender</b>

<b>Action projects</b> 3.1 CAAHEP Accreditation for Cardiac Sonography Program 3.2 CAAHEP Accreditation for Surgical Technology Program request initiated.	
<b>4.0 To create a better understanding of the admissions and registration process employees will flow diagram these processes. (Measure of success: Flow diagram of the new recruitment, admissions, and enrollment processes )</b>	<b>M. Vyskocil</b>
<b>Action projects</b> 4.1. Initiate admissions tunnel 4.2 Jenzabar communication flow for new students. 4.3 OAR	
<b>5.0. KCC will provide instruction to faculty and other interested employees on the use of new classrooms. (Measure of success: workshop offered to faculty)</b>	<b>K Marsh,</b>
<b>Action projects</b> 5.1 Training/ Workshop held on August 19th 10:00 - 12:00 5.2 Individual training session for MTEC part-time faculty TBD	
<b>6.0 KCC will strengthen its efforts to help students find jobs after graduation and comply with gainful employment legislation. (Measure of success: Creation of a new plan for student placement activities and compliance with legislation)</b>	<b>M. Vyskocil</b>
<b>Action plan</b> 6.1 Student Services will create a more formal structure to assist students in securing jobs. 6.2 Students Services will conduct a job fair for students.	
<b>7.0 KCC will institutionalize advertising processes and create new time-lines for producing publications. (Measure of success: development of an advertising plan)</b>	<b>S. Madonna</b>
<b>Action Projects</b> 7.1 Analyze 2010-11 advertising to determine types of advertising, placement (print, radio, direct mail, etc.), expenditures and costs. 7.2 Collaborate with Student Services, Admissions, other departments as necessary, to determine advertising needs for 2011-12. 7.3 Develop 12-month plan detailing types of advertising, production timelines and insertion/distribution dates. 7.4 Monthly expenditure versus budget reviews.	
<b>8.0 KCC will implement a new AQIP project to evaluate general education and instructional delivery. (Measure of success: development of a new model for general education.</b>	<b>T. Quinn and K. Marsh</b>
<b>Action projects</b> 8.1 Conduct a workshop to discuss and reflect on general education outcomes. - September 16th 8.2 Create new academic procedures on the number of general education	

<p>credits required in an AAS degree.                  8.3 Evaluate the general education courses offered and provide a committee recommendation for changes.</p>	
<p><b>9.0 KCC will review the equipment needs for occupational programs.                  Measure of success: Report produced)</b></p>	<p><b>J. Broge</b></p>
<p><b>Action projects</b>                  9.1 KCC will review/inventory the technology needs of technical programs to create a plan to keep occupational programs up to date (simulators, welding fabrication equipment, geothermal trainers). This project may consist of gathering input on equipment needs for the near future. The college assumes that Perkins funding, often used for equipment purchases will be reduced in funding.</p>	

**Index to the location of evidence relating to the Commission's  
Criteria for Accreditation  
found in Kirtland Community College's  
Systems Portfolio**

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**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 Trustees in March of 2005. [Overview]
- It is the primary duty of two standing committees, Curriculum and Instruction Committee (CIC) and the Instructional Committee (IC), to assure that instruction stays aligned with the mission of the College. [O5]
- The mission, vision and guiding principles were collaboratively developed, and widely publicized. Every employee was given a copy of the statements and the conference rooms throughout campus have a framed copy hanging on the wall. [5P1]
- As part of new employee orientation institutional mission statements are distributed. [4P4]

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

- State statistics show that the Kirtland district is economically disadvantaged and underserved. 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. [Overview]
- 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. [Mission Statement]
- All of these results translate into a successful millage vote, name recognition in the community, and recruitment of students from the local school district, as well as relating to the college's mission, vision and guiding principles. [2R4]
- The mission and strategic plan were created after all employees joined together, along with students and members of the community to create the strategic themes in the plan. There was considerable input from all stakeholders in both processes. [5P3]

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

- The Service Learning program 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. [O2]
- In support of Kirtland's mission and values, we must provide safe and comfortable facilities, functioning and efficient infrastructure, and access to the latest technology for our students, staff, and faculty. [O6]
- As part of new employee orientation institutional mission statements are distributed. [4P4]

**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.**

- In the long term, other stakeholders expect fiscal responsibility, a mission guided by its core values, consistency of information, customized training, fulfillment of projected employment needs and a positive working relationship. [O3]
- The Board of Trustees has the final say in new objectives through the budget approval process. All the collaborations mentioned support the vision and mission statements as stated in the Institutional Overview. [2P2]
- In September 2008, the college held a strategic planning summit including employees, work-studies, and members of the board of trustees. It was their mission to discuss and gather consensus on our joint mission, vision, values, goals, and strategic direction. [4I1]
- The president uses the strategic plan (<http://www.kirtland.edu/about/documents/Strategic-Plan-Executive-Summary.pdf>) and works with the college administrative team to develop yearly operational plans to set directions that align with the mission, vision, and values of the organization. [5P2]
- The college president communicates the value of a shared mission in all college communications and attempts to reinforce it in formal and informal meetings. Senior leaders at Kirtland communicate the importance of the mission, values, and vision at their department meetings and at other informal opportunities.[5P8]

**Core component 1e. The organization upholds and protects its integrity.**

- Objectives are annually reviewed during the budget process to assess the value each brings to the college. Value is determined by how much recognition the objective brings to the college, how many community members are impacted, how much does the objective add or subtract from the budget and whether the objective continues to fulfill a part of the college's mission. [2P4]
- The college takes a number to steps to recruit, inform, assist, and monitor employees to establish and maintain ethical standards and practices. During the hiring process, ethical behaviors are assessed during interview and reference checks, and background checks are performed on all new employees. Ethical practices and expectations are a part of employee orientation. [4P7]
- The president of the college has begun the work of creating a succession plan for the office of president. This document contains a listing of the recommended steps to fill the

position, an expanded listing of jobs the president and his/her staff complete on a monthly basis, a listing of possible interim candidates for the position, a listing of search consultants for the position, and so forth. This plan needs to be expanded to all positions in the college. [5P10]

- The Jenzabar Operational Taskforce (7P3) is responsible for ensuring that the data and information obtained from the administrative computer system and its ancillary systems is timely, accurate, reliable and secure. [7P7]

**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.**

- Key planning processes include strategic planning every three years, annual operational plans, AQIP Action projects, budget planning, instructional program review and Facilities Master Plan. [8P1, 8P2]
- All faculty, staff, and administrators were involved in the Quality Improvement AQIP Action Project described in 4P6. Through employees understanding of continuous quality improvement, they are equipped to address the changing needs of each department. [8P8]

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

- The development of new academic programs is vital to the growth and well-being of the College and the economy of the area it serves. The following outline provides a clear and concise process that spells out the new programming opportunities in a fair and objective format. It is designed to encourage new ideas and directions, clarify responsibilities, and put the resources of the institution behind the best ideas. [1P3]
- In today’s economy of shrinking revenue sources and increasing costs, Kirtland’s leadership has decided to take an aggressive approach in finding new programming, new methods of instructional delivery, as well as expanding locations to counter the effect of declining revenues. The appropriate new programs will bring new students to the college, improved methods of delivery in online and active learning classrooms will make Kirtland a desirable place to learn, and expanding our offerings into surrounding communities will make our courses more accessible to new students. The process for investigating new programming is described in 1P3. [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.[8P8]

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

- Instructional assessment is systematically done at three levels: in class, program and institutional. [1P18]
- Internally, the Board, administrators, departments and individuals identify data or information for decision making or to assist in solving a problem when there is a concern that needs to be addressed. The IR office is primarily responsible for the management of these requests with the assistance of the various departments on campus [7P1]
- In 2008-2009, the College implemented a Quality Project Initiative (AQIP Action Project) which targeted the institutionalization of continuous quality improvement processes into the workplace. All employees were trained on basic quality improvement techniques such as flowcharting and the Plan-Do-Study-Act (PDSA) cycle. Each employee was asked to identify a project that they had control over and then improve it. [4P6]
- 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 a password-protected login. [7P3]

**Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

- The Dean will review proposals and may ask for further clarifications before sending it to the Curriculum and Instruction Committee, the President and College Administrative Team. If the proposal is supported by the faculty and administration, it will then be presented to the board of trustees for approval. [1P3]
  - At the program level, assessment takes place in several ways: national and state credentialing exams, Kirtland's Program Review, and Program Review for Occupational Education (PROE). 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. [1P18]
  - The president uses the strategic plan (<http://www.kirtland.edu/about/documents/Strategic-Plan-Executive-Summary.pdf>) and works with the college administrative team to develop yearly operational plans to set directions that align with the mission, vision, and values of the organization. [5P2]
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**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. Table 1a shows the current competencies and the courses in which those competencies are taught. Assessment of the competencies is embedded in the courses to assure students do their very best. [1P1]
- Every occupational program has a set of student outcomes developed by faculty and advisory committee members and are based on industry requirements. Each year, a different outcome is selected for assessment and the results are reported to the dean of instruction. Specific program outcomes, as well as the assessment reports, can be found at <http://www.kirtland.edu/assessment>. [1P2]
- Instructional assessment is systematically done at three levels: in class, program and institutional. [1P18]
- Instructional Assessment [1R1]

**Core component 3b. The organization values and supports effective teaching.**

- Effective teaching and learning is defined as engaging students in their own learning process. The promotion and communication of the College’s expectation for effective teaching and learning is the responsibility of the Instructional Council (IC) consisting of instructional deans, faculty chairs, and key student services staff members. The president of the college occasionally attends the council meeting to promote his passion for active learning. Minutes of the IC meetings document history and current proceedings of expectations. [1P11]
- Through several processes, Kirtland Community College (KCC) identifies and responds to changing student needs through a combination of formal and informal communications between students and staff. The most consistent method is the end of course student feedback that is collected every semester for every class and instructor. The information is assembled by a faculty support staff member and shared with the individual instructor, department chairs and the Dean of Instruction. [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. Kirtland is committed to sustain a professional development budget even during tough economic times. [8P8]

**Core component 3c. The organization creates effective learning environments.**

- Kirtland is in the process of revising the general education core competencies. The current required 26 credits is burdensome to some career and technical programs. The new competencies will focus on what our graduating students will need to know to be successful in the future and will be embedded, whenever possible, into the occupational

curriculum. Portfolio assessment is being considered. The new initiative is called Design Specification for Learning and will be an AQIP Action Project. [1P1]

- Recently, Kirtland was awarded a Title III grant to outfit eleven new active learning classrooms. Faculty is being encouraged to modify their usual lecture delivery method to fully utilize the new active learning classroom which do not have a traditional “front of the room” with row upon row of seats all facing the front of the room. The active learning classrooms have group seating and advanced technology to promote student investigation and participation in their own learning. [1P11]
- The nursing department has implemented Assessment Technology Institute (ATI) testing throughout their curriculum. These tests are embedded into the classes and indicate how well prepared students will be to pass their national board exams (NCLEX). It also allows students to remediate areas of concern. Data from ATI testing has also been used by the faculty and associate dean of health sciences to examine and redesign the curriculum to improve student learning. [1P13]

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

- With regard to our student’s needs specifically, the Community College Survey of Student Engagement (CCSSE) is a crucial tool used to benchmark support for our learners. [6P1]
- Providing a mechanism for placing student into appropriate level of learning is important. [1P5]
- All first-time-at-any-college students are required to attend an orientation, advising, and registration (OAR) day. On that day, they meet with an academic advisor and discuss program requirements and employment opportunities [1P6]
- 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. [1P10]
- Our processes in this area are robust and well designed, as our last System Appraisal recognizes. The 2007 System Portfolio and Appraisal can be found at <http://www.kirtland.edu/aqip>. [1P15]

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**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.**

- All full-time college employees, their spouses, dependent children and non-dependent children may enroll, tuition free, in courses offered by the college... [http://www.kirtland.edu/policies/pol5170.htm]

- Recognition, reward, and compensation systems have focused primarily on building skill, knowledge, and expertise by encouraging longevity and reducing employee turnover. It may be stated employee turnover at Kirtland Community College has been low. [4P11]

**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.**

- The college catalog states in the policy on The Rights and Responsibilities of Students, “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 their membership. While enjoying freedom of speech, peaceful assembly, right of petition, and the right to due process, all students are expected to conduct themselves in a manner that will reflect favorably on them, the community and Kirtland Community College.” [<http://www.kirtland.edu/policies/pol6125.htm>]
- 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. [[http://www.kirtland.edu/humanresources/documents/Agreement\\_Faculty\\_Master\\_2011.pdf](http://www.kirtland.edu/humanresources/documents/Agreement_Faculty_Master_2011.pdf)]
- At the program level, assessment takes place in several ways: national and state credentialing exams, Kirtland’s Program Review, and Program Review for Occupational Education (PROE). 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. [1P18]
- Kirtland Community College uses broad-based search committees, with either the participation or advice and counsel of human resource professionals. The committee reviews, selects, interviews, and recommends individuals who are deemed to possess the required credentials, skills, and values. [4P2]

**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.**

- Kirtland provides a variety of training and professional development options, from individual training modules and on-site workshops, to funding for professional-level classes, to memberships in professional organizations, and the opportunity to attend local, regional, and national conferences. [4P9]
- Global and Social Awareness is one of Kirtland’s general education core competencies. [1P1] The results of assessing the competencies are recorded in 1R3.
- Recently, Kirtland was awarded a Title III grant to outfit eleven new active learning classrooms. Faculty is being encouraged to modify their usual lecture delivery method to fully utilize the new active learning classroom which do not have a traditional “front of the room” with row upon row of seats all facing the front of the room. The active learning classrooms have group seating and advanced technology to promote student investigation and participation in their own learning. [1P11]

- 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. [O6]

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

- Employee training needs are identified by the Office of Human Resources in accordance with general federal and state legislative and rule requirements, by supervisors in accordance with specific program requirements and individual employee skill sets, and by employees self-identifying areas in which they would value skill enhancements. [4P8]
- In the past, each faculty member had an allocation of \$1,000 for spending on personal professional development activities, and were able, like staff, to request additional funding from the Human Resources office for additional job-related professional development assistance. [4P9]
- 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 1P11 in determining and documenting effective teaching and learning. [4P10]
- Assessment of Student Learning [1P18]

**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.**

- 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. [O2]
- 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. [2P1]
- The measures used to assess whether the College is accomplishing its non-instructional objectives are evaluations for Workforce Development activities and Criminal Justice In-Service and Waiver of Training; attendance of events for the Kirtland Performing Artist Series; and survey ratings from administrators, faculty, staff and students for the Service Learning Project. [2R1]
- As a community college, we need to stay connected to our community stakeholders and be responsive to their changing needs. Various members of the college's

administration, faculty, and staff participate in local boards (local school boards, workforce and economic development boards and county commissions), committees, task forces, and area service clubs. The information they receive at meetings is disseminated at the college which assists in the college's decision making processes. [3P3]

- *“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. [9P1]

**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. These boards regularly provide environmental scans of local employment needs.[1P4]
- 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. [2P1]
- Kirtland encourages its faculty and staff to be active and contributing members of the community. Relationships are built and maintained with key stakeholders by the sharing of relevant information, quality responsive service, and promoting involvement with the college. The college also involves the community in campus events and activities whenever possible. [3P4]
- The college president is very active in assisting in the revitalization of one local community's downtown area from a dying locale into a thriving artisan community.[3P5]

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- A program review model serves as the process for changing and discontinuing programs and courses. This model was internally developed in 2007 and is conducted annually. The program review model collects information on enrollment by courses, average class size, faculty FTE (full-time equated), percentage of enrollment, student-faculty ratio, number of graduates, and program cost-out information. [1P14]
- 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. [1P5]
- Beginning in 2007, Kirtland participated both in the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), a standard survey used by many community colleges. The surveys are distributed once every three years. The surveys measure student engagement and faculty perception of student engagement respectively. [3P1]
- The measures used to assess whether the College is accomplishing its non-instructional objectives are evaluations for Workforce Development activities and Criminal Justice In-Service and Waiver of Training; attendance of events for the Kirtland Performing Artist Series; and survey ratings from administrators, faculty, staff and students for the Service Learning Project.[2R1]

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

- Measurement results for accomplishing other distinctive objectives. [2R1, 2R2]
- As we assess the needs of our students and other stakeholders we must take care to focus our limited resources on those areas that will have greatest impact. While benchmarks and measures against other institutions and standards are valuable, the impact on our student's success is the most important measure. As indicated in our 2007 CCSSE report, persistence continues to be an area of great concern in supporting our students. [6R4]
- 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 to keep the college financially stable. [3R5]
- 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. [3R5]