KIRTLAND

Gaylord • Grayling • Roscommon • West Branch

Systems Portfolio

October 28, 2016

Institutional Overview

In accordance with provisions of Public Act 188 of the Michigan Public Acts of 1955, Kirtland Community College was established on March 7, 1966 by a vote of the electorate of the six local K-12 school districts (Crawford-AuSable, Fairview Area, Gerrish-Higgins/Roscommon, 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 governed by a seven member Board of Trustees.

In 2014, the College revised its Mission, Vision, and Values statements.
- **Mission:** To provide innovative educational opportunities to enhance student lives and build stronger communities.
- **Vision:** Kirtland will be the first choice for learner-centered education guiding students and communities toward success.
- **Values:** Excellence, Inclusiveness, Innovation, Reflection, Character, and Respect.

Kirtland's geographic area is the largest for a community college in Michigan totaling 2,500 square miles. The total population of its service area is 68,462 (2010 U.S. Census) with nearly 20% of the families living below the poverty level and only 12.3% of the population holding a bachelor's degree or higher. The College's Fall 2016 unduplicated head count is 1,529 students with 61% female and 39% male. 65% of the students are 24 years old or younger. 67% of the students are considered part-time (less than 12 credits) and 33% are considered full-time (12 credits or more). Enrollment is primarily Caucasian (93%).

112 full- and part-time faculty deliver instruction at the College. All faculty are appropriately credentialed according to the Higher Learning Commission's guidelines on faculty qualifications and hold industry certification, if applicable. 83 support staff, including advisors, librarians, and financial aid personnel provide assistance to students at multiple locations. The College has 10 administrators leading various departments.

Kirtland offers 36 degrees and certificates including:
- 16 Associate in Applied Science degrees
- 3 Transfer Associate degrees
- 15 Certificates of Completion
- 2 Special Certificates

Students can choose from the following program areas:
- Art
- Automotive
- Business and Office Management
- Construction Technologies
- Cosmetology
- General Education and Transfer
- Health Sciences
- Industrial Technologies
- Public Safety
- Technology Management

The main campus in Roscommon is situated central to all six districts. Kirtland has three additional locations – M-TEC (Michigan Technical Education Center) in Gaylord, West Branch offering business and general education courses, and the Health Sciences Center in Grayling housing 10 health science programs. All locations are connected by a fiber network and point-to-point wireless connections.

Faculty use Canvas, its learning management system, to deliver online and hybrid courses. Students can earn four associate's degrees or two certificates online. In Fall 2016, 1,238 students enrolled in 107 sections of online courses. Through the Michigan Colleges Online, students may take an online course at a member institution when the course is not available at Kirtland. The course can be transferred back to Kirtland.

Through its Workforce Development program, business and industry in northern Michigan are seeking out Kirtland to provide specialized training for their employees. Local school districts are partnering with

Kirtland to offer its Early Middle College program in an effort to provide educational options for high school students. Kirtland is a partner in the Michigan Transfer Agreement, allowing a block transfer of 30 general education credits to other higher education institutions in the state.

A variety of resources are available to help students succeed. Advisors work closely with students to ensure completion of their certificate or degree. The Tutoring Center offers face-to-face Math Drop-In Centers and writing help at various locations and in a variety of modalities. The Library provides both print and non-print materials for students and employees on the main campus (Roscommon) and at the Health Sciences Center (Grayling). Research assistance is available face-to-face and is embedded in many Canvas courses.

Kirtland has been an AQIP institution since April 2004 and has attended four Strategy Forums. The College has developed and participated in 18 action projects over the past 12 years. Early on, AQIP was viewed as exclusive and burdensome with only a small group of employees involved. Today, a cross-section of employees lead the AQIP Quality Coordinating Team (QCT), guiding the AQIP process and projects with a growing number of employees participating in action projects.

Reflections on the College's challenges, accomplishments, failures, and future opportunities:

Challenges: With a decline in the number of employee, it has been difficult to achieve a sense of continuity on AQIP projects, leading to difficulty in completing them in a timely manner. Not all processes are well-documented so it is difficult to understand past-practice and be able to replicate the process.

Accomplishments: The design and implementation of the *CQI Toolbox* provides a flowchart to guide action project teams from start to finish, keeping projects focused and on track. Utilizing the Plan-Do-Study-Act method, the College passed a millage enabling the building of the new Health Sciences Center in Grayling. A grant provided the monies to furnish the building with state-of the-art equipment and technology.

Failures: The College does not take the time to celebrate the successes of its action projects. Once a project is completed, everyone moves on to the next task without taking the time to reflect.

Future opportunities: In the past, the College designed big action projects needing the collaboration of large teams of employees to complete. With changes and reductions in staff and duties reassigned, it was difficult to bring teams together to get things done. The QCT decided to transition from large action projects to smaller, more tightly focused projects that are doable in a shorter period of time yielding faster results.

Since the last Systems Appraisal, the College reviewed the suggested opportunities and revised its Mission statement, developed a succession plan for the president, identified all full-time employees, their primary duties, and the persons cross-trained to assume the duties in case of an emergency, thus allowing the College to continue to carry on normal operations, and is becoming better at on benchmarking itself against other institutions.

In 2014, a project was initiated to increase awareness of dual enrollment for local high school students. From this project, the College developed its Early Middle College program where high school students can earn an associate's degree in their13[th] year. Again in 2014, a team was formed to explore reducing non-tuition costs. The focus was to look at ways to reduce the cost of textbooks. Faculty were made aware of the costs of the textbooks chosen for courses and then were introduced to the concept of open educational resources (OER) as a means to reduce textbook costs. As a result of the project, the College received a grant to work with faculty to seek out OER with the intent of offering a group of general education courses using free or reduced cost OER.

Category One: Helping Students Learn

OVERVIEW

The Mission of Kirtland reflects our commitment to Helping Students Learn. Recent efforts, under Theme 1, Quality Learning and Instruction, from the *Strategic Plan* have led to many substantial changes in how Kirtland helps students learn. This includes updating the design of classrooms, revisions in the academic assessment that stemmed from a renewed focused on the design, deployment and effectiveness of teaching/learning processes at Kirtland. Many new innovations are found in classrooms furnished with the most current technology and equipment. The ultimate goal of these changes – more students completing their program of study.

A challenge for Kirtland, as a rural community college with a homogeneous Caucasian population, is adhering to an "open door" policy of granting general admission to all individuals. This includes students still in high school to adults returning to higher education looking to obtain skills to in order to secure a job that is in high demand and pays higher wages. Experience has demonstrated that students' academic preparation is extremely varied. An assessment of the level of competency in reading, writing and mathematics is needed for each new student. Even though a student may not be initially be admitted into a particular program they would like to graduate from, 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 at Kirtland. To assist students with making educated choices about their future, all students are assigned an academic advisor.

Kirtland is aware, based on experience with these varied student groups, students learn in different ways and from different experiences. The College provides a variety of learning opportunities in the classroom and by offering different delivery methods.

Student Learning Styles	Traditional Classroom	Active Learning Classroom	Online	Hybrid	Modular	Clinical Locations	Intern- ship
Visual Learners	X	X	X	X	X	X	X
Auditory Learners	X	X		X	X	X	X
Kinesthetic/Tactile Learners	X	X		X	X	X	X

Feedback from the 2007 Systems Portfolio indicated that Kirtland needed to develop a systematic repeatable internal program review model. In the 2011, Systems Portfolio Kirtland completed piloting a model and formally adopted the model which provided pertinent, readily available data on each program allowing faculty and administrators to assess the strengths and opportunities for improvement of programs. This program review model provided the criteria to be used when evaluating programs for possible suspension or discontinuation. Today, this model is institutionalized at Kirtland.

1P1: COMMON LEARNING OUTCOMES

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

Kirtland's common outcomes (core competencies) were designed based on the current Mission of College: to enhance student lives and build stronger communities. The College Catalog further describes the competencies: "Every degree-seeking student masters core competencies that nurture foundations in communication, citizenship, information literacy, problem solving, and other areas." Through faculty professional development, Instructional Committee (IC), and administrative input, it was decided the best way to deliver the competencies was through general education courses which are part of the guided pathway for all associate degree-seeking students. "General education provides the common knowledge and skills that enable us to understand one another, interact, collaborate to solve problems, and build an effective community." (College Catalog) (3.B.1, 3.E.2)

Deciding that a new approach was needed to define and implement the core competencies into general education courses, a new visual was rendered to illustrate the process of how competencies are aligned to the Mission of the College as well as programs and departments (Figure 1P1.1). (3.B.1, 3.E.2)

Figure 1P1.1 Kirtland Outcomes Alignment
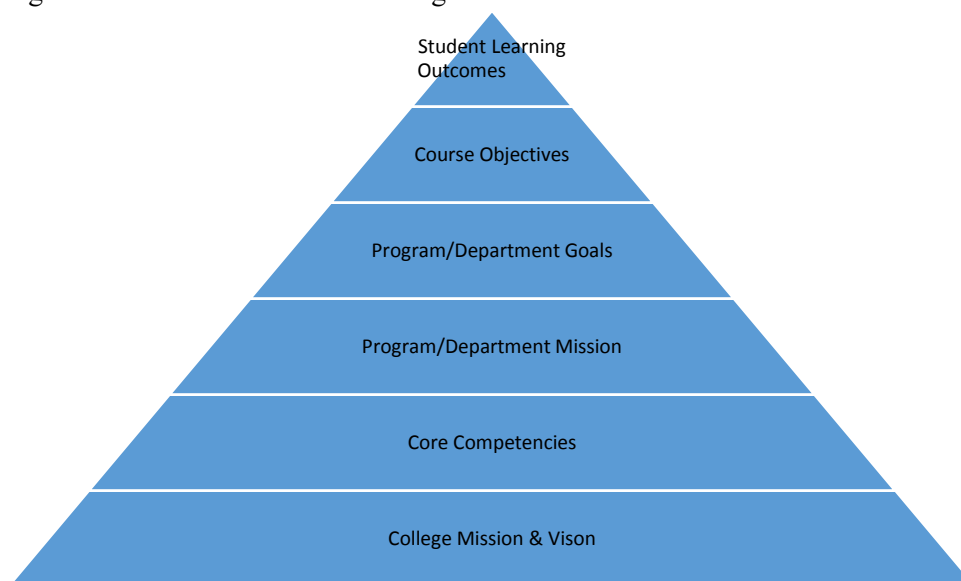
Determining common outcomes (3.B.2, 4.B.4)

The core competencies are reviewed and updated during each Systems Portfolio cycle. In 2014, the previous competencies (2011) were reviewed by a sub-committee of the IC. This committee recommended the 13 existing competencies be reduced to six and that they reflect the 21st century workforce. Competencies such as "Demonstrate the ability to read" or "Demonstrate a working knowledge of technology" were too broad and/or vague. The committee further recommended a new model: that the competencies be threaded through all general education courses rather than tied to a specific course or a single subject area. The idea that a competency can be found and assessed in a single course was eliminated. Also eliminated was the idea that student were expected to successfully pass the specific class in which the competency was embedded in order to graduate. Additional motivation for competency revision was the need to reduce the number of courses required to obtain an associate's degree based on a directive from the Higher Learning Commission

(HLC) and the president of the College as some of the general education courses were no longer part of the degree. After review of the revised competencies at the IC, the faculty gathered during a professional development day to revise program learning outcomes and student learning outcomes. Following the accomplishment of this task, they began work on the sequence and assessment of the core competencies. (3.B.2, 4.B.4)

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)

Information about the core competencies is found in the online College Catalog in the General Education section. The catalog states "General education seeks to make people intellectually well-rounded, whole, and complete. It comprises that core of knowledge and skills that educated people need regardless of what career or vocation they enter." which provides students with the explanation of why general education course are important to them. The program goals found in the Guided Pathways of the College's website also indicate competencies for the program. (3.B.2)

As the redesign of this process is in its infancy and a work in progress, a new section in the online syllabus template directs faculty to incorporate the competency and assessment selected for the semester into their course syllabus. Faculty are using Canvas, the learning management system (LMS), as the vehicle to track whether the student has achieved mastery through the use of a rubric they have designed. Items used in the assessment process such as tests, research papers, projects, portfolios, etc. are tagged within Canvas. Levels of attainment are introduce, practice, and mastery. Since the core competencies are embedded within general education courses, degree-seeking students have multiple opportunities to attain mastery of 15 points (3 points x 5 opportunities) of each competency prior to graduation. (4.B.1)

Figure 1R1.1 provides a timeline for assessing and evaluating the core competencies by faculty. The competencies will be evaluated and revised in a timely manner by reviewing the data to find weaknesses in the assessment itself or items used for assessment.

The six redesigned core competencies better address an intellectually well-rounded person in today's society.
- **Communication** - read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.
- **Personal Growth and Responsible Citizenship** - act purposefully, effectively, and responsibly to function in social and professional environments as a productive citizen in the community.
- **Technology, Research, and Information Literacy** - recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.
- **Problem Solving** - think critically, and creatively to analyze, synthesize, and evaluate to solve real world problems.
- **Work Productivity** - use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.
- **Systems/Processes** - Apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community. (3.B.2)

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Each degree-seeking students must pass general education courses. Based on the new model, students now have more opportunities to achieve the outcomes as they are now embedded in every class across the curriculum. The Guided Pathways provide a list of the general education courses associated with the specific program. The Curriculum and Instruction Committee (CIC) must approve all general education courses prior to the approval of a new program or the revision of an existing program. (3.B.3, 3.B.5)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

Several groups ensure the currency, relevancy, and alignment of outcomes. Advisory committees, comprised of faculty, employers, and others related to the program, provide feedback as to quality of employees Kirtland graduates make. Faculty review data from the core competency assessments to determine the adjustments needed to ensure the competencies are relevant and can be met. Student Services (SS) and the faculty work with other colleges and universities to ensure that both new and existing courses and content are aligned and transferable. The College is a participant in the Michigan Transfer Agreement (MTA) which allows the transfer of up to 30 general education semester credits to other colleges. (3.B.4)

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The number of co-curricular activities (Figure1P2.1) is limited at Kirtland as it is a commuter college with students attending classes and spending little time participating in activities at any location. Alpha Omicron Gamma Chapter of Phi Theta Kappa (honors society) and the Student Veterans of American Student Organization are two clubs that have an active membership. As an honors society, Phi Theta Kappa's mission aligns with the core competencies in that members must participate in leadership seminars, show citizenship, problem solve, and work productively. Membership is dependent upon grade point average and participation in service learning projects to obtain these skills. The Veterans Club encourages personal growth as service men and women adjust to civilian life. These clubs meet several times a year to further their personal growth and network with each other. (3.E.1, 4.B.2)

Kirtland offers its students cultural events and programs to: "help to foster intellectual curiosity, cultural enrichment, communication, critical thinking, diversity, lifelong learning, social and cultural awareness, and other general education goals." (College Catalog). Programs include the Performing Artists series and student writing and art competitions. (3.E.1)

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)

In Fall 2015, faculty were provided training and direction on how to assess the first core competency of communication. The faculty met on Assessment Day and shared ideas to help with the process. Center for Teaching and Learning (CTL) staff demonstrated how to tag assignments in Canvas using a rubric designed in-house to assess each of the core competencies. Canvas allows easy access to view the number of times a student has achieved mastery for each competency. Kirtland looks for a standard level of achievement in the learning objectives from peer institution's courses when selecting a method to assess transfer classes. (4.B.2)

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

When assessing core competencies, faculty are expected to tag artifacts which relate to the competency in the courses they teach (e.g. mock certification exam, portfolio, capstone project, case study, pre/post-test, essay/paper, poster presentation, oral presentation, performance piece, clinical site evaluation (from supervisor/mentor), student journal, checklist and indicate the week or module in which the artifact will be submitted for review. Once the student submits the artifact, the faculty reviews and assigns the level of attainment: introduce, practice, or mastery. Students have multiple opportunities to attain mastery of 15 points (3 points x 5 opportunities) of each competency prior to graduation. Using the assessment timeline (1R1.1), faculty will evaluate the results of the competency mastery levels the year following the assessment from a data pull in Canvas. Following the Plan-Do-Study-Act (PDSA) method, the results will be studied to ensure the competencies are met. If not, then faculty will make improvements for the next round of

assessment of the specific competency. All programs of study are on a three year cycle to assess the core competencies. Figure 1P1.2 depicts the process of assessment for transfer degrees and occupational programs. The data from this comprehensive process will be evaluated and program improvements determined based on the results. (4.B.1, 4.B.2, 4.B.4)

Figure 1P1.2 Assessment Process Matrix

	Transfer Degrees	Occupational Programs	
Program of Study	ASA	AAS	Certificates
Core Competencies	Communication Technology, Research, and Information Literacy Personal Growth and Responsible Citizenship Problem Solving Work Productively Systems/Processes		
Assessment Tools	Canvas Assignments (tagged) Student Evaluations Success of Transfer Students	PROE Canvas Assignments (tagged) Licensure/Certification results Employability Data	

1R1: RESULTS

A timeline has been established to introduce, assess, and evaluate the six core competencies based on the PDSA method.

Figure 1R1.1 Assessment Timeline
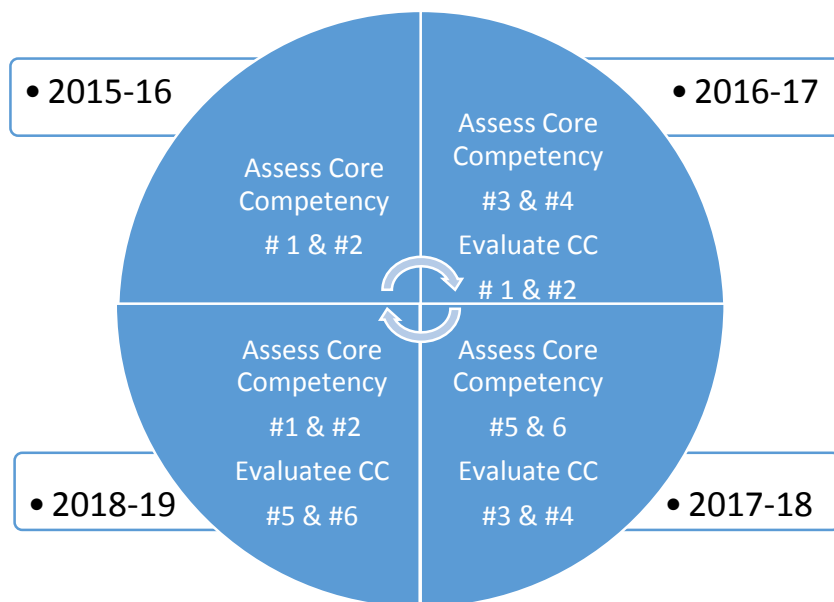
Kirtland prides itself on maintaining smaller class sizes at the M-TEC and the Roscommon campus (Figure 1R1.2). This promotes better student engagement with the faculty member – the student is not just a number but a person with a name. When issues occur with a student and a red flag goes up, the faculty member is more likely to notice the problem and address it in a timely manner. When the core competency is the focus, the faculty member has time to work with the student to ensure that mastery level is achieved.

Figure 1R1.2 Average Class Size Information

Location	Fall 2013	Winter 2014	Fall 2014	Winter 2015	Fall 2015	Winter 2016
Gaylord M-TEC	14.8	13.9	15.1	16.7	17.7	16.9
Roscommon	18.4	17.8	17.3	16.6	16.6	15.7

To enroll in general education classes, the student must have a good foundation of basic skills. A majority of students have issues that put them at a disadvantage (e.g. unemployment, poverty, single parent, family and health issues, etc.) and need help to reach college readiness. Developmental courses provide the necessary skills as a foundation to prepare students for the general education courses they will be taking. Figures 1R1.3 and 1R1.4 show the pass/fail/withdraw rates for Developmental English and Mathematics. The numbers reflect a better pass rate in fall semesters than winter. Numbers remain somewhat steady over the past three years.

Figure 1R1.3 Developmental English Pass/Fail/Withdraw Rates

Developmental English						
	Fall			**Winter**		
Year	**13/14**	**14/15**	**15/16**	**13/14**	**14/15**	**15/16**
Pass	60.8%	63.5%	62.2%	60.3%	51.1%	53.1%
Fail	27.5%	22.2%	33.8%	26.0%	37.8%	34.7%
Withdrew	11.7%	14.3%	4.1%	13.7%	11.1%	12.2%
Count of Students	171	126	74	73	45	49

Figure 1R1.4 Developmental Mathematics Pass/Fail/Withdraw Rates

Developmental Mathematics						
	Fall			**Winter**		
Year	**13/14**	**14/15**	**15/16**	**13/14**	**14/15**	**15/16**
Pass	63.6%	65.4%	64.0%	58.0%	58.2%	53.0%
Fail	21.1%	18.6%	25.1%	22.4%	25.4%	25.6%
Withdrew	15.3%	16.0%	10.8%	19.6%	16.4%	21.4%
Count of Students	549	462	203	326	268	117

Figure 1R1.5 General Education Pass Rates By Subject Area

Percentage Passing General Education Courses by Subject Area 13/14 - blue, 14/15 - orange, 15/16 - gray
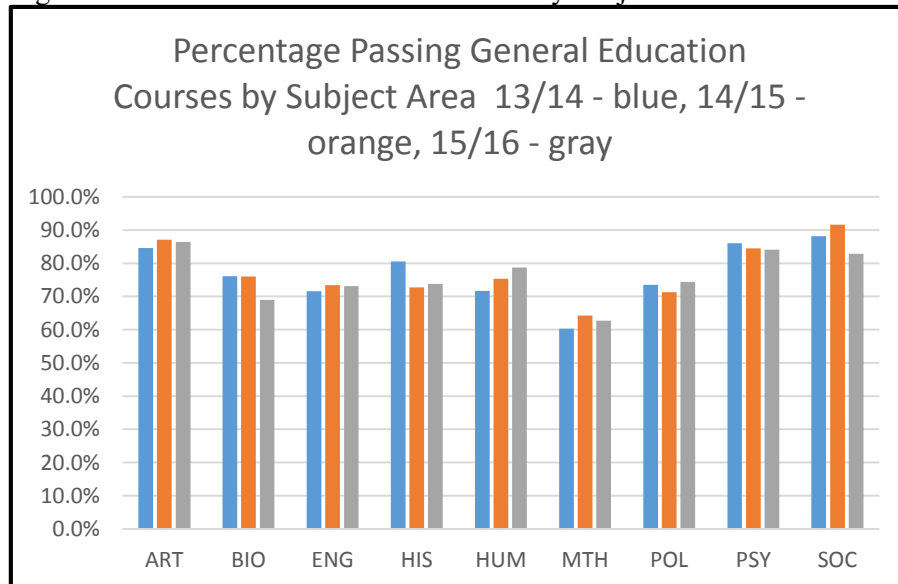
Figure 1R1.5 shows that in a majority of general education courses, more than 70% of the students are receiving passing grades. Core competencies are introduced and assessed in general education course.

The Community College Survey of Student Engagement (CCSSE) results in Figure 1R1.6 show a decline in many areas and in comparison to the National Cohort for student perceptions of how the College has contributed to their knowledge, skill, and personal develop. Administrators and faculty will be reviewing to seek the cause of the decline.

Figure 1R1.6 CCSSE Comparison Data Related to General Education Courses

How much has your experience at this college contributed to your knowledge, skills and personal development in the following areas?			
Percentage responding "Very Much" or "Quite a Bit"	2013	2016	2016 CCSSE National Cohort
Acquiring a board general education	74.1%	71.5%	70.7%
Acquiring job or work-related knowledge and skills	55.2%	47.7%	60.5%
Writing clearly and effectively	65.6%	55.4%	61.3%
Speaking clearly and effectively	59.3%	51.4%	57.9%
Thinking critically and analytically	69.9%	67.3%	70.4%
Solving numerical problems	63.2%	64.6%	56.0%
Using computing and information technology	63.6%	58.3%	60.5%
Working effectively with others	61.7%	61.5%	61.2%
Learning effectively on your own	70.7%	70.9%	70.6%
Understanding yourself	52.2%	50.3%	56.0%
Understanding people of other racial and ethnic backgrounds	31.5%	32.5%	47.7%
Developing a personal code of values and ethnics	35.4%	39.4%	46.7%
Contributing to the welfare of your community	30.8%	25.2%	29.9%
Developing clearer career goals	60.2%	57.1%	57.8%
Gaining information about career opportunities	54.8%	54.2%	51.6%
Number of Respondents	**528**	**516**	**433,028**

1I1: IMPROVEMENTS (4.B.3)

After each round of evaluation (Figure 1P1.2, Figure 1R1.1), faculty will review and recommend improvements for each core competency and then implement improvements. After all core competencies have been assessed one time, faculty will be brought together for discussion on continuation of current core competencies and/or needed changes based on the previous outcomes and status of programs and departments. The CTL will create a reporting template and disseminate data to faculty. (4.B.3)

Some course descriptions include a reference to specific core competencies but not all do. As new courses are developed, descriptions will include a reference to the core competency.

1P2: PROGRAM LEARNING OUTCOMES

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)

During the design stage of a new academic program, two questions are answered on the New Program Form: 1) How will this new program help the college accomplish its Mission? and 2) How does this program relate to the college's *Strategic Plan*? Responses require that relevant faculty members and deans/directors consider the importance of the program and the ways in which the program can help fulfill the College's

Mission of enhancing student lives and building stronger communities. Also, all courses within the program must align with certificate or degree requirements and programs must meet state, federal, accrediting agencies, and licensure bodies' requirements. (3.E.2)

The New Program form is submitted to the CIC, composed of administrators, faculty, students, and support services personnel. It is their function to study the new program from all perspectives, including advising, financial aid, gainful employment, library resources, courses to be offered, degree or certificate to be granted, and enrollment. If the CIC approves the new program, then the program moves to the vice president of instructional services (VPIS) for review of alignment and approval. Upon approval, the program is presented to the president and then to the Board of Trustees (BOT) for approval.

In addition to aligning with the Mission, each program has developed its own mission statement. Each program also has its own Guided Pathway providing all students with routes to complete the degree in a reasonable length of time before financial aid is exhausted (Figure 4P4.1). (3.E.2)

Determining program outcomes (4.B.4)

Program outcomes are determined by the faculty and the advisory committee affiliated with the program. Representatives to the advisory committees work in the field, are versed in current industry standards, and have direct knowledge of the needs of the region. Their input allows the College to revise the program and/or courses to meet the needs of today's workforce, relating back to the College's Mission. Transferability, accreditation standards, and licensure requirements are considered in the process. As an example, the Mopar Career Automotive Program LOCAL curriculum, a partnership with Fiat Chrysler Automotive, enables Kirtland automotive students to earn Level 1 certification to be qualified to work at Chrysler, Jeep, Dodge, and Ram dealerships. Based on this program's outcomes, students will be more employable right from the moment of graduation. (4.B.4)

Occupational programs are reviewed on a three-year cycle using the Program Review in Occupational Education (PROE). Faculty, students, and advisory committee members provide feedback to ensure program relevancy, opportunities for improvement, and future direction of each program. The dean of occupational programs works with the designated faculty to put together the College's action plan addressing concerns and suggestions collected during the evaluation process. (4.B.4)

Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

Purpose and content of the program are conveyed to students through the College's online catalog, marketing materials, and Guided Pathways for each program (Figure 4P4.1). Pathway pages provide links to O*NET Online and the Occupational Outlook Handbook (OOH) online where detailed information on wages, job outlook and growth, job dimensions, and Standard Occupational Classification (SOC) codes are found. Success of the program and its outcomes are determined by a review of retention and graduation rates, pass rates on licensure exams, and employability rates. (4.B.1)

When designing a new program or reviewing an established program, courses are created with meaningful objectives and goals that are stated in syllabi. General education courses must meet the criteria established for transferability through the MTA. Outcome artifacts, that assess core competencies, are mapped and tagged at the point of introduction, during the learning phase, and then at the mastery level within Canvas to allow for easy assessment. (4.B.1)

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

Input is gathered from a number of sources including student surveys, part-time faculty working in the field, partnerships, and accreditation and licensing bodies to ensure that outcomes remain consistent with current industry needs and standards. The College aligns the SOC and Classification of Instructional Programs (CIP) codes to ensure that students are able to perform the duties of the job as listed at the O*NET and OOH websites. Program advisory committees meet annually to discuss the industry and how the changes to the program will improve education and employment opportunities for students. Kirtland is aware of the changing needs of society and prides itself on providing flexibility in the design of its programs in order to provide solutions and sustain the well-being of its local communities as well as the global community. The PROE, administered every three years, outlines the strengths and weaknesses of all occupational programs. This information assists administrators in making modifications in order to keep the programs viable. (3.B.4)

When high school students are enrolled in occupational programs sponsored by the Intermediate School District (ISD) and held at Kirtland, the College works with the high school instructors to ensure that the goals of the high school programs align with the goals of the College's programs to ensure seamless articulation leading to a certificates or associate degrees.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

As Kirtland is a commuter college with many students working while attending school and/or having family obligations, its co-curricular activities are low in number (Figure1P2.1) but speak to the interests of its students and the College. (3.E.1)

Figure 1P2.1 Co-Curricular Examples

Organization/Activity	Description
Alpha Omicron Gamma Chapter of Phi Theta Kappa (honors society)	Provides opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programming
Student Veterans of American Student Organization	Serve veterans (men and women) who are currently serving or who have ever served in the United States military to establish a network of lifelong friendships and to help them be aware of all related benefits and services for which he or she may qualify
Constitution Day Recognition	Presentation commemorating the signing of the U.S. Constitution
Domestic Violence Awareness in conjunction with River House Shelter	Presentation to raise awareness of domestic violence
Art Shows	Showcase the talent of College art students
Empty Bowls Project in conjunction with River House Shelter	Silent auction to help the shelter continue to provide safety and services to survivors of domestic and sexual abuse and the homeless
Political Awareness/ Meet the Candidates	Provide awareness of local and state political candidates
Food Pantry	Provides free food to help students when finances are tight
Bunks Beds for Local Shelter	Welding and fabrication students constructed 38 beds for a local shelter
Habitat for Humanity	Students in the Electrical Technology program volunteer to work on a local Habitat home

In the past, students wishing organize a club would present their request to the Student Senate who, in turn would recommend charters to the vice president of student services (VPSS) for recognition. Any club would

have to recruit an employee as an advisor. In Fall 2016, the Student Senate was disbanded. Currently, any students wishing to form a club must contact the VPSS for approval.

Co-curricular organizations provide opportunities for leadership along with the opportunity to network with like-minded students and encourage personal and professional growth. Activities sponsored by the College celebrate the talents of its students. They also bring awareness of the difficulties some students suffer and the issues that are occurring to members of local communities. It is the intent of the College that participation in activities such as Habitat for Humanity and domestic violence awareness projects will promote engagement where students reside and contribute to the College's Mission of building stronger communities (Figure 1P2.1). (4.B.2)

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)

Faculty assess attainment of outcomes through tests, papers, presentations, and art portfolios. Informal communication is a valuable method to gauge if students have attained proficiency. At the course level, core competencies artifacts are tagged in Canvas to demonstrate mastery. Demonstrated competency at this level rolls up into the program outcomes. The PROE (state level), Perkins 4P1 (federal level), the Program Review (internal), and licensure exams indicate successful achievement of program learning outcomes. Co-curricular activities complement classroom instruction. (4.B.2)

The College is interested in information from graduates about the program in which they received their degree. Kirtland utilizes the Graduate Follow-Up Survey to gather information from students regarding their continuing education, employment, and wages to ensure program outcomes are met. In an effort to have comparison data available, 17 Michigan community colleges, under the umbrella of the Michigan Community College Collaborative for Accountability, Research, and Effectiveness (MCCCARE), met in 2012 to standardize the Graduate Follow-Up survey. Using best practices, the front of the survey asks the same general questions of all graduates while the back of the survey can be customized to ask questions related to the specific institution. (4.B.2)

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Figure 1P2.2 Assessment of Student Learning
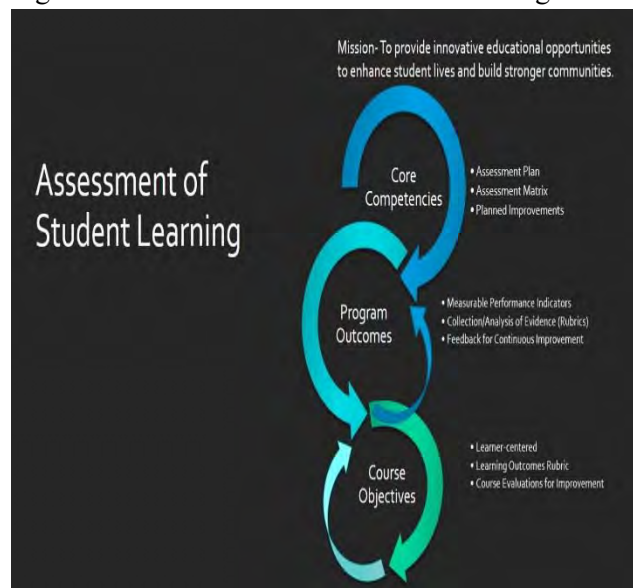
After collecting assessments of core competencies, course objectives, and program outcomes (Figure 1P2.2), the Assessment Committee and deans/directors utilize the PDSA method to identify areas in need of improvement. Recommendations from the advisory committees, the Northeast Michigan Consortium and Region 7B Consortium are studied along with information from program reviews and the PROE to determine whether to offer, discontinue, expand, or modernize the occupational programs. The Associate's in Sciences and Arts currently uses the core competencies to evaluate outcomes. Changes at the course or program level are brought to the CIC for review and approval. The Graduate Follow-Up Survey provides information as to whether the graduate felt prepared for employment. (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

Kirtland is working on candidacy or maintaining its approved/certified status for many of its occupational programs (Figure 1R4.1). Based on the accrediting body's program outcomes, each student is prepared to take the appropriate credentialing exam. Figure 1R2.1 provides a summary of student results on industry certification/licensure exams for the past three years. In seven of the 12 programs, students had a 100% pass rate and students in nine of the 12 programs had a 75% or better pass rate. This demonstrates that students graduating from their program possess the skills they need to pass industry certification/licensure exams in order to gain employment in their field. Figure 1R2.5 indicates that, on average 72% of the students are using their skills to get jobs in their field of study or are choosing to continue their education.

Figure 1R2.1 Perkins Certification/Licensure Exam Results

Kirtland Community College 1P1 Perkins Core Indicator Results for Reporting Year 2016							
Program Name	**Total Passed Male**	**Total Taken Male**	**Total Passed Female**	**Total Taken Female**	**Grand Total Passed**	**Grand Total Taken**	**Performance Level**
Cosmetology	0	0	12	12	12	12	100.00%
Esthetician	0	0	2	2	2	2	100.00%
Criminal Justice Pre-Service	21	21	1	1	22	22	100.00%
Automotive Master's Certification	3	3	0	0	3	3	100.00%
Welding and Fabricating	50	50	0	0	50	50	100.00%
Pharmacy Technology	0	0	2	2	2	2	100.00%
Surgical Technology	3	3	8	8	11	11	100.00%
Associate Degree in Nursing	10	11	49	54	59	65	90.77%
Cardiac Sonography	2	2	7	8	9	10	90.00%
Practical Nursing	0	0	5	6	5	6	83.33%
Emergency Medical Services	4	4	4	7	8	11	72.73%
Heating/Ventilation/ AC/Refrigeration	5	9	0	0	5	9	55.56%
Grand Totals	**98**	**103**	**90**	**100**	**188**	**203**	**92.61%**

Perkins core indicator results for occupational programs show that Kirtland students are consistent in their attainment of technical skills (Figure 2R2.9). While the state expected level varies from year to year, based on all 28 Michigan community colleges, Kirtland exceeded the level in 2013-2015 and is expected to meet or exceed the level in 2016. When technical skills attainment scores are benchmarked against peer ACS schools, Kirtland regularly scores in the top half (Figure 1R2.2).

Perkins core indicator results for placement and employability show that Kirtland will fall slightly below the state's expected level in 2016 (Figure 2R2.9) due to the fact that unemployment rates in the service area are consistently higher than the state average (Figure 1R2.4). Kirtland does nearly as well as or better than 50% of its ACS-I group peers most years (Figure 1R2.3).

Overall, the College is pleased with the results on the Perkin's Core Performance Indicators but there is work to be done in some areas. When the student has enough training, they enter the workforce prior to receiving the degree or certificate.

Figure 1R2.2 Perkins 1P1 Technical Skills Attainment for ACS-I Colleges

College	2013	2014	2015
Alpena Community College	86.01%	89.26%	89.22%
Bay College	89.11%	72.73%	87.84%
Glen Oaks Community College	70.00%	88.57%	90.91%
Gogebic Community College	94.62%	95.56%	99.29%
Kirtland Community College	95.38%	89.67%	96.88%
Mid Michigan Community College	93.19%	98.71%	85.32%
Montcalm Community College	96.33%	96.77%	100.00%
North Central Michigan College	57.92%	94.58%	84.68%
Northwestern Michigan College	96.41%	95.49%	98.03%
Southwestern Michigan College	71.19%	100.00%	92.42%
West Shore Community College	78.36%	88.24%	95.77%
State Average	**90.09%**	**91.13%**	**91.74%**

Figure 1R2.3 Perkins 4P1 Placement and Employability Attainment for ACS-I Colleges

College	2013	2014	2015
Alpena Community College	85.85%	92.16%	90.53%
Bay College	82.05%	100.00%	100.00%
Glen Oaks Community College	100.00%	78.57%	100.00%
Gogebic Community College	83.33%	63.64%	77.27%
Kirtland Community College	84.80%	58.04%	84.40%
Mid Michigan Community College	85.96%	85.32%	82.14%
Montcalm Community College	N/A	81.82%	96.88%
North Central Michigan College	80.00%	80.77%	76.47%
Northwestern Michigan College	84.00%	85.23%	100.00%
Southwestern Michigan College	79.47%	77.59%	86.32%
West Shore Community College	79.07%	77.50%	79.71%
State Average	**85.02%**	**85.78%**	**84.87%**

Figure 1R2.4 Unemployment Rates

County	2013	2014	2015
Crawford	11.5%	9.5%	7.5%
Ogemaw	11.8%	9.8%	7.5%
Oscoda	15.6%	11.8%	8.4%
Roscommon	13.9%	11.4%	8.8%
Otsego	10.4%	8.1%	5.9%
Five county average	**12.6%**	**10.1%**	**7.6%**
State average	**8.8%**	**7.3%**	**5.4%**

Figure 1R2.5 shows the number of graduates finding employment in their field of study rose from 54% in 2013 to 65% in 2015 and the number of graduates continuing their education at a 4-year college also rose from 10% to 16% during the same time period.

In drilling down to the program level, two of the three programs shown have nearly 90% of the graduates gainfully employed in their fields of study with over 80% of the graduates in the third program either working in their field or continuing their education (Figure 1R2.6). All graduates are earning an average wage that is twice that of the current minimum wage. This is an indicator that Kirtland students are well prepared as they enter the job market and that, based on the Guided Pathways, students entering a specific program are likely to earn a living wage.

Figure 1R2.5 Graduate Follow-Up Survey Results

Kirtland Graduate Follow-Up Survey Results			
Year	Employed	Employed in Field	Continuing Education at 4 Year College	Respondents
2013	72	59	11	110
2014	107	86	24	156
2015	88	72	18	111

Figure 1R2.6 Selected Program Level Results from the Graduate Follow-Up Survey

2015 Kirtland Graduate Follow-Up Survey Results - Selected Programs					
Program	Employed	Employed in Field	Continuing Education	Respondents	Average Wage
Police Academy	14	13	0	15	$18.31
Cardiac Sonography	6	4	1	6	$23.42
Nursing	20	19	4	21	$24.28

1I2: IMPROVEMENTS (4.B.3)

Kirtland is adding industry certifications/licensures/credentials to programs where possible and moving programs through the accreditation process to enhance student skill attainment and employment options. Kirtland is in the self-study phase for accreditation for Nursing, Surgical Technology, and Health Information Technology (HIT). The College anticipates improved curriculum, retention, completion, and program growth as a result of accreditation in these programs. Approved accreditation also qualifies students to sit for national credentialing exams. (4.B.3)

1P3: ACADEMIC PROGRAM DESIGN

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

Kirtland identifies its student stakeholder groups by reviewing prospective and current students and graduates (2P1). Prospective students are assessed through placement testing occurring during Orientation, Advising, and Registration (OAR) to determine the appropriate level of college English or mathematics courses to enroll in. A student's high school transcript and grade point average (GPA) are also reviewed at the time of OAR to evaluate any advanced placement or college courses already taken. Current students have one or more semesters of course work completed and are working towards completing a certificate or

degree or transferring to a four-year university. The College solicits input from students on the Annual Fall Student Survey asking if there are programs Kirtland should be offering but is not.

Subgroups have been identified based on information pulled from Jenzabar including but not limited to: developmental education students, student by gender, age, and ethnicity, first-year in college students, dual-enrolled and early middle college students, transfer students, veterans, students with disabilities, and working students. The communities from which our students come from tend to be rural, Caucasian, and living at or below the poverty level. (1.C.1, 1.C.2)

While some students enter college with a specific career in mind, many do not or they change goals midstream. To facilitate making smart decisions from the onset and to maximize financial aid, students are required to meet with their advisor prior to registering for the first semester, either in-person or by telephone, to discuss their career pathway and review the sequence of courses for a certificate, degree or transfer and to review the advising syllabus. Students are encouraged to take the Myers-Briggs Type Indicator test, the Strong Interest Inventory, or the ASVAB Career Exploration Program and Find Your Interests (FYI) inventory to determine careers of interest. Following the first semester, students are contacted by their assigned advisor to review and revise their program of study and register for classes.

Graduates of Kirtland are those who have received a certificate or degree from the College. While this group of stakeholders has completed their program of study, the College surveys them to see if they were able to obtain a job in their field. This provides information as to whether the College has met their educational needs or not (Figure 1R2.5).

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

The College identifies other key stakeholders by reviewing data from its service areas and networking with groups such as Michigan Works! (state employment agency), Northeast Michigan Council of Governments, local economic development corporations, employers, advisory councils, local K-12 school systems, higher education institutions, and other organizations. Discussions with the various groups identify needs which leads to the design of a plan of action to meet the needs. Local schools districts need educational options for their high school students. Discussions with individual districts led to the formation of the Early Middle College (EMC) and specific programs were designed to meet the needs of the students. The director of Workforce Development (DWD) meets with local and regional business and industry to determine advanced training needs for employees. Kirtland is a rural community college serving a homogeneous Caucasian population. (1.C.1, 1.C.2)

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The College and DWD work together to respond to the needs of all stakeholders in a timely manner.
Before recommending a new program, a feasibility study is conducted to determine economic trends and indicators in its service areas, student interest, and employability of graduates. If a proposed program is deemed feasible, curriculum is developed and brought to the CIC for evaluation and recommendation. If the CIC recommends the new program to the VPIS, it will be presented to the president. After review by the president, it be taken to BOT for final approval. Occupational program advisory committees meet annually and provide information on current needs and projected changes. An example of responding to the needs of a local business was when the DWD and a faculty member found a creative solution to a scheduling challenge for employees who were unable to attend classes due to a conflict with their work schedules. Online modules were designed for the theory portion of the courses and could be done at the student/employee's convenience. The student/employees then moved to the skills training portion of the course applying theory previously learned. With the help of Kirtland, these employees are now Registered Apprentices with the Department of Labor and have gained college credit in the process. The College

explored and developed a Medical Assistant program in response to the needs expressed by local medical communities for qualified medical assistants. The Health Sciences Department reviewed existing health sciences courses and developed new courses for the program. The program was then approved by the CIC, VPIS, president, and BOT as per the new program process. (1.C.1, 1.C.2)

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

Annually, all programs are evaluated using the Program Review as described in 1P4. The outcome from the review is the foundation for systematic planning practices used when considering new programs, the overall well-being of the program, and the criteria for suspension and discontinuation of programs. Occupational programs are mandated to use the PROE, described in 1P4, to evaluate currency and effectiveness. Advisory committees provide necessary feedback on trends in the industry. They also advise the various programs as to whether Kirtland students are prepared to enter the workforce with the necessary skills needed. State licensure and certification pass rates provide data on the preparedness of students exiting the program. The Colleges uses data supplied by four-year colleges as related to the transfer success of Kirtland students. The Graduate Follow-Up Survey provides input from recent graduates as they seek employment in their field of study. The Leavers Survey offers the College information as to why a student leaves before completing a program.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Discontinuation of courses are recommended based on the annual Program Review. Courses that are cancelled regularly due to low enrollment are considered for discontinuation. The process for reviewing courses and making recommendations for revising or discontinuing courses is initiated by faculty. Advisory committees may recommend changes based on industry standards or relevancy. Requirements for licensure based on third party credentialing may also be a reason for change. Revisions to a course include changes to: co- and prerequisites, credit or contact hours, course titles, course descriptions, or program requirements. Based on the information gathered, faculty and/or deans/directors present a Course Revision or Suspended Course form to the CIC along with rationale for the change. The CIC reviews the proposal and discusses how the change or discontinuation will effect co- or prerequisites to other courses or programs. If there are any questions or issues raised, the faculty will be asked to make the necessary corrections and return to the CIC for approval. If approved by the CIC, it will be forwarded to the VPIS who will have final approval over the change. The VPIS will inform the president of the change. (4.A.1)

Programs having low enrollment or graduation rates, are high in cost, or have low demand or employment may be recommended for discontinuation. Feedback from advisory committees is taken into consideration before making changes to or recommending discontinuation of a program. Faculty or deans/directors initiate a Program Revision or a Suspended Program form with rationale for change to the CIC. Upon approval from the CIC, the dean/director or VPIS will notify the president. The president will present a recommendation to the BOT who will either approve or deny the change. Students who are in a program that is being discontinued are notified after the Board approves discontinuation. Those students are given a reasonable opportunity to complete courses and graduate from the program or they may be advised into a similar, more relevant, program especially if they are not very far on the pathway of the discontinued program. An example of changes to a program was while working on accreditation for the HIT program, the accrediting body made major changes in program requirements. The HIT director is working on revising curriculum based on the changes. (4.A.1)

1R3: RESULTS

Figure 1R3.1 lists program changes as a result of the comprehensive review process.

Figure 1R3.1 Kirtland Program Changes

Department	2012-13	2013-14	2014-15	2015-16
Art	5 degrees 2 certificates	Added Photography AAS	Eliminated Graphic Design certificate	1 degree (AAS Foundations in Art & Design) 1 certificate (Graphic Design)
Automotive	2 degrees 7 certificates	Eliminated 4 special certificates	Eliminated Auto Body Specialist certificate	Only minor revisions
Business	2 degrees 3 certificates	Eliminated Bookkeeping certificate	Added concentrations to Small Business Management & Entrepreneurship certificate	Added Associate in Accounting Minor revisions to other programs
Computer Information Systems	3 degrees 2 certificates	No changes	Added Information Technology AAS Eliminated 2 certificates	Programs eliminated
Construction Technology	2 degrees 2 certificates	No changes	No changes	No changes
Cosmetology	1 degree 1 certificate	Minor revisions	Added Esthetician special certificate	No changes
Education	1 degree	No change	Eliminated program due to low enrollment	
Health Sciences	3 degrees 4 certificates 1 partnership	Eliminated Surgical Technology degree	Moved HIT to HS department from OIS	Added Medical Assistant AAS Added LPN to RN AAS Eliminated Vascular Sonography certificate
Industrial Technologies	3 degrees 1 certificate	No change	Minor revisions	Added Composite Materials Technology certificate
Office Information Systems	5 degrees 4 certificates	Eliminated Medical Transcription degree & certificate Eliminated Office Assistant certificate	Eliminated Legal Secretary AAS Moved HIT to HS department	Merged with Business department
Public Safety	3 degrees	Added Emergency Medical Services AAS	Added Military Police Academy special certificate Added Police Academy certificate Eliminated Associate in Criminal Justice: Generalist, Transfer	Eliminated Corrections Administration/Jail Administration AAS
Technology Management	1 degree	No change	No change	No change

Department	2012-2013	2013-2014	2014-2015	2015-2016
Transfer	9 degrees 2 certificates	No change	Added concentrations to AS Eliminated Associate in Criminal Justice: Generalist, Transfer Eliminated Creative Writing AFA Eliminated Theatre Arts AFA Eliminated General Studies certificates	Eliminated Associate in Computers, Computer Science Eliminated Associate in Computers, Information Systems Eliminated AFA Studio Art

Over the past four years, Kirtland assessed all of its degrees offered by department using the program review process. Advice from advisory committees as well as the program review data showed that a number of certificates or degrees should be discontinued due to low enrollment or lack of need in the service area (e.g. Legal Secretary and Theater Arts). Employment needs facilitated the addition of new certificates and degrees (e.g. Military Police and Accounting). In some cases, departments were moved for better management (HIT to Health Sciences and merging Office Information Systems with the Business Department) (Figure 1R3.1).

The population of the five-county service area totals 93,026. Reviewing other census data shows that Kirtland students are primarily Caucasian, with very few minorities living in the area. Median household income averages slightly under $36,000 with nearly 20% of the population living in poverty. Less than 12% of the residents have a bachelor's or higher degree (Figure 1R3.2). For students to become productive members of the community and to better themselves, they need to earn a degree in a program area that has employment opportunities that will provide a living wage for themselves and their families.

Figure 1R3.2 U.S. Census Information for Kirtland Five County Service Area

| County	Crawford	Ogemaw	Oscoda	Roscommon	Otsego
Population	14,074	21,699	8,640	24,449	24,164
Female	49.8%	50.2%	49.6%	50.1%	50.8%
Male	50.2%	49.8%	50.4%	49.9%	49.2%
Median Age	48.0	48.0	50.4	53.3	43.3
Over Age 65	21.1%	22.5%	23.4%	28.5%	17.4%
Under Age 18	19.7%	19.7%	19.8%	15.5%	22.4%
Caucasian/White	97.5%	97.1%	97.7%	97.3%	96.9%
Median Household Income	$37,874	$33,222	$31,579	$32,742	$44,129
High School Diploma or Higher	80.8%	75.0%	73.7%	85.5%	79.5%
Bachelor's or Higher	12.9%	9.6%	8.0%	17.4%	10.9%
Living in Poverty	16.8%	21.5%	20.2%	22.2%	13.5%

The annual Fall Student Survey provides input from students as to the programs they would like the College to offer (Figure 1R3.3). The responses come primarily from students who are undecided in their program of study. Examples of how Kirtland reviews and responds to program requests is as follows: In 2013, students expressed the need a for a BSN program so nursing students could continue their education to meet health care demands of a BSN degree. Kirtland worked with SVSU to offer a concurrent BSN degree starting in Fall 2015. While Kirtland offered accounting courses, it had no accounting degree. In 2015, the

College created a transfer degree for accounting students, the Associate's in Accounting degree. Due to lack of enrollment in Education courses, the College discontinued its Education/Teaching associate's degree in 2014 after going through the program review process. While students continue to request the College offer a culinary arts program, data from the Bureau of Labor shows that there are few if any open positions for chefs in the service area. Being fiscally responsible to itself and the students, the College has chosen not to offer a culinary arts program.

Figure 1R3.3 Student Recommendations for New Programs

2013		2014		2015	
Program Name	**Number Suggesting**	**Program Name**	**Number Suggesting**	**Program Name**	**Number Suggesting**
Bachelor's in Nursing - BSN	11	Culinary Arts	6	Massage Therapy	6
Radiology/X-ray Tech	7	Accounting	3	Dental Hygienists	3
Culinary Arts	6	Physical Therapy	3	Radiology	3
Physical or Respiratory Therapy	6	Veterinary Tech	3	Physical or Respiratory Therapy	3
Accounting/Finance	5	Social Work	3	Culinary Arts	2
Veterinary Tech	3	Massage Therapy	2	Education/Teaching	2
Respondents	294	Respondents	173	Respondents	248

Figure 1R3.4 Michigan Prosperity Region 3
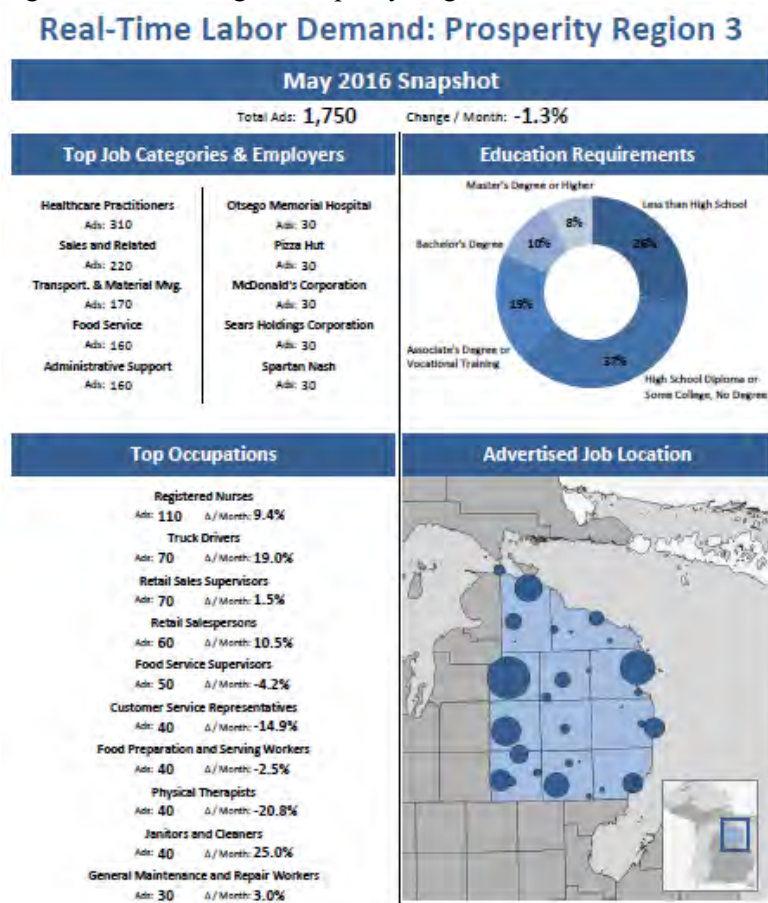
The Michigan Bureau of Labor Information and Strategic Initiatives issues a monthly snapshot of the location and types of jobs available in Michigan with breakouts by regions. Figure 1R3.4 shows the Kirtland service area represented in Prosperity Region 3. Kirtland reviews Region 3 data as well surrounding areas looking at the four topics: top job categories and employers, educational requirements, top occupations, and advertised job locations. The College reviews trends and what the top jobs are leading to the possibility of offering new programs.

1I3: IMPROVEMENTS

In preparation for accreditation with the National League for Nursing, the director of nursing hired a board of nursing consultant to review the current program and recommend revisions to the curriculum including moving to a concept based model of instruction, implementing an entrance exam for admission to the program. Offering an NCLEX review for recent graduates prior to sitting for the exam was also suggested. By implementing these changes, the Nursing Department will monitor scores for improvement and see an increase in licensure pass rates.

The surgical technology program is also in the process of accreditation. Presently, students can earn a certificate. With a review of the curriculum, the College would like offer a degree for the program to make students more employable. Additional specialties in central sterilization and surgical first assistant are under consideration based on responses to stakeholder needs.

1P4: ACADEMIC PROGRAM QUALITY

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

All students new to Kirtland must take placement tests as part of the admissions process. Cut-scores determine the level of mathematics and/or English courses they can enroll in. Students scoring below college-ready in mathematics or English will be enrolled in the appropriate developmental course. Enrollment in the nursing program requires successful completion of the HESI admissions exam. When students attend the mandatory OAR at the onset of their college career, information is provided during the presentation and in the handbook they receive about services such as tutoring, library resources, and disability services that they may need while attending Kirtland. EMC students attend a special orientation to learn about what is expected of them when taking college level courses. All students must complete an online module to learn the basics of Canvas. (4.A.4)

The College's Guided Pathways, available online and in the College Catalog, provide students with a list of prerequisite courses that must be taken prior to enrollment in a program. It also provides a recommended sequence in which program courses should be taken in order to complete a degree within two years. Students can refer to the College Catalog for course descriptions for all courses within a degree. (4.A.4)

As experts in their field, faculty are expected to design courses for their program that are challenging and that will ensure students have the necessary knowledge to compete in and contribute to today's workforce. When faculty bring a new course to CIC for approval, co-requisites and prerequisites must be specified on the New Course Form. Discussion may ensue so that members of the committee, including advisors who may recommend the course through the advising process, understand what will be required of a student for successful completion of a given course. Faculty work with students to prepare them to sit for licensure examinations or third party credentialing. (4.A.4)

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Evaluating and ensuring program rigor in all modalities and locations is the responsibility of the faculty and administrators. The faculty Assessment Committee meets regularly to review course outcomes/objectives upon which programs are built. General education core competencies are scheduled to be evaluated every three years (1P1). After review and revision, the CIC recommends approval of new programs or the revision of existing programs brought before them. (3.A.1, 4.A.4)

Program reviews are conducted annually to ensure the viability of each program. State mandated PROE evaluations are conducted every three years for occupational programs. Feedback from students, staff, and advisory committees assures that the programs are rigorous. Employers hire graduates that meet the standards of the industry. Rigor is also evaluated by the number of students passing third party licensure/credentialing examinations. (3.A.1, 4.A.4)

While all of the occupational programs are taught face-to-face at single locations, many of the general education faculty teach their courses in several modalities including online. To prepare to teach online and to ensure continuity across all modalities, the CTL reviews face-to-face course content with faculty then provides training (best practices, assessment, and pedagogy of online education) in creating the course in Canvas. CTL staff are available for group or individual consultation to demonstrate, model, and offer support to faculty who are looking for ways to improve their courses. (3.A.3)

For programs to succeed, faculty must be knowledgeable in their field. Hiring and evaluation processes for all full- and part-faculty are described in 3P1. Full-time faculty who have not yet met the credentialing guidelines of the HLC have a plan in place and are working toward becoming qualified. Part-time faculty are not hired unless they are qualified. Those teaching dual-enrolled courses are required to meet the faculty qualifications of the College which means they meet the qualifications of the HLC. (4.A.4)

Awarding prior learning and transfer credits (4.A.2, 4.A.3)

POL 6.008 (Transfer of Credits) provides information on requesting prior learning and transfer credits. To earn prior learning credit, students must be in good standing, have earned at least one credit hour at Kirtland, and be working toward a certificate or degree. Prior learning credit may be specific course credit or an elective credit in a specific area. Portfolios and proficiency exams which are evaluated at a 2.0 or better will be awarded a credit grade (CR). Students who attended a regionally accredited college or university must have an official transcript sent to Kirtland for evaluation. Credits, not grades, are transferred for "C" or better courses. Students requesting credit from a non-regionally accredited college or university may have to demonstrate knowledge or skills required for satisfactory completion of the existing course. (4.A.2, 4.A.3)

Kirtland recognizes other examinations or educational experiences that may lead to transfer credits including Advanced Placement (AP) examinations, college-level examination program (CLEP), DANTES subject standardized tests (DSSTs), educational experiences in the armed services, articulation between the College and secondary educational institutions, departmental exams**,** possession of licensure or certification, and portfolio assessment (for occupational programs/classes only). A maximum number of 15 credits can be awarded through CLEP/DSST, AP, departmental exams, and portfolio options. This does not apply to credit earned by licensure. (4.A.2, 4.A.3)

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

The College selects programs for accreditation based on industry standards, at the recommendation of Advisory Committees, or when it is required for students to pass licensure examinations for certification and employment. Faculty in the program area research the process of accreditation. Information is brought to the CIC for review. The subject area dean/director is required to approve moving forward as many of the accreditations require self-studies requiring a time commitment on the part of faculty and administrators. Application, candidacy, and site visit fees along with annual accreditation fees must be built into the operating budget. Depending upon the program, a full-time faculty member must be appointed the program's director. Responsibility for implementing and maintaining accreditation is the duty of the faculty/program director and the dean/director and must follow the accrediting bodies' specifications. Currently, Kirtland has seven occupational programs (Automotive, Certified Nursing Assistant, Cardiac

Sonography, Cosmetology, Medical Assistant, Phlebotomy, and Police Academy) that are certified, recognized, or approved. Four programs (Emergency Medical Services, Health Information Technology, Nursing, and Surgical Technology) are at various levels in the accreditation/certification process (Figure 1P4.1). IR provides enrollment, retention, completion, and course success rates data for the annual Program Review which assists in determining if the program is sustainable or if the program should be discontinued or suspended. (4.A.5)

Figure 1P4.1 Kirtland's Accreditation Status as of Fall 2016

Accreditation Status		
Program	**Step in Accreditation**	**Next Steps**
Automotive	ASE/NATEF certified	Maintain certified status
Certified Nursing Assistant	State approved	Maintain approval
Cardiac Sonography	CAAHEP Initial accreditation	Maintain accreditation
Cosmetology	State approved	Maintain approval
Emergency Medical Services	CoAMPS Submitting self-study	Approval
Health Information Technology	CAHIIM candidacy	Approval
Medical Assistant	AMT recognized	Maintain
Nursing	State approved Submitting self-study for accreditation candidacy	Initial accreditation
Phlebotomy	AMT recognized	Maintain
Police Academy	MCOLES approved	Maintain
Surgical Technology	ARC/STSA self-study submitted, site visit completed	Initial accreditation

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

As described in 1P1 and 1P2, the College assesses its core competencies (1P1) and program learning outcomes using data from the PROE, the Program Review, and the Assessment Committee. In addition, the College reviews data supplied by four-year colleges and universities related to the transfer success of Kirtland students. Pass rates of licensure exams are evaluated by deans/directors as to whether program objectives are being met. The College also uses information gathered on the Graduate Follow-Up Survey (certificate and degree programs) to assess attainment. (3.A.2, 4.A.6)

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

Assessment of courses and programs are described in 1P1 and 1P2. The College uses third party accrediting bodies as a means to assess rigor of occupational programs as the standards are consistent for institutions across the country. Kirtland's programs and accrediting agencies are listed in Figure 1P4.1. During the annual Program Review, data is collected on each course, delivery method (face-to-face, online, and hybrid), location, revenue and expenses, student and faculty Full-Time Equivalencies (FTEs) for each program, pass/fail rates, graduation rates, persistence from fall-to-winter and fall-to-fall. This information is reviewed and shared with dean/directors who look for positive and negative trends. Input from the mid-term and end-of-semester evaluations and the Graduate Follow-Up Survey are reviewed to gauge student views on depth and breathe of courses.

1R4: RESULTS

Outcomes are measured with standard course assessment tools which increasingly include common rubrics, especially for multi-section courses. The Math Department uses common outcomes for all its courses along with common assessment tools to assure that all sections measure the same outcomes and to assess if they (and the students) are meeting these course outcomes. The College can compare the results and then use this data to adjust and continually improve these courses.

As retention is a concern of every institution, Kirtland is tracking the number of students it retains by modality and location (Figure 1R4.1). Whether students take courses in the traditional manner, as a hybrid, or online, the pass rate averages 80% with 76% of those students returning in the winter semester. Online students continue to have a lower retention rate (69%) than traditional and hybrid students (77%). Data shows that students, no matter the location (with online students counted as part of the Roscommon location as per reporting regulations), have a high pass rate at the end of the fall semester. Results show that in most instances, a high percentage of those students reenroll in the winter semester no matter the location.

Figure 1R4.1 Delivery Method and Location Information

Delivery Method	Fall 13/14 students	Fall 13/14 Seats	Retained Winter 13/14	Passed Fall 13/14
Traditional	1625	4414	62.3%	84.4%
Hybrid	127	143	76.4%	83.2%
Online	695	1385	72.1%	74.0%
	Fall 14/15 students	**Fall 14/15 Seats**	**Retained Winter 14/15**	**Passed Fall 14/15**
Traditional	1379	3899	84.6%	85.7%
Hybrid	81	85	66.7%	80.0%
Online	767	1539	65.2%	73.7%
	Fall 15/16 students	**Fall 15/16 Seats**	**Retained Winter 15/16**	**Passed Fall 15/16**
Traditional	1270	3668	87.6%	84.5%
Hybrid	60	60	85.0%	76.7%
Online	643	1194	70.3%	75.9%
Location	**Fall 13/14 students**	**Fall 13/14 Seats**	**Retained Winter 13/14**	**Passed Fall 13/14**
Roscommon	1714	4518	72.6%	81.7%
Gaylord M-TEC	318	1122	60.7%	82.5%
West Branch	137	302	75.9%	84.1%
	Fall 14/15 students	**Fall 14/15 Seats**	**Retained Winter 14/15**	**Passed Fall 14/15**
Roscommon	1631	4030	71.5%	79.8%
Gaylord M-TEC	270	1287	68.5%	88.7%
West Branch	98	206	74.5%	90.3%
	Fall 15/16 students	**Fall 15/16 Seats**	**Retained Winter 15/16**	**Passed Fall 15/16**
Roscommon	1360	3194	81.8%	80.5%
Gaylord M-TEC	308	1524	68.5%	85.7%
West Branch	110	204	79.1%	85.3%

Figure 1R4.2 Transfer Endorsement

Year	MACRAO	MTA
2012	27	0
2013	62	0
2014	66	0
2015	78	3
2016	52	11

Figure 1R4.2 shows the number of Kirtland students receiving the Michigan Association of College Registrars and Admissions Officer (MACRAO) transfer endorsement and the new MTA endorsement. The MTA criteria to obtain the endorsement is more flexible in courses it accepts. Both allow block transfer of 30 credit hours. The final year to obtain a MACRAO endorsement will be 2019.

Figure 1R4.3 Example of Third Party Credential or Licensure Results

51.3801 (ADN)/51.3901 (LPN) Nursing NCLEX Certification Exam

Year	2013	2014	2015	2016
Pass	93.7%	88.0%	97.3%	88.9%
Fail	6.3%	12.0%	2.7%	11.1%
Number Taking	127	183	111	72

51.0909 Surgical Technology - TS-C Tech Certification Exam

Year	2013	2014	2015	2016
Pass	100.0%	100.0%	100.0%	100.0%
Fail	0.0%	0.0%	0.0%	0.0%
Number Taking	8	13	10	11

43.0107 Police Academy - MCOLES Licensing Exam

Year	2013	2014	2015	2016
Pass	100.0%	N/A	98.3%	96.7%
Fail	0.0%	N/A	1.7%	3.3%
Number Taking	70	N/A	58	60

12.0401 Cosmetology - Michigan Licensure Exam

Year	2013	2014	2015	2016
Pass	100.0%	100.0%	100.0%	100.0%
Fail	0.0%	0.0%	0.0%	0.0%
Number Taking	12	14	11	12

Students in occupational programs needing to take a third party licensure examination required for employment have a high pass rate as shown in Figure 1R4.3. Data from Surgical Technology and Cosmetology show a 100% pass rate over the past 4 years with Nursing and the Police Academy averaging above 90% for the same time period. Students have received proper training and are confident sitting for these examinations as their scores show.

Figure 1R4.4 Graduate Follow-Up Survey Information

Question	Occupational Programs			Transfer Programs		
	2013	2014	2015	2013	2014	2015
Quality of Instruction	3.39	3.38	3.58	3.71	3.48	3.67
Grading Procedures	3.26	3.30	3.56	3.64	3.29	3.71
Instructor Availability	3.35	3.43	3.48	3.79	3.39	3.75
Course Content	3.29	3.25	3.53	3.71	3.31	3.67
Course Offerings	3.23	3.27	3.51	3.57	3.24	3.38
Course Schedules	3.24	3.29	3.46	3.64	3.28	3.58
Number of Respondents	92	123	80	14	29	24
Four Point Likert Scale - 4 = Very Satisfied; 1 = Very Dissatisfied						

Graduates of occupational and transfer programs responded favorably to questions on the Graduate Follow-Up Survey regarding the experience they had related to the courses taken in their program of study. Student in transfer programs were slightly more satisfied than students in occupational programs. Administrators monitor this data to ensure that the quality of instruction and offerings meet student needs. (Figure 1R4.4)

Figure 1R4.5 CCSSE Results on Instructional Application and Rigor

QUESTION: During the current school year, how much has your coursework at this college emphasized the following mental activities?	RESPONSE: Percentage "Very much" or "Quite a bit"			
	2010	**2013**	**2016**	**2016 CCSSE Cohort**
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much same form (MEMORIZE)	70.9%	69.9%	61.8%	66.6%
Analyzing the basic elements of an idea, experience or theory (ANALYZE)	69.8%	70.3%	65.3%	70.4%
Synthesizing and organizing ideas, information or experiences in new ways (SYNTHESIZE)	64.7%	64.8%	58.8%	63.4%
Making judgments about the value or soundness of information, arguments or methods (EVALUATE)	51.3%	58.2%	49.6%	55.4%
Applying theories or concepts to practical problems or in new situations (APPLY)	52.3%	60.6%	57.3%	59.9%
Using information you read or heard to perform a new skill (PERFORM)	64.0%	66.6%	62.8%	64.6%

When asked to respond about application and rigor as applied to coursework, students' responses have declined over the past six years (Figure 1R4.5). In 2016, Kirtland did not meet the cohort averages. This may be a result of the way in which core competencies were assessed in the past as they were linked to specific courses with some courses discontinued. With the new format, the College expects to see improvement in student responses when the competency of problem solving is implemented and assessed.

Figure 1R4.6 illustrates how program review data is used when revising programs and evaluating them for suspension and discontinuation. Administrators look for positive and negative trends in enrollment fill rate, student/faculty ratios, and total degrees conferred over a two year period to determine probation prior to suspension and evaluation.

Figure 1R4.6 Program Review Data for Select Programs/Departments

2014/2015 Program/ Department	Average Class Size	Faculty FTE	Enrollment Fill Percent	Student FTE	Student/ Faculty Ratio	Total Degrees Conferred
Automotive	14.53	2.52	52%	29.58	11.74	20
Biology	17.89	5.93	70%	83.74	14.12	
Criminal Justice without Police Academy	11.89	1.15	54%	19.00	16.52	11
Police Academy	15.00	3.48	34%	20.32	5.84	28
English/ Journalism	17.26	3.62	68%	69.58	19.22	
Mathematics	16.76	4.35	63%	81.03	18.63	
Nursing	19.27	13.64	70%	100.29	7.35	70
Office Information Systems		0.92	47%	15.19	16.51	17
Surgical Technology	10.60	1.54	68%	10.52	6.83	11
Welding		3.44		36.41	10.58	14
Warning Criteria			**<50%**		**>7.50**	**>4**

1I4: IMPROVEMENTS

The College is transitioning from the COMPASS for Placement Testing to ACCUPLACER. New cut scores were set based on a review of peer colleges that have been using ACCPLACER for many years. Faculty and deans/directors will review these values and validate that the cut scores set are properly matching students' abilities to appropriate courses

1P5: ACADEMIC STUDENT SUPPORT

Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

More than 70% of Kirtland students received need-based financial aid in 2016, indicating they are economically disadvantaged, disabled, commuters, or unemployed. In other words, a majority of the students are considered at-risk.

Placement testing to demonstrate proficiency in reading, writing, and mathematics is required of all students enrolling at Kirtland except those students transferring from other colleges and universities who have completed English and mathematics with grades of "C" or better, can provide ACT results from within the last four years, or have Advanced Placement Program, CLEP, or DSST test results shown on official transcripts. Most new students will take placement tests during the mandatory OAR. The students then meet with their advisors (at the OAR and during the second semester of the first year) to interpret their placement scores and determine the courses to register for. The placement scores will determine the students' correct levels of English and mathematics. Students taking under 100 level English and mathematics courses are designated as transitional students and must pass their lower level courses before enrolling in English and mathematics courses that are designated as part of their programs of study. Students who do not pass the placement tests meet with advisors to review the scores and discuss why they might have done poorly. Most students retake the placement test and do better. If students fail a second time, they are referred to a local literacy council for additional assistance. The Kirtland Library also provides information on its website to help prepare students to take the placement tests. (3.D.1)

Students with documented disabilities or who have received accommodations in high school or other colleges prior to attending Kirtland must still self-identify and apply for accommodations by completing the online Application for Disabilities Services and provide verification of the disabilities. This information is stored in the Maxient software. Once the forms are received and reviewed, the disabilities coordinator will notify students of their eligibility. (3.D.1)

Using Early Alerts through the GradesFirst software, faculty, are requested to identify and report any students who have not attended or participated during the first week of the semester. Follow-up is done via advisors to get students engaged during the first and second weeks. After Early Alerts end, faculty are able to identify and submit progress reports (PR) on students underachieving in their courses – those with poor attendance or who have stopped attending, poor test scores, or currently failing grades. Advisors contact students with suggestions for improvement. Faculty can recommend tutoring for the courses. Students can register for tutoring through GradesFirst. (3.D.1)

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

An overview of support services are provided during the OAR. At this time students also receive an OAR Handbook listing the support services available. After taking the placement tests, the students meet with

their advisor and receive an advising syllabi which provides information on student/advisor responsibilities. The advisors review support services available to students. Prior to registering for second semester courses, a First Time In Any College (FTIAC) hold is placed on the students' records preventing registration until they have met with their advisors. Based on the students' program of study, the online Guided Pathways are reviewed, and program sheets are used to determine future course registration. Support services are again reviewed. (3.D.2)

Students can self-identify and register for tutoring or faculty can recommend tutoring in a PR, which they receive in email messages from their advisors who then contact the students, reminding them of support services available. The Tutoring Center offers face-to-face and online tutoring for many courses. Drop-In Math Labs are available at multiple locations as is Writing Center help. Students unable to meet with a Writing Center tutor can access help via the Online Writing Lab (OWL) (email writing help) or through the Virtual Writing Center (VWC) using Zoom software. Most tutors are part- or full-time faculty with extensive teaching experience. (3.D.2)

Research and library assistance is available at multiple locations with the Kirtland Library staff. Faculty can opt to have an embedded librarian module placed in their Canvas courses that allow all students access to professional library help and recommended library resources. (3.D.2)

Students undecided on programs of study are advised by the college counselor. The Career Counseling webpage offers students access to information on career testing and employment resources. All Program of Study webpages provide students with an outline of the costs, and suggested sequences of courses (Figure 4P4.1). It is recommended that students unsure of a career path take the Myers-Briggs Type Indicator test, the Strong Interest Inventory, or the ASVAB Career Exploration Program and Find Your Interests (FYI) Inventory to determine areas of interest and potential careers. (3.D.2)

The Testing Center is available for students to take placement tests and make up tests. It also serves as a regional test site, allowing students to take the ASE, the General Educational Development (GED) test, and the HESI exams without leaving the area. Students needing testing accommodations, such as quiet rooms, can schedule them. (3.D.2)

Ensuring faculty are available for student inquiry (3.C.5)

As stated in the Faculty Master Agreement (FMA), full-time faculty will provide "reasonable accessibility to students via multiple modalities (e.g., in-person, phone, or email)" and sustain a campus presence separate from teaching hours. Also, "Part-time faculty must be available and accessible for office hours as needed/requested by students" as stated in the Part-Time Faculty Handbook. (3.C.5)

Contact information, including campus extension numbers and email addresses, for faculty can be found in the course syllabi. Students can contact faculty in Canvas. The College's website also has a searchable employee telephone and email directory. Faculty are encouraged to respond to students in a timely fashion.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Staff working in the areas of academic support services are well versed in their areas. There are several methods they use to determine the types of services to offer: 1) Research and review current best practices in the field to find ways to implement new ideas that will lead to student success and support faculty in their teaching endeavors; 2) Network with peers to determine what works and what does not; 3) Attend professional development training to learn about new products and methods; 4) Review the specifications of the industry and/or accrediting body; and 5) Respond to student and faculty needs and requests. Based

on personal contact with students and faculty, the academic support staff can customize support services offered as needs may differ from semester to semester. (3.D.1)

Students needing help with specific courses can sign up for one-on-one tutoring through the GradesFirst software. Every effort is made to match students with a tutor based on availability. Math Drop-In Labs are available at multiple locations for students needing mathematics assistance. Students may drop in and ask quick questions or spend all day so they have ready access to a math tutor. Also students who are doing well but want to raise their mathematics grades come to Math Drop-In Labs. Writing Center help is available at multiple locations and in multiple modalities. Faculty can require their students to attend the Writing Center to get writing assistance. As open hours for the Writing Center may not fit with students' schedules, two other options are available: the OWL and the VWC writing help by appointment. The writing tutors can view the students' papers or projects and provide real-time assistance. (3.D.1)

Advisors are well-versed in the programs, degrees, and certificates the College offers. Students attending the mandatory OARs meet with advisors at the onset of their college careers to determine programs of study, and discuss issues, learning or otherwise, so that the advisors can offer ideas and information to help them overcome any difficulties. In previous years, faculty advised students. After a review of best practices, it was determined by the College to shift advising from faculty to advisors to better meet student needs. This altered the process of communicating with and retaining students. Advisors also provide career counseling and determine if additional help, academic and/or personal, is needed. (3.D.3)

Kirtland's Library is a blend of the traditional and 21st century with its collection supporting the curriculum. Print materials are available to all students and faculty as are online collections of books, periodicals, and streaming videos. The Library's website features interlibrary loan accessibility, an assignment calculator, research guides (LibGuides), a bibliography creator (NoodleTools), style guide templates, and research tutorials. Faculty may request library tours and information literacy instruction for their courses. In addition, faculty can opt to have embedded librarian modules within Canvas designed specifically for certain courses or research projects. Students can contact a reference librarian within the module. Students can call or email with questions and make appointments with a reference librarian for individualized assistance. Faculty utilize Library services when seeking information for their courses. (3.D.4, 3.D.5)

High speed internet access is available to everyone at every location. Wireless access is provided for individuals bringing their own devices. Chromebooks are available for classroom use, and the Library has additional computers for student use. Every classroom is equipped with a computer, video projector, and overhead projector. Faculty have access to a DVD library and can use the streaming video service in their classrooms and/or embed links within Canvas. The state of Michigan's Community College Skilled Trades Equipment Program (CCSTEP) grant, in 2015, provided funding to purchase equipment for many of the occupational programs that meets or exceeds industry standards. Kirtland is the only location in the region where this equipment can be found. (3.D.4)

The CTL provides Canvas support when faculty and students experience problems. Its staff collaborates with faculty regarding course development, student engagement, technology integration, pedagogy, assessments, and questions related to teaching and learning. (3.D.4)

Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)

Staff members hired to provide student academic support services are screened during the pre-interview and hiring process by department heads and Human Resources (HR). Candidates must meet the education and experience requirements as outlined in the job postings. Further details of the hiring and orientation

process can be found in 3P1. Significant resources are invested in professional development for the staff internally and through regional, state, and national conferences, and workshops.

Qualifications for support services personnel are as follows:
- Counselor – Master's degree and licensure in the state of Michigan.
- Academic advisor – Bachelor's degree in the humanities or a related field and one to three years of experience in academic advising or related careers in post-secondary education.
- Director of Library and Tutoring – Master's degree in library science from an ALA-certified program with three to five years of progressively more responsible experience in an academic library or a combination of education and experience commensurate with the requirements of the position. Experience providing academic support.
- Reference librarian – Bachelor's degree with documentation showing coursework in library science plus one to three years of library experience and two or more years of teaching (information literacy preferred) in at least the high school level.
- Professional and lead tutors – Dependent upon the area to be tutored, associate's degree, bachelor's or master's degree in the subject area and three years of tutorial experience as a non-student tutor or combination of education and experience commensurate with the requirements of the position. A majority of Kirtland's tutors are part-or full-time faculty.
- Director of the CTL – Master's degree in curriculum design, professional development, online education, education, or a related field with experience as an instructional faculty member in higher education, including online instruction. Documented evidence of technological expertise in an educational setting.
- Teaching and learning liaison – Associate's degree in information systems/management or a related field and three to five years of related experience, with academic experience desirable. (3.C.6)

Communicating the availability of academic support services (3.D.2)

The Colleges uses a variety of tools to advertise available support services listed previously and capture the attention of students. Formal documents include the College Catalog, the Student Handbook, the OAR Handbook, all found on the College's website, and individual course syllabi. Announcements may be posted in Canvas. Other avenues include posters, social media, and monitors mounted throughout buildings. Faculty may personally recommend services or indicate services on students' PRs. Advisors communicate with students and recommend services via email and telephone. Printed brochures, flyers, and bookmarks with information are available at various locations within buildings. (3.D.2)

Advisors are available at three of the four locations during normal business hours. Hours and locations for the Math Drop-In Lab, Writing Center, and Library are posted in their respective areas as well as on the website. Tutors visit classrooms to promote the various tutoring services. (3.D.2)

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

Administrators in the areas of student support use questions asked on the Annual Fall Student Survey and the CCSSE Survey to rate the effectiveness of advising, counseling, tutoring, and mathematics and writing labs. Results are discussed with departmental staff to determine if changes are warranted. Retention, persistence, and graduation rates are reviewed for gains and losses each semester. Advisors can provide information that does not show up on surveys as to why students are not performing to their potential as each semester students and circumstances change.

The Transitional Studies committee, with input from developmental faculty and administrators, periodically reviews cut scores for the placement tests. It benchmarks them against peer institutions to ensure scores are comparable.

The Library maintains a log of student visits. It also tracks email questions posted in the embedded librarian modules in Canvas. End of semester surveys are conducted in all courses it is embedded in to gather information on the service. The Tutoring Center tracks students receiving individual and group tutoring. The number of students, length of time, and course the students are coming from to the Math Drop-In Labs as well as all modalities of the Writing Center are counted. The CTL uses surveys to the gauge effectiveness of presentations to faculty and interest in future offerings. An online submission form is used to gather information as to questions and concerns related to online learning. Staff can track repeated questions or problems and then work towards a resolution.

1R5: **RESULTS (4.C.2, 4.C.4)**

Figure 1R5.1 One-to-One Tutoring

Semester	Number of Students	Number of Hours
Summer 2013	5	52.5
Fall 2013	197	1283.5
Winter 2014	188	979.5
Summer 2014	0	0
Fall 2014	72	329
Winter 2015	55	248.5
Summer 2015	13	62
Fall 2015	47	302.75
Winter 2016	25	191
Summer 2016	4	3.5
Total	606	3452.25
Average per semester	86.57	493.18

Figures 1R5.1 and 1R5.3 show the number of students taking advantage of one-on-one tutoring and Writing Center help. While numbers continue to decrease, students who do participate value and are satisfied with the services (1R5.4). There is a significant number of students who sign up for tutoring but are dropped as they do not complete the tutoring registration process or do not appear for tutoring sessions.

Figure 1R5.2 Early Alerts Issued

Semester	Number of Alerts Issued
Winter 2015	105
Fall 2015	131
Winter 2016	112
Fall 2016	128

In 2013, the College selected GradesFirst as the software to use for scheduling and tracking tutoring. In the winter of 2015, the Early Alert feature was introduced to faculty. Figure 1R5.2 provides data on the number of alerts issued in the fall and winter semesters. While enrollment has declined, the number of alerts issued winter to winter and fall to fall has remained constant. As this is a work in progress, the next step in the process will be to analyze data to see if alerts help to retain students during the first two weeks of class or not.

Figure 1R5.3 Writing Center Number of Students Served

Semester	Face-to-Face Help	Number of Hours Per Week Face-to-Face Help Is Available	OWL	Plagiarism Traffic School	Virtual Writing Center	Other-Telephone or Zoom help
Fall 2013	65	14	0	N/A	N/A	0
Winter 2014	57	16	8	N/A	N/A	0
Fall 2014	57	14	28	N/A	N/A	0
Winter 2015	76	15	0	6	4	5
Fall 2015	57	16	17	7	0	0
Winter 2016	40	17	0	0	0	0

The results of the 2016 CCSSE survey (Figure 1R5.4) indicate that Kirtland students are making use of the academic support services offered. It also indicates that the majority of students utilizing these services are satisfied. The data shows that Kirtland compares favorably to other small college in the peer group. (4.C.4)

Figure 1R5.4 CCSSE 2016 Support Services Information

Community College Survey of Student Engagement Results - 2016								
Kirtland					**Peer Group - Small Colleges**			
Frequency of Use								
	Often	**Sometimes**	**Rarely**	**N.A.**	**Often**	**Sometimes**	**Rarely**	**N.A.**
Advising	14.8%	49.2%	30.6%	5.5%	18.8%	46.5%	27.8%	6.8%
Counseling	3.3%	29.9%	44.7%	22.1%	7.0%	23.4%	49.6%	20.0%
Tutoring	7.9%	15.9%	48.2%	28.0%	10.0%	21.8%	45.6%	22.6%
Skills Lab (Writing, Mathematics)	14.2%	26.2%	38.6%	21.0%	19.4%	26.4%	34.7%	19.4%
Satisfaction								
	Very	**Somewhat**	**Not at all**	**N.A.**	**Very**	**Somewhat**	**Not at all**	**N.A.**
Advising	36.4%	46.1%	5.9%	11.7%	38.7%	40.8%	7.1%	13.3%
Counseling	17.0%	34.6%	9.0%	39.3%	20.3%	28.2%	11.5%	39.9%
Tutoring	14.2%	24.8%	8.4%	52.5%	23.1%	24.9%	8.8%	43.2%
Skills Lab (Writing, Mathematics)	21.0%	34.9%	5.8%	38.4%	27.7%	29.7%	6.6%	36.0%

Figure 1R5.5 provides information on students who completed a Fall OAR session in that year. The data indicates that over the three years, approximately 70% of those students persisted into the winter semester. Kirtland is tracking this information with the expectation that after students complete OAR, they will be retained and complete their program of study. For more information on retention, persistence, and completion of Kirtland students, see 2P2. (4.C.2, 4.C.4)

Figure 1R5.5 Outcomes of Student Who Completed the Fall OAR Session

Year	Completed the Fall OAR Session and Non-Drop Enrollments in Fall Courses	Percent Non-Drop Enrolled in Winter Semester Classes
2013-2014	560	72.0%
2014-2015	485	67.6%
2015-2016	420	73.6%

1I5: IMPROVEMENTS (4.C.3)

While the number of Early Alerts issued has remained steady from fall to fall and winter to winter, there are fewer submissions by part-time faculty than full-time. In order for the alerts to be effective and enable advisors to contact non-participating or no-show students in all modalities before the end of the second week of classes, additional training will be provided to part-time faculty to ensure they understand the importance of Early Alerts and how to submit them. Administrators anticipate the number of alerts will rise

and, after receiving notification from their advisor, the number of students not engaged in their courses will decrease. (4.C.3)

The VWC is offered as an alternative to provide writing help to those students not able to meet fact-to-face with a writing tutor during Writing Center hours or who do not want to submit writing questions through the OWL. The Writing Center tutor piloted VWC for two semesters prior to making it available to all students. A module in Canvas was designed so that students self-enroll in the VWC tutorial. Once that is completed, the student can schedule a half-hour live session of writing help from with Writing Center tutor using Zoom. The VWC offers a third way for students to access live writing help without traveling to a writing center. (4.C.3)

1P6: ACADEMIC INTEGRITY

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Ensuring freedom of expression is reflected in several values statements that are part of the College's Mission, Vision, and Values: excellence, innovation, character, and respect. As an educational institution, Kirtland policy states that faculty and students have the right to express their opinions and engage in discussion within the classroom, as relevant to the course of study, without fear of discipline or censorship by the College. According to the FMA, faculty "shall present controversial issues in an objective manner." POL 6.125 details protection of academic freedom for students. (2.D, 2.E.1)

Students can seek guidance through the Writing Center when expressing their thoughts and opinions through the written word. When students commit plagiarism, faculty may recommend that they be enrolled in the online Plagiarism Traffic School course to learn what plagiarism is and proper citing techniques. The College's Library staff is available to guide students on proper research practices and evaluating the validity and integrity of resources. (2.D, 2.E.1, 2.E.3)

There is a module in the online Kirtland Orientation for New Adjuncts (KONA) course to instruct faculty on copyright as it applies to academia. The College adheres to the United States Copyright Act (Title 17 of the United States Code) as stated in the Copyright Policy - POL 4.085, which covers the entire Kirtland community as well as any independent contractors hired by the College.

Kirtland is not a research institution.

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Kirtland recognizes the importance of maintaining academic integrity through ethical practices in the pursuit of knowledge. Information on ethical learning and research for students is found in the Code of Conduct in the Student Handbook, the online College Catalog, and during the OARs. Standardized language regarding ethical conduct is included in every course syllabus. Faculty can report academic misconduct by using a new online form available through the Maxient software. Use of the online form will allow for improved tracking. Additional information on this system can be found in 2P4 and 2I4. (2.E.2)

The College's Peer-To-Peer File Sharing policy, POL 4.100, addresses penalties and disciplinary actions for illegal downloading on the College's computer system. The College provides information on assistance students can seek in order to make ethical choices. (2.E.2, 2.E.3)

POL 6.125 (Rights and Responsibilities of Students) provides details on cheating: "Cheating includes, but is not limited to the use of any unauthorized assistance in taking quizzes, tests or examinations; dependence

upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff." (2.E.3)

Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Faculty are also expected to maintain ethical conduct as described in the faculty job dimensions. The relevant dimension states: "Producing quality work and setting high goals or standards of performance for oneself, subordinates, others, or the institution; being honest, fair, and ethical in your dealings with others and in your behavior on the job." This dimension is incorporated into the faculty evaluation process. New faculty are informed of ethical conduct expectations through the orientation process and can reference it in the faculty handbook which contains a section on conduct. (2.E.2, 2.E.3)

Course evaluations are done at mid-semester as well as at the end of the semester using the Campus Labs CourseEval online software. Students are provided an open-ended comment box to record concerns about the course and instructor. Results are reviewed by academic deans/directors. When ethical misconduct is reported, it is investigated and addressed through the discipline process detailed in PRO 5.055 (Discipline) and/or the grievance procedure found in the FMA. (2.E.2, 2.E.3)

Kirtland is not a research institution.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Occurrences of academic integrity/misconduct are reviewed by deans/directors, and the VPIS. Policies and contract language related to academic integrity are reviewed and updated as needed.

Based on the need to provide students with instruction, both proactively and in response to committing plagiarism, the online Plagiarism Traffic School was created. Students enrolled in the Plagiarism Traffic School are required to take quizzes and complete assignments with scores of 80% or better to be considered a successful completer and have knowledge of how to correctly cite sources.

1R6: RESULTS

In 2013, all full- and part-time faculty were asked to respond to a plagiarism survey. Nearly 73% responded that plagiarism was a moderate to serious problem at the College. Between 2014 and 2016, eight student integrity issues were reported by faculty. All were related to plagiarism. Each student was referred to the Plagiarism Traffic School, with four of the eight completing the online course successfully.

CCSSE survey results support the idea Kirtland is having a positive influence on students when developing a personal code of values and ethics. When responding to the question "How much has your experience at this college contributed to developing a personal code of values and ethics?", 82% (2013) and 81% (2016), respectively, felt the College had "some" to "very much" influence. The national result was 78% in 2016.

Faculty misconduct issues are confidential as per the FMA.

1I6: IMPROVEMENTS

The Maxient software provides an accurate means to track academic misconduct across multiple locations as students move from one location to another or transfer to another program. The software will allow input of and access to infractions in real time. Patterns can be tracked for individual students.

Category Two: Meeting Student and Other Key Stakeholder Needs

OVERVIEW

Kirtland is a rural commuter college with four physical locations (Gaylord M-TEC, Grayling, West Branch and Roscommon) in addition to a variety of online course offerings and programs. In 2014, the website was restructured in a way that one could navigate to the desired information by answering the question: "Who are you? By selecting Future Student, High School Student, Parent of a Future Student, Current Student, Alumni or Community Member, the content returned was customized to the audience. This fulfills one of the objectives of Theme 2 in Kirtland's *Strategic Plan* – "Connections with external and internal communities". To illustrate,

Under "High School Student": Information will be found on ways Kirtland can help young adults earn college credits while still in high school through Early Middle College (EMC) or dual enrollment.

Under "Current Student": The website features a "Student Central" page that provides quick links to many services students need related to academics (such as College Catalog, library and how to request a transcript), finances (such as financial aid, student employment, veteran services and tuition & fees), student resources (such as student forms central, tutoring, Online Writing Lab (OWL) and the online bookstore), student services (such as advising, counseling and disability services). Other services benefiting both online and face-to-face students include Single Sign-On to Canvas (Kirtland's Learning Management System), myKirtland (Kirtland's Jenzabar Integrated Services portal), Kmail (Kirtland's email system developed as result of an action project) and Rave (Kirtland's mobile safety system).

Under "Community Member": The content focuses on important news or updates about Kirtland, investing in the future through the Kirtland Foundation, workforce development, cultural enrichment of the region through the Kirtland Youth Theatre (KYT) and Kirtland Performing Arts Center (KCPA), and community education offerings. This meets the needs of our communities and fulfills the goal of "building strong communities" from Kirtland's Mission statement.

Another objective of Theme 2 that stemmed from the strategic planning summit was to enhance existing partnerships with four-year universities in innovative ways that benefit Kirtland students. Kirtland worked to renew articulation agreements with 7 private universities and 3 public universities in Michigan. In Fall 2015, with Saginaw Valley State University (SVSU) an innovative model of instruction was designed and implemented allowing Kirtland nursing students to work toward their bachelor of science in nursing (BSN) while concurrently completing their associate degree in nursing (ADN)/registered nurse (RN) program at Kirtland. A new cohort of students started the program Fall 2016. Six of sixteen students that started in the Fall 2015 cohort are now in their second year of the program.

The following section of Kirtland's System Portfolio will detail the processes, results and improvements the College is utilizing in meeting the needs of its students, future students, communities, and other external stakeholders.

2P1: CURRENT AND PROSPECTIVE STUDENT NEED

Identifying key student groups

Recruiting and Admissions, along with the Kirtland Foundation, work together to identify and cultivate four key student groups:

- **Prospective Students:** Junior high and high school students and recent graduates in the service area identified through various programs/presentations by the College. Additional prospective students are unemployed or underemployed adults, veterans, athletes, and workforce development employees and may be referred to the College through Michigan Works (those unemployed seeking a job), various veterans' programs, coaches recruiting for athletic programs at the College, and employers seeking training for current employees. College recruiters and Admissions contact these individuals as described in the following section.
- **Current Students:** Students, including EMC and dual enrolled, currently enrolled in one or more courses at any Kirtland location or online. Advisors initiate contact with current students prior to the end of the current semester.
- **Non-completers:** Students who have previously attended Kirtland in the last two semesters but have not registered again to continue on a certificate or degree seeking path. Advisors contact these individuals at their last known telephone numbers or email addresses to ascertain why they have not re-enrolled.
- **Graduates/Alumni:** Graduates with certificates or degrees from Kirtland. Data gathered from this group assists in making improvements to the student experience.

Determining new student groups to target for educational offerings and services

The process of identifying new student groups to target for educational offerings and services and for meeting changing student needs includes Admissions, which provides well-timed strategic messaging to prospective students. The College analyzes demographic data regarding local and state socioeconomic status, population, secondary enrollments and academic readiness in order to determine changing student needs. The Office of Student Services produces and analyzes student data on the number of new applicants, number of enrollments, and demographics, such as ethnicity, age, credit hours generated, and course delivery method. Using Jenzabar, Admissions generates a series of electronic communications to guide students into and through the admissions and enrollment processes. This provides a path to track the applicants until they become students.

Through the recruitment process, the College's recruiter obtains contact information and assesses student needs. This information is gathered through participation in high school visits, 8th grade Career Exploration Day, GEARS Camp (a four-day skilled trades summer camp for girls ages 14-17), College Night career fairs, financial aid nights, salute to graduates, homeschool events, high school "tailgating," parent/teacher conferences, Michigan College Goal Sunday, job fairs, career and technical school visits, college fairs, open houses, campus visits, and individual new student admissions appointments. Students fill out prospect cards or use Chromebooks to submit information so the College can continue to communicate and follow up with marketing materials. Admissions follows up with prospective students through email, phone calls, marketing materials and thank you cards. Comments made by the students are reviewed, and changes are made as needed.

Meeting changing student needs

The College partners with area K-12 schools systems with the goal of strengthening academic readiness and preparation for the labor force. The College played a key role in the development of the EMC and expanded dual and concurrent enrollment opportunities at area high school locations. College staff attend monthly Intermediate School District (ISD) transition meetings to build relationships and increase understanding of what is necessary for academic readiness.

All new degree-seeking students are required to attend a mandatory new student orientation called Orientation, Advising, Registration (OAR), with online students participating in an electronic version and on-campus students attending in person. This allows students to share any academic/non-academic needs and advisors share information on available support services. This also allows students to create relationships with their advisors, which helps students feel comfortable in seeking help and information. Placement testing, program break-out sessions, college overview, academic advising and registration occur during the one day event. The mandatory OAR was conceived based on the need for faculty to spend less time in class advising and for students to create a connection with advisors for advising, registration, and program of study.

Another way the College strives to provide student support is through Student Services (SS). Changes to Title IV aid led to the creation of the Student Success Center (SSC) in 2011, a group of people and services working together to foster a holistic collegiate experience for students at Kirtland. It is also a place for students to find connections to all campus resources, programs, and services. Its mission is to assist in developing a pathway for success as students pursue personal and academic goals, improve the academic performance of students, and promote student retention and subsequent graduation.

The College subscribes to Atomic Learning, a software package providing training for students on college and career readiness, software, and mobile devices and hardware. Students can access 24/7 to receive help.

Identifying supporting student subgroups with distinctive needs (e.g. seniors, commuters, distance learners, military veterans) (3.D.1)

Demographic data provided through reports generated in Jenzabar assist in identifying student subgroups in addition to comments from students and results from CCSSE surveys. Various departments are then able to design and implement services to meet specific needs:

- The College offers a discounted rate on tuition to the in-district 60-plus population.
- All students are considered commuters. The College provides free parking, housing resource listings, a ride board, student lounge areas for study and relaxation including computer and wireless access, and library study areas. Building relationships outside of the classroom is an ongoing effort. The College sponsors Welcome Day, the Faculty/Student Bowling Challenge, the Faculty/Student Softball Game, and Student Appreciation Day.
- The College supports veterans through a designated veteran resource representative who works one-on-one with veterans in completing the admissions process, applying for veteran's educational benefits, and providing support and help with the transition from soldier to student. A webpage designed to provide general and local veteran information is available 24/7. In 2014, the College was a recognized as a Military Friendly College and achieved gold status in 2016.
- An extensive range of disability services for learning and physically disabled students are available through SS. Students must self-identify and provide documentation to the Disabilities Coordinator (DC) to be eligible for services. To ensure student safety, online registration for medical issues or emergency evacuation is available.
- Online students receive Canvas support through eLearning. Tutoring provides one-to-one online tutoring using Zoom, and the Virtual Writing Center (VWC) and OWL for writing assistance. Telephone tutoring is also available.
- To assist in the success of dual enrolled and EMC students, this group has a designated coordinator who administers the college placement test, meets with students during the semester to answer questions, and serves as the liaison between the College and the students' high school counselor.

- College athletes are assigned an academic advisor who contacts them when issues arise due to poor academic performance. (3.D.1)

Deploying non-academic support services to help students be successful (3.D.2)

In addition to addressing non-academic needs of the students, the College reviews student surveys, receives input from the Student Senate, has conversations with colleagues, and gathers information on best practices from conference sessions to ascertain the types of non-academic services to offer students. These services are deployed using social media (Facebook and Twitter), can be found on the College calendar or via a KCC Happenings email. Non-academic services include (Figure 2P1.1): (3.D.2)

Figure 2P1.1 Non-Academic Services

Service	Process
Food Pantry	Student completes form on webpage to register and can pick up food from pantry once per month. For more details, view AQIP Action Project (2012) – Nourishing Bodies & Minds. (Figure 6R1.1)
Employability Workshops	Student completes form on webpage to register and attends workshop leaving with a basic resume, interviewing skills, portfolio development, work ethics, and time and personal management skills.
Career Exploration	Student schedules individual appointments for career counseling, interest and aptitude assessments and leave with a list of career websites.
Personal Counseling	Student schedules individual counseling session, may be referred to appropriate outside agencies, and can access numerous resources on counseling webpage.
Disability Services	Student self-identifies and completes form on Disabilities Services webpage and must have appropriate paperwork to be eligible. The DC meets with student to determine accommodations, links him/her with appropriate agencies, and shows him/her how to access extensive resources on Disability Services webpage.
Veterans	Student is referred to the College's veteran resource representative for assistance with financial aid, GI bill, scheduling, and other support services for veterans.
BIT (Behavioral Intervention Team)	Focuses on intervening in situations involving students who are experiencing distress or engaging in harmful or disruptive behavior.
Rave Mobile Safety System	Notifies students and staff in case of emergencies, class cancellations and campus closures.

Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.D.6)

Staff hired to provide non-academic student support are screened during the pre-interview and hiring process by department heads and HR. Candidates must meet the education and experience requirements as outlined in the job posting. Further details of the hiring and orientation process can be found in Category 3P1. Significant resources are invested in professional development for the staff, internally and through regional, state and national conferences, and workshops. Student support services staff members regularly attend conferences and webinars sponsored by Michigan Association of College Registrars and Admissions Officers (MACRAO), American Association of College Registrars and Admissions Officers (AACRAO), Jenzabar Annual Meeting (JAM), Michigan Community College Student Services Association (MCCSSA), Michigan Community College Admissions Director (MCCAD), National Academic Advising Association (NACADA), Michigan Academic Advising Association (MIACADA), National Behavioral Intervention Team Association (NaBITA), Michigan Association on Higher Education and Disabilities (MI-AHEAD), Michigan Transition Services Association (MTSA), Michigan College Access Network (MCAN), National Association of Student Financial Aid Administrators (NASFAA), Michigan Student Financial Aid

Association (MSFAA), veterans training conducted by the State Education Liaison Representative, Michigan Academic Librarians Association (MI-ALA), and the Michigan Tutorial Association. (3.D.6)

Communicating the availability of non-academic support services (3.D.2)

The process of communicating the availability of support services to students is done in a variety of ways. Information regarding academic advising, personal counseling, disability services, tutoring, financial aid, career counseling, registration, and Information Technology Services (ITS) is found in the College Catalog and through the website on the Student Central link. Students attending an OAR in person or online also receive the information. Social media, such as Facebook and Twitter, are used to communicate information. Computer monitors at the various locations, designated bulletin boards, and emails to current students are used to communicate services available to students. (3.D.2)

Selecting tools/methods/instruments to assess student needs

Tools the College is already using to gather other data are used to assess student needs including course offerings, social media usage, and Internet access. They include:

- **The Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE):** The surveys measure student engagement and faculty perception of student engagement and are administered every three years.
- **An annual student survey:** The survey includes questions regarding educational goals, course offering options, course delivery method, marketing choices, social media preferences, previous education, financial assistance, computer/device access, demographics, and program selection. Not only is the survey used as an assessment tool, but it also provides valuable information to help identify student needs.
- **A graduate follow-up survey:** The survey is conducted annually to assess Kirtland graduates' satisfaction, job placement, retention and to find individuals who are continuing their education.
- **Leaver survey:** This survey is conducted annually to assess occupational students who enroll in the prior year, do not receive a certificate or degree at the end of that year, and do not return for the following fall semester.
- **Behavior Intervention Team (BIT):** The system is used to track disabilities services, emergency evacuation, medical issues, behavioral issues, and academic/non-academic complaints.
- **Focus groups:** A recent AQIP project used the focus group method to gather more candid information from students that could not be gleaned through traditional written survey methods.

Data from the above is analyzed by the Director of Institutional Research (DIR) or person(s) in charge of the focus group and then disseminated to the appropriate committee or department for further analysis and a decision on a course of action.

Assessing the degree to which student needs are met

Targets are set by administrators and departments to compare the College to other peer institutions using the CCSSE and other surveys. Availability of College resources, including finances, people, and time, are examined. Once these factors have been considered, then departments can analyze the positives and negatives. This may result in the need for additional quantitative data generated by the DIR from the Jenzabar system coordinated with the qualitative data from the surveys. This is reviewed by the administrators and departments. Further conversation may ensue on decisions that might be made to improve conditions or revise targets for the next assessment cycle.

2R1: RESULTS

Kirtland's annual Fall Student Survey, the CCSSE survey, and various other results are used by the administration to determine if the College is meeting the needs of prospective and current students. While the College cannot address each and every student's needs, it has chosen to focus its resources on preparing high school students for college-level courses and the recruitment of high school graduates to Kirtland.

Results of the Fall 2015 Student Survey indicate the College is meeting the needs of students. The survey shows that over 86% of students plan to re-enroll at Kirtland, which indicates the College is meeting the needs of students educationally. Nearly 82% of students responding to the survey indicated they received financial aid to attend Kirtland which helps make the College an affordable option to seek higher education. Through surveying its current students, the College believes it is meeting the needs of prospective students as shown by the low percentage of students applying to other schools and that Kirtland was the first choice of an increasing number of students (Figure 2R1.1).

Figure 2R1.1 Fall Student Survey for Meeting Needs of Current and Prospective Students

Fall Student Survey Question - Percentage Yes Responses	**Fall 2013**	**Fall 2014**	**Fall 2015**
Do you plan to enroll at Kirtland for classes next semester?	88.4%	83.3%	86.8%
Do you receive need-based financial aid to attend Kirtland?	78.9%	76.3%	81.9%
When you applied for admission to Kirtland, did you apply at other schools?	80.5%	84.3%	79.6%
Was Kirtland Community College your first choice to attend?	78.0%	80.7%	84.1%
Number of Respondents	294	173	248

With 78% of Kirtland students receiving financial aid, Kirtland has been proactive in assisting students with managing their financial debts by providing a financial aid counselor and utilizing Salt[®], a financial literacy and default prevention program. Kirtland's loan default rate, as reported on the U.S. Department of Education's Score Card, falls below the state average for all 28 community colleges, which is one of the lowest default rates among its peers (Figure 2R1.2).

Figure 2R1.2 Loan Default Rates Among Peer Colleges

Official 3-Year Loan Default Rates	**2011**	**2012**	**2013**
Alpena Community College	15.50%	21.20%	24.30%
Bay College	20.40%	23.90%	20.50%
Glen Oaks Community College	17.70%	19.60%	20.30%
Gogebic Community College	13.20%	10.70%	N/A
Kirtland Community College	11.00%	14.30%	17.50%
Mid-Michigan Community College	17.30%	17.10%	21.10%
Montcalm Community College	13.50%	13.80%	15.40%
North Central Michigan College	16.60%	15.60%	19.80%
Northwestern Michigan College	18.40%	17.00%	19.30%
Southwestern Michigan College	32.70%	24.90%	19.60%
West Shore Community College	22.60%	22.90%	20.10%
State Average	**20.30%**	**19.50%**	**19.30%**

As the population of the six in-district high schools is declining and the number of their graduating seniors is also declining, Kirtland continues to attract a stable number of students from those high schools (Figure 2R1.3). Based on this information, the College concludes that it is meeting the needs of graduating seniors by being their school of choice for a college education.

Figure 2R1.3 Seniors Enrolled at Kirtland Following Graduation

In-District High School	Graduated Spring 2012 - Enrolled in Fall 2013	Graduated Spring 2013 - Enrolled in Fall 2014	Graduated Spring 2014 - Enrolled in Fall 2015
Fairview High School	5	6	5
Grayling High School	21	31	29
Houghton Lake High School	24	20	16
Mio-AuSable High School	15	11	11
Ogemaw Heights High School	50	44	42
Roscommon High School	33	28	26

In 2013, recognizing the needs of a group of current and prospective students, the College hired a Coordinator of Pre-College Programs to focus on all aspects of dual enrollment and EMC needs from orientation to registration and follow-up on poorly performing students in this group. The number of students participating in dual enrolled courses has grown by approximately 70% from Fall 2013 to Fall 2015 (Figure 2R1.4).

Figure 2R1.4 Dual Enrollment Statistics   Figure 2R1.5 Early Middle College Statistics

Dual Enrollment - Unduplicated Headcount		
Year	Fall	Winter
2013/2014	163	157
2014/2015	224	246
2015/2016	276	284

Early Middle College						
Year	Fall	Year One	Year Two	Winter	Year One	Year Two
2015/2016	34	34	0	30	30	0
2016/2017	56	32	24	N/A	N/A	N/A

Kirtland initiated an EMC in Fall 2015. In the 2015-2016 school year, three high schools participated. The number increased to six in 2016-2017 (Figure 2R1.5). An additional school will be added in 2017-2018. Of the 34 students starting in 2015-2016, the College retained 70%. With a strong presence in local high schools, dual enrollment and EMC fulfil an objective of the *Strategic Plan* to become "a strong leader in the transformation of K-12 secondary education."

The College reviews CCSSE responses to see if it meets the needs of students. From 2007 - 2013, there were modest increases in four of the five student engagement areas. Between 2013 and 2016, the College experienced a decline in enrollment, faculty and staff. The perception of students was that there were fewer services available to them, which is reflected in the 2016 survey (Figure 4R1.3). With the opening of the Health Sciences Center in Grayling, along with stability in enrollment, faculty, and staff, the College expects to see an increase in student engagement and satisfaction in the 2019 survey.

Areas of highest student engagement have remained consistent in the 2013 and 2016 surveys (Figure 2R1.6). When the areas of lowest student engagement were studied, it was found that "Frequency: Computer Lab" was not an issue as many more students were coming to class with a device such as a tablet or laptop, thus decreasing the need for multiple computer labs. When it was found that "Encouraging contact

among students from different economic, social and racial/ethnic backgrounds" was an issue, the College (2012-2014) offered a series of global awareness presentations in an effort expose students to various social and ethnic cultures. Even though participation was substantial, the results on the CCSSE survey continued to show this was an area of low student engagement. Subsequently, the presentations were cancelled as it was felt that they did not show an upward trend on the survey.

Figure 2R1.6 CCSSE Areas of Highest and Lowest Engagement

Areas of Highest Student Engagement - 2013
Student Effort - Prepared for class
Active and Collaborative Learning - Worked with other students on projects during class
Student-Faculty Interaction - Used email to communication with instructor
Student-Faculty Interaction - Discussed grades or assignments with an instructor
Student-Faculty Interaction - Talked about career plans with an instructor or advisor
Areas of Highest Student Engagement - 2016
Student Effort - Prepared for class (studying, reading, writing, rehearsing, doing homework or activities related to program)
Student Effort - Came to class without completing readings or assignments
Active and Collaborative Learning - Worked with other students on projects during class
Active and Collaborative Learning - Asked questions in class or contributed to class discussions
Student-Faculty Interaction - Talked about career plans with an instructor or advisor
Areas of Lowest Student Engagement - 2013
Student Effort - Came to class without completing readings or assignments
Student Effort - Frequency: Computer Lab
Active and Collaborative Learning - Participated in a community based project as a part of a regular course
Student-Faculty Interaction - Discussed ideas from your reading or classes with instructors outside of class
Support for Learners - Encouraging contact among students from different economic, social and racial/ethnic backgrounds
Areas of Lowest Student Engagement - 2016
Student Effort – Frequency in use of Computer Lab
Active and Collaborative Learning - Made a class presentation
Active and Collaborative Learning - Worked with classmates outside of class to prepare class assignments
Academic Challenge - Number of written papers or reports of any length
Support for Learners - Encouraged contact among students from different economic, social and racial/ethnic backgrounds

2I1: IMPROVEMENTS

The vice president of student services (VPSS), the public information officer (PIO), and Admissions developed five new marketing messages designed to inform and engage prospective students, parents and family members. Every written message – email, letter, and postcard -- is put through a new, relevant transformational filter so messages resonate with prospects. This promotes the *Strategic Plan*'s objective of "Kirtland's image as an accessible, innovative, community-minded college creating positive change that

transforms lives." Using this new method, the goal is to transform the prospective student into an enrolled student. Revisions will be made using the Plan-Do-Study-Act (PDSA) method.

Figure 2R1.5 shows that 30% of the EMC students did not return for their second year in 2016-2017. The administration and Coordinator of Pre-College Programs will work with local high schools to identify specific student needs that will retain students in the EMC until they graduate with an associate's degree and a high school diploma. Ways to expand the EMC through the recruitment process will be examined

2P2: RETENTION, PERSISTENCE, AND COMPLETION

Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)

One of the objectives of the "Quality Learning & Instruction" theme of the current *Strategic Plan* is to "Make retention and graduation rates a focus of college activities so the college ranks in the top 10 of Michigan community colleges in these measures, recognizing that advising and tutoring are an integral part of this success." In working toward this goal, the DIR collects data and produces reports each semester on enrollment, retention, persistence, and completion through Jenzabar to ensure validity and consistency from semester to semester. Reports include:

- Fall-to-fall retention
- Fall-to-winter persistence
- State of Michigan Governor's Metrics Report
- Integrated Postsecondary Education Data System (IPEDS) completion rates
- Ad hoc data requests - developmental education, dual and concurrent enrollment, first year, program specific, veterans, disability, high school specific, transfer and special population students
- Perkins – Occupational programs
- Voluntary Framework of Accountability (VFA)

Data is gathered, analyzed, and shared with the college administrators, faculty, and staff and is posted on the campus website. All students entering Kirtland are provided a federal cohort branding which allows the College to track them through term completion, next semester retention, yearly persistence rates, and completion or transfer. (4.C.2, 4.C.4)

Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)

The College uses state averages as a target for enrollment, retention and graduation rates. The targets are discussed by administrators, in department meetings, the Curriculum and Instruction Committee (CIC), and SS. With an increased local, state, and national focus on performance factors, Kirtland has engaged in several conversations to determine attainable, measurable, and realistic goals for student outcomes based on the State of Michigan Dashboard. (4.C.1, 4.C.4)

The College's most recent AQIP Project, P2-Project Persistence, consists of a cross-departmental team with members from SS and the faculty, which has been assembled to monitor, advance, and assess retention and completion initiatives. (4.C.4)

Analyzing information on student retention, persistence, and completion

The DIR prepares and disseminates a series of reports related to retention, persistence, and completion and provides an overview of the data. Once the data has been analyzed, the various groups are able to discuss and ascertain methods of action for change and improvement both, short- and long-term. Reports and data are made available on the College's Institutional Reports and Surveys webpage.

Additionally, data from the CCSSE, the annual online student survey, and the Graduate Follow-Up survey provide information on the reasons why the areas may be lacking and provide the impetus for change. An example of change came when data was reviewed by administrators and the Transitional Studies Committee. It was found that the pass rate of enrolled students in two developmental English courses (reading and writing mechanics) was lower than anticipated (Figure 2R2.14). Further, the College was not retaining these students. After analysis and review of best practices, the decision was made to roll the two courses into one and revamp the content to make it more relevant. Content will be more effectively integrated which will enable more students to pass the course, thus reducing the time it takes them to complete a degree or certificate program.

Meeting targets for retention, persistence, and completion (4.C.1)

The *Strategic Plan* includes the target of having Kirtland rank in the top 10 of Michigan community colleges in retention, persistence and completion. The College uses IPEDS and VFA data to review its status and adjust its targets accordingly. The use of Early Alerts during the first week of class to indicate if a student has attended or participated and Progress Reports during weeks 3-12 for students who are not successful in a course during the semester allows for follow-up by the students' advisors to assist in getting them back on track. (4.C.1)

Academic Advisors review enrollment data each semester and work proactively to ensure that students return to complete their degrees. A staff member is assigned to follow up with students on projects such as Credit When It's Due (CWID) and Project Win-Win to see that students apply for graduation or receive reverse transfer credit. In this area, the College has met its yearly targets for both projects.

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

The College uses the tool, method, or instrument that best fits to assess retention, persistence, and completion. Dependent upon the request, the DIR may provide a customized report based on Jenzabar data to match the criteria specified. Data from ACS-I schools allows comparison of peer institutions of like size and demographics within Michigan. IPEDS provides the College with nation-wide graduation rate information. The VFA goes beyond graduation rates and includes completions and developmental education information. The State of Michigan Governor's Metrics Report compare completion rates, fall-to-winter retention, and developmental education. MI School Data provides a summary of enrollment, transfers, and successful outcomes based on all public colleges in Michigan. (4.C.4)

2R2: RESULTS

Administrators utilize existing federal reports to assist in determining retention and completion rates to monitor Kirtland's performance against peer colleges in Michigan. Kirtland annually receives IPEDS data feedback reports, which are reviewed by administrators. Figures 2R2.1 and 2R2.2 compare Kirtland to a select group of Michigan community colleges to see if large gaps exist; then the College investigates and takes corrective actions as needed. The select peer comparison group chosen by Kirtland includes: Alpena, Bay, Glen Oaks, Gogebic, Mid Michigan, Montcalm, North Central Michigan, Northwestern Michigan, Southwestern Michigan, and West Shore.

Figure 2R2.1 Graduation and Transfer Rate

Figure 10. Graduation rate and transfer-out rate (2011 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2014)
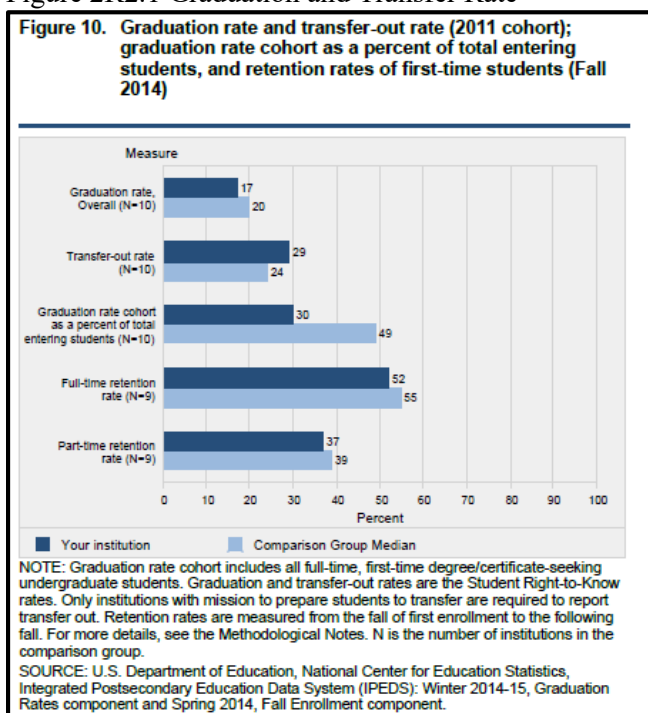
Figure 2R2.2 Graduation Rate of Full-Time First Degree Students

Figure 12. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time to completion: 2010 cohort
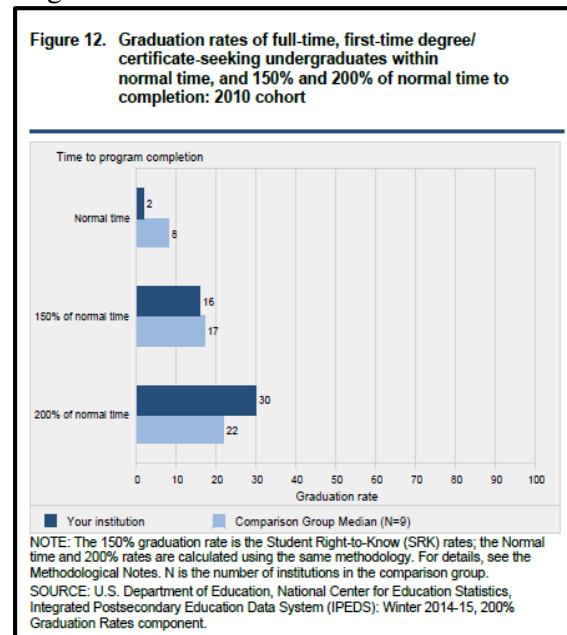
Administration reviews IPEDS data (Figure 2R2.3) to determine if the graduation rate, transfer rates, and 200% graduation rate are increasing. Components such as mandatory OAR, advising, and other support services are providing first-time students with the needed tools to engage and promote success, thus leading to improved completion and graduation.

Figure 2R2.3 IPEDS Graduation and Transfer Rates

Reporting Year	Graduation Rate	Transfer Rate	Graduation Rate 200% time	Number of Awards Conferred	Associate Degrees Conferred	Graduates
2016 for 15/16	21%	27%	35%	340	238	306
2015 for 14/15	17%	29%	30%	430	243	390
2014 for 13/14	16%	24%	24%	399	196	342

Retention for first-time, full-time students remains consistent. Retention of first-time, part-time students in 2013 was at 36% (Figure 2R2.4) which increased over the next two years to 43% as the College offered courses at multiple locations and increased course offerings online.

Figure 2R2.4 IPEDS Retention Rates

Reporting Year	Retention - First-time, full-time student	Retention - First-time, part-time student	Fall Enrollment
2015 for 14/15	56%	43%	1,628
2014 for 13/14	52%	37%	1,773
2013 for 12/13	53%	36%	1,805

Information from the 2016 U.S. Department of Education's scorecard (Figure 2R2.5) shows Kirtland at the median value of peer colleges.

Figure 2R2.5 U.S. Department of Education Score Card

College	Average Annual Cost	Graduation Rate	Salary After Attending
Alpena Community College	$3,886	31%	$26,900
Bay College	$6,810	18%	$28,100
Delta College	$4,370	14%	$28,600
Glen Oaks Community College	$6,552	22%	$26,100
Gogebic Community College	$8,061	32%	$26,100
Kirtland Community College	$6,087	17%	$25,900
Mid-Michigan Community College	$6,244	11%	$28,300
Montcalm Community College	$15,754	13%	$25,800
North Central Michigan College	$2,210	10%	$24,400
Northwestern Michigan College	$8,295	17%	$28,400
Southwestern Michigan College	$8,849	18%	$25,400
West Shore Community College	$3,706	16%	$24,600
National Average	**$16,190**	**42%**	**$33,400**

Figure 2R2.6 Governor's Metrics Fall to Winter Retention

State of Michigan Governor's Metrics - Fall to Winter Retention - Kirtland Community College
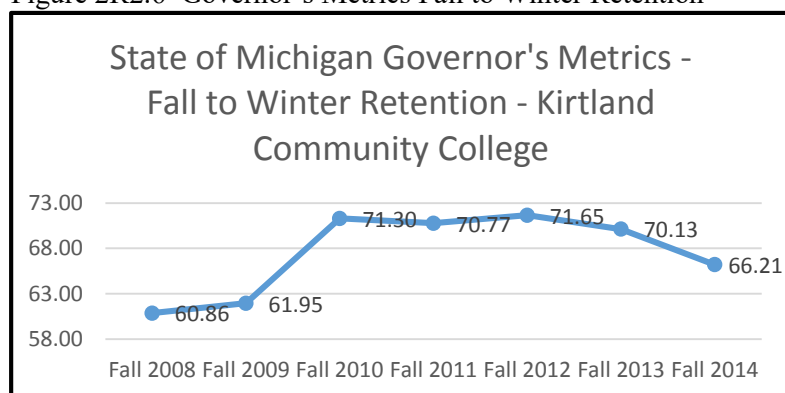
In 2011, Michigan established a new initiative, the Dashboard, to report performance measures for community colleges. All 28 community colleges are required to report data on retention and completion/transfer to the Michigan Community College Association. It generates an overall state average which is used by each college to monitor progress. The state average for fall to winter retention was 70%. Kirtland fell slightly short of the average at 66.21% in 2014 (Figure 2R2.6).

Figure 2R2.7 Governor's Metrics Successful Completion or Transfer

State of Michigan Governor's Metrics - Successful Completion or Transfer - Kirtland Community College
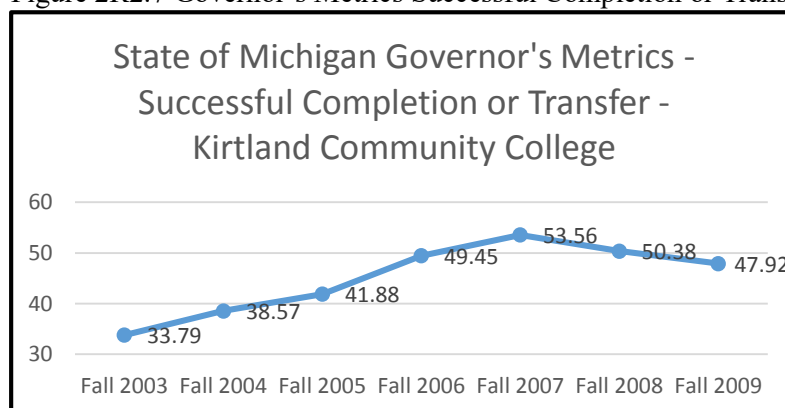
The state average for successful completion or transfer was 52% for Fall 2009 cohort year. Again, Kirtland fell slightly short of the state's average at 47.92% (Figure 2R2.7). While slightly below in both performance indicators, Kirtland is working to make modifications to meet the state's averages in the future.

In 2010, the State of Michigan Center for Performance and Information (CEPI) began collecting student record-level information from all public colleges in Michigan. Figure 2R2.8 represents the Community College Comprehensive Rates for each reported cohort. As of 2015, three years have passed since the 2012 cohort enrolled (student who enrolled as degree-seeking students in 2012), four years since the 2011 cohort enrolled, and so on. The comprehensive rates include those earning associate's degrees and successfully transferring to universities as degree-seeking students along with degree-seeking students who attain bachelor's degrees or certificates. The level at which students transfer from Kirtland to universities and receive degrees remains consistent.

Figure 2R2.8 State of Michigan Postsecondary Success Report Information

	2012 Cohort After 3 Years	2011 Cohort After 4 Years	2010 Cohort After 5 Years	2009 Cohort After 6 Years
ALL COMMUNITY COLLEGES	24%	31%	32%	37%
ALPENA COMMUNITY COLLEGE	34%	39%	37%	41%
BAY DE NOC COMMUNITY COLLEGE	31%	36%	36%	43%
DELTA COLLEGE	23%	34%	35%	41%
GLEN OAKS COMMUNITY COLLEGE	37%	35%	35%	35%
GOGEBIC COMMUNITY COLLEGE	38%	46%	46%	47%
GRAND RAPIDS COMMUNITY COLLEGE	24%	37%	34%	40%
HENRY FORD COMMUNITY COLLEGE	21%	24%	26%	28%
JACKSON COLLEGE	22%	29%	29%	33%
KALAMAZOO VALLEY COMMUNITY COLLEGE	27%	32%	29%	35%
KELLOGG COMMUNITY COLLEGE	41%	51%	38%	70%
KIRTLAND COMMUNITY COLLEGE	24%	23%	27%	28%
LAKE MICHIGAN COLLEGE	18%	35%	31%	33%
LANSING COMMUNITY COLLEGE	27%	34%	34%	39%
MACOMB COMMUNITY COLLEGE	25%	33%	35%	38%
MID MICHIGAN COMMUNITY COLLEGE	24%	37%	41%	44%
MONROE COUNTY COMMUNITY COLLEGE	17%	27%	31%	34%
MONTCALM COMMUNITY COLLEGE	24%	28%	30%	30%
MOTT COMMUNITY COLLEGE	22%	31%	34%	40%
MUSKEGON COMMUNITY COLLEGE	27%	30%	35%	38%
NORTH CENTRAL MICHIGAN COLLEGE	25%	32%	35%	39%
NORTHWESTERN MICHIGAN COLLEGE	28%	34%	36%	40%
OAKLAND COMMUNITY COLLEGE	23%	29%	31%	35%
SCHOOLCRAFT COLLEGE	24%	32%	41%	44%
SOUTHWESTERN MICHIGAN COLLEGE	14%	18%	28%	33%
ST CLAIR COUNTY COMMUNITY COLLEGE	31%	38%	44%	41%
WASHTENAW COMMUNITY COLLEGE	30%	37%	38%	43%
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT	14%	15%	18%	24%
WEST SHORE COMMUNITY COLLEGE	26%	33%	28%	35%

When submitting the Perkins Local Annual Application, the dean of occupational programs reviews Kirtland's Core Indicator results and compares them to the state and federal results. In indicator areas where Kirtland falls below the state expected level, the application reflects a request for funds for that particular indicator. Kirtland exceeds expected levels in three of the five state indicators (Figure 2R2.9). Measures of completion (Core Indicator 2P1) and retention (Core Indicator 3P1) show the College has nearly double the expected state level for certificates, credentials, or associate degees awarded and is slightly above the expected level for retention and transfer (2015).

Figure 2R2.9 Kirtland Perkins Core Indicators

Core Indicator	2013	2014	2015	State Expected Level (2015)*
1P1 = Technical Skill Attainment - Third Party Credentialing or licensure	95.38%	89.67%	96.88%	91.25%
2P1 = Certificate, Credential or Associate degree	65.69%	64.46%	60.31%	31.00%
3P1 = Retention and Transfer	70.08%	64.09%	71.61%	71.00%
4P1 = Placement/Employment/ Apprenticeship/Military	84.80%	58.04%	84.40%	88.00%
5P1 = Nontraditional Participation	17.71%	19.85%	17.37%	26.00%
5P2 = Nontraditional Completion	11.74%	10.75%	13.37%	21.00%
* State expected levels are calculated from data reported by all 28 Michigan community colleges				

Figure 2R2.10 Perkins Retention and Transfer

Perkins Core Indicator 3P1 Retention and Transfer			
College	2013	2014	2015
Alpena Community College	57.14%	63.54%	63.75%
Bay College	74.87%	76.51%	70.18%
Glen Oaks Community College	47.13%	57.56%	69.35%
Gogebic Community College	74.18%	59.13%	39.67%
Kirtland Community College	70.08%	64.09%	71.61%
Mid-Michigan Community College	64.17%	65.19%	65.89%
Montcalm Community College	66.71%	70.82%	85.05%
North Central Michigan College	63.58%	70.64%	67.03%
Northwestern Michigan College	74.20%	71.01%	55.24%
Southwestern Michigan College	69.44%	77.43%	73.60%
West Shore Community College	61.89%	70.54%	58.65%
State Average	69.31%	68.26%	67.22%

In regard to the Core Indicator 3P1, Kirtland benchmarks itself against other peer community colleges in the state (Figure 2R2.10). If Kirtland falls below the state average, it then communicates with peers to find out what techniques and/or best practices they are using to maintain or exceed averages in a specific Core Indicator.

In 2004, the College began a new AQIP Action Project, *Student Retention*, to develop a comprehensive integrated system that employs data and outcome measures to retain students in course completion, term-to-term enrollment, and the students' own goal completion. The project was institutionalized beyond the completion date. Although many of the state and federal measures provide general/overall averages, the College finds that internal measures are more beneficial for analysis and action.

Figure 2R2.11 Fall to Fall Internal Retention Chart
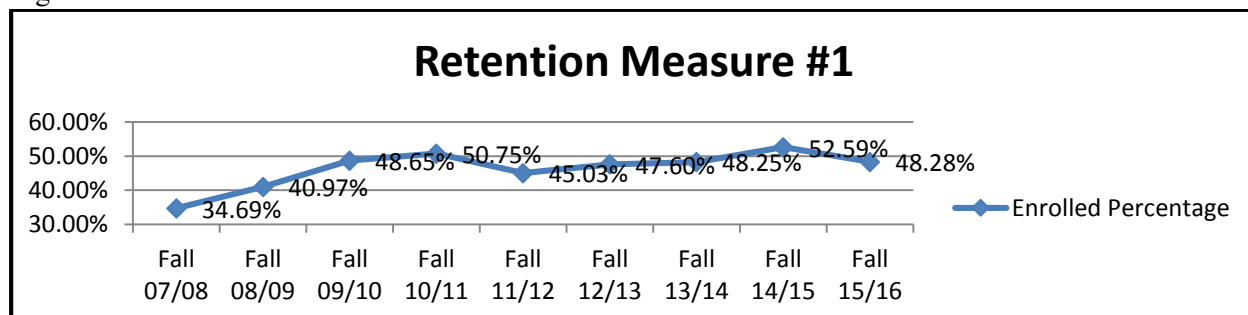
Figure 2R2.12 Developmental Course Success

Retention Measure #2 Fall Trend
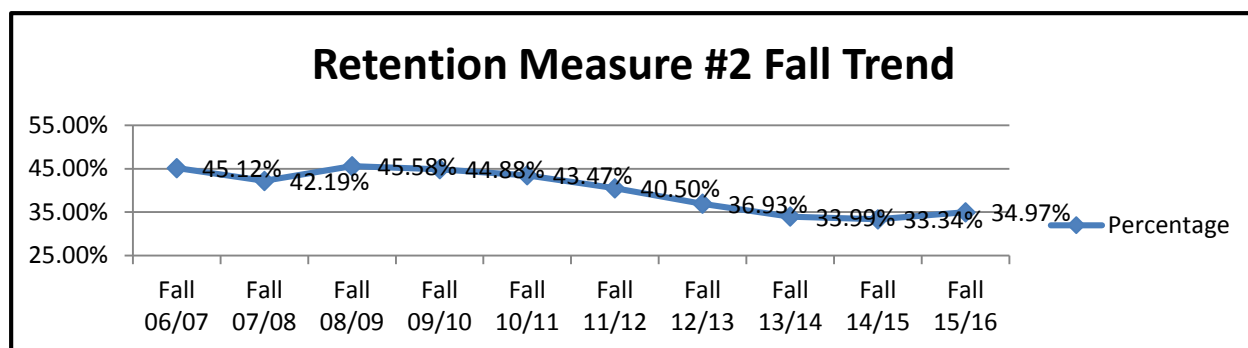
Figures 2R2.11, 2R2.12, and 2R2.13 are examples of data generated from this project, including fall-to-fall retention, developmental course success, and retention rates by student categories. These measures are used to determine a course of action for improvement.

Figure 2R2.13 Retention Rates by Student Categories

Category	2012/2013	2013/2014	2014/2015
A	26.35%	28.94%	29.14%
B	48.92%	45.59%	49.51%
C	4.17%	5.21%	14.01%
D	20.56%	20.26%	7.34%

This chart shows the percentage of student enrollment in the following categories compared to the total student population enrolled in credit classes in a given year. Category A are students who are new to Kirtland. Category B are continuing students. Category C are stop-out students – returning after a one-year absence. Category D are occasional students – returning after an absence of two or more years.

There has been an almost continuous decline in developmental English course completion versus enrollment. The Transitional Studies Committee met to review the developmental English sequence (Figure 2R2.14) and form a plan of action to reverse the downward trend. After researching best practices, it was decided to combine developmental English courses (reading and writing mechanics), adding a credit hour to the course. This also shortens the time span in which students can complete the developmental English course, allowing them to enter their program of study sooner.

Figure 2R2.14 Developmental English Statistics

	Developmental English				
Semester/Year	Enrolled in Developmental English Course Two Levels Below College Level English	Passed Developmental English Course Two Levels Below College Level English	Subsequently Enrolled in Next Level Developmental English Course	Passed Next Level Developmental English Course	Percentage of Students Who Were Successful in Reaching College Level English
Fall 13/14	11	7	4	4	36.4%
Winter 13/14	2	1	0	0	0.0%
Fall 14/15	13	7	5	3	23.1%
Winter 14/15	7	7	5	3	42.9%
Fall 15/16	7	5	2	1	14.3%
Winter 15/16	2	1	0	0	0.0%

With the rapid of growth of online education across the country, Kirtland enhanced its online course offerings. The receipt of a Title III grant in 2012 allowed the College to develop additional services for online students and provide professional development for faculty to improve online education. While declining enrollment slightly skews the numbers, most indicators remain at or slightly below previous year figures indicating that the needs of online students are being met (Figure 2R2.15).

Figure 2R2.15 Online Only Student Persistence and Completion

Online Only Student Persistence and Completion	2013/2014	2014/2015	2015/2016
Fall Online Only Unduplicated Non-Drop Headcount	346	470	352
Graduated before Subsequent Fall	31	35	56
Enrolled Any Class Subsequent Fall	185	208	162
Percentage - Enrolled Any Class Subsequent Fall	58.7%	47.8%	54.7%
Enrolled in Only Online Classes Subsequent Fall	95	108	93
Percentage Enrolled in Only Online Classes Subsequent Fall	30.2%	24.8%	31.4%

In 2014, Kirtland joined the state-wide initiative, Project Win-Win, in an effort to assist students who were near completion of associate's degrees but were no longer enrolled in higher education. In the first year of the project Kirtland was able to identify 257 potential students of which 108 met the criteria for running degree audits. 13 associate's degrees were awarded. An additional 67 students were contacted with information on what courses they needed to complete in order to earn their associate's degrees. After the initial grant-funded year was over, the College continued this initiative. Using the PDSA method, Kirtland recognized the criteria for being a near completer needed to be expanded in order to benefit more students. To date, 657 students have been identified, with a total of 49 associate's degrees conferred. Improvements to internal processes in degree auditing through the Jenzabar advising module, in addition to Project Win-Win and the CWID transfer initiatives, allowed additional 82 associate's degrees to be conferred on students who did not realize they qualified to apply for graduation. In an attempt to grow completion rates of former Kirtland students who enroll in universities, Kirtland signed a Memorandum of Understanding (MOU) with six public universities in Michigan. University transcripts are released so Kirtland can evaluate credits taken at the university to see if its courses meet the criteria for students to earn associate's degrees through reverse transfer. Since 2012, eight students received their associate's degrees from Kirtland (Figure 2R2.16). Kirtland hopes to increase this number as more students are made aware of this opportunity.

Figure 2R2.16 Credit When It's Due Results

Credit When It's Due - Reverse Transfer			
Year	Potential Students	Students Contacted	Awards Conferred
2013/2014	6	6	2
2014/2015	6	5	1
2015/2016	5	5	5

In 2013, Kirtland began participation in the VFA for the American Association of Community Colleges. The VFA provides the College with a more granular view of its data in that breakouts are of non-traditional student data versus traditional student data found in IPEDS because many community college students are part-time, not full-time. The measurement of time is critical to show the element of student success at community colleges. That is, the longer the student is enrolled and engaged by the institution, the higher

the rate of successful completion by the student. Based on three years of cohort data, Kirtland's main cohort of students have successful outcomes of 57.4%, 55%, and 54.6% in six years (Figure 2R2.17).

Figure 2R2.17 VFA Summary of Results

	Assoc. degree transfer	Assoc. degree no transfer	Cert. Transfer	Cert. no transfer	No Award transfer	Still Enrolled	Left (=> 30 credits)	Left (<= 30 credits)	Success - Outcome
Voluntary Framework of Accountability (VFA) Summary of Results									
Main cohort - Fall entering students that are new to Kirtland									
Kirtland 2007 cohort (N=590)	5.6%	6.8%	1.5%	4.7%	34.9%	3.9%	7.8%	34.7%	57.4%
Kirtland 2008 cohort (N=478)	6.3%	8.6%	2.9%	6.5%	28.0%	2.7%	35.8%	9.2%	55.0%
Kirtland 2009 cohort (N=585)	6.3%	9.7%	1.5%	8.0%	25.0%	4.1%	13.5%	31.8%	54.6%
Michigan benchmarking colleges - 2008	**9.4%**	**10.7%**	**1.5%**	**2.6%**	**31.2%**	**6.4%**	**10.4%**	**27.8%**	**61.8%**
National benchmarking colleges - 2008	**11.7%**	**12.1%**	**2.7%**	**5.8%**	**24.3%**	**2.3%**	**12.2%**	**28.8%**	**58.9%**
Credential Seeking cohort - Fall entering students that are intending to earn a credential									
Kirtland 2007 cohort (N=301)	11.0%	13.3%	3.0%	9.3%	33.9%	2.7%	14.6%	12.3%	73.2%
Kirtland 2008 cohort (N=267)	8.6%	9.7%	4.9%	10.1%	29.2%	2.6%	16.5%	18.4%	65.1%
Kirtland 2009 cohort N=355)	5.4%	8.2%	2.5%	11.3%	26.5%	3.9%	21.1%	21.1%	57.8%
Michigan benchmarking colleges - 2008	**13.4%**	**15.2%**	**2.0%**	**3.6%**	**30.5%**	**7.3%**	**12.7%**	**15.2%**	**72.0%**
National benchmarking colleges - 2008	**16.3%**	**16.5%**	**3.8%**	**8.1%**	**22.3%**	**2.1%**	**14.0%**	**17.0%**	**69.1%**
First-time in college cohort - Fall entering students that are first time in college									
Kirtland 2007 cohort (N=211)	10.4%	12.8%	2.4%	10.4%	32.3%	1.2%	12.2%	18.3%	69.5%
Kirtland 2008 cohort (N=153)	6.5%	6.5%	2.6%	11.1%	30.7%	3.3%	19.0%	20.3%	60.7%
Kirtland 2009 cohort (N=164)	3.8%	6.6%	0.0%	11.4%	24.6%	3.8%	22.7%	27.0%	50.2%
Michigan benchmarking colleges - 2008	**9.4%**	**10.0%**	**1.1%**	**2.4%**	**29.7%**	**7.5%**	**9.7%**	**30.2%**	**60.1%**
National benchmarking colleges - 2008	**10.4%**	**9.9%**	**1.4%**	**4.7%**	**26.8%**	**2.5%**	**13.5%**	**30.9%**	**55.7%**
N= Number of Student Respondents									

2I2: IMPROVEMENTS (4.C.3)

Staff members of Student Financial Services (SFS) and SS will participate in cross training to reduce shuffling of students now that some staff have been relocated to the Grayling location.

In the spring of 2016, the College adopted the new Associate's in Sciences and Arts (ASA) degree, which offers an individualized plan allowing students to take the courses needed to maximize transferability. Administrators will review the data to see if the number of graduates is greater than the sum of the graduates of the discontinued Associate in Science and Associate in Arts degrees with their more rigid requirements.

The Transitional Studies Committee and Instructional Services will monitor and measure the change of the developmental English structure for the number of students passing the new course, thus leading to a shorter time to reach the college level English. (4.C.3)

2P3: KEY STAKEHOLDER NEEDS

Determining key external stakeholder groups (alumni, employers, community)

Described in further detail in 5P1, the College held its second strategic planning summit in 2013. Participating in the summit were a variety of people with strong interests in the direction the College would take over the next five years, including not only students and staff but those stakeholders from outside the immediate College community. It is though collaborative efforts such as this that stakeholders are discovered and relationships are built. The president, employees, Kirtland Foundation staff, and advisory councils look to connect with those throughout local communities and at the state and national levels to advance the Mission of the College to build stronger communities.

The college focuses on connecting with the following key external stakeholder groups:

- **Community:** Taxpayers, Leaders, Alumni
- **Legislators:** Local, State, Federal
- **Education:** K-12 and Higher Education
- **Organizations /Agencies:** Employers, Businesses, Advisory Committees

Determining new stakeholders to target for services or partnership

The College pursues and determines new stakeholders through its commitment to encourage innovation for the benefit of Kirtland and its communities. Administrators review the College's *Operational Plan* and *Strategic Plan* to determine interests, needs, and opportunities. It cultivates relationships by networking with more than 20 local community boards and other governmental entities with whom it has affiliations. Inquiries are made of local business and new businesses when they move into the area. Opportunities arise when outside groups seek to collaborate with the College.

Meeting the changing needs of key stakeholders

The strategic planning summit provides an opportunity to gather representatives of various stakeholder groups together once every five years to learn about their changing needs. The College is a fast-moving organization, and the community appreciates it responsiveness to meeting new needs of stakeholders. The College addresses the changing needs of stakeholders in the following ways:

- **Community:** Collaborate on funding and grant opportunities to assist in leveraging local resources for the improvement of the economic standing of constituents.

- **Legislators:** Network with local and state legislators. The College hosts legislators for events on campus, such as the Region 3 Prosperity Initiatives. Employees participate in advisory roles for further economic development. The College informs this group of the results their investments in education are providing to the local communities they serve.
- **Education**: Work with local school districts to identify and meet needs, such as the initiative to establish an EMC and to strengthen dual enrollment. The College continues to work on establishing relationships for reverse transfer with four-year universities.
- **Organizations/Agencies:** Employers are engaged in numerous ways at the College to guarantee Kirtland is meeting their workforce needs. They serve on technical advisory committees, where they assist in providing field experiences for students with internship placement, analyze program outcomes, and contribute input to curriculum changes based on industry standards. As a result, Kirtland has developed certificate and workforce training programs to meet immediate workforce needs and is beginning to develop employment pipelines for the future.

In 2014, the College engaged stakeholders by conducting multiple feasibility studies in order to gauge the acceptance of and support for a millage for the new Health Sciences Center in Grayling.

Selecting tools/methods/instruments to assess key stakeholder needs

Kirtland looks at best practices and proven tools or instruments and reviews what peers already do, but the College has found the best method to access stakeholders' needs is to communicate with them directly. This can be through conversations, advisory committees, feasibility studies, and board meetings. The College uses state workforce reports to identify business and industry needs that are not being met within local communities.

Assessing the degree to which key stakeholder needs are met

To assess the degree to which stakeholder needs are met, the PDSA method is employed. The College and the stakeholder must agree on a reasonable yet challenging target/goal, and develop measureable outcomes. Analysis from peer groups on similar projects is studied. Once the project is completed, the results are reviewed by examination of data and through discussion. If the target was not met, then further discussion is held to modify the target. Since all stakeholders' needs are different, a one-size-fits-all form has not been developed. Feedback from the stakeholders assists the College in determining whether a partnership should continue.

2R3: RESULTS

Figure 2R3.1 Community Education Statistics

Community Education Classes			
Year	Seats	Courses	Sections
2013/2014	220	11	18
2014/2015	143	13	15
2015/2016	48	5	5

In the past, offerings of community education classes were robust, with over 200 community members taking part in a variety of computer, beer brewing and wine making, firearms safety, and digital photography classes in 2013-2014 (Figure 2R3.1). Over the last two years, the focus of the College turned to surveying and educating stakeholders on the millage campaign and subsequent construction and occupancy of the new Health Sciences Center in Grayling. As a result, less emphasis was placed on community education offerings for community members. The College also offers cultural experiences for the community through the KCPA. Over the past four years, the number of KCPA offerings remain unchanged.

The College continues to be a good steward of funds by reducing expenses to keep tuition affordable for its students (5P2). The 6.5% increase in tuition and fees between 2012 and 2014 has kept Kirtland at the median of its peer institutions and an affordable place in which to obtain a college education (Figure 2R3.2).

Figure 2R3.2 College Affordability and Transparency for Peer Colleges

U. S. Department of Education - College Affordability and Transparency Report - June 2016					
Name of institution	2012/13 Tuition and fees	2014/15 Tuition and fees	Percent change	2013/14 Net price	Percent receiving grant aid 2013/14
Alpena Community College	$3,720	$3,990	7.3%	$3,626	79%
Bay College	$3,485	$4,367	25.3%	$9,309	85%
Glen Oaks Community College	$2,676	$3,036	13.5%	$6,469	76%
Gogebic Community College	$4,003	$4,124	3.0%	$7,627	78%
Kirtland Community College	$3,235	$3,445	6.5%	$5,787	84%
Mid Michigan Community College	$3,250	$3,501	7.7%	$5,464	74%
Montcalm Community College	$3,030	$3,300	8.9%	$15,747	65%
North Central Michigan College	$2,768	$3,368	21.7%	$2,021	67%
Northwestern Michigan College	$2,725	$3,017	10.7%	$7,923	70%
Southwestern Michigan College	$4,464	$4,836	8.3%	$8,490	79%
West Shore Community College	$2,250	$2,416	7.4%	$3,998	77%

Figure 2R3.3 Dual Enrollment Statistics

Year	Number of Students	Number of Credit Hours	Number of Districts Participating
2013/2014	191	1,290.50	14
2014/2015	291	2,151.88	18
2015/2016	321	2,502.86	19

The credit hours taken by dual-enrolled students continues to increase, nearly doubling in three years. This is a savings to parents and to students' Title IV financial aid. Courses are completed at no cost to the student (Figure 2R3.3).

Figure 2R3.4 Unduplicated Head Count 2001 (1)-2015 (15)
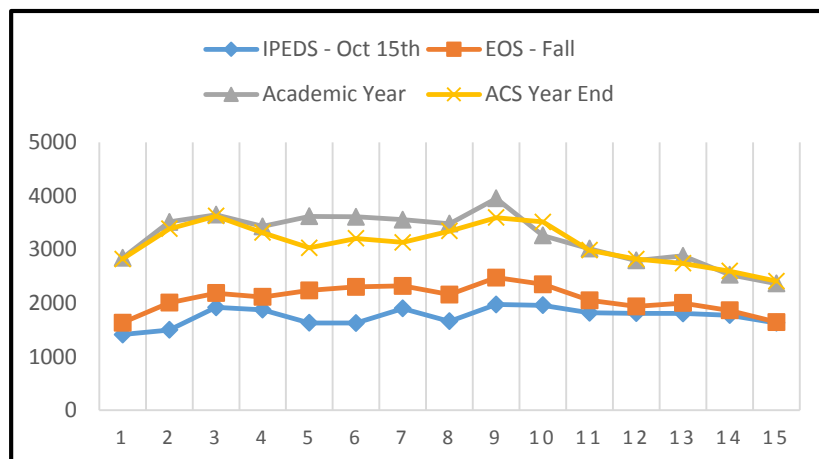
The American Recovery and Reinvestment Act (2009), also known as the Stimulus Act, provided funding for laid-off employees who needed retraining during the most recent recession. Kirtland was a partner in providing the retraining for those individuals. While the College saw a spike in the number of students enrolled in 2009-2010, it was careful not to overextend itself. (Figure 2R3.4).

Figure 2R3.5 Kirtland Foundation Scholarship Information

Year	Number of Scholarship Funds Awarded From	Number of Student Recipients	Total Dollar Value
2013/2014	14	42	$28,690
2014/2015	10	28	$17,033
2015/2016	16	37	$16,500

The Kirtland Foundation solicits funds from the private sector, including alumni and partners, to augment and extend the financial base of the college. The number of scholarship funds grew from 14 in 2013 to 16 in 2015 with 107 students receiving support to begin or continue their education (Figure 2R3.5).

2I3: IMPROVEMENTS

The Kirtland Foundation will create a database identifying all alumni with the goal of developing a local alumni association. The information to be gathered and tracked will be geographic location, career path, community involvement, and income level.

The College is working with Otsego County to take over and manage the University Center in Gaylord. This opportunity will provide the College with additional space for its M-TEC and general education courses. It will enhance partnerships with colleges and universities to offer a wider selection of transfer programs, not only to Kirtland students, but also to residents of the region.

The College will seek out new businesses locating to the region and customize courses or programs leading to employment of residents of the region.

2P4: COMPLAINT PROCESSES

Collecting complaint information from students

The College has complaint policies and procedures posted on its website including POL 2.245 (ADA/Section 504 Grievance Policy/Procedure); POL 2.280 (Title IX Grievance Policy); PRO 2.280 (Title IX Grievance Procedure); POL 5.195 (Harassment or Discrimination); PRO 5.195 (Harassment or Discrimination Complaint Procedure); POL 6.125 (Rights and Responsibilities of Students); PRO 6.125 (Procedure for Non-Academic Due Process); and PRO 6.125 (Procedure for Academic Due Process).

Each policy/procedure has a specific individual or department where the complaint is to be filed along with filing instructions. Submission information is housed in the designated department.

In addition, all new students are introduced to the Student Code of Conduct with the due process outlined, Students' Rights and Responsibilities, and Student Appeal procedures during the mandatory OAR. The College Catalog, available online, outlines in detail all the rights and responsibilities of students as well the process for filing a complaint for all the areas of the college. Students with Family Educational Rights and Privacy Act complaints are directed to the VPSS.

The mid-semester survey allows students to give anonymous feedback on their courses. The faculty can address complaints during the semester or wait until the end. The surveys are reviewed by the dean/directors for repeating patterns. If a student has a complaint and chooses not to remain anonymous, the process begins with the student discussing the concern with the faculty member. If the complaint is not resolved, the student is directed to discuss the concern with the appropriate departmental dean or director. If this does not lead

to resolution, the student is directed to the VPIS. As a final resort, the student may request an appointment to discuss the complaint with the president.

Public Safety collects all information on crime statistics committed on Kirtland locations, in or on a non-campus building or property or on public property within or immediately adjacent to and accessible from all locations. An annual security report is produced with the crime statistics as required by the Clery Act.

Responses to student concerns are addressed by the college official responsible for the specified area. When concerns cross into other departments, all involved parties are then notified. The Student Senate has a comment/suggestion form on its webpage where students can provide feedback. There is a comment/suggestion form on the College's website where community members and prospective and current students can provide feedback. Forms are forwarded to the appropriate department. The anonymous Annual Fall Student Survey has an open-ended comment section where students can express both positive and negative thoughts. These comments are shared with administrators.

Collecting complaint information from other key stakeholders

A complaint form is available on the College's website for any stakeholder to complete and submit. All complaints will go to the VPSS who will then route them to the appropriate department or individual. Complaints from this form are tracked within the Maxient software. A generic Suggestion or Concern form is also available on the website. Items received are routed to the correct individual or department by the webmaster via email.

Any employee with a complaint in the previously listed policies and procedures can follow the steps as outlined and submit the complaint to the specific individual or department as noted in the policy or procedure.

Faculty with academic misconduct complaints can submit an Academic Misconduct form found in myKirtland and tracked by the Maxient software. Depending upon the offense, academic dishonesty, online impersonation, plagiarism, or other, the vice president of instructional services (VPIS) will route the complaint to the appropriate dean/director, or department for follow-through.

Public Safety investigates all issues related to theft and vandalism. Kirtland staff and students and the public can submit an Anonymous Tip form, available on the College's website, to provide information regarding possible crimes, planned crimes, law or school policy violations or any other information that may violate the safety and security of the College.

All Michigan Freedom of Information Act, Health Insurance Portability and Accountability Act, and Title IX requests and violations are handled through HR.

Learning from complaint information and determining actions

Complaints are reviewed by the appropriate individuals or departments. If the complaint requires a change in policy, changes are drafted and submitted to the appropriate group, such as CIC or the College Administrative Team (CAT), for review and/or revising. The changes are then submitted to the president for review. Upon receiving approval, it is placed on the Board of Trustees (BOT) agenda for a first and second reading with a vote either to accept or reject. Changes in procedure are drafted by the appropriate individual or department and reviewed by the CAT with the president having the final say on the changes. Changes in policies and procedures are communicated to the appropriate stakeholders on the website, the College Catalog, and through email. Additionally, administrators have begun reviewing policies and procedures on a regular basis.

Collecting complaint information in the Maxient software provides a way to track similar complaints as well as repeat offenders. Tracking similar complaints shows where there is a need to review and make

changes in a particular area. If change cannot be made due to a law or act, then communication to all stakeholders can take place to explain why a change cannot be made.

Communicating actions to students and other key stakeholders

A majority of the complaint policies and procedures have a timeline specified as to when an individual or department must respond. Depending upon the complaint, the response may be in person, in writing (letter or memo), or email if contact information is provided. If a response time is not designated in the policy or procedure, then standard practice is to acknowledge receipt of complaint within 24-48 hours.

Response to complaints needing investigation will follow the timeline specified in the policy or procedure. If not specified, then the outcome or action taken will be communicated to the student or stakeholder as soon as the investigation is complete. If the complaint is not successfully resolved at that level, then additional information found in the policy or procedure is provided as the next step leading to resolution.

Selecting tools/methods/instruments to evaluate complaint resolution

Maxient software provides reports on the number, type, and resolution to complaints entered. Files are kept on other complaints not entered into the software. Administrators and departments review complaints, looking for repetition or overlap. If found, the appropriate administrator or department takes action through policy and procedure changes, better communication, or restructuring the matter in question.

2R4: RESULTS

Complaints with regards to theft and public safety are published in the College's Annual Security Report. Details show that the College saw extremely little crime at any of its locations, with no offenses on public property.

Figure 2R4.1 Annual Security Report Campus Crime Statistics

Criminal Offenses- On campus	2013	2014	2015
Murder/ Non – negligent	0	0	0
Negligent manslaughter	0	0	0
Sex offenses- Forcible	0	0	0
Rape/Fondling	0	0	0
Sex offenses- Non-forcible	0	0	0
Incest	0	0	0
Statutory rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	1	1	1
Motor vehicle theft	0	0	0
Arson	0	0	0
Weapons: carrying possessing etc.	1	0	0
Drug abuse violations	0	0	0
Liquor law violations	0	0	0
Domestic violence/Dating Violence	0	0	0
Stalking	0	1	0
Total unfounded crimes	0	2	0

From 2014 through present, two students have accused a faculty member of favoritism. Through the investigation process, the dean determined the charge was unfounded. The students appealed; however, both missed the meeting with the Appeals Committee, and the cases were closed.

Since 2014, there have been eight faculty referrals using the Academic Student Conduct Complaint form. All eight were for plagiarism, and the students were directed to complete Kirtland's Plagiarism Traffic School, an online course designed to provide instruction in correcting this behavior. Four out of the eight student completed the course successfully.

One Title IX complaint was lodged in 2015. The compliance officer investigated but, due to confidentiality, could not provide details.

In September 2016, the College began using Maxient software to track non-academic complaints by students, staff, and faculty. As of the writing of this document, no complaints have been submitted. In the last six years and prior to the use of the formal complaint form, two formal complaints were lodged by students related to SS, either in person or by letter. In both cases, the VPSS responded to the complaints and closed the case within 48 hours.

2I4: IMPROVEMENTS

Given the ability to track complaints and generate data to be used to analyze and institute change at the College, the instructional department has created a new form available in September 2016 for all faculty to report the various types of academic misconduct. The form is available through the myKirtland portal. This will eliminate the traditional paper form enabling administrations with offices in multiple locations to access the information. Faculty will have a quick and easy way to report infractions electronically. Housing the infraction information in the software will allow access and tracking across all locations by deans/directors. Repeat offender history will be available even if a student changes programs.

As described earlier, a new form was created so that students, faculty, and staff have the opportunity to electronically submit complaints. This will allow the College to keep better track of complaints in one location (Maxient software) and be able to generate reports to study and implement change when reoccurring complaints are received.

2P5: BUILDING COLLATORATIONS AND PARTNERSHIPS

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

Kirtland pursues partnerships that support the College's Mission and *Strategic Plan*. It encourages faculty and staff to be active and contribute to their communities as leaders and members of civic organizations, advisory councils, and professional organizations. Through these points of contact, along with direct contact with various organizations, the College learns of possible new partners and considers whether or not a certain partnership would further the goals of the *Strategic Plan* while proving beneficial to the partner. Once a potential partner is recommended, administrators vet the partner to ensure its values align with the College's. Further discussion is held to determine the benefits and risks, if any, to both parties. Legal documents or MOUs are developed as necessary. Figure 2P5.1 provides a recent sampling of the College's stakeholders and the partnerships.

Figure 2P5.1 Sample of College Partnerships

Stakeholder Group	Partnership
Community: Taxpayers, Leaders, Alumni	Michigan Works Job Fair Kirtland's Public Safety Office concealed pistol course Kirtland Warbler Festival American Red Cross Community education
Government: Local, State, Federal	Economic development partnerships Michigan Department of Corrections Prison Nurses Training Police Academy training
Education: K-12 and Higher Education	4-year institutions Local school districts Statewide CTE articulation agreements Higher education visits Financial aid training for high school counselors Professional development training to local high school counselors Reverse transfer agreements Kirtland Youth Theater for elementary school students Saginaw Valley State University concurrent nursing program
Organizations/Agencies – Employers, Businesses, Advisory Committees	Occupational advisory councils Local/regional police department in-services and recertification training Michigan Rehabilitation Services Nursing conferences Workforce development Department of Labor apprenticeship opportunities Internship and clinical opportunities Kirtland Community College Foundation

Building and maintaining relationships with partners

Once a partner is selected, meetings are set up to share more in-depth information. This provides the foundation to accomplish the mutual goals of the partnership. The College relies on successful past-practice with partners to build relationships with new partners. Ongoing conversation between the partners is essential in order to meet deadlines and objectives. Partnerships may be renewed or expanded when the mutual goals of the partners are realized.

Selecting tools/methods/instruments to assess partnership effectiveness

The method for assessing whether or not partnerships are effective depends on the goals of the partners. This could be through discussion, observation, advisory committees, feasibility studies, or meetings. Workforce development partnerships use an informal needs assessment to collect data. Registration data generated through Jenzabar is used to see if EMC students enroll for years two and three of their programs, an indicator of effective partnerships. The College reviews data from the National Student Clearinghouse and MI School Data to see the number of students transferring from Kirtland to four-year partners and to evaluate student success rates.

Evaluating the degree to which collaborations and partnerships are effective

As each partnership is different, the College evaluates partnership effectiveness individually. Questions asked are:

- Did both partners meet their goals?
- Did the partnership fulfill a component of the College's *Strategic Plan*?

- Was the partnership mutually beneficial?
- What would be the benefit to continue this partnership?
- Is the partnership short- or long-term?

Other factors may lead to the determination of effectiveness, including change in personnel, especially if the partnership is no longer a focus of one of the partners. Additionally, some partnerships may be dissolved due lack of funding or because the goals of the partnership have been reached.

Businesses or other organizations renewing or extending a contract or MOU are also methods to assess effectiveness. The Michigan Department of Corrections Prison Nurses renewed their contract with the College for continuing education based on the method and satisfaction expressed by the first group of nurses receiving training.

Partnerships between higher education institutions are difficult due to the autonomy of each institution in Michigan and the fact that there is no state higher education organization. Each agreement is individualized between the two entities and must show benefit to both. Kirtland has entered into a partnership with SVSU where students are concurrently enrolled in both institutions. The intent is to deliver a BSN degree to Kirtland students as the data showed a majority of ADN/RNs continued on to SVSU to pursue their bachelor's degree.

2R5: RESULTS

Figure 2R5.1 MI School Data Snapshot of Transfers To and From Kirtland
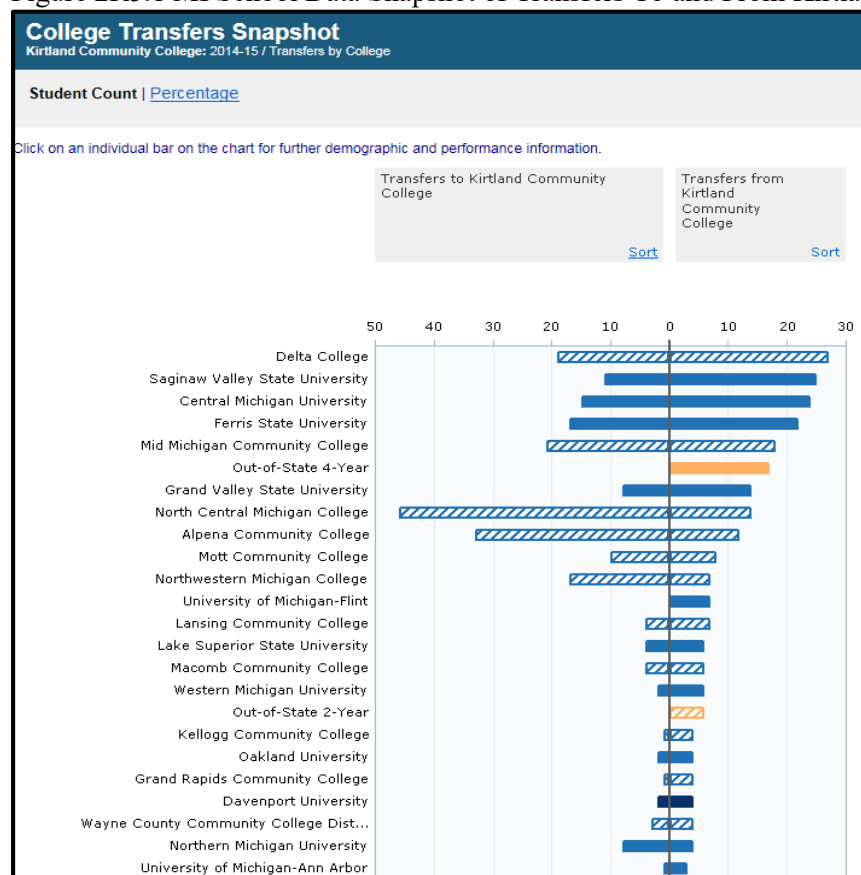
Institutions of higher education should be considered a partnership. Each public college in Michigan is required to report student level information to CEPI. Figure 2R5.1 is one of the reports created from this data submission. It illustrates the number of students transferring into and out of Kirtland. This online information is available for all public colleges in Michigan through the MI School Data portal. Drilling down from this initial bar chart provides additional information which can be used to determine the success of students that transfer from one college to another. An example of the drill down information is Kirtland transfer students' GPAs which are comparable to or higher than those of students in peer institutions (Figure 2R5.2). This indicates Kirtland students are well prepared when transferring to in-state four-year universities.

Figure 2R5.2 Average GPA Transfer Table

2014/2015 Comparison Data from the State of Michigan "MI School Data" Post-Secondary System	Saginaw Valley State University	Central Michigan University	Ferris State University	All 15 Public Universities
Alpena Community College	2.87	3.02	3.07	2.93
Kirtland Community College	3.09	2.47	3.09	2.94
Mid Michigan Community College	2.40	2.33	3.14	2.57
North Central Michigan College	2.79	2.72	2.99	3.02

Figure 2R5.3 SVSU Concurrent Nursing Students

SVSU Concurrent Nursing Students			
Academic Year	Fall Initial Count on Census Day	First year students	Second year students
2015/2016	16	16	0
2016/2017	17	11	6
SVSU is handling financial aid for these students			

A collaborative partnership has been formed between Kirtland and SVSU to deliver a BSN degree. This is a concurrent program with Kirtland providing facilities at the new Health Sciences Center in Grayling along with concurrent enrollment for students in some of the courses. Upon completion, the student will receive their ADN/RN and BSN degrees. In 2015-2016, 16 students started in the first cohort. There are 11 enrolled in the second cohort (2016-2017) with six from the first cohort returning for their second year (Figure 2R5.3).

Figure 2R5.4 Workforce Development Statistics

Year	Seats	Contact Hours	Contact hours/ Seats
2013/2014	484	14,472	29.90
2014/2015	270	9,129	33.80
2015/2016	340	10,522	30.90
Total	1,094	34,123	31.53

A strong economy begins with a highly skilled and technically proficient workforce. When local manufacturers, health care providers, skilled trades' workers, and other professionals have exceptional skills, local communities benefit. The College's Workforce Development Program (WDP) is designed to provide advanced training to enhance the job skills of employees. In the last 12 months, the College has performed specialized training for over 300 participants, matched and leveraged over $100,000 in grant dollars, and has begun industry assessments for talent needs, retention, and growth (Figure 2R5.4). The WDP director continues to seek and develop programs that utilize funding sources, such as the New Jobs Training Program and Skilled Trades Training Funds, to assist in providing training for the local workforce.

2I5: IMPROVEMENTS

Partnerships are occurring in many departments. There is no central repository to gather and house partnership information including dates, contact information, criteria of each partnership, outcomes, and suitability as a partner. Development of a centralized database will provide a single place to access this information, reduce duplication, eliminate out-of-date information, and track data for reports and funding.

Based on the current *Strategic Plan*, the College will increase it partnerships "with local businesses to create more economic opportunities." Kirtland "will be recognized as a local resource center, developing partnerships with businesses and local non-profit organizations."

CATEGORY THREE: VALUING EMPLOYEES

OVERVIEW

The largest operating expense of any college is also its most valuable resource – its employees. Keeping employees well trained and current in their job requires an investment in professional development, along with membership in professional associations that often has long-term benefits to the College and its students. These College employees and their interactions with students, and each other – across departments and silos, often have a profound influence on the students' engagement, persistence and outcomes attained. Kirtland, in an effort to attract, hire and retain good quality employees, has shifted to a model of compensation, through the participation in and use of College and University Professional Association for Human Resources (CUPA) data, that aims to provide wages and benefits that are above the middle percentile of colleges across the nation. Kirtland is one of the largest employers of our 2500 square mile service area in Northern Michigan, with over 200 full-time and part-time employees.

In the 2007 Systems Portfolio feedback, the College was presented with an outstanding opportunity to address the concern regarding the lack of a plan for succession planning for key leadership positions at Kirtland. Steps were taken by the Board of Trustees (BOT) in its bylaws to address succession planning for the president of the College position. This is one of the main responsibilities of the BOT. To address other key administrative positions, there were changes in the language of the administrative contracts. 2011 Systems Portfolio feedback recommended that, due to its size, Kirtland develop a proactive plan to mitigate the effects caused by employee retirement, resignation, or termination. Kirtland has made an effort to cross train employees to reduce the potential effects of unanticipated vacancies in positions. Human Resources (HR) maintains a document of those cross trainings. For example, the merging of the Student Financial Aid office and the office of Accounts Receivable/Cashier has facilitated this cross training.

Kirtland has provided students with the best available faculty. In 2012/2013, Kirtland engaged with EDUStaff, a company specializing in providing adjunct faculty to educational entities, to increase the pool of highly qualified part-time faculty. Kirtland now hires all part-time faculty through EDUStaff. The College continues to hire the best available faculty candidates based on the faculty credentialing guidelines from Higher Learning Commission (HLC) to provide students with quality instruction.

3P1: HIRING

Recruiting, hiring, and orienting employees

Kirtland's Mission, Vision, and Values are an indication of the importance it places on hiring the right people to fill positions. Through the hiring process, the College seeks faculty members who are well qualified and willing to expand their knowledge as the positions for which they were hired evolve. The College seeks to recruit faculty who will provide innovative opportunities for students. Kirtland focuses on finding the right people for non-faculty positions as it regards each employee, whether on the front line or not, as part of the team leading to student success.

Prior to posting an open position, supervisors, department heads, and administrators use this process to determine if a potential position is:
1. Needed for the operation of the College, given all priorities and requirements
2. Structured appropriately to support the given operation
3. Compensated appropriately to attract and secure employees with the requisite skills to effectively perform the duties and responsibilities of the position
4. Funded in budget

Supervisors looking to fill open positions seek assistance from the College's HR department as it is responsible for recruiting, vetting, and orienting qualified applicants. The BOT authorizes the president to recommend employment or dismissal of all contractual and other employees of the College.

The option to post a position internally is available to the supervisor. Otherwise, the supervisor recommends appropriate mediums to inform potential candidates of open positions. These include the College's website and its Facebook page, professional associations, local and regional newspapers, online with *The Chronicle of Higher Education*, higheredjobs.com, MLive (a state-wide digital marketing group), and various university websites. An affiliation with EDUStaff provides the College access to a state-wide pool of master's-prepared instructors for part-time faculty positions.

Designing hiring processes that result in staff and administrators who possess the required qualifications, skills, and values (3.C.6)

To facilitate the hiring process, the "Request to Initiate the Hiring Process" form found on the College's internal website, myKirtland, is completed by the supervisor for all open staff, full-time faculty, and administrative positions. The form provides justification for filling the position. The College Administrative Team (CAT) reviews the form and makes a recommendation for filling/not filling or revising the position. If approved by CAT, the form is then routed to the president, who gives final approval to all open positions (except part-time faculty positions). Recruiting and hiring of part-time faculty are the responsibility of the deans/directors. (3.C.6)

An ad hoc committee, composed of the position supervisor and peers of the position, reviews cover letters, resumes, transcripts, and letters of reference. The pool of candidates is culled and the committee then recommends candidates to participate in the interview process which may take place face-to-face or online using video conferencing software such as Zoom or Skype. HR provides a packet of information to the committee for conducting an effective interview. Candidates will be asked questions relating to their abilities and style to ensure that they will fit the College's community and culture. If an administrative position is open, staff members are given the opportunity to ask questions of the candidate in an open forum and provide feedback to the committee.

Dependent upon the position, a second and/or final interview may be conducted by the committee. Once interviews have concluded, the committee is charged with recommending a candidate to fill the position. Upon verification of credentials from HR, the position supervisor will recommend a candidate to fill the position to the president who will give approval to hire. (3.C.6)

When filling the vacancy for president, employees and members of the community are asked to provide input to create a presidential profile. Once compiled, the preferred method of the BOT is to conduct a national search for candidates. A group of potential candidates is selected, on-campus interviews (first, second, and/or final) are conducted by administrators and the BOT. In addition to the interview, time is set aside for College employees to meet and chat with each candidate. To complete the process, the BOT selects a group of employees to visit the prospective candidate's existing place of employment. Once the committee has made its selection, the BOT makes an offer to the prospective president, and upon acceptance, the BOT brings the candidate's name to the board meeting with a motion to hire.

Orientation of new employees is a collaborative effort. HR is responsible for meeting with new employees and completing the "New Hire Checklist" consisting of information on wages, benefits, payroll procedures, emergency procedures, safety and wellness, performance expectations and evaluation procedures, training and professional development. HR works with the position supervisor, Information Technology Services

(ITS), Campus Security, and the facilities department to implement electronic communication connections and physical site access specific to the duties and responsibilities of the position. The supervisor introduces the new employees to the staff with whom they will work and coordinates training in the requirements of the positions, with HR providing financial resources. Full-time faculty have peer mentors assigned within their disciplines. Volunteer peer mentors are available to assist other new employees.

Part-time faculty, especially those who teach online and those who are contracted through EDUStaff, tend to be less directly connected with the college community. Coordinated by the vice president of instructional services (VPIS), a team composed of instructional staff, Student Services, ITS, Public Safety, and facilities staff, joined by a representative of EDUStaff, provides an extensive face-to-face group orientation workshop at the beginning of the fall and winter semesters. Participants sign in and receive an agenda that serves as a checklist of resources covered. A course in Canvas, Kirtland Orientation for New Adjuncts (KONA), has been created with enhanced content for faculty to refer to during the semester. As with other employees, part-time faculty have peer mentors available to them. (3.C.6)

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)

Based upon Kirtland's *Faculty Credentialing Review Process*, determination of appropriate credentials is the responsibility of the deans and directors with final validation from the VPIS. HLC and Perkins Grant standards are used as minimum requirements for instructional positions based upon courses taught. Further, specific industry certification appropriate to vocational positions is sometimes necessary. Desired skill levels in a given position are assessed relative to commonly accepted standards of educational attainment. Surveys of comparable positions in peer colleges statewide through the Michigan Community College Human Resource Association (MCCHRA) and nationwide CUPA are referenced to further assist in establishing minimum required credentials. A full review of all faculty credentials was conducted during the Winter 2016 semester. (3.C.1, 3.C.2)

Instructors teaching dual enrollment classes must adhere to the same credentialing requirements as Kirtland faculty. College transcripts and industry certifications are reviewed, and an interview process is conducted to confirm qualifications for the position. Faculty teaching concurrent and Early Middle College courses are part of the existing faculty and have the appropriate credentials based on HLC, Perkins, and industry standards. Faculty providing courses and programs offered through consortia agreements, such as the radiography program agreement with Mid Michigan Community College, have been vetted by the originating college and meet industry standards for certification. (3.C.1, 3.C.2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Ascertaining that there is sufficient faculty to carry out both classroom and non-classroom programs and activities is the responsibility of the VPIS, with input from other instructional administrators, the vice president of business services (VPBS), Institutional Research (IR), and HR. Once a tentative schedule has been proposed by the VPIS, advisors are asked to review the schedule and offer comments as to possible conflicts or additional courses needed based on advisees' needs. Revisions are made, and the schedule is sent to the faculty who select the courses they wish to teach. The deans/directors, and VPIS review to ensure faculty qualifications are correct. The VPIS has the final say in faculty assignments and notifies the faculty once the process is complete. Any unfilled positions will be posted, and applicants go through the normal hiring process. (3.C.1)

The process of program review, performed by the VPBS, provides data indicating program viability. Enrollment projections based on classroom trends, area demographic analysis, and statewide trends analyzed from data obtained through MCCHRA, Michigan Community College Business Officers Association (MCCBOA), and other professional associations provide data and baseline information.

A significant issue regarding adequate numbers of full-time staff, whether faculty or support personnel, in a small institution with limited funding is compounded by the Family Medical Leave Act as well as the restrictions and costs imposed by the Affordable Care Act. Steps have been taken to expand the pool of available part-time faculty. The College is in the process of assessing the extent of cross-training within and between departments. The College understands the range of key secondary tasks being performed by personnel as staffing adjustments are made due to enrollment declines and the challenges multiple locations present.

A provision of the Faculty Master Agreement (FMA) states that faculty members will be assigned, by the administration on a fair and equitable basis, to participate on college committees. This includes but is not limited to the Curriculum and Instruction Committee (CIC), the Instructional Council (IC), the Quality Coordinating Team (QCT) for AQIP, program review by the administration, advisory committees for career and technical programs, and the Assessment Committee. (3.C.1)

Supervisors deal with absences ranging from vacations and conferences to illness or resignations on a regular basis. Aside from individual, single-day instances when an employee is ill or has a family emergency on short notice, no classes have been cancelled and no students have gone unserved because of the College's inability to fill a faculty, administrative, professional, or hourly support staff position with qualified individuals.

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

The vice president of student services (VPSS) and the Director of Tutoring are responsible for ensuring there is sufficient staff to provide student support services. As with instruction, enrollment projections based on classroom trends, as well as information on actual number of students enrolled, area demographic analysis, statewide trends analyzed from data obtained through MCCHRA, MCCBOA, and other professional organizations, provide data and baseline information used in determining needed staffing levels for advisors and tutors. Past history of staffing patterns is also reviewed. Tutoring has a pool of tutors available to meet areas of high demand.

3R1: RESULTS

The College saw a significant improvement in the percent of employees who responded to the question on the annual employee survey as to the level of satisfaction felt with the hiring process overall.

The College has been effective in engaging qualified faculty and staff and providing sufficient depth of cross-training to assure classes run as scheduled and to address the needs of students and other stakeholders. Supervisors are responsible for ensuring that classes have qualified faculty and offices have trained support staff available. The administration is responsible for providing the resources to make that possible.

The College has experienced a very low turnover in employees in the last four years. Figure 3R1.1 denotes that the number of staff leaving the College, by group, is very low. Employees are satisfied after hire and choose to remain employed by the College. The number of part-time faculty leaving in 2012 was due to the implementation of EDUStaff as many chose to become employees of that organization.

Figure 3R1.1 Hires and Turnover Rates

Year	Administration FT	Faculty FT	Faculty PT	EDUStaff PT	Professional Staff FT/PT	Hourly Staff FT	Hourly Staff PT
	Left Position*	Left Position*	Left Position*	Left Position*	Left Position*	Left Position*	Left Position*
2012	2	3	17	3	0	3	9
2013	0	1	6	2	1	2	2
2014	1	2	2	0	2	2	6
2015	0	3	1	3	2	3	7
	Retired	Retired	Retired	Retired	Retired	Retired	Retired
2012	0	0	0	0	0	3	0
2013	0	1	4	0	0	2	0
2014	1	1	2	0	0	0	2
2015	0	3	2	0	1	0	0
	Hires	Hires	Hires	Hires	Hires	Hires	Hires
2012	2	1	22	0	0	2	6
2013	0	2	19	29	2	1	10
2014	1	5	3	13	2	5	9
2015	0	3	0	43	2	1	4
*Left Position - Fired, Resigned, or Quit							

The average age for administrators and faculty is 55+ (Figure 3R1.2) based on information from the Jenzabar. Kirtland is monitoring age as the College recognizes it will become an issue in the near future. Six administrators are approaching retirement in the next five years. A significant number of faculty will be eligible for retirement in that same time period. Preparing for retirements is a factor in the College's threat mitigation process.

Figure 3R1.2 Employee Average Age

Employee Group	Number of Employees	Average Age	Full-Time	Part-Time
Administration	10	56.1		
Exempt Professional Staff	28	47.9		
Faculty	77	55.1	51.4	57.0
Non-exempt Staff	55	49.9	47.0	51.9

Data as reported to Integrated Postsecondary Education Data System (IPEDS) show a consistency over the past four years in the number of employees continuing employment with the College in all categories with the exception of part-time faculty (Figure 3R1.3) which is due to a decline in enrollment.

3R1.3 Full- and Part-Time Employees by IPEDS Occupational Category

Occupational Category	2012 FT	2012 PT	2013 FT	2013 PT	2014 FT	2014 PT	2015 FT	2015 PT
Instructors	33	83	33	93	31	56	28	45
Library/Student/Academic Affairs Services	4	15	7	14	8	15	9	12
Management/Administration	10	0	10	0	10	0	10	0
Business/Financial Operations	8	0	9	2	10	0	8	0
Computer/Engineering/Technology	8	0	8	0	8	0	7	0
Community/Media/Social Services	5	6	5	5	4	3	5	2
Service Occupations	11	19	8	16	8	15	8	11
Sales and Related Occupations	1	0	1	0	0	0	0	0
Office/Administrative Support	14	9	14	13	15	11	13	9
Transportation/Materials Moving	1	0	1	0	1	0	1	0
Total	**95**	**132**	**96**	**143**	**95**	**100**	**89**	**79**

In accordance with recent HLC guidelines on faculty qualifications, all Kirtland faculty in the arts and sciences hold master's or doctorate degrees. Starting in 2014, faculty in the career and technical education programs for both certificate and associate's degrees hold a bachelor's, master's, or doctorate degree. Figure 3R1.4 indicates the department and degree levels of full-time faculty.

Figure 3R1.4 Full-Time Faculty Credentials

Department	Degree	Fall 2013 #	Fall 2013 %	Fall 2014 #	Fall 2014 %	Fall 2015 #	Fall 2015 %	Fall 2016 #	Fall 2016 %
Vocational/Technical	Associate's or less	0	3.03	0	0	0	0	0	0
	Bachelor's	1	12.12	3	9.68	2	7.14	2	7.14
	Master's	10	30.30	13	41.94	12	42.86	12	42.86
	Doctorate	1	3.03	1	3.23	1	3.57	1	3.57
Arts and Sciences	Master's	15	45.45	13	41.94	11	39.29	11	39.29
	Doctorate	2	6.06	1	3.23	2	7.14	2	7.14
	Totals	33	100%	31	100%	28	100	28	100%

3I1: IMPROVEMENTS

As the number of full- and part-time employees declined over the past ten years, Kirtland has taken steps to assure qualified instructional coverage and to provide uninterrupted student services. A desired benefit in contracting with EDUStaff has been access to its state-wide pool of master's prepared part-time instructors. In addition, Kirtland sent representatives to Saginaw Valley State University's College of Education Job Fair for the first time in 2015. They made contacts made with a diverse body of potential applicants.

Employees will be surveyed as to how well the increased levels of orientation have met their respective needs. Processes, orientations, and employee training are expected to be modified and revised according to the input received from on-boarded employees.

3P2: EVALUATION AND RECOGNITION

Designing performance evaluation systems for all employees

HR works with instructional administrators, support staff supervisors, the BOT, and president to design and implement flexible, appropriate, and timely assessments of work performance for all categories of employees. Supervisors are expected to engage in discussion with employees on changing requirements, to provide direction and professional guidance, and to periodically update position descriptions. The descriptions are then reviewed and recorded by HR and periodically evaluated for appropriateness of classification and compensation. The duties, responsibilities, and dimensions of the job description then define the parameters of evaluation.

The process of evaluation of new full-time faculty is governed by the FMA. While new faculty are on probation, a minimum of two formal evaluations per semester are to be conducted. Results are shared with the evaluated faculty. Monthly meetings with the appropriate instructional dean and self-evaluation at the conclusion of each academic year are required. At the end of the first academic year, the appropriate dean will recommend either continued employment with probation or non-renewal of contract. If improvement is deemed necessary, the appropriate dean and the faculty member will jointly develop a performance improvement plan (PIP), which lays out the issue, the corrective action, and a timeline for improvement. The same process is followed the second year, with the dean's recommendation then being either removal from probation or non-renewal of contract. A contract provision is sometimes exercised to extend the probation an additional year, as authorized by the president, if the faculty member is making solid progress but still has areas of concern. Documentation of each evaluation is provided to the faculty member with a copy filed with the HR office. Non-probationary full-time faculty are formally reviewed on a three-year cycle, at which time credentials are reviewed to ensure currency and completeness.

Part-time faculty are evaluated by their dean with the assistance of tenured, full-time faculty in the specific departments once within the first two semesters of employment and then once every three semesters thereafter. This information is shared with the faculty member, and reporting information is kept in the Instructional Office. Evaluations may include an observational visit. Part-time EDUStaff faculty are evaluated by EDUStaff as stated in its contract with the College.

Course evaluations completed by students at both mid-terms and end of semesters are shared with all full- and part-time faculty and reviewed by the appropriate dean. Depending upon the nature of the results, a dean may meet with a faculty member to discuss any issues and decide upon a course of corrective action.

Administrators are evaluated by the president. The tool selected varies from president to president. The current president uses a standardized administrator evaluation form along with discussion with the individual administrator as well as the 360 Review through peer participation. If found deficient, the administrator is sent to Neil Witmer & Associates, a private consulting firm specializing in professional career assessment and feedback, for remediation.

The president receives an annual written evaluation from the BOT. The structure and questions of the evaluation vary based on the composition of the board and the BOT's desire for comments made to remain anonymous. Review of the evaluation in conducted in a closed session during the May board meeting. The BOT can decide to renew, extend, or terminate the president's contract.

For staff positions, supervisors and department managers provide or arrange for needed training, communicate closely with employees, HR and other staff for any assistance needed, and provide every opportunity for employees to be successful in their positions. HR sends a reminder that a formal written review, with a recommendation for either removal of probation, extension of probation, or termination of employment, is due at the conclusion of the initial six month training and orientation period for probationary employees. The "Performance Appraisal Worksheet," found on myKirtland, is available for supervisors to use for formal written reviews. The supervisor and HR discuss performance issues. Appropriate professional development strategies are then discussed with the employee. Should the supervisor recommend extension of probation, a PIP is developed jointly with the employee and filed with HR. At the conclusion of three months, the supervisor will again be asked for a recommendation. If concerns remain or there are critical areas of the job which the employee has not yet developed proficiency but satisfactory progress is demonstrated, one additional three-month period of probation may be granted.

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

During new employee orientations, information is reviewed as to the expectations of the position based on the current job description. Supervisors at all levels regularly communicate with their direct report employees in informal conversations, at staff meetings, and through evaluations. As position duties and workloads change, employees are queried as to the professional development needed to perform new duties.

Curriculum expectations are communicated to the faculty from the VPIS during faculty meetings, part-time faculty orientations, department meetings, and the start-of-the-semester convocation.

Job descriptions are updated every two years based on employee and supervisor input to ensure descriptions reflect the actual work being done. The final versions of the job descriptions are posted on the College's HR website. Copies are emailed to the employee for their records.

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

Alignment of the evaluation system with the *Strategic Plan* and *Operational Plan* is a continuous, ongoing process with input from employees. The College administration regularly reviews the current five-year *Strategic Plan* with its broad budgetary and programmatic impact across the institution. Administrative supervisors involved in this task are expected to communicate the implications and required departmental actions to their respective employees and listen to and communicate back to the CAT pertinent concerns and issues raised regarding practical implications of the desired goals. The *Operational Plan*, based on the *Strategic Plan*, establishes yearly goals for administrators. The day-to-day requests, needs, and problems of the College's various stakeholders, affected by the *Strategic Plan*, and all impacted by continuously evolving cultural, demographic, economic, political, and legal matters, combine to produce continually changing demands on the tasks each employee must successfully and satisfactorily complete. What is satisfactory performance this year will not necessarily be so the next year. The College has established a Center for Teaching and Learning (CTL), and contracted with Atomic Learning (tutorials on software usage) Global Compliance Network (GCN) and other entities for required online training webinars to provide all employees the opportunity to continuously assess and modify their position requirements.

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)

Board Policy and Procedure 5.050 (Performance Appraisals) provide the direction and timeline for the evaluation of administrators and staff as previously described. Full-time faculty, whether probationary or tenured, are governed by the evaluation process as stated in the FMA. (3.C.3)

While policy and procedures are established, as a small, modestly staffed institution where people work in close proximity to each other and/or are in frequent contact, Kirtland has long practiced an informal performance evaluation system for non-probationary employees.

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

HR, when meeting with counterparts from other institutions, discusses recognition, compensation, and benefit packages to gain new ideas and find out what works and what does not and is open to suggestions from employees.

Compensation and benefit packages are continuously assessed and revised to meet employee needs and expectations, conform to changing laws and public policy, and recruit, retain, reward, and encourage staff at all levels while maintaining budgetary viability. In the past five to six years, the College's medical benefit plan has transitioned from fully insured to a hybrid plan to self-insured (still with Blue Cross/Blue Shield, with stop loss coverage). Compensation comparisons have transitioned from Michigan Activity Classification Structure (ACS) Group I Schools, to regional employers surveyed by Compdata, to national comparison data from CUPA, with an institutional goal of maintaining fair and competitive compensation ranges. Compensation analysis has indicated hourly staff have been well served by the point factor analysis system for position compensation grade, while professional staff are better served by market analysis. A substantial increase was secured for adjunct faculty through the savings gained by utilizing EDUStaff.

Based on the employee group, free tuition, vacation, sick, personal, and bereavement days, supplemental death and dismemberment insurance, life insurance, long-term disability, health, dental, and vision insurance, membership in professional associations, professional development leave and funding, paid conference attendance, travel insurance, and professional liability insurance may be part of an employee's benefit package. Employees may utilize the Employee Assistance Program which provides access to a licensed professional counselor.

Promoting employee satisfaction and engagement

Employees from all groups are encouraged to participate in annual employee satisfaction surveys to gain insight into their opinions of wages, benefits, and other areas related to their position. Recognition is continuously evolving with administrative encouragement and support. Peer-to-peer recognition has included the Conga Drum Award, Celebrating Kirtland Champions, Annual Chili Cook-Offs, Math Department vs. English Department Food Drives, and sometimes just a simple public "thanks" emailed to colleagues. Employee achievements, professional and civic, are included in the monthly report to the BOT. Years-of-service pins and plaques are awarded annually to employees reaching one, five, and ten years of employment and every five years thereafter. Part-time faculty Years-of-service is based on semesters taught. Employees receive recognition, small gifts, and awards for wellness activities participation.

Full-time faculty members may apply for sabbaticals, as negotiated in the FMA, after six years of service for professional growth and development. Full-time classified staff and administrators may also apply for a professional improvement leave (POL 5.075). All employees taking a leave must present a plan to their supervisor. Upon return, the employees is asked to prepare and present reports to their supervisors and/or BOT stating their use of the leave.

Employees are encouraged to participate on College committees as well as in their communities as volunteers, members of school boards and economic development corporations, and other activities, as well as in professional associations. Supervisors approve reasonable requests for release time to participate in these activities.

3R2: RESULTS

Employees are surveyed annually as to their satisfaction with the way the College regards them. Within the last three years, responses have been fairly consistent in most questions or have increased in satisfaction in response to the following: (Figure 3R2.1)

Figure 3R2.1 Employee Satisfaction Survey

Employee Survey Questions and Results by Year	2014	2015	2016
How satisfied are you that you are treated fairly?	2.79	3.00	3.13
How satisfied are you with the current employee classification system?	3.03	2.66	****
How satisfied are you with the employee evaluation process that is used to assess your job performance at Kirtland?	2.99	2.55	2.90
How satisfied are you with your total compensation package (wages and benefits) from Kirtland?	2.97	2.76	3.07
How satisfied are you with the measures taken on campus to ensure the safety of employees, students and visitors?	****	3.29	3.46
How satisfied are you with the effort to manage your work environment (noise, temperature, insect pests, etc.)?	3.28	2.91	3.10
How satisfied are you that you receive the respect you deserve at Kirtland?	3.33	2.95	****
How satisfied are you with the recognition you receive from administrator or supervisor when you perform at a high level in your position?	2.96	****	3.21
**** Question not asked in annual survey			

Supervisors are responsible for on-going evaluation of employee performance and therefore have formal responsibility for assessing employees' contributions to the institution. At a small institution, most supervisors are daily engaged with the employees they direct and typically have frequent first-hand observation of the quality of work performed. A further benefit of being a small institution with a relatively informal and "open-door" prevailing culture is that students or others with a complaint or issue have ready access to employee supervisors and department managers who already have insight into the quality of work being done by said employees. In instances where the work being performed is autonomous and not generally directly observed, such as classroom instruction, student surveys are studied and the comments considered, how readily seats fill for a class may be noted, and classroom evaluations are conducted.

The 360 Review, one tool used in evaluating administrators, provides responses from peers and fellow administrators. Respondents' feedback is scored and analyzed. As shown in Figure 3R2.2, 36% of respondents marked "Disagree and Strongly Disagree" in response to question #2. When the number of "Neutral" responses were added to the "Disagree and Strongly Disagree" responses, the total rose to 56%. This is an indicator that the administrator is in need of intervention to improve the situation. Green shades indicate the administrator is in good standing while yellow and orange shades indicate areas of concerns and that special attention should be paid to these areas. Red shades indicate immediate need for improvement. After review of results by the president, the administrator may be a candidate to be sent to Neal Witmer for remediation.

Figure 3R2.2 Sample of 360 Review Questions, Responses, and Results

Administrator X	Question	Question	Question	Question	Question	Question
Question #	1	2	3	4	5	6
Strongly Agree	1	0	3	0	0	0
Agree	5	4	11	7	13	4
Neutral	6	5	0	6	0	3
Disagree	2	4	0	1	1	2
Strongly Disagree	0	1	0	0	0	0
Disagree + Strongly Disagree	2	5	0	1	1	2
Total Respondents	14	14	14	14	14	9
Selected N/A - Not Applicable Choice in Answer Set	0	0	0	0	0	5
Disagree + Strongly Disagree / Total Respondents	0.14	0.36	0.00	0.07	0.07	0.22
Disagree + Strongly Disagree / Total Respondents - Neutral	0.25	0.56	0.00	0.13	0.07	0.33
Question 1: Demonstrates an appropriate level of knowledge and expertise in the area(s) overseen.						
Question 2: Consistently and dependably accomplishes goals within established timelines.						
Question 3: Has made an effort to initiate the methodologies and techniques of continuous quality improvement and appreciative inquiry into the college.						
Question 4: Creates and encourages teamwork and collaboration between individuals, units and departments.						
Question 5: Demonstrates consideration for the goals and professional development needs of employees.						
Question 6: Thinks in terms of long range strategic planning and at the same time manages the details of a project.						

Work that does not meet the norms established by the greater part of the faculty or staff is soon noted by supervisors, students, peers, and other related staff, as is work which exceeds the norms. Work that is consistently or frequently performed below institutional standards is addressed by supervisors, who may seek consensus with their supervisors and HR regarding what are minimum accepted levels of performance. These conversations are rare and do not generally constitute an undue burden on supervisors and other involved staff. The College makes it a practice of hiring carefully, evaluating new personnel thoroughly, offering counsel, direction, and professional development, requiring improvement of below standard performance, and severing employment relationships when performance does not meet requirements. The system does not always function ideally, especially when changing work requirements are the issue. Pre-retirement turnover of long-serving employees has been among the lowest of the Michigan ACS-I colleges and is consistent with other ACS groups (Figure 3R2.3).

Figure 3R2.3 Turnover Comparison of Michigan ACS Colleges

ACS Group	College	Total FT Employee Count	# of retirements	Total # who left	Turnover excluding retirements
1	Alpena Community College	112	9	11	1.79%
1	Glen Oaks Community College	83	5	7	2.41%
1	West Shore Community College	86	1	3	2.33%
1	Kirtland Community College	94	6	9	3.19%
1	Mid Michigan Community College	166	6	16	6.02%
1	Montcalm Community College	86	6	7	1.16%
1	Southwestern Michigan College	144	5	29	16.67%
2	Kellogg Community College	228	12	16	1.75%
2	Monroe County Community College	167	7	13	3.59%
2	Muskegon Community College	205	7	9	0.98%
3	Delta College	488	14	50	7.38%
3	Grand Rapids Community College	633	29	52	3.63%
3	Mott Community College	546	11	34	4.21%
3	Schoolcraft College	404	9	18	2.23%
3	Washtenaw Community College	554	17	49	5.78%
4	Lansing Community College	555	18	59	7.39%
4	Oakland Community College	748	22	57	4.68%

In review of the current Years of Service (Figure 3R2.4), the data in most employee groups shows that employees have 10+ years of service with the College. This indicates that employees are satisfied with wages, benefits, and working conditions and want to continue working here.

Figure 3R2.4 Years of Service
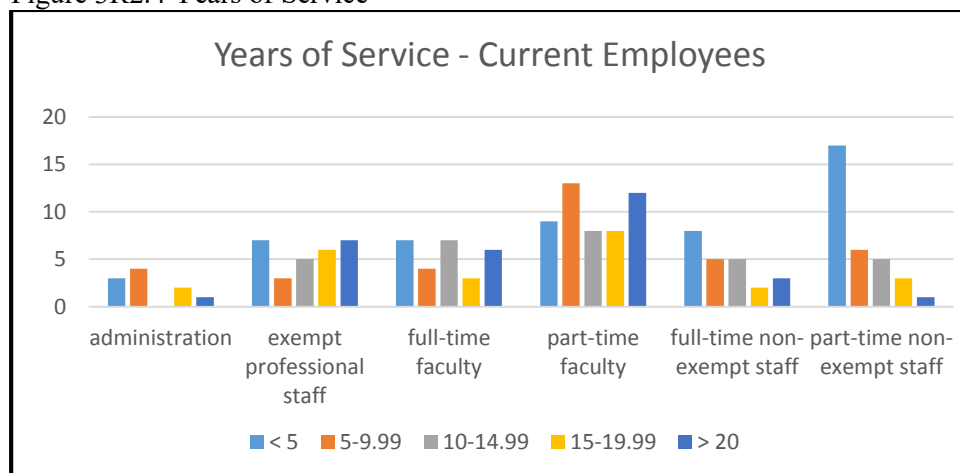
3I2: IMPROVEMENTS

The administration has proposed the development of a new employee recognition system. Systems involving employee initiatives, while popular and well-received, appear to have a finite life span with

interest fading after a period of time, so an intrinsic methodology for revision and renewal would be a desirable aspect. Additional issues to be determined are how best to integrate or involve instructional and non-instructional employees, as the internal recognition programs to date have largely, albeit not deliberately, ended up primarily focused on support staff, and the growing issue of multiple physical locations will need to be addressed.

Although it has long been the nominal practice to evaluate faculty on a three-year cycle, it was not unusual for faculty perceived as being effective in the classroom to not actually receive formal reviews and evaluations on any regular basis. The current instructional administration has reviewed all faculty credentials and has initiated a triennial schedule of regular review and assessment.

For the past several years, employees have been encouraged, and periodically reminded via email, that information on their professional achievements is desired for their personnel files, for reports to the BOT, and for the general knowledge of their colleagues. Both faculty and staff are becoming accustomed to relaying their achievements to HR.

With the opening of the Grayling location in the fall of 2016, the administration wants to address geographic concerns of employees located at multiple locations including Roscommon, Gaylord, Grayling, and West Branch with distances between locations ranging from 25 to 70 miles. Electronic communication methods lack the interaction of face-to-face activity. Discussions are being held concerning means and opportunities to periodically have employees meet at a single location for various college functions.

3P3: DEVELOPMENT

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

The College has a long-standing practice of providing professional development for all regular employee groups. This is addressed in the following board policies: Professional Improvement Leave (POL 5.075), Tuition Free College Courses for Employees (POL 5.170), and Financial Support for Professional Development (POL 5.430). In addition, professional development is a negotiated or stated item in specific employee agreements:
- FMA - Faculty compensation incentives for academic advancement, sabbatical leave, and professional development leave
- Part-Time Faculty Handbook

Administrators, professional, and full- and part-time hourly support staff have access to professional development funds over and above those which are provided in departmental budgets for routine training, meetings, seminars, workshops, and professional conferences including, but not limited to, Jenzabar, Michigan Association of College Registrars and Admissions Officers (MACRAO), MCCHRA, MCCBOA, Michigan Community College Student Services Association (MCCSSA), and Michigan Student Financial Aid Association (MSFAA). (3.C.4, 5.A.4)

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

The current *Strategic Plan* specifically addresses and supports professional development for faculty by:
- Providing new and continuing professional development activities that enable faculty to focus their instruction on student learning
- Incorporating the newest instructional and program technologies. Faculty will have the support they need to be proficient to teach students how to use new tools, ensuring rigor and relevancy

The FMA stipulates faculty members will "maintain state of the art knowledge as it relates to their subject area(s)," and is referenced in all faculty job postings under the Faculty Job Dimension, "Technical/Professional Self-development." It states: "In order to fulfill professional and contractual responsibilities, Kirtland Faculty are obligated to continually upgrade their subject-matter knowledge, review information on relevant technologies, effectively apply new knowledge and technologies, and maintain awareness of academic and social issues so as to contribute to unit and college goals." Failure to comply may result in disciplinary action. It is the responsibility of the supervisors to monitor and ensure that contractual and policy directives are satisfactorily adhered to. Review of student performance and feedback, viewing of instructional materials, and periodic classroom visitations are among the means by which instructional administrators perform this function. Faculty are offered the financial incentive for advancing their professional credentials. Faculty are encouraged to be active in their professional associations. (3.C.4)

Facilitating faculty professional development is the responsibility of the Faculty Evaluation/Professional Development Committee. Deans/directors, as well as two faculty members selected by the VPIS, convene at the onset of the fall semester to consider requests. Meeting monthly, unless no requests have been submitted by full- or part-time faculty including EDUStaff faculty, the committee reviews applications and discusses distribution of professional development funds. Each year, a cap is placed on the amount a faculty member can request, but the committee has the authority to override the set amount and allocate additional funds. All requests are given equal consideration whether the faculty teaches face-to-face or online. The amount allocated for professional development is stipulated in the current year operating budget. (3.C.4)

The CTL offers a three-tiered faculty development course so faculty can design quality online courses in Canvas (the learning management system):
- Tier 1: Beginning in Canvas: offers basic navigation and operation instruction of Canvas for new faculty.
- Tier 2: Intermediate in Canvas: provides a more in-depth look at Canvas by giving faculty more tools to use in their course design.
- Tier 3: Advanced in Canvas: demonstrates the most advanced features in Canvas that are either new additions or features that typically are not utilized in many courses.

Through a partnership with the Educational Technology Organization of Michigan (ETOM), the CTL offers a course to help faculty design and implement online courses. Those completing will receive an Online Teacher Certificate of Completion. (3.C.4)

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

Hourly and professional staff and administrators are similarly required by their supervisors, as well as by job dimension, to continuously upgrade their skills and capabilities. The job dimension included in the job description for both hourly and professional staff states: "In order to fulfill job responsibilities, Kirtland employees need to continually upgrade job-specific knowledge, to be aware of related information which may affect the carrying out of responsibilities, to effectively apply new knowledge and technologies, and maintain awareness of related issues so as to contribute to position, unit, and college goals." For administrators, the following is included in their job dimension: "Staff charged with executive decision-making must keep up to date with state and federal laws and requirements, issues of employee health and safety, new and emerging technologies and/or professional methodologies, relevant community concerns, and that their own staff keep current on all pertinent requirements for their respective positions." The College provides clear and succinct statements of expectations, generous opportunities and incentives for attaining these expectations, and progressive sanctions for repetitive failure to do so. (3.C.6)

Aligning employee professional development activities with institutional objectives

Supervisors determine mandatory and approved professional development activities in accordance with the *Strategic Plan* and *Operational Plan* and according to current desired performance standards and skill sets by employees under their direction. HR assists by consulting with employees and their supervisors concerning what training and professional development activities are available and appropriate to desired performance standards and skill sets and what funding is available.

3R3: RESULTS

As stated in 3P1, the College is working toward assuring that all major employee duties have backup provided by other employees. Shown in Figure 3R3.1 is a sample of the current threat mitigation document.

3R3.1 Sample of Full-Time Employee Job Duty List for Threat Mitigation

First	Last	Primary Job	Secondary Job	Cross Trained/Backup
E.	Adams	Director of Business Programs and PT business instructor	Workforce Development Director	L. Percival-primary, J. Broge secondary, L. Mabarek support
M.	Allen	Director of Auxiliary Services	Daily management of the Bookstore, Café, Catering	V. Borchers
S.	Allen	Academic Advisor	Admissions recruiting as needed	A. Essmaker, other advisors
L.	Awrey	Nursing Faculty	Simulation instructor, Nursing boot camp	Other nursing faculty

In 2009, the AQIP project, *Fitness and Wellness*, was launched. The goal was to promote a healthy lifestyle for all Kirtland students and employees through fitness and wellness activities. After completion of the project, the College determined the project had merit and established a standing committee, the Wellness Committee, to oversee a variety of wellness activities for both employees and students. Committee members, a cross-section of employees as well as a student member, meet monthly to discuss on-going activities and new activities related to health and wellness including weekly yoga classes, Weight Watchers, a community garden, ladder golf, local health department presentations, smoking cessation programs, and summer and winter walking events. Results include the reporting and comparing of the number of participants in activities, pounds lost, and amounts of healthy food harvested from the garden semester by semester. HR provides funding for some of the activities. When HR attends various professional meetings, informal conversations are held, but Kirtland does not formally benchmark its wellness activities against other institutions.

The most recent employee survey (January 2016) indicated that 76% of the responding employees were "satisfied" to "very satisfied" with provided professional development opportunities, 10% not responding. 66% responding "satisfied" to "very satisfied" with the support faculty receive for online learning and implementing best practice methods of instruction, 6% indicating dissatisfaction, and 28% not commenting. These measures are improvements over prior year surveys, where in 2015, 66% were "satisfied" to "very satisfied" with provided professional development opportunities and in 2014, 64% were "satisfied" to "very satisfied." (Figure 3R3.2)

Figure 3R3.2 Professional Development Funding for All Employees
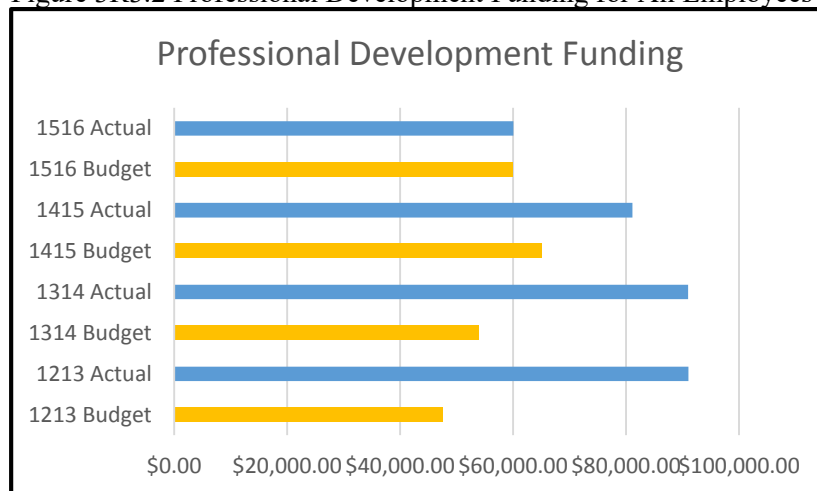
The College continues to encourage employee membership in state and national professional organizations, local area chambers of commerce, service organizations, and program-accrediting bodies to gather information on best practices, network with colleagues, and acquire knowledge of new ideas and trends in their field. A decline in the number of memberships in the last two years only reflects the decrease in the number of employees (Figure 3R3.3).

Figure 3R3.3 Membership in Professional Organizations
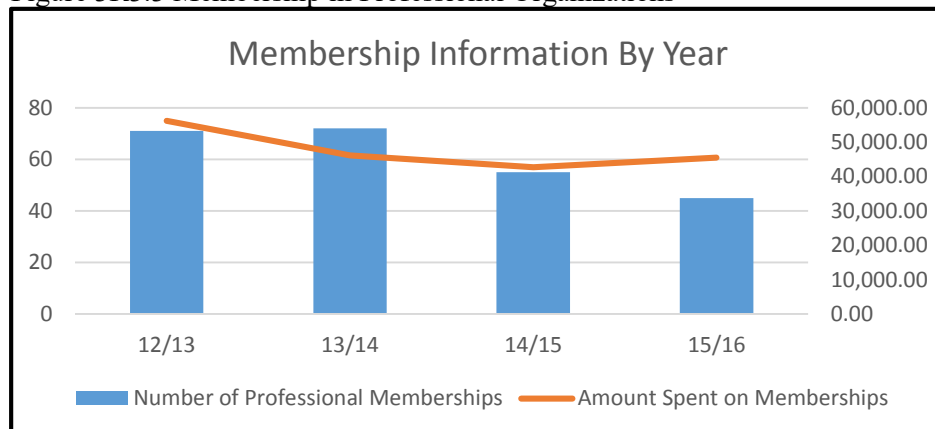
The College recognized an increase in the employee scholarship benefit with an approximate 43% increase in credit hours by employees who take advantage of free tuition (Figure 3R3.4). Some courses are taken as part of a degree program, and others for professional development.

Figure 3R3.4 Employee Scholarship Data

Year	Total Credit Hours
13/14	75.30
14/15	109.98
15/16	131.40

Full-time faculty have taken advantage of the sabbatical opportunity as negotiated in the FMA. In the past seven years, two faculty have requested and received funded sabbaticals, and one requested and received an unfunded sabbatical. Professional staff and administrators have the opportunity to take unpaid leave to pursue professional improvement as specified in POL 5.075 (Professional Improvement Leave – Full-Time Classified and Administrative Personnel).

3I3: IMPROVEMENTS

Spending of professional development funds has always been tracked, but there has been little analysis of the value received from the professional development funds. The administration is researching best practices on how to assess the impact of the professional development received.

The CTL also formed the Emerging Technology Committee (ETC) to provide training in useful teaching pedagogy and to serve as a forum for sharing ideas across the curriculum. This committee was based on a faculty survey with 54% of the 24 full- and part-time faculty responding that they would like to partner with the CTL in this endeavor.

Category Four: Planning and Leading

OVERVIEW

Planning and leading focuses on how the institution achieves its mission. This is accomplished through setting a strategic direction with clear goals and outcomes. As part of this process the College's actions must be deliberate, well planned and coordinated in order to prepare for unplanned threats in order to mitigate their effect on college operations. Kirtland has worked to mitigate the threat of employee turnover and turnover in key leadership positions since the last portfolio where it was highlighted that improvement in this area could be realized.

Kirtland, through effective planning and leadership, strives to provide the students and communities it serves with high quality education at affordable costs. This is the core of our culture and is seen in the updated mission and vision statements which are reviewed regularly. The College must work to capitalize on opportunities to partner with local school districts. This has led to the formation of Early Middle College programs and the expansion of dual enrollment offerings. In an effort to support and strengthen the economic development of our service region, the College has increased the number of workforce development offerings to businesses in Northern Michigan.

As the leader of quality education in Northern Michigan, Kirtland researches job availability in its 13 counties. This information is used to determine if programs match employer needs. This leads to students completing their program of study and becoming employed.

4P1: MISSION AND VISION

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2, 1.D.3)

The College reviews it Mission, Vision and Values when it reviews and revises the *Strategic Plan* which is on a five-year cycle. At its most recent strategic planning summit (2013), the College decided the mission statement needed revision to reflect the evolving culture and future direction. In 2014, it became a component of the *Operational Plan*. After the Board of Trustees (BOT) provided input, the president solicited written responses and responses through informal conversation from all employees to identify the degree of understanding they had of the current mission statement and culture of the College. The questions asked of employees were:

- Why is Kirtland here?
- Why are you here?
- Kirtland employees will/are _____?
- Kirtland will _____ (what will Kirtland achieve for society)?
- A graduate of Kirtland will _____?

Following the gathering of information, a team of employees met several times to cull the responses to find common themes that best represented employee and BOT beliefs about the culture of the organization. The results provided ten themes for the Mission statement and three for the Vision statement. The College Administrative Team (CAT) met with the employee team over the next several months to achieve consensus within both groups with final Mission and Vision statements created. (1.A.1, 1.D.2)

Values statements were researched and developed by a team of administrators. Employee meetings were conducted to build consensus on the statements. At the Fall 2014 Convocation, the proposed versions of each were presented to all employees and were subsequently approved by the BOT. Kirtland's statements are:

Mission: To provide innovative educational opportunities to enhance student lives and build stronger communities.

Vision: Kirtland will be the first choice for learner-centered education guiding students and communities toward success.

Values:

- **Excellence:** Expecting that all college activities are conducted with attention to quality and the highest levels of academic and professional standards.
- **Inclusiveness:** Conducting the activities of the college in a manner that inspires tolerance and welcomes diversity of people and thought.
- **Innovation:** Addressing challenges and issues from multiple perspectives to solve problems and advance college processes and knowledge. Supporting progressive and meaningful research, creative activity, and teaching.
- **Reflection:** Evaluating processes and assessing success through honest conversation and the use of data.
- **Character:** Steadfast adherence to the principles of integrity, honesty, reliability, transparency, and accountability.
- **Respect:** Respect for the rights, differences, and dignity of others and their contribution to the overall success of the college.

Figure 4P1.1 Budget Allocations from 2015 Audit Report

Budget category	Percent Allocation
Instruction	35%
Instructional Support	17%
Student Support	18%
Institutional Administration	12%
Operation and Maintenance of Physical Plant	12%
Depreciation	5%
Other	1%

More than 50% of the College's funds (Figure 4P1.1) are committed for instructional purposes. An additional 18% goes toward student support. The financial audit shows that there is no intent on the part of the College to support any type of outside "for-profit" business interests related to outside investors.

The service area of the College is economically deprived, thus it is vitally important that it continues to work with the stakeholders (including students, faculty, staff, BOT and Kirtland Foundation, Advisory Board, and representatives from local government and community members), who support its mission. Being aware of and responsive to the needs and requests of stakeholders promotes the concept of building stronger communities as indicated in the Mission statement. (1.D.3)

Ensuring that institutional actions reflect a commitment to its values

Kirtland ensures that its actions reflect a commitment to its values through policy and procedure. It is committed to maintaining a culture that lives the mission statement on a daily basis. The College budgets funds to provide all employees with professional development opportunities. It conducts *Program Reviews* that provide longitudinal information to academic programs. Using community needs information, employment projections, and *Program Review* information assists in the development of new programs that increase overall program offerings. The Center for Teaching and Learning (CTL) uses a variety of processes to evaluate teaching methodologies and provides innovative techniques in face-to-face and online instruction.

Policies and procedures are written to reflect the Mission, Vision and Values of the College. This is evidenced by the inclusion of students, employees, local school districts, program advisory members, local business leaders, and community members who participate in the strategic planning summit by using the Appreciative Inquiry model to generate conversations and obtain input.

While living in some of the most poverty-stricken areas of the state, administrators continually search for funding to provide unique and innovative resources that align with programs and curriculum. Calculating that the millage that funded the Health Sciences Center (HSC) and renovations to the automotive lab would not provide the funds to purchase all the equipment needed, the College applied for and received a 3.5 million dollar grant to acquire state-of-the-art health science laboratories, simulation mannequins, and cutting-edge automotive technology, which would afford students opportunities above and beyond the normal classroom.

Regarding operations and mission effectiveness, faculty union members meet with administration to discuss College issues. The Instructional Council (IC) whose members include academic advisors, financial aid advisors, faculty, and students meet monthly to discuss and resolve instructional concerns brought before them. The College has policies in place for the resolution of disputes in a civil and respectful manner.

The budget and other financial documents are located on the College's website, making them publicly available. Financial audits are conducted according to BOT policy and are presented at a BOT board meeting. The College crosswalks the *Strategic Plan* to the yearly *Operational Plan*. At an annual BOT retreat, members discuss the Mission and reflect on its significance with regards to annual goals.

The Kirtland Center for the Performing Arts brings performers of diverse backgrounds and differing opinions to the College and surrounding communities in an effort to provide cultural experiences for a primarily white rural population. Participation in local community government and other community-related activities allows employees to interact within their communities and bring local perspectives and opinions to the College.

Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)

Convocations held during the week prior to the start of classes fall and winter semesters, are events where the majority of employees are in attendance and the Mission, Vision and Values can be communicated face-to-face. Other ways the Mission, Vision and Values are communicated to the College community are on its website, through email, in the College Catalog the Student Handbook, during BOT meetings, and in the *Strategic Plan* as well as displaying framed copies prominently around the campus. Mission and Vision statements are printed on the back of employee business cards and on bookmarks. During new employee and BOT orientation, Human Resources (HR) informs each new member of the Mission, Vision and Values. Each academic program has developed a mission statement that connects to the College's Mission. Program mission statements can be found on each program's webpage. Employees demonstrate the College values as they work and serve within their local communities. During the development of new AQIP action projects, the Mission, Vision and Values are aligned and integrated into the design of the project. (1.B.1, 1.B.2, 1.B.3)

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

The College ensures that programs and services are consistent by incorporating the Mission into the *Strategic Plan*. In the current plan, Theme #1, "Quality Learning and Instruction," was designated as the most important direction for the College. When a new program is proposed, the program initiator must provide justification of need and relevance to the service area. The Student Success Center works to ensure that transfer and articulation agreements are in place and that students are advised of their options and

appropriate courses to be taken to fulfill the agreements. Advisory boards for occupational programs provide input so that curriculum is designed to be relevant for what is needed currently by employers in the field. Other departments providing student support services regularly review procedures and data provided by student surveys looking for ways to improve. (1.A.2)

Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

Beginning in January/February, budgets are developed by budget officers/department heads with input from faculty and staff (Figure 5P2.1). During this process, each line item is carefully reviewed. The Facilities Masterplan (FM) is reviewed, and funds are designated to complete particular phases of the plan for the upcoming year. Information from *Program Review* is assessed, and programs that are terminated are budgeted according to the number of students left to teach out so that they can complete the program. On behalf of the advisory committee stakeholders, deans and directors make recommendations for materials to support the current needs and innovations of the industries they represent. Budget requests are sent to the vice president of business services (VPBS), who compiles the final version of the proposed budget. The BOT discusses the proposed budget at a board retreat, and their input provides direction to the College in the allocation of resources to accomplish the mission and vision. (1.D.1, 1.A.3)

4R1: RESULTS

Annually, the College surveys its students to assess institutional effectiveness in order to glean information on student satisfaction with the courses offered as well as with the College as a whole. The most recent student survey (Figure 4R1.1) shows that the College's academic rigor met or exceeded student expectations. The survey also demonstrates that Kirtland was, overwhelmingly, the students' college of choice to attend. The questions and responses relating to student satisfaction correlate with the College's Mission and Vision.

Figure 4R1.1 Responses from the Annual Fall Student Survey

Question	2013 Student Response	2014 Student Response	2015 Student Response
Is the level of academic challenge at Kirtland what you expected?	71% indicated the challenge was what they expected; 23% of respondents indicated the challenge was above what they expected.	69% indicated the challenge was what they expected; 25% of respondents indicated the challenge was above what they expected.	70% indicated the challenge was what they expected; 25% of respondents indicated the challenge was above what they expected.
Was Kirtland Community College your first choice to attend?	78% of respondents reported Kirtland was their first choice	81% of respondents reported Kirtland was their first choice	85% of respondents reported Kirtland was their first choice
When you applied for admission to Kirtland, did you apply at any other schools?	75% of respondents reported they did not apply to another college.	84% of respondents reported they did not apply to another college.	80% of respondents reported they did not apply to another college.
Respondents	294	173	248

An annual survey is administered to employees. The College made the decision to move from the "Great Colleges to Work For" survey to an internally produced survey so that core questions could be revised as the administration refines what they want to know from employees. Figure 4R1.2 indicates that employees score the College above average when surveyed on its Mission, Vision, and Values.

Figure 4R1.2 Responses from the Annual Employee Survey

Annual Employee Survey				
Survey Topic	2014	2015	2016	
That you receive the respect that you deserve at Kirtland	3.33	2.95	3.21	Respect/Recognition
Feeling free to perform your professional responsibilities	3.75	3.09	3.39	
Your ability to recommend curriculum change and change in college policy	3.10	2.62	2.80	
Participate in and advisory role in the decision making process	2.79	3.09	2.94	
Treated fairly	2.79	3.00	3.13	Treated Fairly/Equitably
Instructional support services for students at Kirtland	4.37	3.44	3.46	
Collegiality between staff, faculty and administration	2.41	2.55	2.61	
Would you recommend you son or daughter to Kirtland?	3.87	3.14	3.35	
How satisfied are you with the quality of education provided by Kirtland?	4.08	3.03	3.07	Quality of Education/ Accomplishing Mission
	5 Point Likert Scale	4 Point Likert Scale	4 Point Likert Scale	
Respondents	125	73	87	

Additionally, survey results used to prepare for the 2014 millage vote indicated the College is accomplishing its mission as:
- 66% of citizens gave the College a grade of A or B with only 4% giving it a D or F grade.
- 63% of citizens said they would support Kirtland's efforts for a mill levy with strong intensity.
- 71% of citizens said Kirtland was headed in the right direction whereas only 8% believed the College was headed in the wrong direction.

Consultants conducting the millage vote survey summarized the results as follows:
- "Kirtland's mill levy is received well in large part due to voters' strong connection with Kirtland Community College. Yes, voters very much see it (Kirtland) filling a role in the community."
- "Voters are particularly attracted to allowing students access to the quality education Kirtland provides, as well as the role it fulfills in providing the area with skilled health care workers."

Figure 4R1.3 CCSSE Results of Student Engagement

The College uses the Community College Survey of Student Engagement (CCSSE) and the Community College Survey of Faculty Engagement (CCSFE) to benchmark itself against other colleges of like size and finds itself average in student engagement (Figure 4R1.3).

To increase student engagement, the College is redesigning traditional classrooms into active learning classrooms, purchasing equipment that will encourage more engagement in learning, and strengthening internship and clinical experiences to support the mission of providing innovative educational opportunities.

Figure 4R1.4 College Administrative Team Enrollment Report – Fall 2016

CAT Student Enrollment and Profile Report
2016-2017 - Fall Semester

Headcount: 1,468
Online Headcount: 708
Total Credit Hours: 13,226.10
Online Credit hours: 4,225.00
Tuition hours: 16,144.22
Contact hours: 264,568.00

Age Distribution:

24 and under:	923	62.87%
25 to 39:	387	26.36%
40 to 59:	143	9.74%
60 and over:	15	1.02%
Unknown:	0	.00%

Credit Hour Load:

Non-credit	21	1.43%
>0 - 5.99	300	20.44%
6 - 8.99	381	25.95%
9 - 11.99	245	16.69%
>= 12	521	35.49%

Student Status:

FTIAC	186	12.67%
Returning	962	65.53%
New Transfer	120	8.17%
New Guest	6	.41%
New 8th Grade	0	.00%
New Dual Enrollment	174	11.85%
New Non Credit	20	1.36%
New CJ InService	0	.00%

Gender:

Male:	570	38.85%
Female:	897	61.15%

Breakdown by Subject Area (includes Concurrent):

Subject	Seatcount	Tuition Hours
ACC	64	252.00
ALH	93	230.00
ART	137	502.00
AST	23	63.00
AUT	96	435.00
BIO	333	1651.00
BUS	94	282.00
CHE	45	177.00
CIS	53	159.00
CJS	142	979.00
COR	76	48.00
COS	72	288.00
ECD	41	123.00
EDT	38	152.00
ELT	149	143.95
EMS	29	202.25
ENG	431	1313.00
FIN	8	24.00
GEL	24	120.00
GEO	26	104.00
HIS	52	156.00
HIT	101	454.00
HUM	56	168.00
HVC	116	95.37
MEC	77	234.15
MKT	45	135.00
MPT	17	82.00
MTH	376	1504.00
MUS	40	120.00
NUR	249	2252.00
OIS	23	69.00
PHB	14	161.00
PHL	10	30.00
PHM	10	140.00
POL	75	225.00
PSY	187	561.00
SOC	70	210.00
SON	130	698.00
SPE	126	378.00
SUR	105	372.00
WFD	21	0
WLD	295	831.50
Totals:	**4169**	**16144.22**

Concurrent Enrollment - Section 40 by Subject

Subject	Seatcount	Tuition Hours
ENG	26	78.00
Totals:	**26**	**78.00**

CAT and the Student Services staff regularly review past and current enrollment reports from Jenzabar to track trends by academic subject area, age distribution, credit hour load, status, concurrent enrollment, and gender. Enrollment reports are generated for Kirtland as a college (Figure 4R1.4), and then each location - Gaylord M-TEC, Grayling HSC, Online, Roscommon, and West Branch. This assists those involved with recruitment and retention. When low enrollment is seen in a particular subject area, discussion is held regarding whether the area continues to be considered as viable and necessary.

4R1: IMPROVEMENTS

The College has made good progress in connecting the Mission statement to operations. The BOT needs to engage in formal discussion as to how decisions at the board table reflect back to the Mission statement.

Surveys conducted during the recent millage campaign provided valuable information. From this experience, the College learned that a formal process for surveying voters is useful. This process will be utilized when the College conducts another millage vote in 2017, this time for the Gaylord M-TEC location. Once again, monies generated will be used to fulfill the Mission of the College – providing innovative educational opportunities for students.

The College will develop, publish, and distribute a formal account detailing Kirtland's first 50 years. This report will document how the College is accomplishing its Mission to the stakeholders in the communities it serves.

4P2: STRATEGIC PLANNING

Engaging internal and external stakeholders in strategic planning (5.C.3)

Long-term strategies for the College are the products of strategic planning summits held every five years, resulting in the formal multi-year *Strategic Plan*. The summit includes students, employees, the BOT, the Kirtland Foundation, program advisory board members, representatives from local government, and community members. The Appreciative Inquiry model is used because it focuses on the positive and on building on the strengths of the organization. The core of the *Strategic Plan* comes from stories of achievements, innovative targets, and environmental opportunities apparent to those at the summit. Institutional effectiveness data, as well as planning assumptions, are incorporated into the planning process. The first summit was convened in 2008 with the most recent held September 2013. (5.C.3)

Aligning operations with the institution's mission, vision, values (5.C.2)

Development of the *Operational Plan* flows from the *Strategic Plan* starting with an annual retreat of the CAT, directors, and other guests. The current *Strategic Plan* is reviewed, and measurable goals are developed to meet elements in the plan. Following the retreat, the president composes a document indicating goals the CAT defined as a situation or opportunity. The document is placed on Google Drive so the CAT and other supervisors can review and edit as needed. Further discussion is held by the CAT to refine projects that will meet the goals and to create the first draft of the *Operational Plan*. Input from the BOT is also infused into the draft. Each goal in the *Operation Plan* is assigned to one or more administrators who are then responsible for enlisting other employees to complete the goal. (5.C.2)

The Operational Plan is an ever-evolving document. Administrators are encouraged to amend it while they work on goals. The progress towards completion is evaluated by the CAT throughout the year. Components of the plan are used to create the yearly budget, AQIP action projects, and departmental/division plans, and assessment plans are expected to flow from the *Strategic Plan* and *Operational Plan* and to guide decision-making throughout the College. Administrative evaluations by the president may reflect the administrators' contributions to the *Operational Plan*. (5.C.2)

The CAT meets weekly to discuss issues of the College, with minutes available through the College's portal, myKirtland. Other committees, such as the IC and Curriculum and Instruction Committee (CIC), meet monthly to discuss and recommend improvements to instruction. All departments on campus meet regularly (usually monthly) to determine their direction. (5.C.2)

Kirtland aligns operations with the *Strategic Plan* and, ultimately, the Mission of the College by creating yearly budgets with the expectation that every budget decision will help accomplish the Mission and strategic objectives. Curriculum change proposals must include how the changes will help achieve goals of the *Strategic Plan*. Programs that do not help the College accomplish these goals are suspended or discontinued through the program review process. Through discussions, decisions made by the BOT align with the *Strategic Plan* and the *Operational Plan*. Action projects are expected to align with the *Strategic Plan*. There will more emphasis placed on assessing student learning rather than teaching to align with Theme 1 of the *Strategic Plan*, "Quality Learning and Instruction." This also supports the Vision of the College as being the "first choice for learner-centered education." (5.C.2)

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

The organizational chart (Figure 4P2.1) of the College identifies the supervision of programs and services. It indicates how administration works together to align functions for quality and efficiency.

Figure 4P2.1 Kirtland Organizational Chart - 2016
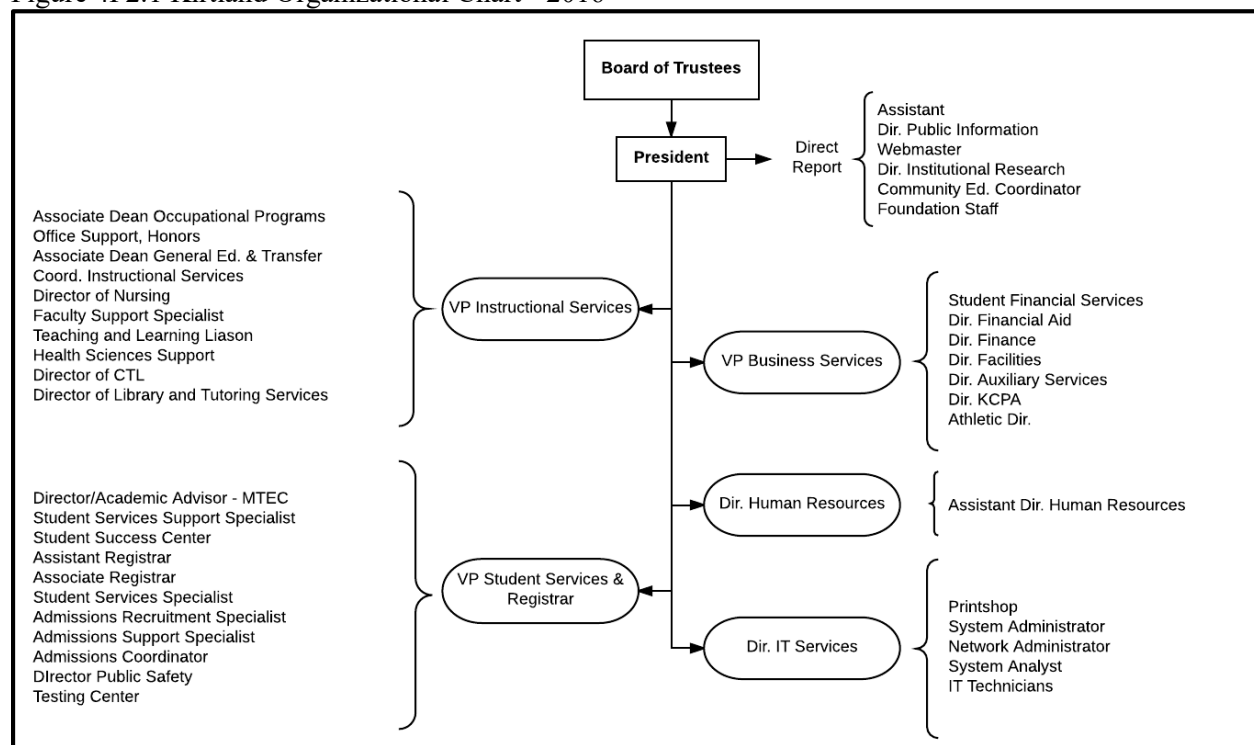
Data is generated on the efficiency of each academic program. As stated in 4P1, each academic program has developed a mission statement that connects with the College's Mission. (5.B.3)

In the 2012 Systems Portfolio, reviewers suggested that a threat mitigation plan was needed. In 2015, the College began a process to identify all full-time employees, their primary duties, and the persons cross-trained to assume the duties in case of an emergency, thus allowing the College to continue to carry on normal operations.

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The strategic planning process is designed to build upon the strengths of the institution. The Appreciative Inquiry model does not discuss threats and weaknesses. Proponents of the model believe that, when the focus is on threats and weaknesses, then that is where the emphasis is, and less time is spent on what is done well. Kirtland is a fast-changing organization, in part, because of the belief that, when colleges are moving forward to create new educational opportunities, some of the perceived threats and weaknesses become irrelevant. This does not mean that it ignores institutional weaknesses and potential threats. For example the strategic direction the College takes is reviewing environmental threats while approaching them in a positive manner. The College recognized that increasing costs for transportation and tuition make it financially difficult for students to come to the Roscommon campus. The College studied the issue and addressed it by obtaining a two million dollar U.S. Department of Education grant to strengthen online learning opportunities. (5.C.4, 5.C.5)

The College has a number of established committees to address specific areas, including assessment, safety, CIC, IC, Student Success, Wellness, advisory committees, CQI, and the M-TEC Governance Advisory Council. These teams meet throughout the year to institute new practices and to address concerns and issues

that arise. These committees make recommendations to the CAT for college-wide and, possibly, BOT action.

The College does not hold itself in isolation when seeking and capitalizing on opportunities. By encouraging employees to become involved in their local communities, civic groups, and other organizations, much can be learned about community need and issues. The College identifies opportunities, resources, and collaborative activities. The College learns about weaknesses and negative perceptions it should research and take action to correct. (5.C.5)

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

In today's environment of shrinking revenue sources and increasing costs, the College decided to take an aggressive approach to manage its resources. It has expanded programming, strengthened online education, added locations to increase access for students, streamlined its organizational structure, and restructured facilities management. Kirtland actively looks for ways to maximize current resources and leverage all opportunities for additional funding to improve the educational success of students. A five-year budget projection is revised on a regular basis due to the fluidity of revenue sources and enrollment. The College pursues government grants at the state and federal levels for the purchase of state-of-the-art equipment for many of its programs. (5.C.1, 5.C.4)

According to a 2015 report from the federal government, Kirtland ranks in the top 100 in the nation for lowest net cost for students. This is due to a streamlined curriculum as well as efficient staffing. Achieving this ranking was not a specific goal but a result of managing college resources effectively. The *Strategic Plan*, a multi-year plan; the *Operational Plan*, an annual plan; and the FM, a five-year plan, provide the groundwork for all current and future projects recommended by the departments. Through careful analysis and prioritization, each annual budget can be built. The College also realizes that some projects cannot be implemented in the course of a single year and so coordinates future budgets to include multi-year projects. (5.C.1, 5.C.4)

Information Technology Services (ITS) regularly reviews tools and processes to ensure the needs of the institution are met while adhering to industry best practices. Managing technology on multiple locations has led ITS to aggressively pursue cutting-edge ways to best deliver the needed infrastructure so students and employees are able to function efficiently.

The College works to maximize its contacts with various groups and advisory committees. One result has been thousands of dollars in donations of equipment to further various programs while providing their employees professional development.

4R2: RESULTS

The effectiveness of the College's planning process is measured by the successful completion of each project in the *Operational Plan*. Projects are written to include measurable objectives when possible. Thirty-two *Operational Plan* projects were completed in 2014-15, and three were rolled over. In 2015-16, seventy-three *Operational Plan* projects were completed, and seven were rolled over. Other important college documents with an impact on strategic planning are:
- The College budget
- AQIP action projects
- Institutional Effectiveness and Key Indicators Report
- Program review data, which is used to adjust programming for the future

- Other ad hoc data requests to answer management questions

The *Operational Plan* provides employees direction and a common focus for accomplishment of the *Strategic Plan*. Success of the *Operational Plan* is determined by the administrator assigned. Certain objectives of the *Operational Plan* are directly or indirectly measured through the College's participation in the American Association of Community Colleges Voluntary Framework of Accountability (VFA), information collected in the Student Transcript and Academic Record Repository System of Michigan, surveys of employees, and through various other measures.

The *Operational Plan* has specific metrics to measure success. For example:
- The Cardiac Sonography Program was accredited in 2015 - *Operational Plan 2014*.
- 95% of students indicated they have access to high speed internet - *Operational Plan 2013*.
- The percentage of students taking at least one online course rose from 23% in 2000 to 43.8% in 2015 - *Operational Plan 2012*.

Based on the Institutional Effectiveness Plan and the circular Planning Cycle (Figure 5P2.1) for enrollment projection and budgeting, Figure 4R2.1 shows the indicators and their results that assist in planning for financial stability, viability, and cohesiveness of the College. This data is used in formulating a strategy to ensure that the necessary resources are available to implement and accomplish the goals of the *Operational Plan* and the *Strategic Plan*.

Figure 4R2.1 Indicators of Institutional Effectiveness

Financial Sustainability	Quality Education	Indicators of Demand	Leadership and Planning
Revenue	Institutional performance	Planning	Student demand indicators
Trends in property taxes	Fall to Fall retention rate	Strategic Planning	Program enrollments
Trends in state support	6 year completion rate	Operational planning	Trends in tuition hours
Trends in tuition revenues	% completing DEV courses	Budget/resource allocation	Dual enrollment trend
	Number of programs not meeting review standards		Trend in financial aid awards
Expenses	Student engagement	Affiliation/ Accreditation	Student demand trends
Cost per credit hour	Trends in engagement	Action projects completed	Trends in applications
Net price for students in trends as per net price calculator	% students taking one or more online course	Trends in affiliations and accreditations	Prospect conversion rate
Employee compensation as a % of budget	% students using college website each week		% of seats full in courses
	% students using active learning classrooms		
Cash flow/bottom line	Post-graduation outcomes	Governance by Board	Student preparation
Trends in reserves	% Gainful employment	Policies updated	Trends in average ACT/SAT score
Trends in net assets	Median starting salaries	Engagement in state and national organizations	Trends in average placement scores
Trends in costs compared to revenues	Student loan default rate		

The administration conducts a yearly survey of employees to determine their satisfaction with the College's planning process and culture. Figure 4R2.2 shows above average success in involvement of employees in planning processes.

Figures 4R2.2 Employee Survey Results on the Planning Process

Question	2014	2015	2016
Success of the employee evaluation process	3.03	2.55	2.90
Data available to make decisions	3.10	2.98	2.99
Emphasis and support for innovation	3.12	2.84	3.27
Input into the budgeting process	3.01	2.50	N/A
Participation in decision-making process	2.79	3.09	2.94
Kirtland is making decisions that will give it a competitive edge or advantage beneficial to the college – overcoming challenges in changing world or higher education	2.70	2.81	3.11
Satisfied with role you have in developing the Strategic Plan	3.02	2.79	2.78
	5 Point Likert Scale	4 Point Likert Scale	4 Point Likert Scale
Respondents	125	73	87

Figure 4R2.3 VFA Six-Year Outcomes for Fall 2009 Cohort Students
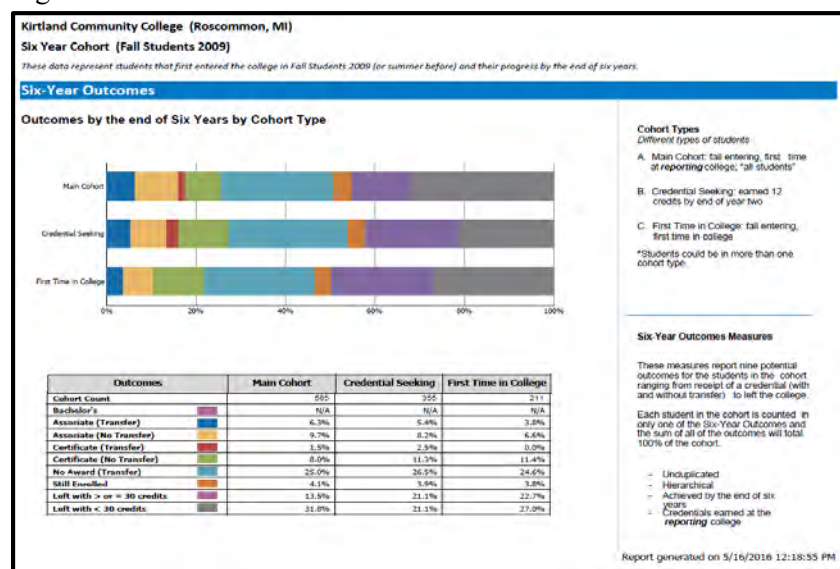
VFA participation provides benchmarks for comparison. Kirtland has participated for three years, more detail on prior years can be found in Figure 2R2.17. This data shows more than 60% of Kirtland students are enrolled part-time and that it is a 100% commuter college. Results for first year Fall 2009 cohort students (Figure 4R2.3) show that 54.7% have a successful outcome including Associate Transfer, Associate No Transfer, Certificate Transfer, Certificate No Transfer, No Award - Transferred, Still Enrolled.

As Figure 4R2.3 illustrates, completion rates remain a concern for the College. The reason why many students leave the College without a degree is due to the fact that only 30 credits are guaranteed to transfer through the Michigan Transfer Agreement (MTA). College administrators are participating in a state committee addressing this issue and lobbying legislators for redress the MTA. Another factor in low completion rates is the comparatively high percentage of part-time students. The difficulty with this measure is waiting six years for information on the success of initiatives to increase graduation rates.

The College continues to work on ways to increase retention rates (Figure 5R3.6) through the implementation of various programs, including its own version of Guided Pathways. Like other institutions have found, positive progress is slow at best. A high number of first time in any college student combined

with a median family yearly income of $32,000 could indicate that the College may never achieve above average retention rates.

The BOT and employees set aside specific times for planning. Employees have stated that the College does not reflect on its planning efforts to measure success. A need to regroup and spend more time reflecting on successes will provide unity of purpose. The BOT spends additional time on strategic issues and reflects on successes by conducting a special board meeting for goal setting and discussion of strategic opportunities.

4I2: IMPROVEMENTS

Kirtland can improve upon its communication of successes, especially with faculty. With employees residing in a large area, travel times to work a minimum of thirty minutes, and long distances between locations, administrators need to develop a plan as to how successes can be communicated and with everyone having the opportunity to discuss strategic issues on a regular basis outside of the strategic planning summit.

Kirtland has started an early middle college program with several schools in its service area and two intermediate school districts and has doubled the number of dual-enrolled students. This new direction presents the College with an opportunity that requires the *Strategic Plan* to be updated in order to focus resources on meeting this need for all local school districts in the service area that would like to partner with Kirtland.

Kirtland has been steadily improving its planning processes. It still faces the problem of change occurring so rapidly that plans become obsolete almost as soon as they are written. Recognizing that, as enrollment shrinks in size to a sustainable number based on area population demographics, the College at its next strategic planning summit (2018) has to plan for significant change by continuing to provide faculty with professional development to keep programs current and relevant, adding new programs attractive to a wider population of students, and advertising programs wisely using more and more social media.

4P3: LEADERSHIP

Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)

The College describes itself as a loosely-coupled organization in which all members have the power to accomplish work and be innovative. This philosophy has led to a College culture centered on learning in which the BOT and employees talk and work together to support leadership, innovation, and good decision making. Decisions are made at monthly BOT meetings and at special meetings as needed. All policies and procedures are available on the College's website. The BOT selects and hires an auditing firm to review the financial status of the College and it reviews the audit report annually. The president is hired by the BOT and is delegated the authority to run the day-to-day operations. Matters relating to academics are overseen by the vice president of instructional services (VPIS). (2.C.4)

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

BOT powers are identified by the Michigan Community College Act of 1966 as amended, board bylaws which define the limits and responsibilities of the board, state regulations, federal laws, contracts established with bargaining units, and by the contract with the president. New BOT members undergo new board member training at the onset of their terms to familiarize themselves with all aspects of their positions. The BOT members attend several retreats during the year to discuss matters needing more time than allotted during board meetings such as the *Operational Plan*. Members also attend trustee-related conferences to keep abreast of best practices. The BOT has adopted Standards of Good Practice for ethical behavior.

Bylaws were substantially revised in 2013 in an extensive project. BOT policies continue to be reviewed and deleted or updated to reflect current practices of the College. Currently, an ongoing project is separating procedure from policy. The BOT assures its constituency in financial matters by passing a balanced budget for each upcoming year. (2.C.3, 5.B.1, 5.B.2)

The College abides by union contracts and the practices and procedures as set forth in the employee handbooks. Board POL 6.125 (Rights and Responsibilities of Students) outlines the Student Code of Conduct, Non-Academic Misconduct, and Academic Code of Conduct and the consequences of violation.

Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty (2.C.4)

The BOT is not involved in routine decision-making at the College. Board bylaws and policies define the role of the administration in decision making, and the process for changes in board policy creates oversight of the board. The president's contract provides him or her with the authority to make all hiring and termination decisions. The president communicates with BOT members to build consensus for important strategic decisions. CIC makes recommendations to the administration and ultimately to the BOT on matters of programming and curriculum. Employees at the department level have input in establishing budget priorities and written procedures. (2.C.4)

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

Communication at Kirtland is unique and faces significant challenges, in part, because the College is small in regard to employee numbers but large in the size of the area it serves. There are four locations (Gaylord, Grayling, Roscommon and West Branch). To provide avenues for communication between all departments and assure continuity between those performing the same functions, administrators routinely rotate entire days through the Grayling, Gaylord, and Roscommon locations. The CAT team meets weekly to share information and make decisions, which are then communicated to employees. At the onset of the fall and winter semesters, a convocation is held at which all employees meet for a "state of the College" update. Email is used extensively to communicate information to employees at the four locations. When a group of employees needs to work on a project, such as the *Operational Plan*, Google Docs is used to create, share, and update documents in real time. Google calendars are shared by employees to facilitate booking face-to-face and virtual meetings. Approximately one year before the scheduled opening of the Grayling location, a transition report was created to indicate the changes to be made.

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

The College is committed to providing quality instruction and services in order to attract students and maintain enrollment. The CIC reviews, recommends, and approves all changes to the curriculum while exploring how the proposed changes will affect various departments (e.g. financial aid) and programs. Representatives to the CIC are advisors, financial aid advisors, faculty, deans, and students. Occupational programs require advisory committees consisting of faculty, deans, and employers in the field to work with the faculty and deans on the skills needed for the current workforce. Student input from mid- and end-of-semester surveys provides feedback to faculty and deans/directors as to where course instruction and/or the learning environment could be modified to improve student success in the course. (5.B.3)

Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

Leadership begins with the BOT and its philosophy of leading by example. Members are active participants in the strategic planning summit and provide input for the yearly *Operational Plan*. Attendance at conferences and workshops provides insight into leadership and best practices for community colleges

across the country. The BOT is responsible for the continued financial stability of the College and oversight of board policies. As per board bylaws, it is the BOT's duty to select and appoint a college president who will oversee the day-to-day operations of the institution and involve both internal and external stakeholders as needed to further the College's *Strategic Plan*. It is the BOT's expectation that the president will seek out and employ qualified administrators to lead the various departments of the College. (2.C.1, 2.C.2)

Developing leaders at all levels within the institution

Kirtland is proud that its employees are part of a loosely-coupled culture with ample learning opportunities for each person. Leadership is encouraged through the evaluation process and with the use of extensive professional development as discussed in 3P3. Professional development funds are available through HR and departmental funding. Senior administrators routinely rotate participation in committees (e.g. AQIP and search committees) and seek out employees who have rarely or never participated on teams and encourage their acceptance of leadership roles. A number of employees have used skills they acquired to become officers in their state organizations.

Decision-making is no longer happening only at the top levels of administration but can now be found at the lower levels through the flattening of the organizational structure. Formal and informal AQIP teams are created as needed to make recommendations to the administration, with team charters guiding the process.

The College recognizes the need to have an operational plan for emergencies and natural disasters and has developed a risk management plan for all full-time employees, including faculty, to maintain daily operations. The BOT has established a formal succession plan for the office of the president.

Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

Community colleges in Michigan are governed by the Michigan Community College Act and operate independently of any coordinating board. This allows the colleges to implement any programs or provide any services to fulfill the needs of students and accomplish their missions. Kirtland is a public not-for-profit community college. When deciding to implement new programs and services, the College studies those in existence at other colleges and consults with relevant accrediting agencies. All changes that require approval by the institution's accrediting agency, the Higher Learning Commission (HLC), are adhered to and meet prior-to-program enrollment by students or the service being provided to students. The BOT has the authority to create and to change policy to ensure that the College acts in accordance with its mission. (2.C.3)

4R3: RESULTS

The BOT delegates the management responsibilities of the College to the president. Each time an extension of the president's contract is conducted, the BOT evaluates his/her actual performance against the job responsibilities. The president also evaluates each vice president and member of his/her administrative team on an annual basis. The focus of the evaluation is on the completion of tasks within the *Operational Plan*, which leads to the successful execution of the *Strategic Plan*.

Kirtland participated in the *Chronicle of Higher Education's* Great Colleges to Work For survey 2010-2013. This provided information on performance of senior leadership, job satisfaction/support and professional development opportunities from employees. All three areas in our final year of participation showed improvement (Figure 4R3.1). In 2014, the decision was made to administer an internal employee survey that would include more specific questions about leadership and professional development opportunities. From that pilot a survey was developed, and the results for the past three years are summarized in Figure 4R3.2.

Figure 4R3.1 Great Colleges to Work For Survey Results Summary

The Chronicle - Great Colleges to Work For Survey Results - Kirtland Community College					2013 Honor Roll Colleges Enroll < 3000	2013 Carnegie Association
Category	2010	2011	2012	2013		
Job Satisfaction/Support	80%	77%	72%	76%	87%	77%
Teaching Environment	48%	40%	33%	43%	79%	68%
Professional Development	79%	63%	57%	70%	85%	74%
Compensation, Benefits & Work/Life Balance	76%	69%	62%	67%	82%	73%
Facilities	71%	73%	71%	76%	90%	76%
Policies, Resources & Efficiency	57%	53%	40%	42%	81%	66%
Shared Governance	57%	39%	27%	27%	83%	63%
Pride	76%	67%	58%	60%	94%	80%
Supervisors/Department Chairs	67%	61%	58%	63%	84%	74%
Senior Leadership	57%	40%	30%	38%	88%	63%
Faculty, Administration & Staff Relations	53%	41%	26%	40%	86%	63%
Communication	55%	46%	42%	41%	76%	60%
Collaboration	56%	48%	44%	43%	83%	65%
Fairness	53%	44%	44%	48%	79%	63%
Respect & Appreciation	48%	45%	40%	49%	81%	67%
Average	62%	53%	46%	51%	83%	69%
Number of Respondents	75	58	58	57	-	-
Response Rate	60%	59%	57%	55%	-	-

In the annual employee survey, gains are shown in each question related to satisfaction when addressing leadership, compensation satisfaction, and professional development (Figure 4R3.2). Additional results from the annual employee survey can be found in Figure 4R1.2 and Figure 4R2.2.

Figure 4R3.2 Employee Survey Results

Question	2014	2015	2016
How satisfied are you with that your administrator, or supervisor, is accessible to you?	3.38	2.92	3.30
How satisfied are you with your total compensation package (wages and benefits)?	2.97	2.76	3.07
How satisfied are you with the professional development provided to you?	3.59	2.94	3.23
	5 Point Likert Scale	4 Point Likert Scale	4 Point Likert Scale
Respondents	125	73	87

The CCSSE and the CCFSSE are completed every three years. They provide information on communication and leadership in the classroom and a comparison to other colleges. Figure 4R3.3 shows several significant gaps between faculty and student perception to contributions of work-related knowledge and skills and critical and analytical thinking.

Figure 4R3.3 2013 CCSSE and the CCFSSE Survey Results

Selected CCFSSE and CCSSE Comparisons - Kirtland Community College - 2013							
2013 *CCFSSE* Results (Faculty)				2013 *CCSSE* Results (Students)			
		All Faculty				All Students	
CCFSSE Item	Responses	Count	Percent	*CCSSE* Item	Responses	Count	Percent
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?	None	0	N/A	How much has your experience at this college contributed to your knowledge, skills, and personal			
	Very little	0	N/A		Very little	71	13.7
	Some	7	26.9		Some	162	31.1
	Quite a bit	14	53.8		Quite a bit	169	32.5
	Very much	5	19.2		Very much	118	22.7
	Total	26	100		Total	521	100
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in thinking critically and analytically?	None	0	N/A	How much has your experience at this college contributed to your knowledge, skills, and personal			
	Very little	0	N/A		Very little	27	5.1
	Some	2	7.7		Some	130	24.9
	Quite a bit	8	30.8		Quite a bit	206	39.5
	Very much	16	61.5		Very much	158	30.4
	Total	26	100		Total	521	100

A review of reports and surveys indicates the College's leadership is achieving its goals. Employees have input into the strategic direction of the College. Based on similar colleges, employees are fairly and well compensated in both salary and benefits. Innovation and forward thinking is encouraged. Professional development is provided.

4I3: IMPROVEMENTS

At a small college, leadership opportunities may be seen as limited. The College has launched a project to identify the primary job for each full-time employee, a potential secondary job, and a plan to ensure that each position has an employee cross-trained to fill the position as the need may arise. The goal of this project to mitigate the potential threat of loss of leadership.

4P4: INTEGRITY

Developing and communicating standards

Kirtland addresses integrity two of its values statements: "Reflection – Evaluating Processes" and "Character – Adherence to the Principles of Integrity, Honesty, Reliability, Transparency, and Accountability." The state legislature, local and state regulations, and other agencies determine certain standards and legal behaviors of the College. College standards for integrity and ethics are developed by the BOT and administration. Consultation with legal counsel assures appropriate language and interpretation, minimizes risk, and manages legal responsibilities. The College's auditing firm provides advice on accounting and management, including legal responsibilities for financial matters. A set of bylaws governs the BOT. As new policies are developed and existing policies are revised and approved by the BOT, employees and students are notified via email of the changes. The website, as well as printed and online manuals and handbooks, are updated. The College's standard of student behavior (POL 6.125), found in the student handbook, is discussed at a required new student orientation in an effort to make students more aware of their rights and responsibilities.

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

Employees are provided information about performance expectations as well as legal and ethical behavior through job descriptions. Training for ethical behavior and integrity is provided to new employees through the new employee orientation process. New full-time employees are assigned mentors from within the departments to assist them in learning College policies and procedures. All faculty have an online resource, the Kirtland Orientation for New Adjuncts (KONA) course, and handbooks available to them through Canvas. Employees are provided with refreshers on changes and updates at convocations that start the fall and winter semesters.

Monitored by HR, all employees must participate in "Right to Know" training on subjects such as hazardous materials, FERPA, sexual harassment, the SaVE Act requirements, and blood borne pathogens, with the use of online training programs provided by the Global Compliance Network. Additional training is provided on an "as needed" basis as determined by departmental supervisors or administrators. Employee evaluations include a mechanism for the evaluation of standards for legal and ethical behavior from the president on down. HR monitors incidents that violate ethical and/or legal conduct and ensure that they are dealt with through the appropriate policies as established by the BOT.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff (2.A.)

Modeling ethical behavior by employees, when acting as a representative of the College, is expected across the multiple locations and in the communities. This is a part of the character value that was agreed upon during the revision of the Mission, Vision, and Values in 2014. (2.A)

Documents are available on the College's website and provide transparency as required by the State of Michigan and other agencies. Financial and auxiliary functions are guided by policy and procedure are evaluated yearly by external auditors. Policies and procedures for academic services, including academic misconduct, are found in the College Catalog. A form to report misconduct is found in myKirtland. The procedure for student due process is outlined in POL 6.125 (Rights and Responsibilities of Students). The Freedom of Information Act and the Open Meetings Act of Michigan are protocols followed by the BOT and administration, which hold the College accountable. BOT members sign a conflict of interest statement as a reminder of the ethical behavior they are expected to practice. The College adheres to all standards, assumed practices, and guidelines provided by the Higher Learning Commission. Compliance is monitored as part of Kirtland's pathway to reaccreditation. Employee evaluation revisions provide opportunities to discuss ethical concerns and work toward improvement. (2.A)

College policies and administrative procedures guide employees in making decisions that treat fellow employees and students fairly. Policies related to fair and ethical practices include citizen complaints, personal and college acceptance of gifts/grants/contracts, patent and copyright protection, protection of proprietary information, conduct of campus employees, students and visitors, weapons, drug-free workplace, prohibition of tobacco, and identity theft. Each department using proprietary software employs appropriate security measures to protect the personal and sensitive information that is housed within it. The HR department is responsible for ensuring that equal opportunity employment, Office of Civil Rights and affirmative action criteria are followed. (2.A)

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B)

Kirtland utilizes its website to provide past, present, and future students and the public with access to a variety of documents in real time. The online College Catalog and Student Handbook contains information on a variety of student resources, program information, course descriptions, and administration, faculty, and staff credentials. All new and transfer students are required to attend an orientation and have mandatory meetings, either face-to-face or via phone, with their advisors twice during their first year at Kirtland. This allows advisors to get to know the students and provide program-specific materials, discuss grades, cost, transfer, and other topics that will help the students succeed. Representatives from the College assist with area college nights and financial aid presentations and present relevant information to parents and students at early middle college orientations. (2.B)

The "How to Contact Us" webpage allows for multiple ways to search for an employee, department, or BOT member. A fillable contact form can be submitted and then routed to the correct department for reply.

The criteria of the MTA that allows Michigan community college students to transfer certain credits to four-year colleges and universities while earning associate degrees is clearly detailed on the College website. Advisors are knowledgeable and experienced in assisting students in earning the MTA designation as well as reverse transfer and high school articulation credit. Students not wanting to participate in the MTA meet with the transfer advisor to review requirements of the courses to ensure smooth and accurate transfers.

Figure 4P4.1 Cardiac Sonography: Goals, Guided Pathway and Costs

Informing students of the costs of their chosen programs is a high priority for the College. A guided pathway template (Figure 4P4.1 for an example of a completed template) was created so each program could provide necessary data, including career opportunities, salary, job outlook, program mission and goals, courses with descriptions, and cost, for both the prerequisites and actual program, in one convenient location for students. The website is easily updated to reflect changes. Students can calculate the cost of attending Kirtland by using the Net Cost Calculator on the website. (2.B)

When occupational programs are discontinued, Kirtland provides students an opportunity to complete their program of study, in a reasonable amount of time, by offering the necessary courses. When courses required for degree completion in transfer programs are discontinued, the student must consult with their advisor for appropriate course substitution.

4R4: RESULTS

Kirtland does not have a single targeted measure or scorecard to determine institutional integrity for legal and ethical behaviors and for meeting its societal responsibilities. The expectation is that there will be no exceptions to legal or ethical behavior. Societal responsibilities will be met to the extent resources allow. Kirtland, like other colleges, measures success for integrity by exception to its policies and procedures.

Kirtland monitors legal financial behavior through the audit process. In 2015, the College received an unqualified financial report from its auditing firm (Figure 5R3.1). Any identified weaknesses in financial reporting are corrected based on their advice. Kirtland believes it is ahead of other colleges in responding to changes in financial aid regulations as the College changed its graduation requirements several years ago and is now compliant with federal student aid regulations. The College is financially strong as indicated by its excellent bond ratings and positive year-end reports.

Kirtland monitors legal risks in various ways. The College's police department develops plans to prevent campus crime and works with Student Services to identify students with behavioral issues through the Maxient software. The College complies with local and state regulations. Governmental agencies are invited to inspect all locations as part of a culture of minimizing risks. The College maintains relationships with two legal firms that helps develop policies and solve legal challenges. Only a few incidences of campus crime have been mentioned in the Clery Report over several years (Figure 2R4.1).

Kirtland gathers data from several surveys that indicate institutional integrity. The College regularly administers the CCSSE and CCFSSE surveys, employee surveys, and it evaluates faculty. Data on grading practices is distributed to faculty to monitor academic quality. There is an established grade appeal process for students. The program review for occupational programs is conducted on a three-year cycle to assess program effectiveness. Kirtland complies with federal government requirements on reporting and posting gainful employment information for all certificate programs leading to employment. The College has had few challenges to its ethical behavior or its integrity. Occasionally, the administration investigates unethical behavior, such as the questionable operations occurring in one of the athletic programs. At the conclusion, the College was commended by the National Junior College Athletic Association for the investigation and its decisions.

4I4: IMPROVEMENTS

College administrators are conducting a thorough review of all College policies, separating procedure from policy and eliminating or updating outdated policies. Proposed changes are presented to the CAT for approval, with final reviews done by the president. The policy is then placed on the BOT agenda. Once approved and recorded in the BOT minutes, a policy change email is sent to all stakeholders. The policy is updated on the website and all other places the policy is found, such as the College Catalog and employee handbook. The goal is to review at least one policy at each BOT meeting throughout the year.

To better serve students, in 2015 the College Catalog and Student Handbook was transferred to an online software program, Acalog, and made available on the College website. The site makes it easy for students to conduct a search to find the information for which they are looking.

Category Five: Knowledge Management and Resource Stewardship

OVERVIEW

The lack of formal processes for evaluating and showing evidence of improvement in effectiveness and accomplishing institutional goals were identified as areas for improvement during Kirtland's last *Systems Portfolio* review. In the following sections, evidence will be provided that Kirtland has made significant changes to institutionalize planning and communication processes. Through the annual *Operational Plan*, a feedback loop has been built in to ensure that the focus is on strategic goals as spelled out in the *Strategic Plan* that guides Kirtland toward accomplishing its mission. This plan also provides a communication tool to document priorities, actions taken, and results.

The development and implementation of an interactive process improvement flowchart and AQPI resources toolbox has helped communicate and formalize improvement processes. The flowchart assists all areas of the College in becoming familiar with and using CQI to meet institutional goals and improve effectiveness. This flowchart ensures an action project must work toward accomplishing the mission and *Strategic Plan* of the college. It also provides a "just in time" quick reference for action project teams new to the AQIP process.

Using the *Strategic Plan* as a basis for the annual *Operational Plan* guides the College toward maximizing the effective use of resources, focusing them on the most critically needed areas. Finally, efforts have been expanded in the use of collaborative tools and web services to measure and communicate evidence of institutional effectiveness.

In August 2016, Kirtland – Grayling became the home to the new Health Sciences Center (HSC), a building which was made possible by the passing of a capital projects millage in 2014. The building houses all of Kirtland's health sciences programs. With the opening of this location, Kirtland maintains a presence in four physical locations: Gaylord M-TEC, Grayling, Roscommon, and West Branch, in addition to our online course and program offerings. The Board of Trustees (BOT) passed the following statement regarding resource stewardship:

> *"The Board of Trustees of Kirtland is committed to the optimal use of public facilities to support quality educational experiences for students of all ages. The Board is also committed to providing students optimal access to college education in an expanded service area. As always, Kirtland is committed to being good stewards of college resources and to the efficient use of taxpayer dollars. Therefore, Kirtland is examining the use of its facilities and will reorganize operations and repurpose facilities to maximize usage and reduce energy and operating costs while at the same time providing facilities that support quality learning experiences. It will also seek opportunities to collaborate with other schools and agencies in the use of facilities to support citizens and the public. Balancing the college budget while accomplishing Kirtland's goals for facilities has been challenging because of a decline in tax revenues, reductions in state appropriations, increase in costs, changes in the federal financial aid laws, and a declining and aging population which impacts enrollment. Kirtland is committed to remaining a comprehensive community college offering a variety of educational options for students. As a comprehensive college it offers courses/programs that transfer to a university, occupational programs preparing students for the workforce, contract training for the incumbent workforce and transitional education for students who may, for a variety of reasons, need additional preparation before enrolling in a college credit course."*

5P1: KNOWLEDGE MANAGEMENT

Selecting, organizing, analyzing, and sharing data and performance information

Kirtland's process for knowledge management begins with the *Strategic Plan* (Figure 5P1.1) and supporting plans: *Operational, Facilities Management, Safety, Institutional Effectiveness* and *Program Review*. Execution and communication occur through committees, policy and procedure, and reports. Longitudinal reports and surveys are available under Institutional Reports and Surveys on Kirtland's website and are maintained by the Director of Institutional Research (DIR) who reports directly to the president of the College.

Figure 5P1.1 Strategic Plan
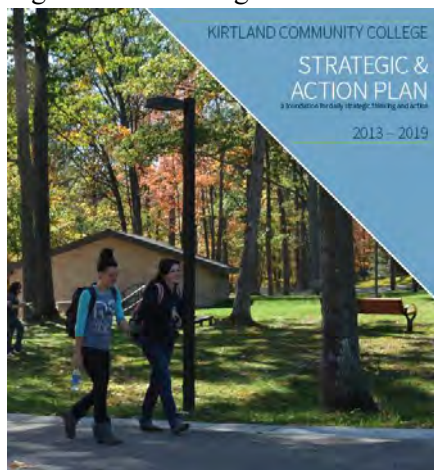
Development and implementation of Kirtland's *Strategic Plan* drives all of the supporting plans and processes throughout the year. The process, held every five years off-campus, begins with a visioning session with key stakeholders: students, faculty, staff, members of the board of trustees and foundation, representatives from local government, and community members. Over the past two cycles, the inclusive process of "Appreciative Inquiry" has been used to facilitate communication and encourage networking. This process establishes a broad vision and strategic direction for the College, which in turn drives annual *Operational Plans*, budget, and other efforts such as campus facility master planning, program development, and safety and emergency plans.

Figure 5P1.2 Kirtland Planning Worksheet
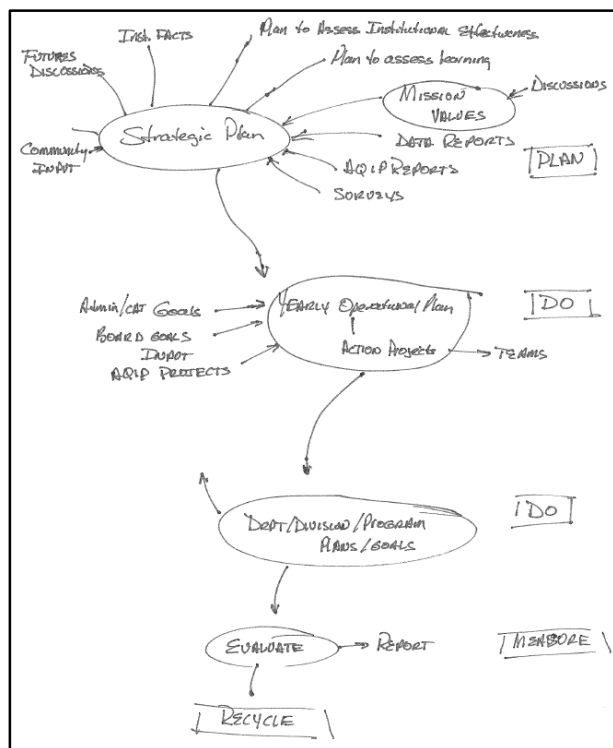
After data was compiled from the planning session, three themes emerged to shape the 2013-2019 *Strategic Plan*: Quality Learning & Instruction, Connections with External & Internal Communities, and Future Design. They became the basis for the College's annual *Operational Plan*, which establishes priorities and actions for each year. Through this process, performance goals are set, measured, and reviewed annually. This also facilitates the integration of the strategic goals through process into every level of the operation. The process is further described in the document, "Process for Strategic and Operational Planning at Kirtland," found on the College's website. The Kirtland Planning Worksheet (Figure 5P1.2), based on the Plan, Do, Study/Measure, Act model, provides the process by which the team develops the priorities and actions.

Based on the direction and broad goals established through planning efforts, the College Administrative Team (CAT), supported by the DIR, develops,

maintains, and communicates data and information used to assess performance results. Reports include but are not limited to the Program Review, CAT Enrollment Report, Michigan Activities Classification Structure (ACS), Integrated Postsecondary Education Data System (IPEDS), Institutional Effectiveness Plan (IEP), Voluntary Framework of Accountability (VFA), and Kirtland Key Indicators Report. Survey include but are not limited to the Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and Kirtland's annual student and employee surveys.

The DIR coordinates and monitors the submission of all college reports that must be filed with various state and federal agencies and ensures timeliness and accuracy. This office establishes procedures and monitors information systems and processes to ensure reliability and validity.

Every two years, the DIR compiles the "Kirtland Fact Book," a compilation and comparison of data, including demographics, headcounts for programs offered, retention rates, Perkins Core Indicators, budget information, Workforce Development statistics, and comparisons to other in-state community colleges. This information provides a snapshot of the College and is readily available to be used in-house or with the general public.

Determining data, information, and performance results that units and departments need

The College's annual IEP, compiled by the DIR, identifies "clear measurable outcomes collected in a systematic way using commonly accepted definitions that encourage accurate and timely data collection, management and analysis. Whenever possible, Kirtland looks to utilize existing measures in order to streamline efficiency, eliminate duplication, and mitigate definitional confusion." In addition, "Kirtland's dissemination plan for review of measured outcomes starts at the administrative level. It relies on email distribution of reports and supporting documentation to the College Administrative Team (CAT) members followed by discussions in meetings and the annual retreat of this team. Additionally, many of the reports and surveys are located on the Kirtland website for accessibility and examination in an on-demand availability mode."

The components of the IEP are derived from a variety of sources, including the Mission and Vision, the *Strategic Plan*, the *Operational Plan*, surveys including, but not limited to, the CCSSE, Student Evaluation of Course and Instructor, and the Graduate Follow-Up Survey, as well as various IPEDS reports, Awards Conferred/Completions, Student Financial Aid, Student Outcomes, Gainful Employment, VFA, Kirtland's Business Office, the Jenzabar Task Force, and others mentions in earlier category sections. The IEP, posted on the Institutional Reports and Surveys webpage with links containing a timeline for when each of the components is administered or updated, is readily available and accessible to any department. The document shows indicators used in decision making for the following areas:
- Financial Sustainability – revenues, expenditures, and cash flow/bottom line.
- Quality Education – institutional performance, student engagement, and post-graduation outcomes.
- Leadership and Planning – planning, affiliation/accreditation, governance by BOT.
- Indicators of Demand – student demand and student preparation.

The IEP is also used to benchmark various categories against other ACS-I schools.

Kirtland uses its AQIP projects and processes to identify information and benchmark data that departments need to improve operations. This process engages additional stakeholders at the department level who might not be directly involved in planning efforts and serves as a communication tool to focus all campus projects on the *Strategic Plan* as part of the improvement process.

Requests for data and deadline dates are submitted to the DIR at any time by email, telephone, or in person by employees. The DIR may follow up to clarify the request and confirm the need by date. Once the data has been generated, the DIR reviews the results as additional data may have been generated which the requestor might find useful in planning and meeting goals.

Making data, information, and performance results readily available

Kirtland uses board policy, supported by administrative procedures, to communicate decisions affecting all levels of operation. In addition to policy, procedures related to policy, performance information used in decision making, institutional reports/surveys containing longitudinal performance and benchmarking data, and operations information are available on the College's website.

The College adheres to state and federal laws, specifically the Federal Educational Rights and Privacy Act (FERPA), which govern the protection and disclosure of student records. The Registrar has been designated as the expert in that area and ensures that data requested from the DIR does not violate FERPA.

To inform stakeholders of Kirtland business, the College uses email, its website, and information systems (including but not limited to its enterprise system, learning management system, and Google Apps) extensively to communicate and share knowledge and transactional data throughout the institution. The website's "About Kirtland" page contains links to general information, including Mission and Vision statements, AQIP, Policies and Procedures, Consumer/Student Right-to-Know Disclosure Information, and Institutional Reports and Surveys. The Business Office link houses budget and audit information. In compliance with various state and national agencies, links to the Higher Learning Commission (HLC), State of Michigan Budget and Performance Transparency Reporting, Department of Education Gainful Employment, and the Clery Act are posted on the homepage. Non-public information is accessed by employees through the College's secure portal, myKirtland.

The DIR has established a yearly master calendar so information can be gathered and disseminated in a timely manner. The College is required to file many reports for compliance purposes, Figure 5P1.3 provides an overview of main departments on campus and the data they are responsible for.

Figure 5P1.3 Campus Data Responsibilities Chart

Data Responsibilities	
Institutional Research	Internal data requests
	Integrated Postsecondary Education Data System (IPEDS) including enrollment, retention, graduation rates
	National Student Clearinghouse reporting
	Perkins CORE Indicator reporting
	Activities Classification Structures enrollment reporting
	External data sources
	Student surveys
	Community College Survey of Student Engagement (CCSSE)
	Community College Faculty Survey of Student Engagement (CCFSSE)
	Employee satisfaction survey
	Higher Learning Commission/AQIP action projects
Information Technology Services (ITS)	Jenzabar/Jenzabar Taskforce
	RAVE
	Canvas
	Helpdesk

Instructional Services	Academic assessment including courses and programs
	Program reviews of occupational programs
	Perkins Grant reports
	Workforce Development
	Retention
	Course evaluations
Admissions/Registrar/Student Success Center	Online Catalog
	Student records
	Enrollment data
	FERPA
	Title IX
	Advising
	Maxient
	Placement testing
Business Office/Financial Aid/Human Resources	Student financial aid records
	Gainful employment
	Personnel records
	Payroll information
	Office of Retirement Services (ORS) information
	Affordable Health Care information
	Budget information
	Financial data
	Audits
	Activities Classification Structure financial reporting
Library and Tutoring	Internally-published college documents including college catalogs and board minutes
	IPEDS reporting
	GradesFirst for tutor scheduling and reporting
President	*Strategic Plan*
	Operational Plan

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

The DIR establishes a master calendar to manage report deadlines. Prior-year annual reports are reviewed and current-year reports are generated based on requirements from the requesting body. If the reports are submitted by the DIR, they are reviewed for accuracy and reliability by the DIR. If reports are generated for other departments, the requestor is responsible to review data for accuracy and reliability.

The College uses a variety of software to conduct business, including Jenzabar (enterprise system), GradesFirst (student performance monitoring system), Canvas (learning management system), Maxient (behavior records management system), Rave (public safety notification platform), and Campus Labs CourseEval. Each software has a unique set of users. To protect integrity and security, the user group in charge of the software determines the level of access needed for all users and has adopted the "least privilege" practice – the users will be granted the least amount of access based on their roles in the organization, needed to do their jobs. The cycle by which software is upgraded is driven by workflow based upon the recommendation of the user group in charge rather than by release date. Communication between the various user groups occurs so that, when upgrades happen to one software, another will not have its workflow disrupted.

At Kirtland's request, the Student Information System (SIS) vendor, Jenzabar, performed an assessment of system use and alignment. As a direct result of the review, a cross-functional team, the Jenzabar Task Force, was established to address system use, security, integration, and related processes. Meeting monthly, the task force provides a communication conduit between departments, ensuring coordination and efficiency. The systems analyst position is dedicated to focusing on system integration. The results include improved efficiency across departments and significant improvement in system utilization. Two additional modules have been added, and upgrade timelines have been reduced by 50%.

The ITS Department is in charge of security for the College's management systems. Access to the server area is restricted to the ITS staff with admittance by keycard only. A variety of software is used to monitor the systems, both on-site and remotely, 24/7, with alerts sent to staff via text messaging of breaches and outages. Through the annual financial audit, the College's auditors assess the overall security of the systems. In addition to the servers on the Roscommon campus, all data is backed up, deduplicated, and stored on virtual servers at the Gaylord and Grayling locations. The ITS Department uses Active Directory for user authentication and determination of active/inactive users.

The College also recognizes the need for confidentiality of information. Each year, employees are required to complete the GNC FERPA training module as a reminder of the types of information that can and cannot be shared and with whom.

5R1: RESULTS

An opportunity listed in the previous portfolio (2012) was the development of a formal process for gathering feedback on the effectiveness of its information and knowledge management efforts. As a result, seen throughout the current portfolio and in the Kirtland AQIP process diagram described in Category 6 (Figure 6P1.1), the actions and process for knowledge management are in direct support of the *Strategic Plan* objectives which are central to the College's processes.

Kirtland's new HSC building project illustrates the results of the new Strategic Plan process. The project began with a 2009 strategic goal that included the objective of "improve current facilities and create new ones to offer student state-of-the-art learning." While this objective impacted several activities over the next five years, in 2012, based on strategic and facilities management plans, the College focused on improving existing facilities. As part of that focus, Kirtland attempted to pass a millage to renovate the Student Center on the Roscommon campus. Despite the fact that data gathered and presented indicated the need for renovations, voters overwhelmingly rejected the millage. Using information gained from the failed effort and with broad stakeholder participation in the next strategic planning session in 2013, it was evident stakeholders supported the need for "**new** state-of-the-art facilities" for learning as articulated in Theme 1: Quality Learning & Instruction in the 2013 *Strategic Plan*. To achieve the goal of building a new facility, the College drew from the supporting themes of Connections with External & Internal Communities and Future design, which would prove critical to the next millage's success.

A clear example demonstrating how the College used the planning process, collected and used data and information, and achieved results comes from the Strategic Plan theme of Future Design. "To accomplish our mission we will prepare and implement a plan to inform voters of the need for a new, more accessible facility located along I-75." Following an extensive process to inform and engage citizens of the voting region, Kirtland gained support for a millage, and the new HSC opened on Interstate 75 in Grayling in August 2016. The process of educating citizens about the College, the importance of healthcare, and the benefits of a new facility involved multiple studies and surveys to understand demographics, needs, and voter trends. Using this information, combined with direction from the *Strategic Plan*, Kirtland embarked on an information and education campaign that involved virtually every stakeholder group on campus.

Key elements to getting the millage passed were the use of data to understand stakeholder perceptions and needs (Figure 5R1.1), and to develop a communications strategy to build stronger connections with local communities and develop an understanding of the strategic value education provides to the region. Based on survey information, one of the key messages was the fact that the proposed bond millage would replace an expiring millage and not increase the actual tax rate (Figure 5R1.2).

Figure 5R1.1 Stakeholder Knowledge   Figure 5R1.2 No Increase of Taxes
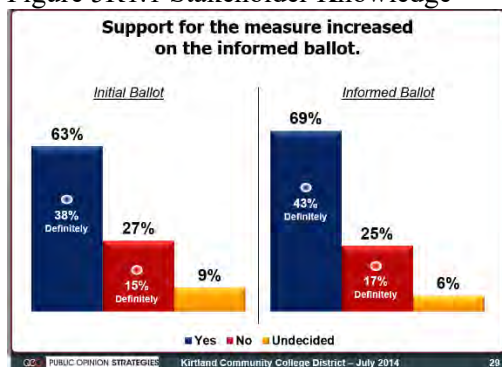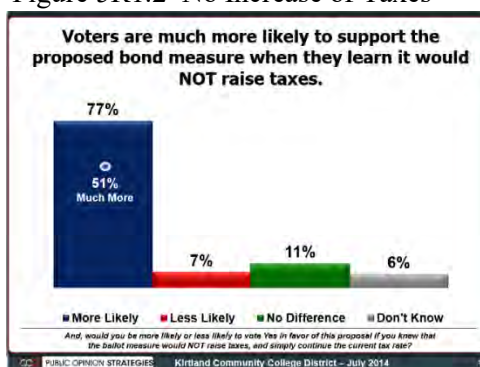
The convincing success of the millage campaign provides strong evidence of the success of the effort to collect, assess, and act based on data.

A second example of the use of the PDSA method was when information was requested by the College's advisors and Financial Aid Department from the DIR, leading to the implementation of the Jenzabar Advising Module. Several positive outcomes were realized: One, based on program of study, was that courses were flagged that Financial Aid would not pay for which meant less debt for students. A second outcome was the development of guided pathways for each program of study. The pathways outline, semester by semester, courses to be taken and the cost of the entire program, again providing students an estimate of the cost of earning a certificate or degree.

5I1: IMPROVEMENTS

Since the last Systems Portfolio, the Business Department studied the implementation of online requisitions and purchasing. After review of the data and the examination of the existing software, the decision was made to adopt the Jenzabar module to create online requisitions and purchase orders which would then automatically link to the accounts payable system. The adoption led to increased access by budget managers, increased timeliness in the entire ordering process for the end user, and more effective tracking for financial effectiveness.

In an effort to streamline processes and become more efficient in data collection and assessment, the instructional department, by the winter 2017 semester, will convert from using a paper form to using an online form in the Maxient behavior records management system software. This system will track academic misconduct, including cheating, plagiarism, and other forms of academic dishonesty plus the unauthorized acquisition of tests or other academic materials as well as interference with academic freedom or freedom of speech as per POL 6.125 (Rights and Responsibilities of Students). Based on the timeline and documents created and entered into Maxient by the VPIS, infractions will be counted, tracked, and reported out to the appropriate departments, allowing for changes to be instituted across campus to reduce misconduct.

5P2: RESOURCE MANAGEMENT

Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)

While revenue has continued to decline along with enrollment over the past five years, the administrators and BOT continue to work through the budget process to ensure programs are funded and general operations are sustained. Reviews of the *Strategic Plan, Operational Plan,* and *Program Review* provide direction in deciding how funds are to be allocated each year. As shown in Figure 5P2.1, Kirtland's budget planning process begins in November/December when the budget calendar is produced. It is at that time that new program discussion occurs. In January, each department head submits a budget request for the upcoming year, and the DIR prepares an enrollment projection for the following year. A preliminary revenue forecast is generated based on projected tuition, state funding appropriations, and property taxes in February. Department budgets are reviewed and revised based on the revenue forecast. During May and June, the BOT holds budget hearings, and votes on the final proposed budget prior to June 30. On July 1, departments access their budgets in Jenzabar. (5.A.1)

Figure 5P2.1 Kirtland Planning Cycle

The College's Chief Financial Officer (CFO) is responsible for providing oversight of the budget. Budget managers and department heads are accountable for departmental budgets. They have access to this information upon initiation of purchase requisitions and can review their entire budgets, by line item, in Jenzabar. An independent financial audit is conducted at the close of each fiscal year, usually in July, to assess the financial health of the College and to ensure that proper financial procedures are being practiced in accordance with state and federal government. The previous year's audit is reviewed by the BOT in November/December and is published on the College's website. Additionally, the CFO maintains a fluid five-year budget projection for Kirtland. (5.A.1)

Maintenance of all of the College's locations, both physical and grounds, is the responsibility of the Facilities Management Department (FMD). Based on the Facilities Masterplan (FM), updated every five

years, a yearly review of each of the locations is performed and, necessary funding is allocated to make improvements so that each location is safe and efficient for students and employees. The FMD also tries to maximize opportunities available to save on expenditures (e.g. energy costs) through grants, rebates, or other means. (5.A.1)

ITS provides the technology infrastructure that supports student learning and enables employees to conduct the daily business of the College. This includes providing the necessary operational support for Jenzabar, Canvas, Rave, Maxient, GradesFirst, Evergreen, and the Google Suite. There are measures in place to ensure that data is protected through regular security scans and alerts. ITS has established a threat mitigation and preparedness process to ensure systems are operational in case of unforeseen disasters. The staff meets weekly to discuss issues, processes, and improvements. The ITS director attends Instructional Council (IC) meetings to identify and facilitate the technology needs of the Instructional Department. (5.A.1)

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)

The pool from which to draw students is diminishing due to a general population decline in the region (Figure 5R2.2) and a decline in the age of those of child-bearing years (Figure 5R2.3). With this in mind, the College is using social media and data fencing as a recruitment tool to reach out and expand the student population. When planning for the new HSC, surveys showed that Grayling would provide a central location for students in the region, thus cutting down on drive time for many. Grant awards provided for state-of-the-art technology, in the HSC, allowing for innovative educational opportunities for students, especially those in the health sciences. (5.A.3)

The goal of a Title III grant received in 2010 was to identify and implement 25 new online services during its five-year term. These services benefited both online students and those in face-to-face and hybrid courses. 30+ services were identified, including the Rave notification system, automating the process of adding students to the learning management system, single sign-on, and online orientation.

The BOT adheres to POL 2.100 (Budget Preparation and Administration). The budget process is linked to the *Strategic Plan* through the annual *Operational Plan*. The Business Office communicates the timelines of the annual budget cycle through the CAT, which has representatives from all departments on campus. New initiatives, including projects to be funded through grants, are reviewed to ensure alignment with the College's current *Strategic Plan*. (5.A.3)

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

Budget officers prepare and execute departmental budgets, based on the *Strategic Plan* and *Operational Plan*, as part of the annual planning cycle. Employees are encouraged to look for new and innovative ways to streamline processes, programs, and services. Open positions are evaluated and job duties are reassigned or combined for greater efficiency and cost savings. (5.A.2)

The Business Office collects and analyzes cash flow data for development of cash management and investment schedules in order to meet disbursement requirements and maximize investment returns. It analyzes independent and external audit reports, annual financial results of operations, and fund balances in total and by department. State of Michigan ACS reports comparing various financial data for all Michigan community colleges are analyzed annually. Reports of cost center budgeted and actual spending are evaluated for overspending and underspending, and results are reported to the CAT. In addition, detailed tuition and fee information for all Michigan community colleges is collected, and a comparison report is developed for all categories, plus a total cost comparison for a fixed freshman schedule for each institution.

This information and other state and national trend data and local area university tuition and fee schedules are analyzed and utilized annually in the development of tuition and fee recommendations. (5.A.2)

5R2: RESULTS

Figure 5R2.1 High School Graduates for State of Michigan
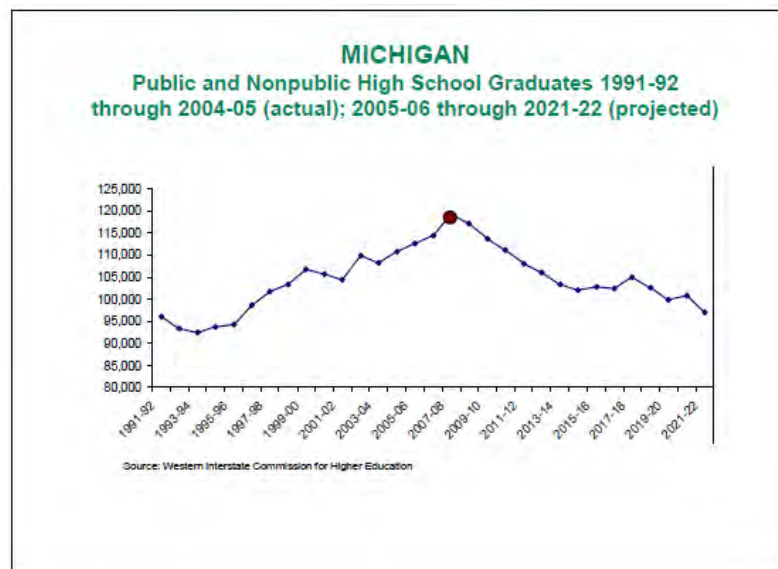
Despite declining enrollment and loss of tuition revenue, the College has been successful in expanding several focus areas, including online and dual enrollment, over the past three years. As stated in the current *Strategic Plan*, Kirtland realized the need to overcome various geographical and economic challenges, particularly a declining population of high school graduates – a trend seen not only in the region but also across the state (Figure 5R2.1).

The decline for Kirtland's four in-district counties can be seen in Figure 5R2.2. Declining population is not unique to Kirtland; comparison colleges have also experienced this trend. Kirtland's enrollment declined in a five-year period, with 2010 being its peak year. Due to state-funded job retraining monies linked to the economic recession, the College lost fewer students than the majority of similar-sized colleges in the state (Figure 5R2.4).

Figure 5R2.2 Population by In-District Counties
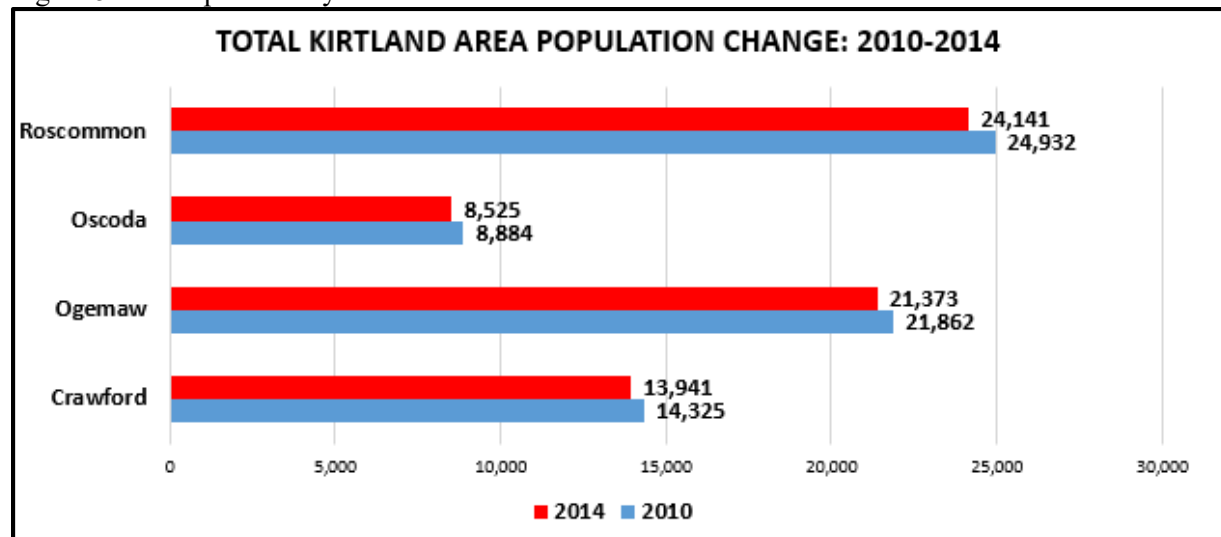
As evidenced in Figure 5R2.3, there is a significant decline of the age group representing those of child-bearing years impacting the pool from which Kirtland draws its students.

Figure 5R2.3 Population by Age Group
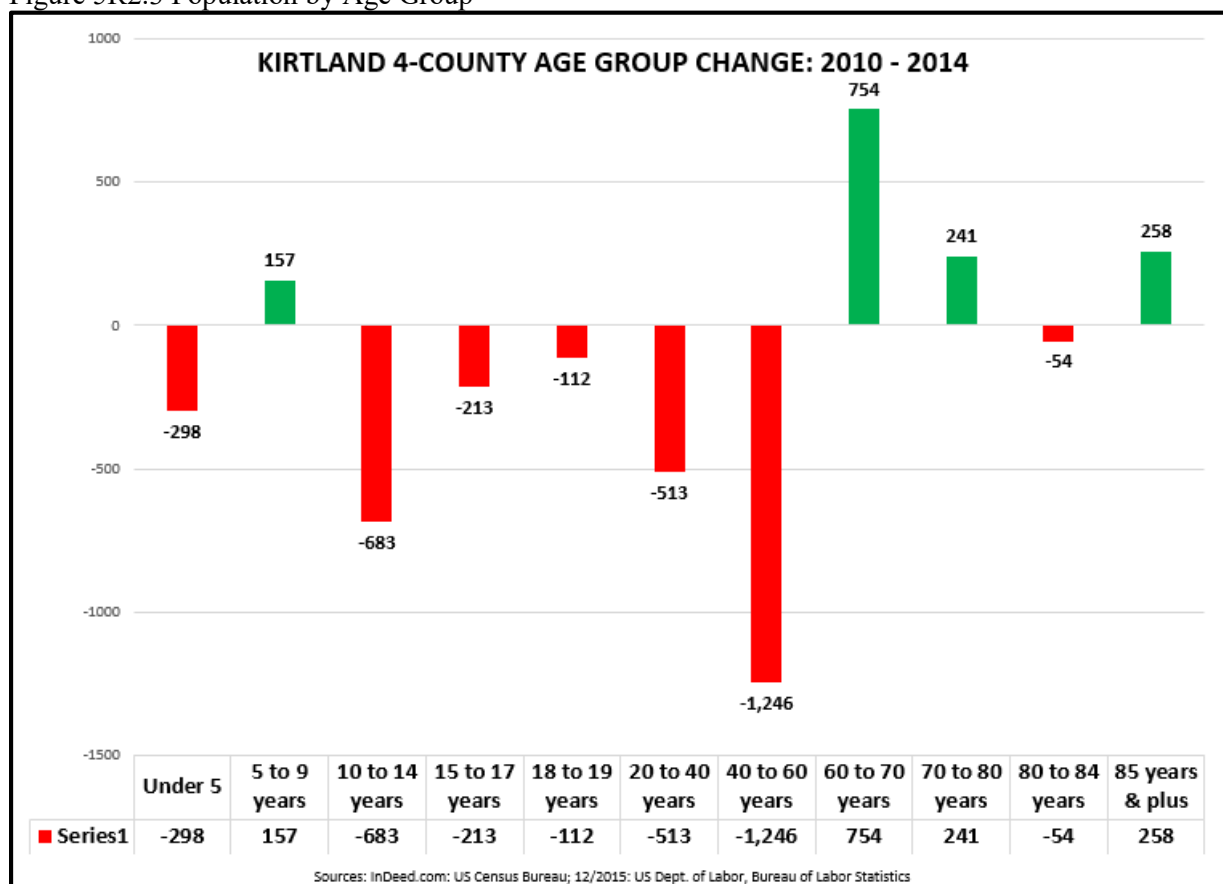
Figure 5R2.4 Enrollment Decline for ACS-I Schools

Community College	2010-2011	2014-2015	Percent Change
Kirtland Community College	**1,958**	**1,773**	**-9.45%**
Alpena Community College	2,080	1,636	-21.35%
Bay College	2,811	2,024	-28.00%
Glen Oaks Community College	1,453	1,104	-24.02%
Gogebic Community College	1,228	1,119	-8.88%
Jackson College	7,870	5,487	-30.28%
Lake Michigan College	4,739	4,219	-10.97%
North Central Michigan College	3,189	2,581	-19.07%
Northwestern Michigan College	5,433	4,502	-17.14%
Southwestern Michigan College	3,262	2,567	-21.31%
Average			**-17.80%**

Figure 5R2.5 Funding: State Appropriations

Kirtland State Appropriations History - (3.2% increase over 17 years)

3,169,675 / 3,217,147 / 3,125,026 / 2,861,200 / 2,861,100 / 2,792,600 / 2,622,400 / 3,160,000 / 2,968,200 / 2,842,800 / 2,842,800 / 2,872,900 / 2,998,700 / 3,055,700 / 3,188,980 / 3,224,006 / 3,270,000
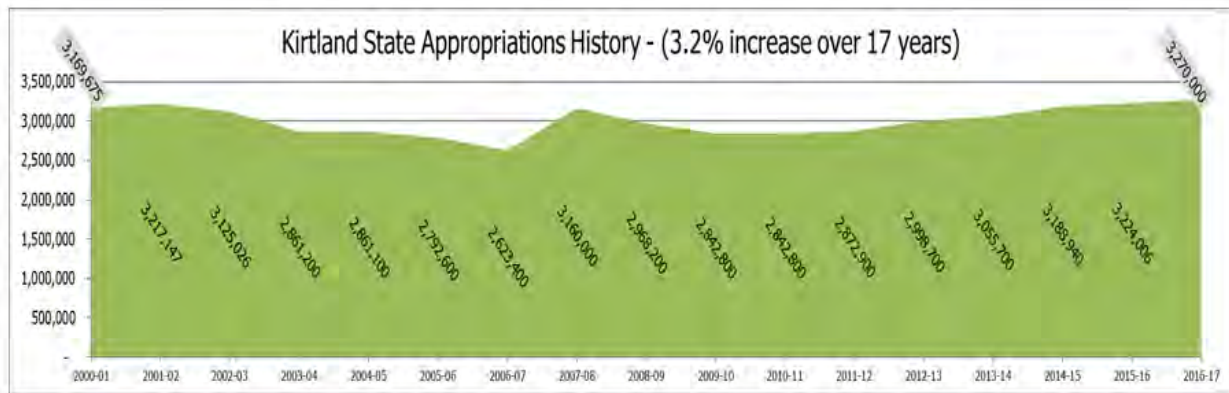
Figure 5R2.6 Funding: Property Tax Revenue

Kirtland Community College -Property Tax Revenue (42% increase over 17 Years)

$4,387,970 / $4,639,489 / $4,837,960 / $5,063,226 / $5,344,818 / $5,620,109 / $5,867,136 / $6,255,899 / $6,462,313 / $6,649,661 / $6,455,097 / $6,171,807 / $6,184,772 / $6,223,980 / $6,220,343 / $6,237,945 / $6,226,335
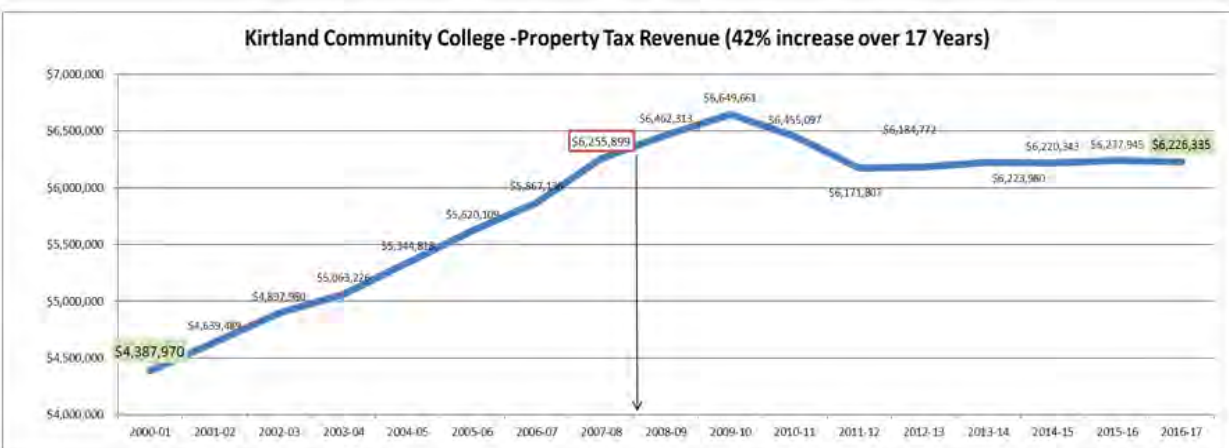
Figure 5R2.7 Funding: Tuition Hours

Kirtland Tuition Hours - 05/06 thru 15/16

47,806 / 43,795 / 44,236 / 46,224 / 55,277 / 51,506 / 45,716 / 43,330 / 41,662 / 37,242 / 32,314
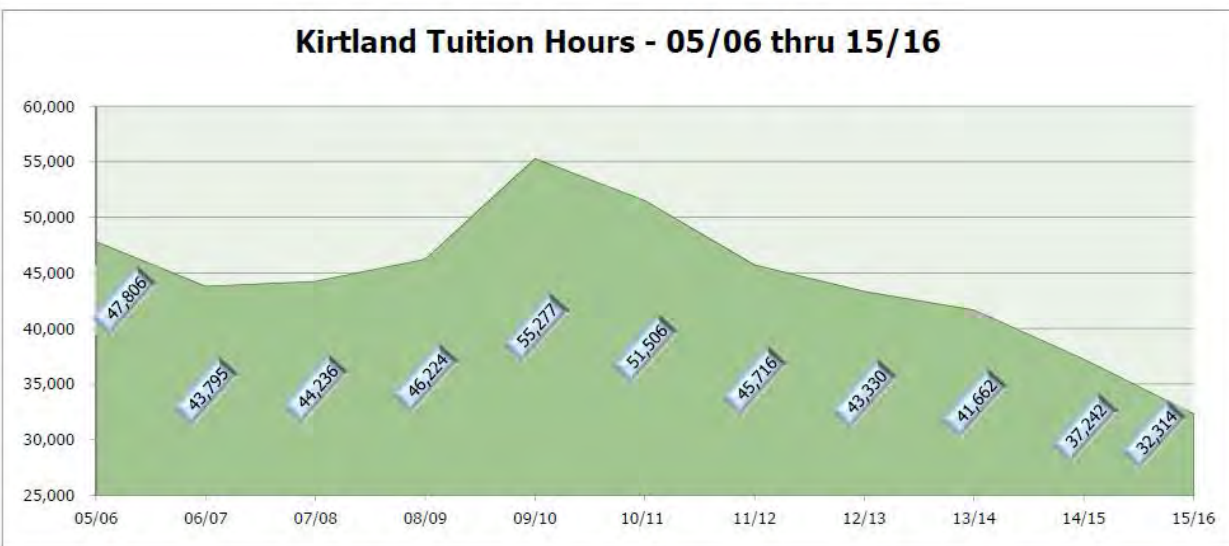
Revenue is derived from three sources referred to as a "three-legged stool." Two of the three legs, state appropriations (Figure 5R2.5) and property taxes (Figure 5R2.6), have shown very little increase over the past five years while general expenses, utilities, and salaries have continued to rise. During the same time

period, the total number of tuition hours (Figure 5R2.7) has decreased by approximately 30%, leading to a decline in revenue. Hence, the "tuition leg" of the stool has caused a decrease in the overall revenue of the College, which led to a careful examination of how funds are spent.

Through the budgeting process cycle, audit results show that the College is a good financial steward. Cash flow continues to remain steady, and through dilligent work by budget officers, departments have not seen significant cuts. Even with fewer employees, processes have been streamlined, with the merger of Financial Aid and Cashier into Student Financial Services.

Being a good steward of resources means optimizing available instructional services as detailed in 1P4. As a result of careful analysis through the program review process, Kirtland has identified and reduced or eliminated low enrollment programs. This is reflected in class size ratio and degree completion. Further, a review of job outlook compared with program changes demonstrates a focus on career readiness as well as compliance with federal financial aid guidelines.

The FM is developed as a result of and in support of the *Strategic Plan* objectives while taking into account the influences of environmental, demographic, and financial factors, including enrollment, state and local funding, and instructional needs. The plan also draws on historical information, including building condition and space utilization while being responsive to future instructional trends, new building technology and operational demands, such as energy efficiency and maintenance. The plan identified one of the College's most significant challenges as declining resources. The interdependence of the processes within the College is demonstrated by the fact that successful implementation of the FM impacts enrollment, which in turn affects funding, and adequate funding is required to successfully carry out the FM. Finally, providing facilities that support the operations of the College, which ultimately contribute to student success, is the very definition of operational effectiveness. Kirtland has demonstrated this full cycle through the FM planning process and implementation. The plan draws heavily on data and performance results, is in itself used as a tool for managing physical resources, and demonstrates the impact on performance and how past performance impacts development of future plans. Kirtland's past two FMs have driven not only funding and budget priorities supporting operations, but also efforts to obtain state and local funding for facility improvements, renovations, and new construction, which is shown in the multi-year process used to obtain community support and funding for the new HSC and upgrades to the existing facilities on the Roscommon campus. The FMD sought and received funding to construct and monitor a well and water distribution system on the Roscommon campus. Monthly water testing insures safe drinking water for students and employees. In addition, a Consumers Energy grant was received to retrofit lights in all buildings on the Roscommon campus, leading to a significant annual savings in energy costs.

A rotation cycle for replacement of computer/technology hardware is in place based on best practices of the industry. At the four locations, back-up systems are in place and monitored continuously so that, if servers at one location go down, service can be quickly restored and essential operations can continue. Virtual desktops aid students and employees in accessing cloud-based applications and desktops at all locations.

5I2: IMPROVEMENTS

Kirtland's existing buildings did not provide air conditioning in classroom spaces. All of Kirtland's existing buildings possess a centralized heating systems. The new HSC is outfitted with a distributed air conditioning and heating system that is controllable within each of the spaces. Projected data shows that there will be an increase in fuel efficiency and improved building conditions due to this change which will lead to a more conducive learning environment for students and work environment for employees. This is a continuation of the 2004 AQIP Action Project *Improving Environmental Conditions* at Kirtland Community College.

Based on the expanded use of Virtual Desktop, ITS will increase its efficiency and improve and expand its services to all locations while staying within its budget. Staff from the Roscommon campus will provide remote management.

The current AQIP project, *P2 - Project Persistence*, is designed to stabilize the college's financial standing through improved enrollment management by providing students a concise pathway to completion. Two improvements related to this project have already been accomplished:

- The redesign of each program's webpage to be more student-oriented while including wage and job growth information, potential career opportunities for graduates of that program, and a guided pathway of courses leading to graduation from the program.
- The restructuring of the process of recruiting prospective students, including updates to the program brochures, MyBrochures, and a new letter and email flow process.

There are other components to be completed before reaching the conclusion of this project.

5P3: OPERATIONAL MANAGEMENT

Building budgets to accomplish institutional goals

After review of the Mission, Vision, Values and the *Strategic Plan*, the Business Office initiates the budget process by studying current revenue streams (local property taxes, state appropriations, and tuition) and projecting revenue for the upcoming year based on data received from local and state government and enrollment projections. This information is then used to project the total dollar amount for the general fund budget. All budget officers and department heads review line items and propose budgets for their areas. At this time, priorities and new projects are identified.

Monitoring financial position and adjusting budgets (5.A.5)

Budget information is available to budget officers, the Accounting Department, and the CFO through the Jenzabar system with expenditures available in real time. The College complies with all standard accounting practices (General Accounting Standards Board - GASB). When the BOT approves the budget in June for the following fiscal year, it is a balanced budget as required by the State of Michigan. A current statement of revenues and expenditures is prepared and presented monthly to the BOT by the CFO. This provides the opportunity for the BOT to review and question all financials presented. Approximately six months into the fiscal year and at the end of the fiscal year, the CFO may recommend that the BOT act to amend the budget based on revenue received or anticipated as well as expenditures during the same time. In the annual audit report, auditors may recommend changes to accounting practices in order to maintain an acceptable fund balance. In spite of declining funds from all revenue streams, the College has been able to continue to add new programs and update facilities due to careful planning. (5.A.5)

Maintaining a technological infrastructure that is reliable, secure, and user-friendly

ITS is in charge of the College's management systems. Generators are onsite and deployed during power outages. The server area is restricted to the ITS staff with admittance by keycard only. Various software programs are used to monitor the systems, both on-site and remotely, 24/7, with alerts sent to staff via text message of breaches and outages. ITS reviews processes, such as the implementation of single sign-on, to ensure ease of use and security for the end-user.

Kirtland recognizes the critical roles that knowledge management and information systems play in both the operations of the institution and the direct delivery of instruction to students. ITS regularly reviews technology tools and processes to ensure that the needs of the institution are met and that technology is adhering to industry best practices. In addition to periodic assessments from outside vendors, Kirtland

participates in the EDUCause CORE data service and the Center for Digital Education's Digital Community College Survey. Additionally, an annual information technology assessment is performed and is reviewed as part of the College's financial audit.

Maintaining a physical infrastructure that is reliable, secure, and user-friendly

The FMD uses the FM to ensure that physical structures at all locations provide reliable, secure, and user-friendly environments for students and employees. The College seeks grant monies, when available, to fund infrastructure projects, such as the remodeling of the criminal justice and auto labs, and the lighting project across the Roscommon campus. Costs for propane and electricity use are reviewed annually. This process is used as an indicator as to problem areas not generally noticed but in need of attention. Based on the FM, the FMD reviews and recommends updates and/or closures of old buildings due to inefficiency, expenses, and replacement costs. Employees can initiate help tickets using the SchoolDude work order tracking system to report infrastructure issues.

The Public Safety Department reviews each key card request and grants building access to employees as positions require. The department assesses the physical campus and determines where video cameras and emergency telephones should be located.

Managing risks to ensure operational stability, including emergency preparedness

The CAT has established a succession plan to ensure that full-time positions will be covered in case of accident, emergency, death, or other cause as described in *the Full-Time Employee Job Duty List for Threat Mitigation* in Category 3R3.

College POL 2.255 addresses the health and safety of students and employees as well as guests at all of its locations. Procedure 2.255 states: "The safety committee shall have the responsibility for developing policy and overseeing implementation with authority granted by the president of the college." This committee meets three times annually and, throughout the year, emails and publishes on the website a Campus Safety Newsletter. As charged, the committee works with local, state, and federal agencies to develop procedures to ensure the safety of students, employees, and property at all locations with regards to fire, terrorism threats, bloodborne infectious diseases exposure, pandemic outbreaks, water quality, and the hazard communications program.

Plans are in place at all locations to communicate emergency situations through the College's Public Safety Department and/or local and state law enforcement agencies. The College has installed videos cameras throughout its buildings and parking lots for security.

ITS stores the College's data on multiple servers so that, if one becomes incapacitated, another will take over and services will not be noticeably interrupted. Through the use of virtualization, employees are able to access their computer desktops and files in real-time at any time and from anywhere. Secure storage in the cloud allows users to continue working even if a natural disaster were to happen at any location.

The College utilizes Rave, a public safety platform, to notify students and employees of weather closures and dangerous situations and to alert students of class cancellations by text, telephone, and/or email.

5R3: RESULTS

Report results from annual financial audits are presented at a regular meeting of the BOT as shown in Figure 5P2.1. Results from the past four audits are summarized in Figure 5R3.1.   Whenever a problem is discovered, appropriate corrective action is taken to rectify the finding, including changing the internal process so the issue will not be repeated.

Figure 5R3.1 Audit Results

Audit Results - Year Ending June 30th
Audit Firm: Plante & Moran PLLC, 19176 Hall Road, Suite 300, Clinton Township, MI 48038

Financial Statements	2012	2013	2014	2015
Type of Auditor's report issued on financial statements:	Unqualified	Unmodified	Unmodified	Unmodified
Internal control over financial reporting - major weakness(es) identified	No	Yes*	Yes**	No
Internal control over financial reporting - significant deficiency(ies) identified that are not considered to be material weaknesses	None	None	None	None
Noncompliance material to financial statements noted	No	No	No	No
Federal Awards				
Type of Auditor's report issued on compliance for major programs:	Unqualified	Unmodified	Unmodified	Unmodified
Internal control over major programs - material weakness(es) identified	No	No	No	No
Internal control over major programs - significant deficiency(ies) identified that are not considered to be material weaknesses	None	None	None	None
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133	No	No	No	No
Auditee qualified as low-risk auditee?	No	Yes	No	No

*Kirtland Foundation did not display a full implementation of the accrual basis of accounting or a system of adequate internal controls
**Kirtland did not provide for proper segregation of duties or timely review of activity related to one College investment account
**Kirtland Foundation did not display a full implementation of the accrual basis of accounting or a system of adequate controls

Although Kirtland has experienced an enrollment decline in recent years that has led to a decrease in tuition hours sold (Figure 5R2.7) and an overall decrease in revenue, the College continues to review, revise, and maintain a balanced budget each year (Figure 5R3.2). While local property tax and state appropriations revenue have remained fairly static (Figure 5R3.3), the third leg of the revenue "stool," tuition, follows a yearly trend of decreasing by a fairly substantial amount -- $320,160 from 2015-2016 to 2016-2017.

Figure 5R3.2 In-House Revenue/Expenses Statement

INCOME STATEMENT
5/31/2016

	FY 1516 at 5/31/16			FY 1415 at 5/31/15			FY 1415	
	1516 Budget	1516 Balance	% of Budget	1415 Budget	1415 Balance	% of Budget	YE Actual	YTD vs YE
REVENUE								
Tuition	5,648,667	5,699,599	101%	6,186,162	6,033,469	98%	6,029,293	100%
State Appropriation	3,224,006	2,362,307	73%	3,167,000	2,325,018	73%	3,188,940	73%
Property Tax	6,970,343	6,896,298	99%	6,901,976	6,931,359	100%	6,976,449	99%
Contracted Services	35,000	34,750	99%	42,500	34,700	82%	34,700	100%
Other Income	50,000	136,552	273%	50,000	126,583	253%	182,902	69%
TOTAL REVENUE	15,928,016	15,129,506	95%	16,347,638	15,451,129	95%	16,412,283	94%
EXPENSES								
Instruction	5,608,339	2,955,977	53%	5,829,245	3,422,461	59%	5,441,806	63%
Public Service	36,344	13,678	38%	73,722	59,927	81%	61,069	98%
Instructinal Support	1,642,744	1,211,778	74%	1,628,443	1,167,846	72%	1,552,223	75%
Student Services	2,407,535	1,473,094	61%	2,387,223	1,473,195	62%	2,191,784	67%
Administrative	2,963,007	5,003,967	169%	3,172,584	4,772,068	150%	2,807,442	170%
Physical Plant	2,047,002	1,300,669	64%	2,130,785	1,367,687	64%	1,773,592	77%
TOTAL EXPENSES	14,704,971	11,959,163	81%	15,222,002	12,263,185	81%	13,827,916	89%
TRANSFERS	1,223,000	0		1,139,000	0		2,584,501	
Total Exp/Transfer	15,927,971	11,959,163		16,361,002	12,263,185		16,412,417	
TOTAL REV/EXP	45	3,170,343		-13,364	3,187,945		-134	

Figure 5R3.3 General Fund Budget Information

Kirtland reviews its cost per student contact hour as a means to compare itself to other ACS-I schools and remain competitive among those schools (Figure 5R3.4). This information is also used in projecting future revenue.

Figure 5R3.4 Comparison of Student Cost Per Contact Hour with ACS-I Schools

	Activity Classification Structure Information - Due annually for the prior year each November 1st								
	Information from November 1, 2015					Information from November 1, 2014			
	2014-2015	2014-2015	2014-2015	2014-2015	2014-2015	2013-2014	2013-2014	2013-2014	2013-2014	2013-2014
College	Contact Hour Equated Students (CHES)	Expenditures per CHES	Instructional Expenditures per CHES	Revenue per CHES	Tuition & Fees per CHES	Contact Hour Equated Students (CHES)	Expenditures per CHES	Instructional Expenditures per CHES	Revenue per CHES	Tuition & Fees per CHES
ALPENA	1,209	$12,213	$6,621	$11,292	$4,541	1,325	$11,268	$6,193	$12,334	$5,345
BAY DE NOC	1,538	$11,433	$5,671	$13,305	$5,266	1,723	$9,651	$4,768	$11,589	$5,787
GLEN OAKS	770	$12,496	$4,489	$14,158	$3,836	884	$11,669	$4,312	$15,080	$4,660
GOGEBIC	1,000	$10,597	$4,961	$10,422	$4,384	1,007	$10,107	$4,515	$12,557	$5,330
KIRTLAND	1,246	$11,876	$5,177	$13,155	$4,781	1,381	$10,366	$4,313	$15,307	$5,816
MID MICHIGAN	2,975	$7,467	$3,309	$11,024	$6,041	3,056	$6,934	$3,198	$9,197	$6,584
MONTCALM	1,144	$12,396	$5,783	$15,593	$4,392	1,314	$10,785	$5,064	$12,685	$4,695
NORTH CENTRAL MICHIGAN	1,670	$9,382	$4,308	$9,822	$4,243	1,791	$8,120	$3,664	$11,018	$4,421
SOUTHWESTERN MICHIGAN	2,076	$9,680	$3,981	$11,082	$5,201	2,294	$8,530	$3,518	$12,773	$6,391
WEST SHORE	918	$13,098	$5,143	$17,844	$3,375	1,058	$11,295	$4,270	$16,155	$3,715

While the overall decline in enrollment over the past 4-5 years has reduced Kirtland's ability to achieve all its goals. Strategies and activities to leverage digital technologies have greatly reduced the rate of overall enrollment decline. The percentage of online enrollment has increased on average by 19% for fall and 27% for winter semesters over the past 5 years. (Unduplicated headcounts Fall 2009 - 501/2474 = 20%, Fall 2015 - 643/1643 = 39% and Winter 2009 - 430/2259 = 19%, Winter 2015 - 771/1671 = 46%) As a result of the increased proportion of enrollment, online tuition for Winter 2015 accounted for 47% of total tuition revenue compared with just 6.3% for winter 2010. It is important to note that this increase was an intentional response to declining enrollment and driven by the vision to "Become a College Without Borders" in the 2009 *Strategic Plan*. This continued through the College's commitment to "Expand Student Access to Online Services" as outlined in the 2014 *Strategic Plan*.

Kirtland has been an early adopter of best practices in information technologies. Implementation of Virtual Desktop access for students and professional development for faculty are two initiatives resulting in Kirtland being recognized as one of the top 10 Digital Community College by the Center for Digital Education, a distinction maintained since 2005. In addition to external benchmarks, students and faculty are surveyed annually to assess the adequacy of the College's classroom technology and online systems. As part of the recently completed Title III Grant (2010-2015), classroom design and technology were recognized for their direct impact on student success in active and collaborative learning settings. As demonstrated in the CCSSE benchmark (Figure 5R3.5) and student surveys, efforts had a positive impact on student engagement. A recent internal student survey showed 72% of students said their courses were of more benefit to them because they are taught in an Active Learning Classroom, and 78% were satisfied or very satisfied with their classes.

Figure 5R3.5 CCSSE Results for Active Learning

Benchmark	2007	2010	2013	2013 Small Colleges	2016	2016 Top Performing Colleges
Active and Collaborative Learning	46.7	51.8	52.5	51.3	45.7	59.6

Examples of how results are communicated are demonstrated in the College's continued efforts in the area of "Making retention and graduation rates a focus of college activities..." a goal in the area of Quality Learning & Instruction outlined in the 2013 *Strategic Plan*. Improvement of nearly 10% from Fall to Winter retention and a nearly 20% gain in successful completion or transfer over five years shows a steady increase in student success and retention (Figure 5R3.6).

Figure 5R3.6 Fall to Winter Retention and Completion or Transfer by Year Reported

State of Michigan Governor's Metrics for Community Colleges
Kirtland Community College

Fall to Winter Semester Retention			Sucessful Completion or Transfer		
Cohort Year	Percentage	Year Reported	Cohort Year	Percentage	Year Reported
Fall 2008	60.86	January 2010	Fall 2003	33.79	January 2010
Fall 2009	61.95	January 2011	Fall 2004	38.57	January 2011
Fall 2010	71.30	January 2012	Fall 2005	41.88	January 2012
Fall 2011	70.77	January 2013	Fall 2006	49.45	January 2013
Fall 2012	71.65	January 2014	Fall 2007	53.56	January 2014
Fall 2013	70.13	January 2015	Fall 2008	50.38	January 2015
Fall 2014	66.21	January 2016	Fall 2009	47.92	January 2016
State Average Fall 2014 Cohort = 70%			State Average Fall 2009 Cohort 52%		

Kirtland's Public Safety Department prepares the Annual Security Report of crime statistics for each of the three most recent years. This report is retained and made available on Kirtland's website each year. Email notification is sent to all enrolled students and employees announcing publication of the report. Report data for the most recent Annual Security Report described in Category 2 (Figure 2R4.1) shows that relatively few offenses occur and that Kirtland's locations are safe for students and employees.

The most recent employee survey (Figure 5R3.7) shows the high level of satisfaction felt in regard to safety provided for all at Kirtland.

Figure 5R3.7 Employee Survey Safety Question

Employee Survey	2014	2015	2016
How satisfied are you with the measures taken on campus to ensure the safety of employees, students and visitors?	94.4%	84.1%	94.9%

5I3: IMPROVEMENTS

The Admissions Department is implementing a new, more aggressive process for follow-up with prospective students to increase our budget through tuition dollars generated through enrollment. The College is working toward further expansion of online, dual, and early middle college enrollments to increase revenue.

As a result of careful budgeting and preparation, several goals of the current *Strategic Plan* were met when the HSC in Grayling opened in Fall 2016. The building houses all of the College's health sciences programs. It will utilize state-of-the-art equipment for health science professionals. The College will see reduced energy costs due to the new energy-efficient building.

To increase security across multiple locations, the Rave platform will be expanded to include the Panic Button, a one-touch alert to 911 and to on-site campus safety personnel.

Employee and student access to appropriate resources through the use of technology has been a priority of the college. The implementation of Active Directory, Single Sign-On, Gmail, and Virtual Desktop has aided in the integration of Kirtland's four locations: Gaylord, Grayling, Roscommon, and West Branch. This access has resulted in fewer process interruptions and facilitated the communication necessary for good college operation. The "scan to email" option is replacing the tradition method of faxing documents between locations.

Category Six: Quality Overview

OVERVIEW

When Kirtland adopted the *Academic Quality Improvement Program (AQIP) Pathway* in 2004, team members appointed by the AQIP Liaison Officer included the college's president, a trustee, the deans of Instruction and Student Services, the director of Institutional Resources, a faculty representative, a faculty/counselor representative, the director of accounting, and the director of the bookstore and cafeteria. This group attended the Higher Learning Commission's (HLC) Strategy Forum and brought back three Action Projects (*Creating a Vision*, *Dealing with Trust and Communication Issues*, and *Addressing Environmental Concerns*) with the expectation that the entire College would be engaged in them and excited about this new process; this was not the case. The problem was the lack of awareness that existed regarding the AQIP reaccreditation process, which was viewed as exclusive, meaning that a select few were involved. The result of this first Strategy Forum was that a small group of employees worked extra hard on the Action Projects with a larger group feeling as though decisions that impacted them were being made by individuals who were not part of their departments.

And so a culture evolved at Kirtland in which AQIP projects were viewed as added work or something extra to be done for accreditation. One attempt to merge the culture of AQIP into existing organizational structures in 2008 achieved very limited success. The team attending the strategy forum in 2012 believed it was necessary to create a culture in which employees see AQIP as a mechanism for input into decision making and as a process to create positive change. Continuous improvement practices were threaded into existing structures. This would lead employees who tended to move through action projects too quickly in order to complete them and "check it off the list" to truly follow the CQI process. Kirtland has always been successful in creating a culture rich in data but less successful in its capacity to reach agreement on the meaning of data and thus close the loop on the PDSA cycle. The 2012 team knew in order to facilitate this change the college needed to clearly communicate the proper way to conduct an AQIP project from start to finish, and be more reflective of continuous improvement with the ultimate goal of institutionalizing the process with employees.

As a result, the College varied the groups of employees attending each Strategy Forum (2008, 2012 and 2015) so that members would experience AQIP, work with others they might not ordinarily work with, and open doors to new and creative ideas. This lead to overcoming the barrier of the negative view of AQIP created after the initial team returned from the first Strategy Forum and the college embarked upon an educational campaign for all employees that included training on the Plan-Do-Study/Measure-Act (PDSA) method and an overview of Continuous Quality Improvement (CQI) giving new and existing employees the tools to work in a continuous improvement culture. However, this training is not a one-time occurrence but must be on-going. Kirtland believes that professional development for continuous improvement will increase the engagement of faculty and staff in AQIP projects. In order to help instill the philosophy of AQIP, Kirtland needs to celebrate successes in action projects not only at the end of a project, but also after the completion of significant milestones. The need exists to recognize the many informal Mini Action Projects underway as well as the formalized AQIP projects.

The AQIP Pathway has now become the mechanism for creating positive improvements and change at Kirtland. It drives the way the *Strategic Plan* is developed as described in 5P1 and has led to transparency of the AQIP culture at Kirtland, which includes a well-developed AQIP webpage where employees can follow the activities of the College's AQIP team.

6P1: QUALITY IMPROVEMENT INITIATIVES

Selecting, deploying, and evaluating quality improvement initiatives

The AQIP Quality Coordinating Team (QCT) consists of representatives from across the College including the president, Student Services, Student Financial Services, faculty, Facilities, Institutional Research, Library, academic deans and Informational Technology Services. As part of the recent Action Project *CQI Toolbox: Resources for Action Project Teams*, a flowchart was created to assist in the development and process of guiding action projects from inception to completion. The QCT is the integrated team where potential action projects are presented and the team gives feedback. If the project aligns with the College's *Strategic Plan* and is deemed an institutional priority, then the project can become an active AQIP project. A mentor, one who has attended one or more HLC Strategy Forums and has participated in past Action Projects, is assigned by the QCT to assist the chair and committee members through the AQIP process as outlined in the interactive flowchart (Figure 6P1.1).

Figure 6P1.1 Kirtland Community College AQIP Process Flow Chart CQI Toolbox
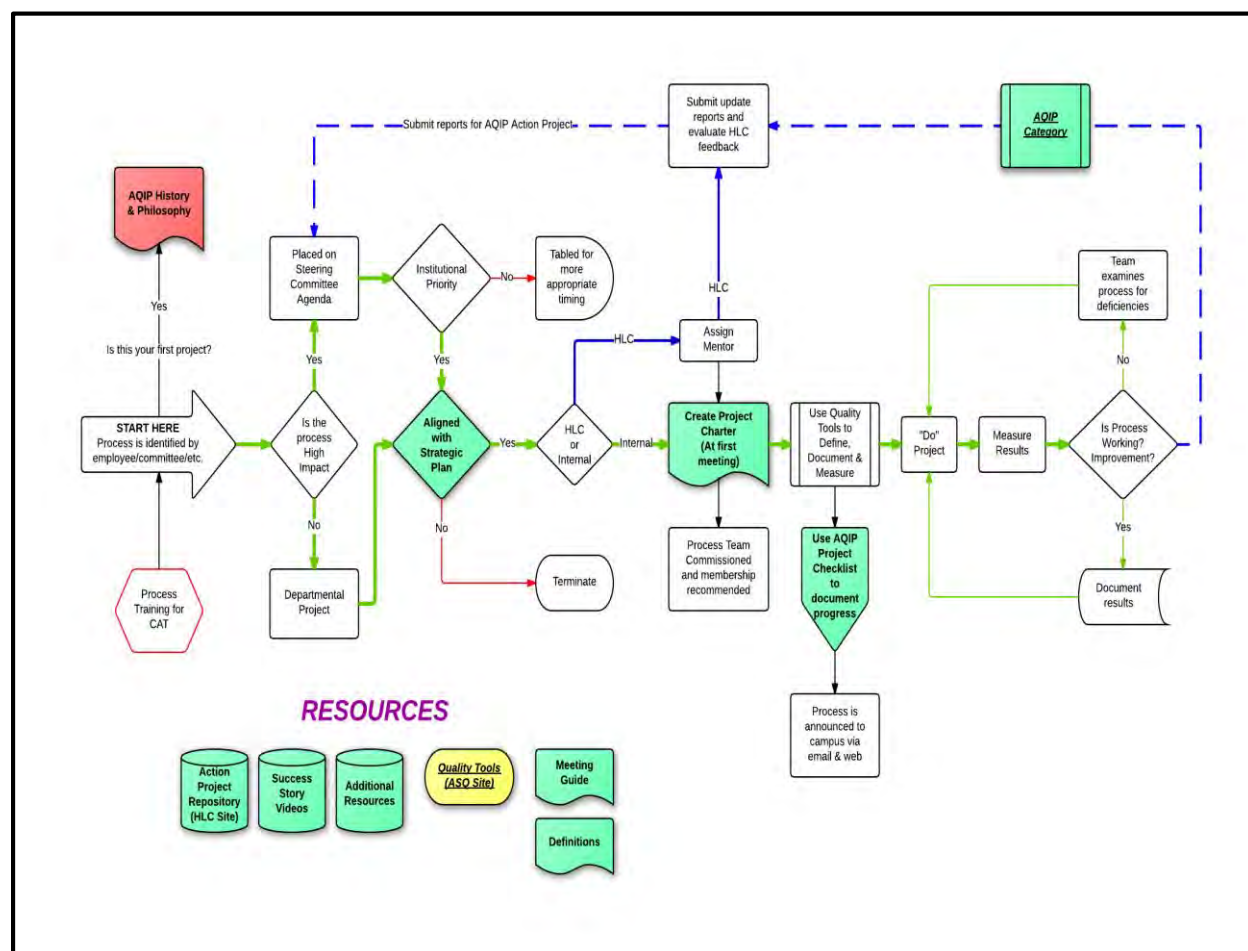
After the QCT reviews and approves a new action project, it looks for a "champion," a person who has the passion and desire to see the project succeed. The QCT then appoints members to the project team whom they believe possess key knowledge and skills critical to the project's success. The champion, who serves as chair of the project, extends an open invitation to employees to join the committee.

At the first meeting of the new action project committee, a project charter, based on the HLC's *Creating an Action Project Charter*, is completed. In order to keep track of required project documentation, a Project Checklist (Figure 6P1.2) is generated so the project chair can quickly determine where committee members are at in the process as well as have a place where agendas, minutes and other required documents can be stored and easily accessed by all.

Figure 6P1.2 Kirtland Community College Action Project Checklist Sample

The QCT meets periodically throughout the year. At the meetings, active projects are reviewed and, unless the project leader is a member of the team, the project mentor will provide an update as to the project's status. The group will then discuss if the project has met its objective(s) and whether it should remain open, closed, or institutionalized.

If the project team is having difficulty in meeting its objectives, the QCT and the project team members will do an expanded review of the HLC AQIP Action Project Archives. This review is broader in context and may include a related projects that might offer a strategy or solution to get the team back on track to meet its project objectives.

Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

The process of developing the Systems Portfolio requires a thorough self-assessment involving many employees throughout the College. It is an ideal time for reflection and entails a solid understanding of the

College's performance and overall health of the organization. The Quality Check-Up gives Kirtland the constructive feedback needed to develop new Action Projects and a focus for the next Strategy Forum. When creating Action Projects and throughout their duration, the QCT refers to the last Systems Appraisal Feedback Report to review its strengths (Ss & SSs) and works to address its opportunities (Os and OOs). Such was the case as the 2008 and 2012 reports that indicated that leadership threat mitigation planning was lacking. The result was the creation of the *Full-Time Employee Job Duty List* containing a full-time employees' primary and secondary jobs along with the people who are cross-trained in their jobs or provide back-up coverage (Figure 3R3.1). The QCT realizes this will assist our movement from an institution having a reactive system toward becoming one that is more integrated in both processes and results. Strategy Forums provide the needed space and time for employees to focus on areas in most need of improvement. This provides access to the expertise from other colleges with opportunities to learn from their successes and failures.

6R1: RESULTS

Quality Improvement Initiatives Results

Thorough analysis of Quality Improvement Initiatives to date has allowed the College to build and improve upon existing processes and encourage growth and innovation in new directions. At the inception of AQIP Action Projects, the focus was on solving everyday issues. With Action Project experience to build upon, current projects focus on exploring new concepts, are more forward thinking in nature, and are aligned with the *Strategic Plan*. CQI concepts from the Action Projects have been infused into daily operations of the College (Figure 6R1.1).

Figure 6R1.1 Kirtland Community College Action Projects History

2004	2007	2011	2014	How Institutionalized
	High School Outreach - improve relationships and communication with local area high schools.		**Strengthening Dual Enrollment** - increase access and awareness to dual enrollment opportunities for local students.	**Early Middle College** - Available to 4 local school districts currently. Part-time Coordinator position created.
Improving Environmental Conditions - Reduce discomforts and distractions for students in their learning environment.	**Respecting Earth's Resources** - Take a proactive approach to keeping individuals thinking green on a day-to-day basis.			**Energy Savings** - new Health Sciences Building (Fall 2016). Insulated walls, noise reduction, energy/cost savings lighting, heating and air conditioning.
	Fitness & Wellness - Promote fitness and a healthier lifestyle for all Kirtland students and employees.	**Nourishing Mind & Bodies** - Help food-insecure students by offering food from the food pantry so they can use their money for tuition and transportation.		**Wellness Across Campus** - Food Pantry, Summer & Winter Walks, Community Garden, Weight Watchers, Massages, and Yoga. Reduction of insurance premiums.

2004	2007	2011	2014	How Institutionalized
Vision Project - Establish a framework for short- and long-term planning.	**A Taste of Kirtland** - Better understand the work each employee does and how it contributes to producing successful students.			**Regular Review of Mission, Vision and Guiding Principles.**
Student Retention - Develop a comprehensive integrate system that employs data and outcomes measures to retain students in course completion, term-to-term enrollment, and their own goal completion.	**Quality Online Program Initiative** - Improve online offerings by implementing the Quality Matters model and providing a support structure for faculty.	Examine core competencies, instructional programming and methods of delivery through **Design Specifications for Learning** to determine what students will need to be successful upon graduation.	**Reducing Non-Tuition Costs** - Focus on making textbooks more affordable through the use of e-textbooks and open educational resources. **First Year Experience** - Develop and implement a first year experience project for new degree-seeking students.	**Student Success** - Implement Mandatory Orientation, Advising, and Registration (OAR). Online standardization (course syllabi & Introduction to Canvas module). Credit alignment - 60 for associates & 30 for certificates. Increase offerings of online courses. Creation of a single associate in science & arts degree.
	Mandatory Use of Kirtland Email - Improve communication as email is the main vehicle of college information between the College and students.	**Better Utilization of Jenzabar** (student information system platform modules) - Use of the modules to their fullest extent.		**Improvements to Automation** - Streamlined processes in Admissions, Student Financial Services, and with communications to students.
Retooling Trust Through Effective Communication - Design and implement a methodology to better involve and communicate decision-making across campus.	**Quality Project Initiative** - Train employees in flowcharting and Plan-Do-Study-Act cycle with an overview of CQI so that all can be implemented into their departments or classrooms.	**CQI Toolbox: Resources for Action Project Teams** - Provide the resources and processes for all employees to engage in Continuous Quality Improvement.		**Mini Action Projects** - Exposure to and practice of the AQIP process on a smaller scale in preparation for larger Action Projects. Get new employees involved in AQIP in smaller, more manageable projects.

6I1: IMPROVEMENTS

Based upon the work done prior to and at the Strategy Forum in Spring 2015, the team reviewed the *Strategic Plan* and decided that its next project should working toward stabilizing the College's financial standing through improved enrollment management. This will be accomplished by providing students with

concise pathways to completion. The expected improvements include: a website redesign, development of a first-year experience, expanded student orientation, a clear course rotation, changes to scheduling, improved coordination of multi-location integration, development of a student resource map, encouragement of student placement testing prior to college orientation, provisions for more opportunities within programs for a capstone/internship, possible retention awards for identified 2nd year students, and a campaign to promote on-time student registration. The key stakeholders needed to complete the project include the web master, Advising Center, Student Services and Instructional Services.

6P2: CULTURE OF QUALITY

Kirtland places a high value on its stakeholders, which include staff, faculty, administration, trustees, students, advisory board members, members of local government, and community members. Involving representatives from all those groups in two successful Strategic Planning Summits (2008 and 2013) demonstrates the progressive nature of the College as well as the value it places on a culture of quality. Stakeholders consistently indicate that emphasis must be placed on providing a quality education with an unfailing return on investment. While budget concerns continue to affect the College, we continue to explore ways to maximize dollars and staff to provide a stable educational environment which will deliver employable graduates in northern Michigan's depressed economy. The College will continue to focus on providing students a clearer focus to completion through the use of Guided Pathways.

Over the course of the years that Kirtland has been an AQIP institution, we have struggled to agree upon tools and methods to use to complete Action Projects. Realizing that a haphazard process was a shortcoming led to the development of the *CQI Toolbox: Resources for Action Project Teams* (Figure 6P1.1). It provides the resources needed to develop and carry out an Action Project in a repeatable and consistent manner, again demonstrating the College's commitment to a culture of quality.

Developing an infrastructure and providing resources to support a culture of quality

In the fall of 2008, Kirtland conducted its 1st all-day Strategic Planning Summit. Its purpose was to shape the focus of the College for the next five years. Stakeholders attended and worked together through the Appreciative Inquiry approach to provide the input needed to develop a meaningful action plan. In 2013, repeating the process and building upon the 1st summit, a 2nd Strategic Planning Summit was held to develop the next five-year action plan with 136 stakeholders in attendance. Action plans assist in determining the content of the *Operational Plan* administrators develop each year. With input from a variety of stakeholders, each group has the opportunity to express concerns and share their ideas for the future of the College. More often than not, these ideas can be traced to common themes among all stakeholders such as Quality Learning and Instruction, Connections with Internal and External Communities, and Future Design.

As a sign of its commitment, the administration and the BOT supports a culture of quality at the College by providing professional development opportunities for all employees, staff release-time to work on projects, and financial support to encourage the design and implementation of projects (Figure 3R3.2). Employees are encouraged to participate in professional organizations to network and to learn about best practices in their areas.

Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

Each year, the members of the College Administrative Team (CAT) participates in a 1-day retreat to discuss the *Strategic Plan*, the *Operational Plan*, and the *Program Review*. This allows the team the opportunity to discuss concerns (such as declining enrollment and revenue) and to plan for the coming year by aligning

the *Strategic Plan*, the *Operational Plan*, and departmental goals. At this time, priorities are set for the upcoming year. (5.D.1)

Until the implementation of the *Quality Project Initiative* Action Project (2007-08), employees worked in silos, independent and in their own space. The Action Project provided basic knowledge of the CQI process but did not trigger in the employees' minds the fact that Action Projects utilizing the CQI tools needed to align with the Strategic Plan. When it became obvious to the QCT that there was a lack of integration in employee workflows, this became the impetus for the *CQI Toolbox: Resources for Action Project Teams* Action Project. (5.D.1)

Today, new employees are taught that the College is based on CQI when the HR department provides an overview of AQIP and CQI as part of their orientation.

The QCT includes a variety of employees from different departments to be part of each formal AQIP project. The same method is used in selecting employees to attend the HLC Strategy Forums. Also as mentioned in 6P1, by changing up the attendees, more employees are exposed to the tools and techniques used in developing Action Projects and can go back to their workgroup and share their new-found knowledge.

While the College has developed a formal quality process (Figure 6P1.1) for AQIP projects, the QCT became aware of the application of CQI occurring across the campus and at various locations during a team meeting in the fall of 2015. The CQI adapted the formal process to capture the essence of these projects and improvements. This was an indicator of informal, increasing integration of the AQIP process into everyday workflows by employees. The AQIP Mini Action Project Reporting Sheet was created and then distributed to various departments to gather and record the following information:

- Statement of the problem (What do you want or need to improve?)
- Desired measurable outcomes? (What are your goals?)
- Methodology (How or what are you going to do to improve?)
- Measurement and review (How will you assess your outcomes and how will you review them for continuous quality improvement?)
- On what are your conclusions based?
- Did this solve the problem or improve the situation? Would you do anything differently?

Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

From discussions held by the QCT with Action Project teams, the College learned from its experience with CQI. The first Action Projects, while important and timely, were not aligned with the *Strategic Plan*. The use of the *CQI Toolbox* has brought focus and standardization to the formal Action Projects. (5.D.2)

As an example, the College has put into practice the *CQI Toolbox: Resources for Action Project Teams* (Figure 6P1.1) flow chart developed as an AQIP Project during its most recent millage campaign. During a previous election, the College sought funds to remodel its 45-year-old Student Center – a building that was not energy efficient and needed extensive repairs. The millage went down to defeat soundly. This was primarily due to the College's lack of perception of need because there were no surveys used or feedback sought from its stakeholders. Through the use of the *CQI Toolbox*, the team leading the next millage campaign used the flowchart process. This campaign focused on providing improved student learning through the construction of a Health Sciences Center to house all health-related programs as well as provide the latest technology and equipment in the field. The process used in the campaign:

- Determined if the project was high impact
- Ensured the request was aligned with the College's *Strategic Plan*
- Defined the team and course of action
- Defined specific measures, benchmarks, timelines, processes, resources, and methods
- Executed the millage campaign – conducted focus groups and sent mailers with surveys
- Measured the results of the public's perception of need throughout the process through town hall meetings and telephone surveys
- Reviewed the process – millage passed

Another illustration of the College learning from its CQI initiatives is the implementation of a mandatory Orientation, Advising, and Registration (OAR) day to assist students in transitioning to college.

Prior to OAR, students could opt to attend a non-mandatory open house. Students that did not attend were:

- not getting an overview of the College and its policies
- not getting all of their questions answered in the timeframe allotted
- not updating their program of study appropriately
- not understanding financial aid deadlines and requirements
- self-advising when selecting courses to enroll in
- performing poorly on placement testing

The result was these students experienced a rough start to their college career.

Admissions and the Student Success Center discussed and decided to implement a mandatory OAR to give all students access to the same information with the intent to provide them with a more successful start. Using *CQI Toolbox* process (Figure 6P1.1), the Student Success Center:

- Determined the project was high impact
- Verified the request was aligned with the College's *Strategic Plan*
- Defined the team and course of action
- Defined specific measures, benchmarks, timelines, processes, resources, and methods
- Carried out the first OAR
- Measured the results by conducting surveys at the end of each OAR
- Reviewed the process – what worked and what did not -- leading to revising the OAR each semester (5.D.2)

Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

Since the College became an AQIP Pathway institution, there are key times when the role AQIP plays is reviewed and its vitality is reaffirmed. These key times include: attending Strategy Forums, writing the Systems Portfolio, reviewing the progress on active projects and selecting future Action Projects. Each of these key activities involves many hours of effort by dedicated individuals throughout the College studying, reflecting, and working on the various components of the process. Further clarity and appreciation of this process is gained with the Systems Portfolio feedback and site visit. These events assist the College in the transformation from a reactive to a more integrative stage of maturity. The insight and guidance provided from members of the Higher Learning Commission allow for the College to be in line with peer colleges and to hold ourselves accountable with both the written word and actions that are carried out. It is through

these experiences that the validation of the selection of AQIP as the accreditation pathway for the College becomes understood and appreciated.

6R2: RESULTS THAT EVIDENCE A CULTURE OF QUALITY

During the first canvass, 50+ Mini Action Projects were submitted to the QCT from departments across the campus. Many of the projects have become departmentalized or institutionalized as they generated significant changes in processes, demonstrated improvements, or increased efficiency.

Figure 6R2.1 Mini Action Project List 2015

Mini Action Project	Description	Improvement/ Efficiency To Be Gained
Business Office	Implement online requisition process.	Reduce time and duplication of work.
English Department	Develop a Plagiarism Traffic School for students which takes a more proactive, educational approach to handling plagiarism instead of punitive.	Decrease number of plagiarism cases since the implementation of this process.
Human Resources	Switch from fully-insured medical plan to self-insured.	Reduce employee out-of-pocket expenses.
Institutional Research/Institutional Technology Departments.	Develop a process to move data from Jenzabar to other software in a timely and accurate manner.	Deliver data accurately to other software (e.g. Maxient and GradesFirst).
Instruction	Revamp AA and AS degrees to become one transfer degree.	Align with the Michigan Transfer Network criteria.
Library	Develop course-specific library modules with subject-relevant resources and embedded into Canvas (online learning management system).	Increase library presence and knowledge of library services to students whether on-campus or online.
Marketing	Redesign the Kirtland website to target prospective students, and enhance contact with prospective students through a variety of media and contacts.	Provide a more student-focused website with increased interest in the College's programs tracked using Google analytics.
Student Financial Services	Combine the financial aid and cashiering offices into one department - Student Financial Services.	Reduce the number of phone calls from students, trim wait-time for financial aid disbursement, and improve customer service.
Student Services	Develop a centralized Student Success Center encompassing career counseling, academic advising, disability services, and counseling.	Improve retention and graduation rates.
Student Services	Subscribe to Maxient software to track non-academic student records (e.g. disabilities services, medical issues, behavioral issues).	Track students with non-academic issues and behavioral problems in a central location. Streamline and increase efficiency in record-keeping.
Tutoring/Student Success Center	Implement one software (GradesFirst) for students to sign up for tutoring and for faculty to enter Early Alerts and progress reports.	Automate tutoring processes and eliminate paperwork. Provide way for the tutoring department and all advisors to track students needing academic help.

6I2: IMPROVEMENTS TO QUALITY CULTURE FOR THE NEXT ONE TO THREE YEARS

As the College continues to grow and mature in the AQIP method, Kirtland plans to implement a system to routinely distribute and collect Mini Action Project Reporting Sheets. Not only will the projects be quantifiable, but new ideas for future Action Projects may be generated. The creation of a repository of Mini Action Projects will expand the 2007Action Project "A Taste of Kirtland," and allow employees to see how each department contributes to the success of students.

Another improvement is formalizing the communication of both the mini and regular action projects across the College. Each fall, the College holds a convocation, or "Celebration of Learning", that all employees and the BOT attend. The QCT would like to present all the current projects at this event to foster awareness and remind employees to infuse quality improvement as a strategy in everyday operations.

With the addition of the new Grayling location and the transfer of some employees to it while other remain on the Roscommon campus, careful consideration will need to be given to the way in which employee communication is conducted so that none feel they are working in isolation as has happened in the past when new locations have been added to the College. Administration does not want employees to fall back into traditional workflow patterns and work in silos but rather to feel connected and continue to grow in order to maintain a culture of quality. Repeating the successful Action Project, *"A Taste of Kirtland,"* developing a regularly-scheduled, rotating calendar of meeting dates of departments and college personnel would provide opportunities for sharing and discussion and promote cohesiveness, no matter the employees' locations.