

Assurance Argument

Kirtland Community College

Review date: 9/13/2021

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Kirtland Community College's Mission is developed through a [process](#) (page 79) that is suited to an institution of its type. The College reviews it [Mission, Vision, and Values](#) when it reviews and revises the *Strategic Plan* which is on a five-year cycle (2013, 2019). At its most recent strategic planning summit (2019), the College determined the mission statement did not need revision. However, at the strategic planning summit in 2013, the College decided the mission statement should be revised to reflect the evolving culture and future direction. In 2014, it became a component of the yearly *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 reach consensus within both groups with [final Mission and Vision](#) statements created.

[Values](#) statements were researched and developed by a team of administrators. Employee meetings were conducted to build consensus on the statements. At the [Winter 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.

The College serves the [largest geographical area](#) of [all community colleges](#) in Michigan. Its [population](#) is predominantly Caucasian with [20% of the population](#) living in [poverty](#) and fewer than 12% of residents having at least a bachelor's degree. Kirtland is an [open admissions](#) (page 4) institution serving individuals ranging in age from 16 years to senior citizens. Therefore, it is vitally important that the College continues to work with its stakeholders (students, faculty, staff, BOT, Kirtland Foundation, Program Advisory Boards, representatives from local government and school districts, and community members) who support its mission. Being aware of and responsive to the needs and requests of stakeholders promotes building stronger communities as indicated in the Mission statement. The value of the stakeholders is evidenced by their inclusion and participation in the [Strategic Planning Summit](#) (page 3) which used the [Appreciative Inquiry](#) (page 8) model to generate conversations and obtain input.

Kirtland's [investment](#) in [construction](#) of the new Kirtland-Grayling campus is an example of the College's progressive nature and stewardship toward fulfilling its Mission. [Phase I](#) of the project, paid for by a [vote of the taxpayers](#) (page 3), moved all Health Science programs from the 55-year-old Roscommon campus to Grayling. [Phase 2](#), paid for, in-part, by the State of Michigan, moved many of the occupational programs, the administration, and the Library to the Grayling location. In 2019-2020, Kirtland-Grayling became the main campus after obtaining Higher Learning Commission (HLC) and United State Department of Education approval. [Phase 3](#), paid for by the College, will move the remainder of the programs from Kirtland-Roscommon to the Grayling campus in 2021. Phase 3 will include a gymnasium and events center.

Once completed, Kirtland-Grayling will be an [economic engine](#) for its service area. For example, [ARAUCO-North America](#) recently [invested](#) \$400 million in construction of the largest particle board factory in North America. This was due to the commitment the College made to provide worker training. Kirtland committed \$1.5 million of instruction funded through the Michigan New Job Training Act. Additionally, [Weyerhaeuser Corporation](#) invested \$104 million in its oriented strand board plant (less than one mile from the Grayling campus) knowing it had support for employee training from Kirtland. This reflects the College's commitment to building stronger communities.

Kirtland ensures that its actions reflect a commitment to its values by maintaining a culture that lives the mission statement on a daily basis. It conducts yearly [Program Reviews](#) that provide longitudinal information to academic programs. Community [needs](#) information, [employment projections](#), and *Program*

Review information assist in the development of new programs that increase overall program offerings. The Center for Teaching and Learning [offers innovative](#) techniques in face-to-face and online instruction through professional development.

College policies and procedures are written to reflect the Mission, Vision, and Values. Policies with no changes in the last 15 years are [currently under review](#) by the BOT and CAT. Significant progress has occurred since the last Comprehensive Quality Review visit by the HLC by presenting several policies each BOT meeting for discussion and/or action.

Over 50% of the College's funds (Budget Allocations from [2020 Audit Report](#)) are committed for instructional purposes. An additional 17% goes toward student support. And, the College budgets funds to provide all employees with [professional development opportunities](#). 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 budget and other financial documents are located on the College's [website](#), making them publicly available. Financial audits are conducted according to [BOT policy](#) (page 12) and are presented at a BOT meeting.

The College crosswalks the [Strategic Plan](#) to the yearly [Operational Plan](#). In July 2021, Kirtland started to develop the *2021-2022 Operational Plan (draft version)*. At annual [BOT retreats](#), members discuss the Mission and reflect on its significance with regards to annual goals. Beginning in January/February, budgets are [developed](#) by budget officers/department heads with input from faculty and staff. During this process, each line item is carefully reviewed. The [Facilities Master Plan](#) for building maintenance is reviewed and funds are designated to complete particular phases of the plan for the upcoming year. Information from the [Program Review](#) is assessed and terminated programs are budgeted for 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, who compiles the final version of the proposed budget. The BOT [discusses](#) the proposed budget. Their input provides direction to the College in the allocation of resources to accomplish the Mission and Vision. Administrators continually search for [additional funding](#) to provide unique and innovative resources and support services that align with programs and curriculum.

The College ensures that its programs and services are consistent by incorporating the Mission into the [Strategic Plan](#). In the current plan (2019-2024), there are three themes:

- **Theme #1:** "Engaging and Growing Communities," is important to both the College and its employees. 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. In 2019, Kirtland contracted with Emsi to find out what effects the College had on its service region. The [results](#) showed Kirtland infuses \$63 million in added income annually into the local economies supporting 912 jobs. Society gains \$9.10 and students gain \$5.60 in lifetime earnings for each dollar invested in Kirtland. 732 additional jobs are supported through alumni increased earnings and the businesses they work for.
- **Theme #2:** "Creating Innovative Programming and Services," and **Theme #3:** "Improving Student Success and Transforming Lives," provide the College with a student-focused direction. When a new program is proposed, the program initiator must provide [justification](#) of need and relevance to the service area. Economic trends in the service area, student interest, and graduate employability are studied. Student Services 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](#) (page 288) 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. A [Guided Pathway](#) (page 50) is developed for every program providing students reasonably timed routes to completion including considerations of financial aid. Students can choose from [21 degree and 17 certificate programs](#). Each academic program has developed [outcome](#) statements that connect to the College's Mission and can be found on their respective program's webpage.

Kirtland is [involved](#) with educational and industry partners in the community and state. The College is a member of the [Michigan Transfer Agreement](#). These partnerships, by way of articulation agreements with other two-year as well as four-year institutions in Michigan (Mid Michigan College, Grand Valley State University, and Saginaw Valley State University), promote successful transfer experiences. And, reverse transfer agreements continue to be developed. In addition to the classes Kirtland offers online, the College is a member of [Michigan Colleges Online](#) which provides additional classes for students to enroll in that may not be offered by the College. Local school districts partner with Kirtland to offer [dual enrollment courses](#) and enroll high school students in the [Early College](#) program which provide enhanced [educational opportunities](#) for high school students. The Kirtland Youth Theater (page 3 and 98) brings performers of diverse backgrounds and differing perspectives to the region, providing greater cultural experiences for elementary students in the Kirtland service area. Kirtland operates the [University Center](#) (Gaylord) allowing for continued higher education availability for residents of the area. Working with industry in the region, Kirtland provides customized [workforce development training and apprenticeship](#) programs to local employers.

In-person [convocations](#) are held during the week prior to the start of classes fall and winter semesters where the majority of employees are in attendance and the Mission, Vision and Values are reviewed. Other ways the Mission, Vision and Values are communicated to the College community are on its website, through email, in the [College Catalog](#), during [BOT meetings](#), in the [Strategic Plan](#) and in displayed framed copies prominently found [around the campus](#). Mission and Vision statements are printed on the back of employee business cards. During new employee and BOT orientation, Human Resources [reviews](#) the Mission, Vision, and Values with each person.

Although Kirtland is now following the Standard Pathway for accreditation from the HLC, continuous quality improvement strategies and tools are still utilized on a regular basis at the College. Each year, through [mini action projects](#), staff and faculty are asked to document processes they have developed or streamlined leading to more efficient productivity or better customer service. The Mission, Vision, and Values are aligned and integrated into the design of the project.

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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

In an October 22, 2019 [article](#) in the Detroit (MI) Free Press, author David Jesse described Michigan's poorest counties as "[education deserts](#)". Kirtland recognizes it has an important role in being responsive to the needs and requests of an [economically depressed](#) Northern Lower Michigan service area and its stakeholders by demonstrating its commitment to the public good by building stronger communities and enhancing student lives as stated in its [Mission](#). As deemed by the State of Michigan, Kirtland is a [two-year public](#) educational institution with no religious or tribal affiliations. It does not give priority to any single local community or organization.

As a public institution, Kirtland's educational responsibilities take primacy over other purposes. The fact that instruction and instructional services comprise approximately two-thirds of Kirtland's annual [expenditures](#) provides evidence that the College is committed to fulfilling its educational responsibilities. In the last seven years, a frequently [expressed goal](#) during facilities maintenance and capital planning is to identify ways to redirect funds into academics, improved instructional pedagogy, and student support programs. The [construction](#) of an entirely new modern, energy efficient, and technology-friendly campus just off a major interstate, I-75, illustrates the leadership's vision for the future of Kirtland. Multiple community partners have been integral to the College's strategy to relocate and build this entirely new campus. The first phase, the Health Sciences Center, was funded by a millage supported by its six school districts in four counties that comprise the College's property tax funding district. Gaining millage support was a difficult task since the geographic area served by the college is [economically depressed](#). The second phase, the Michigan Forest Products Institute, was [funded by the State of Michigan](#) through a capital outlay allocation. Multiple wood manufacturers/producers are located in the service area and demonstrated the need for a trained workforce. This led to the creation of the [Wood Technology and Wood Machine Operation Certificate](#). Industry representatives on occupational Advisory Boards and the Curriculum and Instruction Committee provide input into curriculum design to ensure it is meeting current employer needs. [Redken](#), a hair care company, is partnering with the Cosmetology Department to provide online education, marketing resources, equipment, and professional hair care products. Students leave the program prepared to enter the industry with business knowledge as well as technical skills to become a successful cosmetologist.

[Revenue](#) is derived from three sources referred to as the "three-legged stool." Two of the three legs, [state appropriations](#) and [property taxes](#), have shown very little increase over the past ten years while general expenses, utilities, and salaries have continued to rise. [Tuition](#), the third leg of the stool, has continued to decrease, leading to a decline in revenue. All of this has led to a careful examination of how funds are spent. As part of the budgeting process, deans and directors seek input from the advisory committee stakeholders and, based on this input, make recommendations for materials to support the current needs

and innovations of the programs they represent. The College is looking to be viable and sustainable at Kirtland-Grayling for the next 50+ years. The remainder of its programs will be moved to the Grayling location in Fall 2021 (Phase 3 - The Kirtland Center). This will retire the Kirtland-Roscommon campus and complete the transition to Grayling. The Michigan Forest Products Institute (Phase 2) was built to fulfill the needs of local industry with the help of state funding. The College [continually seeks funding](#) to provide unique and innovative resources and support services that align with programs and curriculum, such as the millage that funded the Health Sciences Center and grants that purchased state-of-the-art technology and health science equipment (Phase 1).

College leadership serves on local economic development boards. In 2019, Kirtland contracted with Emsi to determine not only the economic impact of Kirtland to the region but the importance of providing the education, skills and training that citizens of the region would need to improve their standard of living. The results were [astounding](#). The value of Kirtland to region was clear. The following is from the [Emsi report](#):

- **Community Benefits** - Kirtland added \$63 million in income to the Kirtland Service Area economy during the analysis year, equal to the sum of the operations and construction spending impacts, the student spending impact, and the alumni impact. For context, the \$63 million impact was equal to approximately 1.5% of the total gross regional product of the area. Kirtland's total impact can also be expressed in terms of jobs supported. The \$63 million impact supported 912 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 69 jobs is supported by the activities of Kirtland and its students. In addition, the \$63 million, or 912 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, Kirtland's spending and alumni in the Retail Trade industry sector generated an impact of \$9.2 million in FY 2017-18. These are impacts that would not have been generated without the college's presence.
- **Student Benefits** - The students' benefit-cost ratio is 5.6. In other words, for every dollar students invest in Kirtland in the form of out-of-pocket expenses, forgone time, and money, they will receive a cumulative value of \$5.60 in higher future earnings. The students' investment in Kirtland has an average annual internal rate of return of 21.2%, which is impressive compared to the U.S. stock market's 30-year average rate of return of 9.9%.
- **Citizens of Michigan Benefits** – Citizens of Michigan benefit from the presence of Kirtland through an increased economic base in the state. This is attributed to higher student earnings and increased business output which raise economic prosperity in Michigan. The social benefits of Kirtland equal a present value of \$196 million. These benefits include \$189.8 million in added income through students' increased lifetime earnings and increased business output, as well as \$6.2 million in social savings related to health, crime, and income assistance in Michigan. People in Michigan invested a present value total of \$21.5 million in Kirtland in FY 2017-18. The benefit-cost ratio for society is 9.1, equal to the \$196 million in benefits divided by the \$21.5 million in costs. In other words, for every dollar invested in Kirtland, residents in Michigan will receive a cumulative value of \$9.10 in benefits.

Strategic planning ([2013](#), [2019](#)) for Kirtland is a community event that uses the [Appreciative Inquiry](#) (page 8) model to generate conversations and obtain input. Participating in the most recent planning summit (2019) were a variety of people with strong interests in the direction the College would take over the next five years including students and staff as well as stakeholders from outside the immediate College community. It is through collaborative efforts such as this that stakeholders are discovered, relationships are built, and partnerships are established.

The College focuses on connecting with and addressing the changing needs of the following key external stakeholder groups:

- **Community** including Taxpayers, Leaders, Alumni by collaborating on funding and grant

opportunities to assist in leveraging local resources for the improvement of the economic standing of constituents. This includes but is not limited to Michigan Works Job Fairs, blood drives, and community education.

- **Government** including Local, State, Federal by networking with local and state legislators. The College hosts legislative events on campus. 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. This includes but is not limited to Northeast Lower Michigan Prosperity Initiatives, Michigan Department of Corrections Prison Nurse Training, and the transfer of management of the University Center (Gaylord) where the M-TEC is located to the College.
- **Education** including K-12 and Higher Education by working with local school districts to identify and meet needs such as the initiative to establish an Early College and to strengthen dual enrollment. This includes but is not limited to reverse transfer agreements with four-year universities, Kirtland Youth Theater for local elementary students, and the Saginaw Valley State University (SVSU) concurrent nursing program for Kirtland students.
- **Organizations/Agencies** including Employers, Businesses, Advisory Committees by engaging with employers in numerous ways to guarantee Kirtland is meeting their workforce needs. They serve on technical advisory boards by providing field experiences for students with internship placement, analyzing program outcomes, and contributing 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. This includes but is not limited to local/regional police department in-service and recertification training, workforce development for local industry, and internships and clinical opportunities for Kirtland students.

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. The College cultivates additional relationships by networking with more than 20 local community boards and other governmental entities with whom it has affiliations. Inquiries are made of local and new businesses. Opportunities arise when outside groups seek to [collaborate](#) with the College. Through these points of contact, the College learns of possible new partners and considers whether or not a 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 Memos of Understanding (MOU) are developed, as necessary. The College and the stakeholder must agree on a reasonable yet challenging target/goal and develop measurable 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 it. Since all stakeholder needs are different, the College evaluates partnership effectiveness individually by employing the Plan-Do-Study-Act method. Feedback from the stakeholders assists the College in determining whether a partnership should continue. 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 a 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](#) (page 50+) between higher education institutions are more 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. As an example, Kirtland has entered into a [partnership with SVSU](#) for nursing where students are concurrently enrolled in both institutions. The intent is to deliver a Bachelor of Science in Nursing degree to Kirtland students as the data showed a majority of Associate Degree in Nursing/Registered Nurses continued on to SVSU to pursue their bachelor's degree.

Staying true to the Mission “to provide innovative educational opportunities to enhance student lives and build stronger communities”, the College redefined its [core competencies](#) in its general education courses to illustrate the process of how competencies are aligned to the Mission of the College as well as programs and departments. Thinking of this as a [triangular model](#), the foundation is the College's Mission and Vision followed by:

- Core Competencies
- Program/Department Mission Statements
- Program/Department Goals
- Course Objectives
- Student Learning Outcomes (found at the top of the triangle)

The core competencies are [updated](#), as needed, by the college every five years. The most recent [revision](#), at the suggestion of the [HLC System Appraisal Feedback report](#) (page 99) from 2017, was to the Core Competency that related to [diversity](#). Additional information will be found in Criteria 1C.

Kirtland is required by the State of Michigan to update and have its Board of Trustees pass a resolution of Best Practices ([2019](#), [2020](#), [2021](#)). It addresses economic development, educational partnerships, and community service. Once adopted the document is submitted to the State Office of Budget and Management and also publicly posted under the Transparency icon on the College's website. The Board of Trustees [passed](#) the July 2021 version of this document at its June 17, 2021 meeting.

Kirtland employees are encouraged to be members of higher education [professional organizations](#) in Michigan. In doing so, the college networks with its peers and works to provide the best innovative educational opportunities to all residents of the State of Michigan. Additionally, it benefits the college as these professional organizations work to share best practices and share guidance across the colleges.

The Kirtland Foundation's [Path to Success](#) Program promotes academic achievement cultural awareness, social development and higher education to academically promising students who face challenges in pursuing post-secondary education. The program follows the selected students from seventh grade through high school graduation, and hopefully into college. Students are encouraged to reach their highest potential through activities and opportunities that broaden their horizons, expose them to higher education, and provide them with mentoring opportunities.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Curricular ([POL/PRO 4.020](#)) and co-curricular activities 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 as indicated in student surveys ([AVATAR](#), [CCSSE](#), [Kirtland Fall 2020 Student Survey](#)) 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.

The number of co-curricular activities is limited at Kirtland as it is a [commuter college](#) (page 8) with students attending classes and spending little time participating in activities at any location. Based on the suggestion of the 2017 Higher Learning Commission (HLC) visitation team, the College [established](#) a [co-curricular activities committee](#) that included faculty and staff. This committee developed a standardized [form](#) for full and part-time faculty to complete and submit with an assessment of the co-curricular activity. These submissions are reviewed by the committee to determine improvements. In 2020, the Vice President of Instructional Services (VPIS) announced that Kirtland would be resuming its participation with [service learning activities](#) (page 12) through the [Michigan Campus Compact](#).

Other activities the College offers to students include the ability to [form](#) and maintain club activities that support academic as well as social achievements for students. Alpha Omicron Gamma Chapter of [Phi Theta Kappa](#) (honors society) and the [Student Veterans of America 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 are encouraged to participate in leadership seminars, show citizenship, problem solve, and work productively. The Veterans Club encourages personal growth as service men and women adjust to civilian life. These organizations meet several times a year to further their personal growth and network with each other. Currently, any students wishing to form a new club or organization must contact the Vice President of Student Services for approval and must recruit an employee as an advisor.

Kirtland participates ([POL 1.040](#)) in [three intercollegiate sports](#): bowling, cross country, and golf. All of the sports include travel and tournament opportunities which provide for team building and citizenship.

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" as stated in the annual College Catalog. Programs include the [Performing Artists](#) series and [student writing](#), [automotive](#), and [art](#) competitions. In 2019, Kirtland

provided a [Global awareness](#) presentation hosted by the VPIS who traveled to Russia and shared her experiences with the College community. Nursing students are exposed to a variety of cultural systems necessary for effectively treating patients who may not be accepting of otherwise standard options due to their beliefs. An [apartment lab](#) is set up in the Nursing wing with different cultural arrangements which [provide students](#) (page 16) with relevant diversity of in-home care experiences. Internships for students in the [Cardiac Sonography](#) and [Surgical Technology](#) programs happen each semester at locations throughout the United States. Kirtland has explored the idea of [study aboard](#) for students in select programs and this was discussed in-depth at the February 2019 College Administrative Team retreat. Due to the current global COVID-19 pandemic, this idea has been placed on-hold.

According to the 2019 Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement comparison [results](#) (page 8) and the Kirtland Fall 2020 Student Survey [results](#) (page 47), over 70% of Kirtland students work while attending the College and many have family obligations (page 7 and 48, respectively). The College offers activities that speak to the interests of the students. Past and current activities include:

- [Constitution Day](#) recognition where faculty put on a presentation commemorating the signing of the U.S. Constitution.
- [Domestic Violence Awareness](#) presentations are provided to raise awareness and provide understanding for individuals that are survivors of domestic and sexual abuse and homelessness.
- [Art shows](#) hosted by the College's Art Department showcasing the talent of the College's Art students.
- The construction trade programs in Gaylord devote their time and talents to help in the construction of a [Habitat for Humanity](#) house. This encourages volunteerism from Kirtland students.
- Welding and Fabrication students constructed a [live bear trap and trailer](#) used to relocate "nuisance bears in the state".

The communities from which Kirtland students reside in tend to be rural and Caucasian as shown in the [U.S. Census](#) for Crawford, Ogemaw, Oscoda, Otsego and Roscommon counties. Of the nearly 90,000 residents, only one out of ten hold a bachelor's degree or higher and approximately one-third of the population lives at or below the [poverty level](#). The Fall 2020 unduplicated student [head count](#) indicates the following: 63% of Kirtland's 1,347 students are female; 60% are 24 years old or younger; 68% are considered part-time; and 92% are Caucasian.

While racial and ethnic diversity at Kirtland is lower than in other areas of the state, Kirtland recognizes diversity occurs in other respects based on socioeconomic backgrounds as well as various lifestyles, experience, and age. Kirtland has a diversity, inclusivity, and equity policy ([POL 1.055](#)). Student subgroups have been identified as diverse based on information pulled from Jenzabar (student information system) including but not limited to: developmental education students, students by gender, age, and ethnicity, first-year-in-college students, dual-enrolled and early college students, transfer students, veterans, students with disabilities, and working students. Through the use of this information, Student Services and advisors are better equipped to assist students in selecting the correct program of study and by helping them become prepared for the multicultural society that is globally connected where they will seek employment.

Kirtland offers the course Racial, Cultural, and Ethnic Diversity ([SOC 235](#)). The [Police Academy](#) has modified course units to better prepare police cadets to handle diversity on the job. Programs that Kirtland has partnerships with such as the [Medical Laboratory Science degree](#) (Lake Superior State University) and the [Criminal Justice degree](#) (Ferris State University) require a diversity course which students can enroll in at Kirtland.

As 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 in-person, by telephone, or by Zoom 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, and the [ASVAB Career Exploration Program](#) to [determine careers of interest](#). Following the first semester, new students are contacted by their assigned advisor to review and revise their program of study and register for classes.

One of the main ways in which Kirtland prepares students for the real world is through the required [core competencies](#). Core competencies, also known as common outcomes, were designed based on the current Mission of College: to enhance student lives and build stronger communities. The College Catalog [describes](#) the competencies in the following way: “Every degree-seeking student masters core competencies that nurture foundations in communication, citizenship, information literacy, problem solving, and other areas.” Core competencies are [embedded](#) (page 5) in every course which is part of the guided pathway for all students seeking an associates’ degree.

The [six core competencies](#) (page 5), redesigned in 2015, 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 - develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.
- 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.

Several groups ensure the currency, relevancy, and alignment of the core competencies. Advisory committees, comprised of faculty, staff, employers, and others interested industries related to the program, provide feedback as to the quality of Kirtland graduates. Faculty review data from the core competency assessments to determine the adjustments needed to ensure the competencies are relevant and can be met.

The 2017 HLC visitation team found that none of the core competencies addressed diversity. A faculty team convened in 2018 to address the issue and [revised](#) (page 1) the Personal Growth and Responsible Citizenship competency to include information on diversity in the global community. Since core competencies are assessed in Canvas (learning management system), the team devised an appropriate assessment for the revised competency and saw that it was inserted into the appropriate courses in Canvas. Kirtland submitted [documentation](#) in 2019 of planned actions to improve future results for the monitoring of general education competencies which included faculty analysis of the data together with the competency related to diversity. In March 2020, the reviewer [released Kirtland from monitoring](#) and stated that “the College has complied in all respects with the interim report requirements set forth in the Team Report of the College’s 2017 Comprehensive Evaluation and confirmed in subsequent HLC actions.”

After receiving a certificate or degree from the College, Student Services [survey graduates](#) to see if they obtained a job in their field of study and gather information on how well Kirtland prepared them for success in the real world. This provides [data](#) as to whether or not the College has met their educational needs.

In 2020, Kirtland joined the Michigan Community College Association Center for Student Success initiative called Michigan - Building Economic Stability Today ([MI-BEST](#)). MI-BEST assists colleges in developing a [systematic strategy](#) to address the non-academic needs of their students at scale for all students in all programs of study by providing the support needed for colleges to move from understanding the non-academic needs of their students to partner with their surrounding community and public benefits to address student needs. The goal is to improve student completion and success by addressing economic instability among students including access to food, housing, transportation, childcare, and other basic needs. MI-BEST efforts are funded by a grant from ECMC Foundation as part of its Basic Needs Initiative designed to address and alleviate basic needs insecurity among students.

Kirtland has developed processes for assisting students who experience financial difficulties. The College created [webpages with links](#) to local housing sources and food pantries. The Kirtland Foundation's new [director](#), hired in 2019, has doubled the number of available scholarships for students, [awarding scholarships](#) to 50 students for the Winter 2021 semester. The Foundation has also established a [fund](#) in which students can apply for and be granted emergency loans for unexpected expenses.

One of the Guiding Values of Kirtland is [Inclusiveness](#): Conducting the activities of the college in a manner that inspires tolerance and welcomes diversity of people and thought. Kirtland demonstrates inclusive and equitable treatment of diverse populations while fostering a climate of respect among all students, faculty, staff and administrators. This is evident in the College's policies and administrative procedures. Kirtland is an equal opportunity employer ([POL 5.000-Equal Opportunity for Employment](#)). It is an open enrollment institution to students. [POL 1.045](#) addresses complaints which protect the rights of the individual and are taken seriously by administration. Complaint forms for students and employees are easily accessible on the College's website. [POL 2.280](#) (Title IX Grievance Procedure) addresses grievances based on sex discrimination. A [link](#) on the College's Accreditation webpage is available for an individual to report a concern about Kirtland to the HLC. The College requires annual [training](#) of all employees on sexual harassment, the SaVE Act, and Title IX-Higher Ed.

The Kirtland Board of Trustees maintains a philosophy of "leading by example". This is evident in policies that apply to the members of the Board on "Standards of Good Practice" ([POL 1.035](#)) and "Conflict of Interest" ([POL 2.285](#)). In recent years, the administration has begun a systematic effort to have the Board [review and update policies](#) to ensure they are relevant, equitable, and in compliance with current educational best practices. In moving the main campus from Roscommon to Grayling, the Board [responded to stakeholder needs](#) (page 3) by authorizing initial construction and then subsequent expansion of the facilities at Grayling. This was a bold move and, as described in a previous section, involved working with many differing constituencies to guarantee that the College would remain sustainable, viable, and relevant in the future to provide its students with the best education.

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1.S - Criterion 1 - Summary

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

Summary

In 2014, Kirtland's BOT, administration, faculty, staff, students and community stakeholders reviewed and revised the current Mission statement. This statement, along with the Vision statement, serve as the foundation for strategic planning at the College. The current *Strategic Plan (2019-2024)* guides all future planning and operations. The annual *Operational Plan* is aligned with the Mission and the higher education priorities of the State of Michigan as well as the needs of the students, the local labor market, and local communities served by the College's service area in rural Northern Lower Michigan.

The Mission statement is readily available in public documents, on the College's website, and in the *College Catalog*. Academic programs, student support services, and enrollment profiles are consistent with the mission.

Kirtland considers and responds to human diversity by embracing both equity and diversity as being part of the mission. The College continues to focus its efforts on recruiting and providing services for students who are diverse in race, culture, age, experience, lifestyle, and socioeconomic status.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

As an autonomous body, Kirtland reviews its mission, vision, and values when it revises its *Strategic Plan* on a five-year cycle. Input for revisions takes place during an all-day thinking and visioning session with key stakeholders: faculty, staff, students, administration, members of the Board of Trustees (BOT), members of the Kirtland Foundation, representatives from local government, representatives from local K-12 school districts, and members of the community gather together to participate in the process of Appreciative Inquiry led by College employees. On September 20, 2019, stakeholders were asked to envision the future of Kirtland for the next five years. The result of this process was the current [Strategic Plan](#) (2019-2024) and the reaffirmation of the existing mission statement:

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

The current [Strategic Plan](#) provides focus to the BOT and administrators as they develop yearly operational plans and to employees as they maintain a culture that lives the mission statement on a daily basis.

Kirtland addresses integrity and ethical behavior in two of its [values statements](#): “Reflection – Evaluating Processes” and “Character – Adherence to the Principles of Integrity, Honesty, Reliability, Transparency, and Accountability.” Modeling ethical behavior by employees is expected across the multiple locations, when acting as a representative of the College, as well as the communities they live in.

The Michigan legislature and other agencies determine certain standards and legal behaviors of the College. A set of [By-Laws](#) governs the BOT and members sign a “Conflict of Interest” document ([POL 2.285](#)) annually.

Standards for integrity and ethics for employees and students are developed by the BOT and administration. Consultation with legal counsel assures appropriate language and interpretation, minimizes risk, and manages legal responsibilities. As new policies are developed and existing policies are revised and approved, employees and students are notified of the changes. The website and other printed and online manuals and handbooks are updated. BOT meeting [agendas](#) are published on the College's website prior to the meeting so the public has ample time to attend. [Minutes](#) of the BOT meetings are also published so shareholders can review.

Documents are available on the College's [website and provide transparency](#) as required by the State of

Michigan and other agencies relating to financial matters. The College complies with all standard accounting practices - General Accounting Standards Board (GASB). Financial functions are guided by [policy](#) and [procedure](#) as stated in the Board Business Policies. During the year, the College's auditing firm provides advice on accounting and management, including legal responsibilities for financial matters and delivers a financial audit for the fiscal year. Spending is tracked in the financial module of Jenzabar through an approval process of purchase requisitions, purchase orders, invoices, and credit card recaps by budget officers, the Accounting Department, and the Chief Financial Officer (CFO). Incoming transactions are receipted to the appropriate account. An annual balanced budget is approved by the BOT no later than June 30 of the current year and is available for public examination on the College's website. [Policy 2.000](#) provides details of the College's spending policy. The CFO is a Certified Public Accountant with experience in both the financial industry and higher education.

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](#) (page 45) in the online *College Catalog*, and during Orientation, Advising, and Registration. Standardized language regarding ethical conduct is included in every [course syllabus](#) in the Simple Syllabus software. Faculty can report academic misconduct by using an [online form](#) available through the Maxient software which allows for improved tracking.

Occurrences of academic integrity/misconduct are reviewed by deans/directors, and the Vice President of Instructional Services. 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. The College's Library staff is available to guide students on proper research practices and evaluating the validity and integrity of resources.

Faculty use [LockDown Browser and the Respondus Monitor](#) for security when students are taking online exams within Canvas. During the various COVID-19 stay-at-home orders (Winter 2020 and Fall 2020 semesters), instructors were able to adhere to the semester schedule with instruction and administer tests, quizzes, and exams while students were at home.

Faculty are 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 their [evaluation process](#). New faculty are informed of ethical conduct expectations through the orientation process and can reference it in the [Faculty Master Agreement](#) which contains a section on conduct.

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](#)). This policy covers the entire Kirtland community as well as any independent contractors hired by the College. Employees and students have access to a copyright guide on the Library's website.

[Policy 5.000](#) specifies that Kirtland will provide "equal employment opportunities, equal educational opportunities and non-discrimination in providing educational and other services to the public". The Human Resources (HR) department is responsible for ensuring that this policy is followed.

Employees are provided information about performance expectations as well as legal and ethical behavior through [job descriptions](#). The HR department provides training on ethical behavior and integrity when [onboarding](#) new employees. New full-time employees are assigned mentors to assist them in learning College policies and procedures. All employees are provided with refreshers on changes and updates at

convocation meetings at start the fall and winter semesters. [Monitored by HR](#), all employees must complete “Right to Know” training on subjects such as hazardous materials, FERPA, sexual harassment, the SaVE Act requirements, and blood borne pathogens. This online training is 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 [assessing standards for legal and ethical behavior](#) for all employees. HR monitors incidents that violate ethical and/or illegal conduct and ensures that they are dealt with through the [appropriate policy](#) as established by the BOT. Employees comply with FERPA and HIPPA.

Kirtland’s Campus Store, its Food Services department, and Print Shop fall under the category of Auxiliary Services. Financial functions are guided by policy and procedure as stated in College’s [Business Policies](#) and are consistent with GASB practices. These services are [evaluated annually by external auditors](#).

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Kirtland's website provides past, present, and future students as well as the public access to a variety of documents in real time. All departments of the College are represented. The [website](#) is organized for its audiences (students, employees, parents, or community members/workforce) and follows many best practices related to website content in higher education. The website is reviewed regularly by departments and the Director of Web Services (DWS) for accuracy and is updated to reflect changes.

Requirements from the State of Michigan (budget transparency) and the Department of Education (annual security report - Clery Act) have [visible icons](#) on the home webpage linking to the appropriate information. The website offers a [calendar](#) of College events, [updates on COVID-19](#), and posts for campus closures during inclement weather or emergencies. The College maintains a number of links to [social media connections](#) as well as a YouTube channel which provides additional ways for the public to access information.

Current and prospective students access links to information on the [Student Central](#) webpage: course syllabi through the Simple Syllabus software, bookstore information, cost of classes, forms, academic information ranging from the [College Catalog](#) to registration dates, disability services, financial aid materials, online services, and other student resources. Having links on a single webpage provides a landing point for quick access to this information. The [Employee Central](#) webpage, the [For Parents](#) webpage, and the [For the Community/Workforce](#) webpage each offer information relevant to its particular audience. Each department is responsible for providing current information to the DWS.

The [College Catalog](#) is available online through Acalog. It is updated annually and is searchable. Catalogs dating back to 1997 are available online in .pdf format. Copies of [catalogs](#) from 1966-2019 can be found, in print, in the College's Library. Catalogs contain information on student resources, programs, course descriptions, the Student Code of Conduct, and the Rights and Responsibilities of Students. The Registrar's staff maintains updates and addendums to the catalog.

The design and approval of new programs begins with the consideration of how the proposed program fits with the College's [mission](#) and [Strategic Plan](#). All courses within a proposed program must align with certificate or degree requirements, and [programs](#) must meet the requirements of state, federal, and accrediting agencies, as well as those of professional credentialing/licensure bodies. The institution includes program learning outcomes on the website, in the [College Catalog](#), and in Simple Syllabus, with clear differentiation between certificate and degree programs. Members of the Curriculum and Instruction Committee ([POL/PRO 1.030](#)) meet monthly to review courses (new and revised) and programs (new and revised) to ensure that problem areas are met prior to being offered to students.

Guided Pathways exist for each [program](#) and contain data on career opportunities, salary, employment

outlook, program mission and career-focused goals, course descriptions, prerequisites, and all related costs including tuition and college fees, course fees, other costs for personal equipment (Cosmetology and Welding programs), an estimate on textbook costs and licensure fees, if applicable to the program. The [Guided Pathways](#) webpages are designed to be easily updated, ensuring that visitors to the site have accurate information reflecting any recent program changes. Program coordinators and full-time faculty are responsible for updating the webpages on a regular basis. The Accounts Receivable department updates the [program costs](#) annually.

The College continues to hire the best available faculty candidates based on the faculty credentialing ([POL/PRO 5.045](#)) guidelines from HLC ([POL/PRO 4.105](#)) to provide students with quality instruction. Kirtland engages with EDUStaff, a company specializing in providing adjunct faculty to educational entities, to increase the pool of highly qualified candidates. Faculty credentials are updated and retained in the [Human Resources](#) (HR) department. The hiring, orientation, and evaluation of faculty is the responsibility of the Vice President of Instructional Services and the Dean of Occupational Studies (DOS).

Staff members hired to provide student academic support services 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 descriptions](#) (example-[Director of Institutional Research](#)).

Students access the [Net Price Calculator](#) on the website to estimate the cost of attending Kirtland. [Tuition and fees](#), grants, loans, and [scholarship](#) information can also be found on the College's website. This [information](#) is revised to reflect current costs and a variety of scholarships to help [pay for college](#).

The College is governed by a 7-member Board of Trustees (BOT). Its [By-Laws](#) are the primary governing document and define how it functions. College business is conducted by holding regularly scheduled monthly BOT meetings which are open to the public. Duties of the BOT include designating the day-to-day operations to the president of the College and setting annual goals for itself and the College. The BOT has a [conflict of interest policy](#) in place.

Data provided for inclusion on the [website](#) are provided by the Director of Institutional Research. This may include data from the following reports: IPEDS, Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), Michigan Postsecondary Data Inventory, Voluntary Framework of Accountability, required reports for other governmental entities, internally generated reports from Jenzabar data, and student and employee surveys.

The status of specialized, national, and professional accreditations and licensures can be found on the [Accreditation webpage](#). The list is revised by the DOS and Director of Nursing as programs are reviewed and updated [letters of accreditation or licensure](#) are received. Program reviews for occupational programs can also be found on the Accreditation webpage. Found on the home page of Kirtland's website, is the [Higher Learning Commission's Mark of Affiliation](#) Verification icon.

While the most accurate and up-to-date information can be found on Kirtland's website, advertising and promotional materials are made available via email to students, employees, and alumni as well as in print and video and through other traditional mediums such as television, radio, billboards, and newspapers. The Marketing Department reviews content with the appropriate department, then coordinates delivery or distribution. The [Social Media and Marketing Assistant](#) maintains the Twitter, Facebook, Instagram, YouTube, and Snapchat accounts.

Kirtland provides evidence of contributions to the educational experience in the following ways:

- Police Academy cadets [partnered with the Big Brothers Big Sisters \(BBBS\) of Northwestern Michigan](#) to demonstrate the training cadets go through to become a police officer and showed off the inside of training vehicles to the children.

- Business students participate in [internships](#) in local businesses and Health Science students engage in [clinical](#) rotations around the state as part of their course of study.
- The Cosmetology Department operates a full-service [salon](#) for members of the public.
- 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.
- Students participate in the construction of a [Habitat for Humanity](#) house.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The 7-member Board of Trustees (BOT) of Kirtland Community College is an [autonomous body](#), elected by the voters of the [district](#) as defined by the Michigan Community College Acts of [1955](#) and [1966](#). Newly elected board members receive a new member orientation from the BOT chair and College president to familiarize them with the mission, policies, and procedures of the College and all other aspects of their position as a trustee. The Michigan Community College Association offers new board member training as well as leadership training for trustees and the president at its annual conference/retreat. All members are encouraged to attend conferences of the American Association of Community Colleges and the Association of Community College Trustees (ACCT) to learn about trends, hot topics, best practices, and network with fellow trustees to gain a national perspective of activity. The board chair attends the ACCT for board chair training. The BOT references the College's [policy statements](#) and [By-Laws](#) to provide clear, written guidance in the areas of board governance, standards of good practice, and conflict of interest. BOT members also adhere to [Policy 1.035](#) (Standards of Good Practice Kirtland Community College Board of Trustees).

The BOT is responsible for continued financial stability of the College including setting tuition and fees and reviewing the following: selected depositories, the investment portfolio, and an annual [third-party financial audit](#). The organizational structure of the BOT includes a [finance committee](#) that meets quarterly. A [public hearing](#) is held before the BOT [passes a balanced budget](#) prior to the start of the next fiscal year (July 1) in accordance with the laws of the State of Michigan.

Every five years, the College community and its stakeholders come together to provide input for revisions to the *Strategic Plan* ([2013](#), [2019](#)) and the mission, vision, and values statements. Based on the *Strategic Plan*, the annual *Operational Plan* ([2016](#), [2017](#), [2018](#), [2019](#), [2020](#), [2021 Draft](#)) is developed to guide the day-to-day operations of the College. The [mission statement](#) is read at the onset of every board meeting to provide focus for the actions taken on agenda items.

After careful review of the [Facilities Master Plan](#), the BOT determined that if Kirtland was to remain sustainable for the next 50 years, either costly renovations would have to be undertaken at the Roscommon campus or new facilities would need to be constructed. Research was done and a variety of scenarios were developed. Construction of new energy efficient facilities was determined to be the most practical and cost-efficient. A "phased" plan was created whereby construction on a site in Grayling would begin. The [BOT](#)

[voted](#) in January 2015 to approve the construction of Phase 1 (the Health Sciences Center) which brought all health science programs and most general education classes as well as student services together in one building. [Phase 2](#) (Michigan Forest Products Institute) construction, [approved by the BOT](#) in May 2017 brought a majority of the occupational programs, the Library and Tutoring Center, the Information Technology Services, and the Business and President's Offices to the Grayling site. The completion of [Phase 3](#) (The Kirtland Center) in the fall of 2021 will bring the remaining programs to the Grayling campus. Future phases are in the planning stages. The Vice President of Business Services (VPBS) and BOT's Finance Committee weighed options and agreed to the most [economical way to fund](#) each phase. With the cost savings found in the operations of the new facility, the BOT has ensured the sustainability of the College for years to come.

The [BOT](#) meets [monthly](#) during the year to discuss and act upon College business. Special meetings are called on an "as needed" basis. All meetings are open to the public. The [agenda and approved minutes](#) are available on the College's website. Each meeting begins with the call to order, a welcome and introduction of guests, the reading of the mission statement, approval of minutes of previous meetings, public comment(s) from the audience, President's report with informational items, committee reports from board members, board member open discussion, business requiring board action, and announcements of interest to board members. The BOT will not act upon items brought forth by the public at the current meeting but will take them under advisement for a future meeting when further information is available. Staff and faculty are encouraged to share information related to academics and student services during educational sessions so trustees understand College operations and can utilize the knowledge when making decisions. A quorum of four is needed to pass agenda items. [Article I-Section 8 of the Board By-laws](#) (page 3) states "No member of the Board of Trustees shall have the power to act in the name of the Board outside of board meetings unless authorized to do so by the Board of Trustees". Trustees are members of the community and often interact with external stakeholders.

The [By-laws](#) and [Policy 2.285](#) (Conflict of Interest for Members of the Board of Trustees) assure that there is no conflict of interest on the part of the BOT. In addition, all BOT members sign a statement annually which affirms that they:

- received a copy of the policy;
- read and understand the policy;
- agree to comply with the policy; and
- disclose any ownership that they may have with any entity that is involved in a contract with the college or reasonably anticipates may be involved in a contract with the college in the future.

The duties of the BOT are documented in its [By-laws \(Article III-Section 2\)](#) (page 3) including the selection and employment of the president. [Policy 1.000](#) (General Duties and Responsibilities of Administrators) states "duties and responsibilities of administrative positions are assigned by the president in accordance with law and college policy which include planning, organizing, and administering the activities of his/her department, office, or division efficiently". Three of the five positions listed in the [organizational chart](#) (Vice President of Instructional Services (VPIS) and Dean of General Education, Vice President of Student Services and Registrar, and VPBS and Chief Financial Officer) serve on the College's Executive Council (EC) as advisors to the president. The College Administrative Team, comprised of the president's direct reports, and the EC meet weekly as advisors to the president.

Faculty create and revise courses based on best practices, transfer agreements, and the creation of new programs ([POL/PRO 4.020](#) Curricular Offerings). [POL/PRO 4.025](#) (Curriculum Revision) identifies the process of reviewing minor curriculum changes and major curriculum revisions through the Curriculum and Instruction Committee (CIC). A recommendation for adoption is made to the VPIS. All major curriculum revisions require board approval. The [members](#) of the [CIC](#) are faculty and academic support staff.

The [Assessment Team](#) (AT), a faculty-led committee, provides data gathering of core competencies and outcomes, analysis of data, and professional development to implement changes to programs that are supported by best practices. The team developed the [Assessment Handbook](#) and released it to all full- and part-time faculty at the beginning of the Fall 2019 semester. Training was provided by the Center for Teaching and Learning (CTL) and the VPIS on how to tag core competencies and program outcomes in Canvas, the learning management system. New faculty are trained at the point of hire by the CTL. At the last HLC visit (2017), assessment was identified as a problem area which resulted in [monitoring](#). The AT worked with faculty to identify and correct problem areas. Evaluation of the [submitted monitoring report](#) by HLC indicated that Kirtland was [moving in the right direction](#).

Faculty involvement in academics includes:

- participation in occupational program reviews and the [CCFSSE](#).
- selected faculty who serve as [program directors](#) who are responsible for the academic aspects of program accreditations.
- serving on [program advisory boards](#) along with other stakeholders.
- serving on assigned committees such as the CIC and AT.
- presenting [professional development](#) to enhance classroom teaching and learning through the CTL.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

As an educational institution, ensuring freedom of expression is reflected in several values statements that are part of the College's [Mission, Vision, and Values](#): excellence, inclusion, innovation, character, and respect. [POL 3.045](#) states the College is committed to the principles of freedom of speech, freedom of expression, and the right to peaceably assemble provided that this does not disrupt the operation of the College or the learning environment.

The [Faculty Master Agreement](#) between Kirtland Community College and the Kirtland Community College Federation of Teachers includes provisions to protect the public and instructional rights of the faculty (page 20). Faculty, as well as all other employees, may not represent the College when imparting their own personal opinions or points of view.

While faculty have a core set of objectives for each course that must be delivered prior to the end of semester assessment, they have the [freedom to design the content](#) of their courses and present it using a variety of delivery methods including lecture, video, discussion, and presentation to meet those objectives. When courses are considered for transfer to another institution, those objectives must meet the standards of the transfer agreement. Issues of a controversial nature within the course are to be presented in an objective manner. Textbook selection rests with the faculty who make their final recommendation to the Vice President of Instructional Services ([POL/PRO 4.055 - Textbook Selection](#)).

The College has a set of six [core competencies](#), assessed at the institutional level, which students are expected to attain mastery of prior to receiving their certificate or degree. The Communications competency of reading, writing, speaking, listening, and using nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings allows students to exercise their freedom of expression within the classroom setting.

Student rights and protections are described in [POL 6.125](#) as well as in each [College Catalog](#) (page 26). This policy protects the freedom of students to offer opinions and insights in any course of study and protects students against improper academic evaluation. This policy details academic freedom assurances for students.

Sources

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- POL 6125 Rights and Responsibilities of Students
- PRO 4055 Textbook Selection

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Kirtland Community College is a teaching institution. It does not conduct basic or applied research on a regular basis. When a research opportunity arises either internally or externally, the College maintains an active Institutional Review Board (IRB) ([POL/PRO 4.095](#)) to review proposals determined by the IRB chair to be human subject research. The board consists of the Vice President of Instructional Services (VPIS), the Director of Institutional Research, and Kirtland's FOIA and FERPA officers. The Vice President of Student Services and/or a representative of Human Resources join(s) the review when student and/or employee subjects are requested, respectively. It is the IRB's duty to ensure that the rights and privacy of the subjects are protected, the research is conducted in an ethical manner, and that the researchers comply with research standards. Financial remuneration is the responsibility of the researcher.

The College adheres to the current [United States Copyright Act](#) (Title 17 of the United States Code) and any subsequent additions or revisions. As stated in [POL 4.085](#) (Copyright Policy), "Copyrighted materials used in an education setting will meet "Fair Use" standards or receive written permission from the copyright holder to use." This policy covers the entire Kirtland community as well as any independent contractors hired by the College. All Kirtland employees and students have access 24/7 to the [Copyright & Fair Use Library Guide](#) which provides basic information to assist in making good decisions regarding copyright. Questions regarding copyright are addressed to the Director of Library Services who provides guidance on Fair Use standards.

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.

Faculty are 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 ([class evaluation](#) and [instructor feedback](#)). New faculty are informed of ethical conduct expectations through the [onboarding process](#) and can reference it in the full-time [Faculty Master Agreement](#) or the [Canvas module for part-time faculty](#) which contains a section on conduct.

The Center for Teaching and Learning collaborates with faculty regarding best practices for course development, student engagement, technology integration, pedagogy, assessments, and questions related to teaching and learning.

Course evaluations are done at [mid-semester](#) as well as at the [end of the semester](#) using Canvas. Students

are provided an open-ended comment box to record concerns about the course and instructor. [Results are reviewed](#) by academic deans/directors. When faculty ethical misconduct is reported, it is investigated and addressed through the discipline process detailed in [POL/PRO 5.055](#) (Discipline) and/or the grievance procedure ([POL/PRO 5.425](#)) found in the [Faculty Master Agreement](#).

Information on ethical learning and research for students is found in the [Code of Conduct](#) in the *College Catalog* and during orientation. Simple Syllabus, the online course syllabus software, includes statements that [define plagiarism](#) and encourages students to seek guidance from their instructor about acceptable methods to be used to acknowledge the work and ideas of others.

Faculty, staff, and students have a substantial collection of resources that support scholarly research for use in the curriculum, to answer questions regarding best practices in the office environment, and for student research. [Kirtland's Library](#) is a blend of the traditional and 21st century with its collection supporting the curriculum. 17,000+ print books are available to all students and faculty as are online collections of books, periodicals, databases, and streaming videos numbering over 300,000 titles. The Library's website features [interlibrary loan accessibility](#), an [assignment calculator](#), research guides ([LibGuides](#)), a bibliography creator (NoodleTools), current [APA and MLA style guide templates](#), and [research tutorials](#). Faculty may request library tours and information literacy instruction for their courses. Library staff are available to guide students on the use of proper research practices and how to evaluate the validity and integrity of resources. Students, faculty, and employees can call or email with questions and make an appointment with a reference librarian for in-person, individualized assistance. Many instructors utilize the [embedded librarian service](#) allowing library staff to have a presence within Canvas courses as a module. If a specific paper or project is part of the course requirement, librarians have a specially designed guide with contact information, library resources, writing and citing help, and other helpful tips available to students. Using Canvas email, students can contact librarians directly without leaving their course. Students can access the [Evaluating Websites](#) LibGuide and the [Ethical Writing Choices](#) page from the *Writing & Citing Help* guide to encourage ethical writing and research.

[Citing Sources in 3 Easy Steps](#), a Canvas module offered starting in January 2021, is a proactive option offered to students who need citation practice prior to submitting a research paper or project. This is available as a Canvas module for instructors to add to their courses and is used as an instructional tool by the Writing Center tutor. Prior to January 2021, the [Citation Boot Camp](#), was offered as a Canvas module where students could self-enroll, be referred to enroll by their instructor, or an instructor could enroll their entire class in the module. Another option for students seeking writing guidance is to contact The [OWL \(Online Writing Lab\)](#) to request face-to-face, online, or virtual writing help from a writing tutor. Plagiarism, considered academic misconduct, is reported via an [online form](#) available through the Maxient software. Faculty have the option to recommend that the student be enrolled in the online [Plagiarism Traffic School](#) module to learn what plagiarism is and proper citing techniques.

Kirtland's policy pertaining to academic dishonesty is defined in [POL 6.125](#) (Rights and Responsibilities of Students) and includes cheating, plagiarism or other forms of academic dishonesty. This policy states that "determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor, with departmental guidelines". Consequences include but may not be limited to the following: receive an E in the course, assignment, or test/exam; be referred to the Plagiarism Traffic School; redo the assignment: or other consequence as deemed appropriate by the instructor.

Instructors [formally document](#) academic misconduct by using the Maxient software. Multiple cases of academic dishonesty by a single student can be tracked by the VPIS in the software. If a student wishes to appeal an instructor's decision, he/she may do so by following the Procedure for Academic Due Process as stated in [PRO 6.125](#) which provides a multi-step process and timeline:

- The student appeals the instructor's decision to the VPIS.

- If a satisfactory resolution is not reached, the VPIS convenes a hearing by the Academic Appeals Committee consisting of three full-time faculty and two students. The Committee will hear the grievance and submit its recommendation to the VPIS. The VPIS will render a decision and inform the student of said decision.
- If the student wishes to contest the decision of the VPIS, then he/she can appeal to the president of the College. The president's decision will be final.

Over the course of the last 4 ½ years, the following have been reported:

- Cheating – 15 cases
- Plagiarism – 39 cases
- Other – 6 cases

All employees of Kirtland must, at all times, comply with all applicable laws and regulations ([POL 5.005](#)). Counseling will be offered to those in violation. Repeated infractions will result in discipline.

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- Research tutorials

2.S - Criterion 2 - Summary

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

Summary

The policies and procedures that guide the institution as a whole as well as the Board of Trustees (BOT) By-laws ensure that Kirtland conducts itself in a manner that is both ethical and responsible. Information related to financial, academic, human resources, and auxiliary functions are published on its website making the information transparent and available to all stakeholders. Day-to-day operations are delegated to the president and administrators of the College as per the BOT By-laws. Based on annual audits, the BOT is fiscally responsible and ensures that a yearly balanced budget provides appropriate funding for the upcoming academic year. The College is an independent entity not obligated to any external group/organization. Specific code of conduct policies guide the BOT, administration, employees, and students.

The College encourages freedom of expression and respects diversity. Kirtland provides its students and employees a robust offering of resources including books and journal articles through its Library with access 24/7/365. Librarians are available to assist in guiding users through the research process and the use of fair and unbiased information. Students are held accountable for academic misconduct. The College is committed to providing an atmosphere that allows for creative thought and comprehensive education.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Kirtland occupational degree programs include advisory committees, external accreditation oversight, and/or state licensure requirements. Advisory committees provide input, guidance, and structure to the programs annually. The programs with [external accreditation](#) are all in good standing. The general education program offered at Kirtland meets the state-wide requirements of the Michigan Transfer Agreement (MTA). The [MTA alignment](#) demonstrates consistency across and between two- and four-year institutions.

The College's Curriculum and Instruction Committee (CIC) includes membership ([PRO 1.030](#)) from both the academic and student services divisions. The CIC is charged with reviewing curricular additions ([POL/PRO 4.020](#)), changes ([POL/PRO 4.025](#)), and improvements. All changes to courses and programs are reviewed by the committee for alignment to degree requirements, industry standards, and/or transfer expectations. Kirtland adopted a curriculum management software package, [Curriculog](#), to monitor the approval process and to ensure all approved changes are included in the catalog. The college has a credit hour policy ([POL 4.005](#)).

Program review is completed for all programs annually for review by college leadership and faculty. This process allows for decisions to be made regarding needed program adjustments or discontinuation. For instance, the program review process ([2018-2019](#), [2019-2020](#)) demonstrated the inability to continue a program in Health Information Technology based on costs of program versus enrollment in program. Beginning in 2021-22, an additional component providing a more qualitative analysis will be conducted for college programs on a 5-year cycle. This information will then be shared along with the existing program review for a more comprehensive analysis. The College also completes [PROE reports](#) as required by the Carl Perkins grant which are specific reviews of approved occupational programs. These include feedback from students, faculty, and advisory committees as well as looking at program completion data.

Kirtland [offers education](#) at the [associate degree and certificate level](#). Kirtland awards Associate of Applied Science degrees and associate degrees in Accounting, Business Administration, and Science and Arts. In addition, Kirtland awards Certificates of Completion and Certification Preparation courses. In response to the [2019 Monitoring Report requirements](#), Kirtland [articulates and differentiates](#) learning goals for each of the programs. These learning goals, referred to as Program Outcomes, are reported on the College's

program websites (example: the [Program Outcomes for the Certificates of Completion and the AAS degree in Automotive](#)).

Regardless of delivery format or program location, the quality and learning goals for courses and programs are consistent. Kirtland utilizes a standard course syllabus template through [Simple Syllabus](#) and requires faculty to identify student learning outcomes for each course. For example, [ENG_10303-50W](#) (dual enrollment course offered at a local high school) and [ENG_10303_61](#) (online section of the same course) requires students to meet identical learning outcomes. The CIC reviews and approves courses and syllabi including student learning outcomes. The learning outcomes approved by the CIC are required for each section of a given course. To ensure consistency, syllabi are reviewed by the associated academic administrator to ensure consistency across sections, instructors, locations, and delivery methods. This review process occurs each semester and ensures that consistency occurs within a specific semester and between semesters.

Kirtland [offers](#) dual enrollment [options](#) for area high school students. Some are held on campus, some are offered at the high schools and taught by Kirtland full-time faculty, and some are taken online. A few courses are offered as concurrent enrollment through an Early College agreement with area high schools. As part of the agreement, faculty are required to meet Kirtland faculty qualifications. The courses are required to utilize the standard course syllabi, follow and meet all learning outcomes, and use required textbooks to be the equivalent of courses offered online or at the Kirtland campuses.

All instructors assigned to teach online courses at Kirtland are required to complete a Canvas LMS [training course](#) designed to prepare instructors to develop and deliver regular and substantive interaction with advanced technology integration. Instructors also are required to complete the Kirtland Orientation for New Adjuncts [online training course](#), which is both a resource for process and procedures and training. Selected faculty complete ETOM's (Educational Technology Organization of Michigan) online training [certification course](#) annually.

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- PRO 1030 College Committees
- PRO 4020 Curricular Offerings

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- PROE
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- SimpleSyllabus

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Kirtland's [mission, vision, values, and purposes](#) serve as the foundation for the general educational curriculum. The educational offerings at Kirtland are governed by Board policy ([POL 4.000](#)).

The general education program at Kirtland is housed within the [Associates of Science and Arts Degree \(ASA\) Program](#). The program also fulfills the requirements of the [Michigan Transfer Agreement](#) that requires students to successfully complete at least 30 credits, with at least a 2.0 GPA in each course. The program requirements are posted on the College's website. Not only are the purposes, content, and intended learning outcomes of the general education requirements at Kirtland [articulated](#) for students, they are aligned with the expectations of transfer institutions. For example, Composition I at Kirtland (ENG 10303) [transfers](#) directly to [Saginaw Valley State University as ENGL 111](#), to [Central Michigan University as ENG 101](#) (Freshman Composition), to [Ferris State University as ENGL 150](#) (English 1), and to [Northern Michigan University as EN 111](#) (College Composition 1). The [MTA alignment](#) assures academic quality of the general education program due to the curricular alignment of the courses included in the agreement.

Kirtland's [Core Competencies](#) serve as the framework and the learning outcomes for the general education program. The Core Competencies are:

- Communications: Students will 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: develop contextual understanding of diversity by respecting differences in culture, perspective, and background as a citizen in local and global communities.
- Problem Solving: Students will think critically, and creatively to analyze, synthesize, and evaluate to solve real world problems.
- Systems/Processes: Students will 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.
- Technology, Research, and Information Literacy: Students will recognize how to acquire and use

information through responsible use of technology to understand, evaluate, and synthesize information and data.

- Work Productively: Students will use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.

The Kirtland Assessment Team reviewed the [action letter](#) sent by HLC on February 20, 2018 advising the inclusion of an update to the Personal Growth and Responsible Citizenship core competency to include analysis of diversity. A meeting was held by the Assessment Team on September 14, 2018 to [review](#) the core competency revisions and updates provided by the Assessment Team. On September 25, 2018 the Assessment Team completed the review and implementation of the core competency update to be reflected in Canvas and the [Assessment Handbook](#).

The implementation of the updated core competency went into effect for the Winter 2019 semester. An update at return week January 6, 2020 was held for all full-time faculty presenting the prior year of core competency measurements which included the updated competency of diversity. A [slideshow](#) was discussed amongst faculty members at the meeting demonstrating the measurements of the revised tagged core competency and results.

Two examples of how this has been integrated can be found in Nursing and in Business. Nursing integrated case studies of patients with various cultural and ethnic backgrounds to help students communicate and provide best care to a transcultural population, developed simulations with virtual and standardized patients from different cultures or ethnicities, and provided clinical experiences at over 20 sites across Michigan for greater experiences with diverse populations. The Business degree programs integrated assignments into the curriculum that addressed human and cultural diversity in the world in which students live and work. For example, in the Winter 2021 semester, students in BUS10100 ([example assignment](#)) and Fall 2020 BUS10700 ([example assignment](#)) completed case studies that addressed current business challenges while incorporating cultural and diversity aspects such as minority business ownership, ethics, and inclusion.

Kirtland faculty engage in scholarship, creative work, and discovery of knowledge where appropriate. For example, faculty serve in key roles on accreditation boards and statewide advisory committees. Faculty also have published works, hold patents, and present at conferences and are considered leaders in their fields. Art faculty are sought after for national competitions.

Students also contribute to scholarship, creative work, and discovery of knowledge in various ways. Nursing students created health education and quality improvement projects that are shared with the college and clinical partners.

Marketing and business students perform external analysis on college programs and local businesses and present their findings to the college and the community. Art Students display their artwork in an internally juried [show](#) as partial fulfillment of their graduation requirements.

Sources

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- AssessmentPowerPoint
- Associate in Science and Arts Program Outcomes
- CMU_English10303transfer

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- Mission and Vision
- NMU_English10303transfer
- POL 4000 Educational Programs
- SVSU_English10303transfer

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

All [position descriptions](#) are developed by managers and available on the Human Resources website (example: [Director of Center for Teaching and Learning](#)). When a position is open, Human Resources posts and advertises to draw the most qualified applicant pool. Candidates must meet the education and experience requirements as outlined in the job posting. Faculty and staff are screened during the pre-interview and [hiring process](#) by department heads and Human Resources. Final faculty candidates are interviewed by a committee (dean, faculty, and student) as well as the Vice President of Instructional Services (VPIS).

In the 2020-21 academic year, Kirtland had [22 full-time faculty](#) and 60 part-time faculty who covered all course offerings. The faculty is a good mix of those with many years of teaching at the college (average 12 years) and the addition of younger faculty who can look to the senior faculty for mentorship. Full-time faculty and some part-time faculty serve on committees providing support for curriculum, assessment, professional development, service learning, faculty technology, and wellness to name a few. Faculty responsibilities are specified in the [Faculty Master Agreement](#) (pages 21-23).

Faculty are required to meet the credentials ([POL/PRO 4.105](#)) set forward by Higher Learning Commission (HLC) whether they are teaching full-time, part-time, or in a dual enrollment situation. These qualifications are identified in faculty job posting and descriptions (example: [Information Technology faculty position](#)). The college has a [faculty credentialing review process](#). Those teaching general education transfer courses are required to have a Master's degree with a minimum of 18 graduate hours in the subject they teach. Those teaching in externally accredited programs are required to meet the qualifications specified by those bodies (example: Nursing requires a Master of Science in Nursing as minimum for non-clinical faculty.) Those teaching in some occupational programs are required to have either a bachelor's degree in the subject area, an associate degree combined with professional certifications, or an associate degree combined with work experience (example: [Electrical Technology faculty position](#)).

Student evaluations are conducted every semester both at midterm and end of semester for all faculty. The feedback from these evaluations ([EvaluationKIT templates](#)) is shared with the faculty member and his/her supervisor.

Newly hired full-time faculty are in a probationary status, per the [Faculty Master Agreement](#) (pages 31-32), for their first two years of teaching at Kirtland ([POL/PRO 4.080](#)). During this time, they are evaluated each semester by their dean/director. The year-end evaluation from their dean/director indicates whether they should be rehired as referred to the VPIS. This evaluation includes the student evaluations, classroom observations and/or online teaching observations, review of syllabi, and review of Canvas course shells. Once off probation, faculty continue to be evaluated each semester both at [midterm](#) and [end of semester](#) by students and move into a cycle of evaluations throughout their teaching tenure at Kirtland.

Newly hired part-time faculty are [evaluated](#) their first year by their dean/director by reviewing syllabi, Canvas shells, student feedback, and [classroom observation](#) or online teaching observation. Part-time faculty continue to be evaluated on a cyclical basis throughout their teaching tenure at Kirtland.

Online course evaluation is conducted using the [MCO Rubric](#) adopted at the state level by Michigan Colleges Online.

Kirtland has a strong commitment of providing support for teaching and learning through professional development ([POL 5.430](#)). Financial support is provided for faculty to participate in conferences as well as many opportunities internally to provide ongoing professional development. Budgetary resources were also provided to dedicate a full-time position to overseeing the Center for Teaching and Learning (CTL) as well as faculty support through reassignment.

In 2020, a renewed sense of professional development was offered at Kirtland with new leadership in Academic Services. A [dedicated space](#) was provided to the CTL to offer in-person and collaborative Zoom presentations with technology including webcams, multiple screens, and a dedicated computer. In addition, the space was updated to include bookshelves and a library of books, a comfortable collaborative area of chairs, coffee maker, and refrigerator. Additionally, an area for faculty to collaborate and discuss professional development was created with ample seating and desks.

Professional development expanded its scope to include more offerings of staff development, a dedicated yearly professional development calendar for all of Kirtland, a book club was established, a Weekly Tech Tip for Scholarship update from the CTL, and weekly “This Week in the CTL” Professional Development offerings. Faculty and staff driven professional development offerings were increased in scope beginning with new academic leadership and the creation of the CTL Advisory Committee. There were also days of professional development held several times during the academic year focused on topics relevant to teaching and learning, including Dr. Idahlynn Karre’s [Strengthfinder](#) Workshop and [Being a Prizm of Positivity](#). Both of these professional development sessions were recorded and have links available.

The CTL Advisory Committee meets monthly to review and implement meaningful professional development for Kirtland. A monthly [agenda and minutes](#) are taken at the committee meetings. Evaluations of all CTL related sessions from Winter 2019-current are also being recorded.

Supporting Documentation:

[Lunch and Learn Feedback Form](#)

[Professional Development Feedback Form](#) and [Committee Minutes](#)

[Return Week 2020-21 Feedback](#)

[PD Offerings 2017-2021](#)

Kirtland faculty are expected to respond to student inquiry within a 48 hour period. Faculty meet with students face-to-face, online, via Zoom, Facetime, or whatever means is the easiest for the students. The [syllabus](#) provides these details to students via [Simple Syllabus](#).

Kirtland currently employs one full-time counselor who is a [Licensed Professional Counselor](#) in the State of Michigan. Kirtland also employs five full-time staff [academic advisors](#) who all hold a minimum of a bachelor's degree and are trained in student success. Other student support services are provided by staff in [Financial Aid](#), [Testing Center](#), Tutoring, [Student Financial Services](#), and [Registrar's Office](#).

Professional staff are required by their supervisors, as well as by job dimension ([salaried](#) and [hourly](#)), to continuously upgrade their skills and capabilities. Significant resources are invested in professional development for the staff, internally and through regional, state and national conferences, and workshops. The college has a policy ([POL/PRO 2.155](#)) and a form for employees to [apply for membership](#) in [professional organizations](#). 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 Association for Institutional Research (Mi/AIR), Michigan Community College Collaborative for Accountability, Research and Effectiveness (MCCCARE), Michigan Community College Data and Evaluation Committee (MCCDEC), 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.

Sources

- [_PD Calendar 2017-Current](#)
- [Academic Advisor](#)
- [Academic Advisor Licensed Counselor](#)
- [Assistant Registrar](#)
- [classeval](#)
- [CTL Advisory Committee](#)
- [Director of Center for Teaching and Learning](#)
- [Director of Financial Aid](#)
- [Dr Idahlynn Karre Strength Finder](#)
- [End of Semester Survey Example](#)
- [Evaluation Kit](#)
- [Faculty Credentialing Review Process](#)
- [Faculty-Master-Agreement](#)
- [Faculty-Master-Agreement \(page number 24\)](#)
- [Faculty-Master-Agreement \(page number 34\)](#)
- [Hire Procedure](#)
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- Job Descriptions
- Job-Dimensions---Hourly-Support-Staff
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- JobPostingElectricalTechnologyFTInstructorMay2021
- JobPostingInformationTechnologyFTInstructorMay2021
- Kirtland Community College - Simple Syllabus
- Lunch and Learn Feedback Form - Google Forms
- MCO Rubric - Final
- membershipform
- MFPI-Layout-CTL
- MichiganProfessionalOrganizationsforHigherEducation
- Mid-Semester Evaluation Questions
- Part-Time Testing Center Specialist
- POL 2155 Memberships
- POL 4080 Evaluation of Probationary Faculty
- POL 4105 Faculty Qualifications
- POL 5430 Financial Support for Professional Development
- PrizmWorkshop
- PRO 2155 Memberships
- PRO 4080 Evaluation of Probationary Faculty
- PRO 4105 Faculty Qualifications
- Professional Development Feedback Form - Google Forms
- ProfessionalDevelopmentTeamMinutes
- Return Week 2021 Survey - Google Forms
- Student Financial Services Supervisor
- Summer-2021-ACC-12200-60-Accounting-Principles-II
- Vice President of Student ServicesRegistrar

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

An overview of support services is provided during the intake [process](#) through the Office of Admissions. Students receive an [electronic online student handbook](#) listing the support services available. Kirtland developed [program maps](#) to aid both instructional and student support in visualizing each of the College's programs.

When students meet with their academic advisor, they receive an [advising syllabus](#) which provides information on student/advisor responsibilities. The advisors also review support services available to students during their [advising](#) appointment. 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. Students can self-identify and register for tutoring or faculty can recommend tutoring through progress reports, which they receive in email messages from their advisors who then contact the students, reminding them of support services available. 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. The Program of Study [webpages](#) provide students with an outline of the program, costs, suggested sequences of courses, and possible career opportunities. 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. The [Testing Center](#) is available for students to take make-up tests. It also serves as a regional test site, allowing students to take the ASE, the General Educational Development (GED), EMPCO, Pearson Vue, SAT test and the HESI nursing exams without leaving the area. Students needing testing accommodations, such as quiet rooms, can schedule them.

As part of the admissions process, all new students must submit documentation to determine course placement in mathematics and English if no prior college level coursework has been completed. [Placement](#) (page 45) is determined by ACT, SAT scores, or high school coursework within 10 years of graduation. For students who graduated from high school 10 or more years from the time of admission to Kirtland, the College requires the student to have a conversation with an academic advisor to determine placement. Academic advisors have guidelines and criteria provided by the faculty when determining placement for the adult learner. Enrollment in the Nursing program requires successful completion of the HESI admissions exam.

Once students are accepted to the College, students are provided with a link to the [online student handbook](#) and a link to the *College Catalog* which explains services such as [tutoring](#) (page 23), [library resources](#) (page 23), and [disability services](#) (page 27) that they may need while attending Kirtland. [Dual Enrolled](#) students and [Nursing](#) students have additional customized handbooks. All students must complete an online module to learn the basics of Canvas. The College's Guided Pathways, available online and in the *College Catalog* (page 100), 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](#) (page 122) for all courses within a degree.

Advisors are well-versed in the programs, degrees, and certificates the College offers. Students are connected with their academic 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. Students are [assigned](#) to an advisor based on their program of study. Undecided students are assigned to the college counselor and career resources are provided. Advisors also are trained to determine if additional help, academic and/or personal, is needed.

Students are required to meet with their advisor their first two semesters at Kirtland and are strongly encouraged to meet with them each semester thereafter. Advising appointments can be held either in person or virtually.

All new students are enrolled in a [student success course](#) in Canvas their first semester at Kirtland. Academic advisors are the instructors for the course. The purpose of this first semester course, designed by the academic advisors, is to provide students with all the resources they need to be successful at Kirtland. Students will be enrolled in the course once they are registered for courses their first semester. The modules in the course include a welcome video from their academic advisor, icebreaker activity for the students, a new student intake survey so the advisor has additional information about the student, an online learning assessment, sample syllabus, textbook information, important dates; and academic, financial and wellness resources. Additionally, modules related to time management, soft skills, and career/employment resources are included. At the conclusion of each module, a quiz must be completed by the student. If the student successfully completes each module, a small scholarship will be awarded to the student to be used the next semester. Students also have access to this course during their entire time at Kirtland.

Classrooms and laboratories at Kirtland are designed to provide instructors and students with the latest interactive technologies. Students can screen share to the smartboards & projectors and work in a collaborative [active learning environment](#). Instructors have the capability to connect their own computers or use dedicated teaching stations in each of the classrooms. They also have telephones available for [IT support](#) through the Informational Technology Services department. [Instructional design assistance and support](#) is only a phone call away as well through the Center for Teaching and Learning. In 2021, BlackBelt Help support was added to create a 24/7 support line for technology needs that can't be answered during Kirtland business hours.

In 2020/2021, the College [updated many classrooms](#) and laboratories to include microphones and interactive wide-view cameras allowing students to interact both in-person and remotely. This enabled a live teaching synchronous experience while students were remote during the pandemic. The success of this has resulted in continued classroom upgrades (2021/2022) to provide the flexibility students may require in their learning environment moving forward.

An outstanding resource available to students in Nursing is the high-tech [simulation laboratory](#). The College provides a full-time [Simulation Coordinator](#) as well as a number of rooms with state-of-the-art simulators allowing students real-world scenarios to practice nursing care. Simulations are embedded within each course to support and reinforce the didactic knowledge and provide a safe environment for

students to develop skills.

Faculty, staff, and students have a substantial collection of resources that support scholarly research for use in the curriculum, to answer questions regarding best practices in the office environment, and for student research. [Kirtland's Library](#) is a blend of the traditional and 21st century with its collection supporting the curriculum. 17,000+ print books are available to all students and faculty as are online collections of books, periodicals, databases, and streaming videos numbering over 300,000 titles. The Library's website features [interlibrary loan accessibility](#), an [assignment calculator](#), research guides ([LibGuides](#)), a bibliography creator ([NoodleTools](#)), current [APA and MLA style guide templates](#), and [research tutorials](#). Faculty may request library tours and information literacy instruction for their courses. Library staff are available to guide students on the use of proper research practices and how to evaluate the validity and integrity of resources. Students, faculty, and employees can call or email with questions and make an appointment with a reference librarian for in-person, individualized assistance. Many instructors utilize the [embedded librarian service](#) allowing library staff to have a presence within Canvas courses as a module. If a specific paper or project is part of the course requirement, librarians have a specially designed guide with contact information, library resources, writing and citing help, and other helpful tips available to students. Using Canvas email, students can contact librarians directly without leaving their course. Students can access the [Evaluating Websites](#) LibGuide and the [Ethical Writing Choices](#) page from the *Writing & Citing Help* guide to encourage ethical writing and research.

Sources

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- 2019_2020_Kirtland_Catalog (page number 100)
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- Academic-Advisor-by-Program-of-Study
- ActiveLearningClassroom
- Advising
- Advising-Syllabus
- APA and MLA templates
- Assignment Calculator
- Career Counseling
- Center for Teaching Learning
- Coordinator Simulation and Skills Lab
- Dual-Enrollment-Student-Handbook
- Embedded Librarian
- Ethical Writing Choices - Writing and Citing Help
- Evaluating Websites
- ExampleGuidedCoursePathways
- FirstSemesterStudentSuccessCourseScreenshots
- HSC-Layout-SimulationRoom
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- Program_Information_webpages_example
- ProgramMaps2018-2019
- Research tutorials
- StudentElectronicHandbookCanvas
- Testing Center

3.S - Criterion 3 - Summary

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

Summary

Kirtland's Mission emphasizes helping students learn. The College's *Strategic Plan (2019-2024)* illustrates our commitment to provide quality education and workforce development in all three themes: engaging and growing communities, creating innovative programming and services, and improving student success and transforming lives.

The College clearly articulates and differentiates learning goals for its Associate degree and certificate programs across all modes of delivery and all locations. The general education program, through its six core competencies, imparts broad knowledge and intellectual concepts to students. It develops skills and attitudes that the institution believes every college-educated person should possess including human and cultural diversity to provide students the skills to live and work in a multicultural world. Faculty and staff are appropriately qualified and provided professional development to deliver world class instruction and support to students. The Kirtland Student Services department provides many resources (academic advising, financial aid, disability services, placement testing, counseling, etc.) to support students while attending the College. The Library and Tutoring Center are available to assist students throughout their college experience.

All college activities are conducted with attention to quality and the highest levels of academic and professional standards. College activities are delivered in a manner that is guided by educational best practices appropriate to institutions of higher education that inspire tolerance and welcome diversity of people and thought.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Program review is completed for all programs annually ([criteria](#), [2017-18](#), [2018-19](#), [2019-20](#)) for review by college leadership and faculty. This process allows for decisions to be made regarding needed program adjustments or discontinuation. For example, the program review process demonstrated the [inability to continue](#) a program in Health Information Technology based on costs of program versus enrollment in program. Beginning in 2021-22, an additional component providing a more qualitative analysis will be conducted for college programs on a 5-year program review cycle.

2021-2022 Academic Year

- CC Graphic Design – Art Faculty
- AAS Foundations in Art and Design – Art Faculty
- AAS Automotive Technology – Automotive Faculty
- CC Automotive Technology Diesel Service Specialist – Automotive Faculty
- CC Automotive Technology Master Certification – Automotive Faculty
- AAS Surgical Technology – Dean of Health Sciences
- CC Surgical Technology – Dean of Health Sciences
- Associate in Science & Arts-English, Speech, Fine Arts – Dean of Liberal Arts

2022-2023 Academic Year

- CC Heating/Ventilation/AC/Refrigeration – HVAC Faculty

- AAS Heating/Ventilation/AC/Refrigeration – HVAC Faculty
- AAS Facility and Energy Management – Dean of Occupational Studies
- AAS Cardiac Sonography – Dean of Health Sciences
- Associate in Science & Arts-Math – Dean of Liberal Arts

2023-2024 Academic Year

- CC Cosmetology – Cosmetology Faculty
- AAS Cosmetology Salon Management – Cosmetology Faculty
- SC Esthetician – Cosmetology Faculty
- CC Police Academy – Director of Police Academy/Criminal Justice
- AAS Criminal Justice Pre-Service – Director of Police Academy/Criminal Justice
- CC Medical Billing and Coding – Dean of Health Sciences
- CC Medical Assistant – Dean of Health Sciences
- AAS Medical Assistant – Dean of Health Sciences
- CC Wood Science Technology – Wood Science Faculty
- AAS Welding and Fabricating – Welding Faculty
- CC Welding and Fabricating – Welding Faculty
- Associate in Science & Arts-Biology & Other Sciences – Dean of Liberal Arts

2024-2025 Academic Year

- CC Accounting Clerk Specialist – Dean of Occupational Programs
- Associate in Accounting - Dean of Occupational Programs
- CC Business Office Specialist - Dean of Occupational Programs
- CC Entrepreneurship - Dean of Occupational Programs
- AAS Business Management - Dean of Occupational Programs
- Associate in Business Administration - Dean of Occupational Programs
- CC Residential and Commercial Electrical Technology - Dean of Occupational Programs
- AAS Residential and Commercial Electrical Technology - Dean of Occupational Programs
- Associate in Science & Arts-History/Humanities – Dean of Liberal Arts

2025-2026 Academic Year

- AAS Nursing (LPN to ADN) – Dean of Health Sciences
- AAS Nursing (ADN--Direct) – Dean of Health Sciences
- CC Automation and Process Control - Dean of Occupational Programs
- AAS Industrial Automation and Controls Technology - Dean of Occupational Programs
- AAS Cyber Security - Dean of Occupational Programs
- AAS Information Technology - Dean of Occupational Programs
- AAS Technology Management - Dean of Occupational Programs
- Associate in Science & Arts-Psychology/Sociology – Dean of Liberal Arts

The process will be to have faculty and Deans review the data for the past 5 years (where they were), where they are today, and then their goals for the next 5 years (where they want to be). This information will then be shared along with the existing program review for a more comprehensive analysis. The college also completes Program Review of Occupational Education ([PROE](#)) reports as required by the Carl Perkins grant which are specific reviews of approved occupational programs. These include feedback from students, faculty, and advisory committees as well as looking at program completion data.

In addition to the program review process, new courses and programs are regularly evaluated through Kirtland's Curriculum and Instruction Committee (CIC) ([PRO 1.030](#)) ([CIC minutes](#)). Additionally, programs receiving Perkins funding solicit [feedback](#) on courses and program outcomes from [advisory](#)

[committees](#) (page 288). These committees make recommendations based on industry standards or changes to disciplines. For example, changes to the Electrical Technology program were made due to changes to the [licensure requirements](#) in the State of Michigan. Feedback on the program changes was solicited from licensed electricians and from the state licensing agency. In addition, Nursing used [results](#) of the NCLEX pass rates, feedback from clinical sites supervisors, and advisory board members to revise the Nursing program to ensure alignment to the new NCLEX format. These changes were reviewed and approved by CIC. Kirtland participated in the Mi-Transfer Initiative. This [initiative](#) is supported by the Michigan Community College Association, the Michigan Association of State Universities, and the Michigan Independent Colleges and Universities with the purpose of providing information about course equivalencies to meet general education requirements at institutions in Michigan known as the Michigan Transfer Agreement (MTA). The MTA is designed to facilitate the transfer the credits within a [MiTransfer Program Pathway](#) or through the transfer of general education requirements from one institution to another. Students may [transfer](#) up to [30 general education semester credits](#). Students may complete the MTA as part of an [Associate's degree](#) or as a standalone package at a Michigan community college. As a result of its participation in the Mi-Transfer Initiative, Kirtland ensure general education courses are in [alignment](#) (page 121) with the MTA.

Based on the information gathered, faculty and/or deans/directors present a [New Course, 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 affect co- or pre-requisites to other courses or programs. If there are any questions or issues raised, the faculty are asked to make the necessary corrections and return an updated form to the CIC for approval. If approved by the CIC, it is forwarded to the Vice President of Instructional Services (VPIS) who will have final approval over the change. The VPIS will inform the president of the change.

Kirtland is committed to program quality and the integrity of the courses in its transcripts. All credit courses that are transcribed follow a process identified by the College ([POL/PRO 6.008](#)). Courses transferred from other colleges and universities in Michigan that are included in the MTA have been reviewed by content area experts across the state and are accepted for credit at Kirtland. Access to information about [transferring credits](#) is available to students on the website.

Kirtland's [process](#) (page 11) is described in the College Catalog which 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 subject area. Portfolios and proficiency exams which are evaluated at a "C" 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. Kirtland recognizes other examinations or educational experiences that may lead to [transfer credits](#) (page 6) 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 credit hours can be awarded through AP, CLEP, DSSTs, departmental exams, and portfolio options. This does not apply to credit earned by licensure. Student Services and the faculty work with other colleges and universities to ensure that both new and existing courses and content are aligned and transferable. If there is a question about course transferability, the Registrar's Office will forward to the VPIS for review and recommendation.

Kirtland maintains and exercises authority over the co- and pre-requisites for courses, rigor of courses,

expectations for student learning, access to learning resources, and faculty qualifications for all of its programs including dual credit courses. All dual credit courses, whether offered online or at Kirtland, follow the [same course syllabus and learning outcomes](#). Dual enrollment happens in a variety of ways: students [dual enroll](#) in existing college courses taught either at the college or online; the college sends faculty to teach a dual enrolled course at an area high school; or the college works with the Intermediate School District through an Early College Agreement where courses are taught by faculty approved by the college as meeting credentials. Kirtland has many [high school articulation agreements](#) allowing students to [earn](#) college credit.

Kirtland follows the [faculty qualifications criteria](#) outlined in Higher Learning Commission's (HLC) Assumed Practices policy. All Kirtland faculty teaching general education or non-occupational courses hold Master's Degrees or higher in the discipline or subfield that they teach or a Master's Degree with a minimum of 18 graduate credit hours in the teaching discipline. Credentials for occupational faculty vary based on the field of study. For example, external accreditation requires full-time faculty in Nursing to have at least a Master of Science in Nursing and current professional licensure through the State of Michigan. In some areas, credentials include college degrees plus additional credentialing through certifications, licensure, and/or work experience. The Instructional Services Department at Kirtland maintains a [master spreadsheet of all faculty and their qualifications](#).

For programs to succeed, faculty must be knowledgeable in their field ([POL/PRO 4.105](#)). [Hiring](#) and evaluation processes ([course and instructor feedback](#) from students, [classroom visitation](#), and [instructor feedback](#)) for all full- and part-faculty are described on the [college's website](#) and in the [part-time faculty handbook](#) and the [Faculty Master Agreement](#). Faculty job [postings](#) specify educational and experience requirements in addition to the [job dimensions](#). 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.

Prior to 2020, all students new to Kirtland were required to take Accuplacer placement tests as part of the admissions [process](#) (page 45). Cut-scores, set by the faculty, determined the level of mathematics and/or English courses students could enroll in. During the pandemic, access to testing was unavailable which allowed for a [change](#) in this system to using multiple measures for placement. Based on the national data [demonstrating](#) that these multiple measures are stronger placement determinants, there is no intent at the current time to return to placement testing. Beginning Winter 2021, the [Michigan legislature](#) tied funding to colleges accelerating and shortening the developmental pathway for students. Kirtland [adopted](#) a set of new courses to address the academic needs of students placing into developmental mathematics. Students will enroll directly into the appropriate college level mathematics course for their field of study but with additional time to incorporate the remediation that is needed. [Academic advising](#) will assist students in selecting the appropriate courses to enroll in. English faculty will work through a new accelerated model during the Fall 2021 semester.

An overview of support services is provided during the [intake process](#) ([Dual Enrolled](#), [New and Transfer](#), [Returning](#)) through the Office of Admissions. Students receive an [electronic online student handbook](#) listing the support services available. When students meet with their academic advisor, they receive a n [advising syllabus](#) which provides information on student/advisor responsibilities. The advisors also review support services available to students during their advising appointment. 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. Students can self-identify and register for [tutoring](#) or faculty can recommend tutoring through progress reports. If the progress report has recommendations, the advisor follows up with the student reminding them of support services available. 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. The [Program of Study](#) webpages provide students with an outline of the program, costs, suggested sequence of courses, and possible career opportunities. 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. The [Testing Center](#) is available for students to take make up tests. It also serves as a regional test site, allowing students to take the ASE, the General Educational Development (GED), EMPCO, Pearson Vue, SAT test, and the HESI exams without leaving the Kirtland service area. Students needing testing accommodations, such as quiet rooms, can schedule them.

Students attended a mandatory, [in-person](#) Orientation, Advising and Registration (OAR) prior to the pandemic. OAR then transitioned to be [offered online](#). Information is provided during the presentation about services such as [tutoring](#), [library resources](#), and [disability services](#) that they may need while attending Kirtland. Dual Enrollment and Early College students attend a special orientation, and receive a [customized handbook](#), to learn about what is expected of them when taking college level courses. Any student enrolling in an online course must [complete](#) an online module to learn Canvas and other practices involved in online learning. The College's Guided Pathways, available online and in the [College Catalog](#), provide students with a list of pre-requisite courses that must be taken prior to enrollment in a program. They also provide 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](#) (page 121) for course descriptions for all courses within a degree. 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 pre-requisites must be specified on the [New Course Form](#). CIC meetings are open to all employees so that discussion and questions are part of the process. This ensures that all parties understand what will be required of a student for successful completion of a given course. In areas where licensure or third-party credentialing exams are a necessity for employment, faculty design activities within courses in the program to prepare students. Nursing adopted a software called [Nurse Achieve](#) where students can go in and work through scenarios that provide preparation for the NCLEX exam. Surgical Technology students participate in [mock interviews](#) so they are ready for hospital interviews.

Kirtland maintains program [accreditation](#) for several occupational programs. Each of these programs are in [good standing](#) with their accrediting bodies.

- Automotive Technology - The program is accredited by Automotive Society of Excellence (ASE) and National Automotive Testing Education Foundation (NATEF).
- Cardiac Sonography - The program is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- Cosmetology and Esthetician - The program is accredited by State of Michigan Board of Cosmetology.
- Medical Assistant - The program is accredited by American Medical Technologist Association (AMT).
- Nursing - The program is accredited by Michigan State Board of Nursing and National League of Nursing (NLN).
- Phlebotomy - The program is accredited by American Medical Technologist Association (AMT).
- Police Academy - The academy is accredited by Michigan Commission on Law Enforcement Standards (MCOLES).
- Surgical Technology - The program is accredited by Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Kirtland employs several strategies to collect data concerning student success and satisfaction. The College evaluates student success in courses by reviewing [performance data](#) (grades, withdrawals, incompletes). These data are used by faculty and administrators to review courses and instructors to ensure that they are

meeting student learning outcomes.

The College ensures the credentials represented in its programs prepare students for [transfer](#) or employment. Kirtland offers three [transfer degrees](#); Associates in Science and Arts, Associates in Accounting, and Associates in Business Administration. These degrees are [aligned](#) with the MTA and the Mi-Transfer Initiative. The MTA provides for automatic transfer of general education courses to participating public and private four-year institutions in Michigan. Many of the occupational programs incorporate the MTA courses in their Associate of Applied Science degree pathways.

The College also develops [articulation agreements](#) in many of the occupational areas with institutions that would benefit students. In a unique articulation agreement, both Saginaw Valley State University ([original](#), [updated](#)) and [Grand Valley State University](#) allow for concurrent enrollment in the Bachelor of Science in Nursing program while working on their Associate Degree in Nursing.

At the College, data are collected from the [Core Competencies](#) (page 5) (Communication, Personal Growth and Responsible Citizenship, Technology Research and Information Literacy, Critical Thinking and Problem Solving, and Work Productively). Faculty utilize Canvas, the College's learning management system, to "tag" assignments within courses that will be used to evaluate the relevant core competencies. Faculty utilize a [standardized assessment scale](#) (page 8) for assessing student performance on the core competencies (0 - Did Not Meet Mastery, 1 - Nearing Mastery, 3 - Met Mastery, 5 - Exceeds Mastery). Kirtland has a [plan](#) to assess program outcomes. According to the HLC staff analysis provided in the March 6, 2020 Institutional [Interim Monitoring Report feedback](#), Staff Liaison Stenson indicated that Kirtland, "describes in adequate detail the work of the general education faculty in making determinations about the core competencies in general education (Arts and Sciences)." Additionally, Staff Liaison Stenson stated, "the College's efforts in this area have been comprehensive in nature."

The Office of Institutional Research (IR) provides additional information about the College's graduates through several reports and the Graduate Follow Up survey. The survey is done annually and is a collaborative effort between Student Services and the IR Office. The [survey](#) is mailed to the graduates and if a response is not received then two follow up phone calls are attempted. The typical [response rate](#) is between 25 and 35 percent. The [results](#) of the survey are shared with the College Administrative Team, Student Services, and Instructional Departments.

There are several additional reports that are used to determine the success of Kirtland's graduates. The College has the ability to review information on students who transfer through the State of Michigan's Center for Educational Performance and Information [website](#), mischooldata.org. Kirtland specifically looks at the top four universities students transfer to: Saginaw Valley State University ([snapshot](#), [trend](#)), Central Michigan University ([snapshot](#), [trend](#)), Ferris State University ([snapshot](#), [trend](#)), and Northern Michigan University ([snapshot](#), [trend](#)). The State of Michigan's Department of Labor and Economic Opportunity publishes annually the [Employment Outcome Report](#) for Kirtland graduates based on the individual student records report in the Student Transcript and Academic Record Repository (STARR) by the College. The records in STARR are matched against data from the Bureau of Labor Market Information, Michigan Works and the Unemployment Insurance Agency. The report generated provides year 1 and year 5 median salary and employed information for each of the College's [programs by 4-digit Classification of Instructional Program](#) (CIP) codes. This report also contains return on investment information critical to determining if there is an added value to the student.

In 2019, the College received the [results](#) of an economic impact study completed by EMSI, Inc. This [report found](#) that the net impact of Kirtland's former students currently employed in the regional workforce amounted to \$50.3 million in added income in fiscal year 2017-2018. Students received an average annual return for their investment of 21.2%, or \$5.60 in higher future earnings for every dollar they invested in their education at the College. The College and its graduates create a significant [positive impact](#) on the

business community and generates a sizable return on investment for graduates, taxpayers and society in the Kirtland service region.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Initially, the College adopted a process, described in the [December 2019 Interim Monitoring Report](#) submission to the Higher Learning Commission (HLC), that included the assessment of all outcomes in every course and program annually. This is supported by the [March 6, 2020 feedback](#) provided to Kirtland after HLC review of the Institutional Interim Monitoring Report. The feedback report was prepared by Steven Kapelke and reviewed by Staff Liaison Stenson. The reviewers indicated, "it can be inferred that the institution's review of its program learning outcomes was thorough and well considered." Further the report indicated, based on a review of evidence, "the institution has also made improvements in its procedures for assessing student learning." The Assessment Team was commended by Stenson for the development of a four-step assessment cycle that "provides a logical series of assessment activities to be followed, culminating in the use of assessment data to make improvements." Additionally, the Assessment Team developed an [Assessment Handbook](#) as a, "comprehensive document that offers a reliable, accessible source of information to the faculty. The scope of the Handbook is impressive, containing both practical approaches to assessment as well as language describing the importance in meeting educational goals." Here is an example of an [assignment](#) which students had to complete in a general education class and the instructor then assessed the student on their level of mastery in the core competency of critical thinking.

As part of the evaluation of the Interim Monitoring Report on Assessment, the College reviewed program learning outcomes to ensure that they clearly define the programs for the students and differentiate certificates from degrees. This is reflected in the HLC feedback report referenced above. All [learning outcomes for all programs are published](#) on the College's website and available to students.

It is important to note that Kirtland currently does not offer any co-curricular opportunities for students. There is an initiative in Academics to incorporate service learning into existing curriculum but this was sidetracked by the pandemic. A faculty committee will be looking into it again in Fall 2021.

Also included in the Interim Monitoring Report on Assessment was the [information](#) gained from assessments and how they were used to improve student learning. Data are gathered from a Canvas report (the College's learning management system) on all core competency assessments in all courses. As indicated, the faculty were generally pleased with the assessment results and acknowledged the importance of continued improvement. Based upon the analysis of the assessment results of the Core Competencies, diversity was added to the competency for Personal Growth and Responsible Citizenship. [Results](#) of the initial data collection from a variety of courses indicated the revised core competency was included in courses and students had the opportunity to meet the competency through a variety of means. Beginning in Winter 2019, Kirtland added [program-specific outcomes](#) to Canvas for data collection and faculty began using the process in Fall 2019. In May 2021, a [meeting](#) was held with occupational program faculty to solicit input and feedback on assessment in order to develop a comprehensive plan moving forward.

While the Instructional Department is pleased with the processes used to tag information related to general education outcomes and the resulting data were used to implement improvements in general education at Kirtland, it is apparent the processes used are not sustainable over the long term. The original plan developed by previous instructional leadership suggested every outcome was to be assessed every year in every course. In order to get baseline data on program level assessment, the Assessment Committee requested each program summarize the previous three years' [assessment results](#) in advance of the new five-year program review cycle (see 4A). The Assessment Committee identified key gaps in data gathering. The [Assessment Committee will lead](#) the College in curriculum mapping and assessment planning processes in Fall 2021.

Within the last year, Kirtland has experienced several changes in instructional leadership. With these changes came an analysis of the assessment processes specifically related to the Assessment Team and the processes related to program-specific assessment. The results of this analysis included reconstitution of the Assessment Team and the seating of a standing committee with responsibilities for assessment. The Assessment Committee includes faculty and administrative members representing each of the College's instructional divisions and was chaired by the Interim Dean of Occupational Programs ([POL/PRO 1.030](#)). In Winter 2021, Kirtland engaged in a review of assessment processes to date. Faculty summarized results of their assessment of program-specific outcomes and submitted the results of the outcomes assessed, artifacts collected, results, conclusions, and changes made to the Assessment Committee. These reports were reviewed by the instructional administrator responsible for the division represented and will serve as the starting point for additional assessment activity at the program-specific level beginning in Fall 2021.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

The College's [Strategic Plan \(2019-2024\)](#) defines two specific targets in the "Improving Student Success and Transforming Lives" theme to aid in student retention, persistence, and completion:

- Assisting potential students to create a vision for their future and a better understanding of future careers by helping to resolve barriers.
- Using predictive analytics to identify students most likely to have difficulties in learning and enhance methods of helping students complete their education.

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](#) compiled from the individual colleges Governor's Metric Reports. The Dashboard required all 28 community colleges to [report data](#) on retention and completion/transfer to the Michigan Community College Association annually. An overall state average was generated which was used by each college to monitor progress. Kirtland used state averages as a target for enrollment, retention and graduation rates. The targets were [discussed by administrators](#), in department meetings, the Curriculum and Instruction Committee, and Student Services. Kirtland was working to meet or exceed the state's averages through course and program modifications and by addressing non-academic needs of students in all programs of study by providing the support needed through the [MI-BEST](#) initiative. The goal of the initiative is to improve student completion and success by addressing economic instability among students including access to food, housing, transportation, childcare, and other basic needs. While this report has been discontinued by the current governor, many colleges continue to gather these valuable metrics internally and use them in [trend analysis](#). This information is shared by the Director of Institutional Research (DIR) at the College Administrative Team (CAT) meetings annually.

The DIR prepares a series of reports related to retention, persistence, and completion each semester and provides an overview of the data using Jenzabar (student management system) to ensure validity and consistency from semester to semester. Additional state and national reports provide rich comparison data for review. Reports include:

- [Fall-to-fall retention](#)

- State of Michigan Governor’s Metrics Report [Fall-to-Winter persistence](#) and [completion or transfer](#)
- Ad hoc data requests - developmental education, dual and concurrent enrollment, first year, program specific, veterans, disability, high school specific, transfer and special population students
- [Kirtland Factbooks](#) - compiled every two years
- [Student Maps](#) - where do Kirtland students that are enrolled live
- State of Michigan Center for Educational Performance and Information ([CEPI - mischooldata reports](#))
- Community College Survey of Student Engagement ([CCSSE](#))
- Community College Faculty Survey of Student Engagement - [comparison report](#) with CCSSE results
- Integrated Postsecondary Education Data Systems ([IPEDS](#)) enrollment, completion, graduation rates, retention rates and outcomes reports
- [IPEDS Data Feedback reports](#) - comparison with other similar Michigan colleges
- Voluntary Framework of Accountability reports ([VFA](#))
- [Perkins](#) – Occupational programs reports

Once the data has been culled and analyzed by the DIR, it is shared with various groups including administrators and staff. The DIR provides this information to faculty at an annual [presentation](#) to increase awareness of retention and persistence.

The groups 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 Documents webpage. Additionally, data from the CCSSE, the annual online Fall Student Survey, and the [Graduate Follow-Up survey](#) provide information on the reasons why areas may be lacking and provide the impetus for change. An example of change came when data were reviewed by administrators and the Transitional Studies Committee. Data showed the pass rate of enrolled students in two [developmental English courses](#) (reading and writing mechanics) was lower than anticipated. 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 was more effectively integrated which enabled more students to pass the course, thus reducing the time it took them to complete a degree or certificate program. Two [developmental mathematics courses](#) have been discontinued and their content has been rolled into the next level course, strengthening not only the course content but also the retention rate thus allowing students to succeed and move forward in degree completion.

Another indicator of retention comes from the annual Fall Student Survey ([2018](#), [2019](#), [2020](#)) administered by the Institutional Research (IR) office. While this is a self-selected sample and does not represent all Kirtland students, 79.15% of the respondents in the Fall 2020 survey said they planned to enroll at Kirtland the following semester (Winter 2021). Data shows a consistent trend. In the Fall 2019 survey, 81.82% said they planned to enroll the following semester (Winter 2020) and in the Fall 2018 survey, 85.16% said they planned to enroll the following semester (Winter 2019). Survey results, including the student feedback received in open-ended comment questions (example: new programs suggestions), are [shared with the CAT](#) and then communicated out in departmental meetings for review in addition to being posted on the College website. These results are also used in enrollment management and course planning.

More reliable statistics come from the CCSSE survey administered to Kirtland students every three years ([2013](#), [2016](#), [2019](#)) through a clustered random sampling. Responses are compared to other small colleges in the yearly cohort. Questions included are: “How likely is it that the following issues would cause you to withdraw from class or from this college?”, “When do you plan to take classes at this college again?”, “Would you recommend this college to a friend or family member?”, and “How would you evaluate your overall educational experience at this college?”. Responses indicate that Kirtland students align similarly to other small colleges within the yearly cohort. Reviewing the past survey results compared to the current responses provides the College with trend information for each of the questions.

In 2006, 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 three areas:

- Fall-to-Fall Enrollment: The percentage of first-time at Kirtland students taking credits classes who enter in a fall semester and who enroll again in the subsequent fall semester
- Course Completion: The percentage of credit courses that Developmental/Transitional students complete by the end of the semester as compared to the number of credit courses in which they enrolled (attempted)
- Students' Own Goal Completion: The percentage of student enrollment in four categories (new, continuing, stop outs, & occasional) compared to the total student populations enrolled in credit classes in a given year.

Based on the [AQIP project](#), the report, *Student Retention Measures*, (2017, 2018, 2019, 2020) is [emailed](#) to CAT, published by the IR office every December, and is available on the College's website. 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. Data in the report show 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 represents students who are new to Kirtland.
- Category B represents continuing students.
- Category C represents stop-out students – returning after a one-year absence.
- Category D represents occasional students – returning after an absence of two or more years.

This retention measure indicates that the College's new students population has been expanding, while the percentage of stop-outs and occasional students has declined and the continuing students have remained stable.

The DIR compiles data for Kirtland's [Key Indicators Report](#) annually in February. Beginning in 2008, this single page report provided an overview of how the College was doing and the trend direction each indicator was headed. This report is shared with the CAT, the Board of Trustees and is posted to the College website. This report is used to make data driven decisions at the College along with other more granular reports, such as the [program reviews](#), [CAT enrollment reports](#), and other reports. The CAT [reviews data](#) as is evidenced in the minutes (2018, 2019, 2020, 2021) and uses it to make informed decisions.

In 2010, CEPI (State of Michigan) began collecting [student record-level information](#) (annually in October as mandated by state law) as well as [information on enrollment, finances, instructional activity, human resources, and facilities](#) from all public colleges in Michigan. The [Postsecondary Success Rates report](#) shows the number of degree-seeking students who enter a Michigan postsecondary community college or public university and achieve a successful outcome. These rates capture both part- and full-time enrollment for all degree-seeking students as well as mobility between institutions. Achievement of a certificate, associate, or bachelor's degree are all considered successes. Additionally, a student's first enrollment into a public university after having been enrolled as a degree-seeking student at a Michigan community college is considered a success. Comprehensive rates are reported for each student cohort. Kirtland's most recent six year percentage from the 2013-2014 cohort is 52.2%. The College is above the average when compared with the state percentage of 44.1% from the same cohort for all Michigan community colleges. Also statistics 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.

The [mischooldata.org webpage](#), part of CEPI, provides a variety of reports which includes awards, [transfers](#), enrollment, success rates, postsecondary reports by high school, and postsecondary to [workforce reports](#). Data for these reports are collected from the K-12 schools, community colleges and universities,

and information from employers through the State's Labor Market and Information department. These reports are reviewed by CAT. The [entry level wages report](#) is used to illustrate the value to students of continuing with their education. The [Progress Toward Sixty by 30 report](#), a statewide initiative to get 60% of the population to obtain an associate degree or higher by 2030, is reviewed along with completion reports to help insure Kirtland is contributing to this goal. Kirtland reviews the [Employment Outcomes report](#) from the State to see that students who graduate are employed, making a living wage, and are getting a positive return on their investment of time and money.

To assist in IPEDS reporting, 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.

Administrators review IPEDS data 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.

Annually, the College receives the [IPEDS data feedback report](#) which is discussed and reviewed by administrators. Data are used to monitor Kirtland's retention and completion rates against peer colleges in Michigan. If large gaps exist, then the College investigates and takes corrective action. The select peer comparison group chosen by Kirtland includes: Alpena Community College, Bay College, Glen Oaks Community College, Gogebic Community College, Mid Michigan College, Montcalm Community College, North Central Michigan College, Northwestern Michigan College, Southwestern Michigan College, and West Shore Community College.

IPEDS and VFA data are used to review goals and adjust targets accordingly. The VFA ([2017-2018](#), [2018-2019](#), [2019-2020](#)) 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 53.6% (2018 for 2011 cohort students), 50.8% (2019 for 2012 cohort students), and 52.0% (2020 for 2013 cohort students) after six years. When looking at the credential seeking students, these percentages are 63.7%, 63.9% and 64.5% after six years.

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. For 2017, 2018, and 2019, Kirtland exceeded expected levels in three of the five state indicators under the Perkins IV Grant. For the two indicators that were not met, nontraditional participants and nontraditional completion by gender, Kirtland has focused on increasing nontraditional enrollments by gender in programs. Measures of completion (Core Indicator 2P1) and retention (Core Indicator 3P1) showed the College was significantly above the expected state level for certificates, credentials, or associate degrees awarded and was slightly above the expected level for retention and transfer. In regards to the Core Indicator 3P1 (retention), Kirtland benchmarks itself against other peer community colleges. When Kirtland fell below the state average, it then communicated with peers to find out what techniques and/or best practices they were using to maintain or exceed averages. Under Perkins V there are now only three Core Indicators: 1P1 - Postsecondary Retention, Transfer and Placement, 2P1 - Postsecondary Credential and 3P1 - Nontraditional Program Concentration. In the first Perkins V year, a "good status" was attained for each indicator. The December 8, 2020 Michigan Department of Labor and Economic Opportunity feedback report indicated 1P1 at 18.27% (expected state level 14.44%), 2P1 at 65.71% (expected state level 50.03%) and 3P1 at 12.50% (expected state level 12.76%). Colleges receive a "good

status" if the result is within 90% of the expected state level. The Dean of Occupational Programs shares the results with faculty and the program advisory committees for discussion and planning of program improvements.

Using [Early Alerts](#) through the [GradesFirst](#) software, faculty are requested to identify and report all students who have not attended or participated in a course during the first week of the semester. Advisor follow-up is done to get students engaged during the first and second weeks of class. Data shows that contact with students receiving Early Alerts helps to retain students or provides a reminder to drop the course prior to the drop date of the end of the 2nd week of the semester. After the Early Alerts period ends, faculty identify and submit [progress reports](#) in weeks 3-12 on students [underachieving](#) in their courses – those with poor attendance or who have stopped attending, poor test scores, or currently failing grades. Academic advisors [contact](#) students with suggestions for improvement. Faculty have the option to recommend tutoring for the courses. Students schedule tutoring through GradesFirst by clicking on a link in Canvas or the Tutoring homepage. Tutors maintain logs after each tutoring session. Advisors also use GradesFirst to communicate with their advisees by creating [advising campaigns](#), [scheduling appointments](#), and maintaining [logs](#) of their meetings with students. GradesFirst allows advisors to review [tutor logs](#) which provides the advisor with a better portrayal of underachieving students. Further analysis has begun to see the relationship between students receiving both Early Alerts and Progress Reports as a predictor of retention and persistence.

An example of using information to decide when the College will discontinue a program is illustrated during the [2019-2020 annual Program Review](#) using data to [discontinue](#) the Health Information Technology (HIT) program. Data, over the course of several years, were studied by the administration and program faculty. This process demonstrated the inability to continue a program in HIT based on costs of program versus enrollment in program.

In 2021, when the College found that its [NCLEX exam pass rates](#) for recently graduated nurses with Associates degrees were falling and students were dropping out of the program, the Director of Nursing and the faculty reviewed data including course evaluations, testing data, employment status while a student, and grades to determine an overhaul of the curriculum was needed. An outside consultant was hired to work with the Nursing Department to revise the curriculum and develop new objectives in order to better prepare nursing students to pass the NCLEX exam. Faculty will monitor course pass rates along with NCLEX test preparation software results to see the progress of students and make any necessary adjustments based on the data.

The College uses the tool, method, or instrument that best fits assessing retention, persistence, and completion. If the reports described above do not provide sufficient or specific enough information, then the DIR may provide a customized report based on data contained in the administrative computing system, Jenzabar, to match the criteria specified by the requestor. This report would then be used by the requestor to persuade administration to provide the resources to implement a new idea or change an existing process to improve retention, persistence, and/or completion.

Data from which the College collects and analyzes information on retention, persistence, and completion of programs are derived from reliable sources and are accessed by community colleges across the country. Administrators, faculty, and staff have access to this data, whether presented to them at an administrative or departmental meeting or by viewing on the College's website. The various reports, along with semester course evaluations and the annual program review process for occupational programs, allow administrators to analyze information and implement change to increase retention, persistence, and completion of programs.

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4.S - Criterion 4 - Summary

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

Summary

Kirtland takes its responsibility for the delivery of quality programming seriously. Nationally recognized and reputable survey and reporting tools (e.g. CCSSE, IPEDS, etc.) and in-house created surveys (e.g. annual *Program Review*, Graduate Follow-Up Survey, etc.) are administered on a cyclical basis and provide the data used to see trends and make informed decisions about the courses and the programs the College offers.

Faculty and support staff, as part of the Curriculum and Instruction Committee, carefully and thoughtfully review the impact that new courses, course revisions, and course discontinuations. Part of this process involves establishing the transferability of courses with other institutions within the state. A variety of occupational programs require specific national program accreditation and/or third-party licensure exams. Meeting program accreditation requirements and/or pass rates on licensure exams indicate course content is reviewed on a regular basis to ensure its quality and relevancy.

The assessment process is ever evolving. The Assessment Team will lead the College in curriculum mapping and assessment planning processes in Fall 2021. Faculty continue to review best practices and revise course expectations to assess student learning.

Those areas which offer support services (e.g. Advisors, Tutoring, Financial Aid, etc.) are highly engaged with students which demonstrates the College's commitment to retention, persistence, and completion. GradesFirst software allow advisors and tutors to reach out and engage students when issues arise.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Kirtland Community College is not an organization that has shared governance. The Michigan Community College Acts of [1955](#) and [1966](#) established the [College](#) as an autonomous, not-for-profit entity. Board [By-laws](#), [Standards of Good Practice](#) for ethical behavior, state regulations, federal laws, and [contracts](#) established with bargaining units define the limits and responsibilities of the Board of Trustees (BOT). 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.

New BOT members undergo new board member training at the onset of their terms to familiarize themselves with all aspects of their positions. Members attend trustee-related conferences that provide insight into leadership and best practices. Decisions are made at [monthly BOT meetings](#) and at special meetings. [Policies](#) continue to be [reviewed and deleted or updated](#) by the BOT to reflect current practices of the College. The BOT is responsible for the [financial stability](#) of the College and [passes](#) a [balanced budget](#) each year. It selects and hires an auditing firm to examine the financial status of the College and [reviews](#) the [audit report](#) annually. The College [abides](#) by [union contracts](#) and the practices and procedures as set forth in the employee handbooks. [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 violations.

The BOT is not involved in routine decision-making at the College. As per Board By-laws, the day-to-day operations are [delegated to the president](#) who empowers the administration to run the College. Board By-laws and policies define the role of the administration in decision making and the process for changes in board policy that creates oversight of the board. The president's contract provides him/her with the authority to make all hiring and termination decisions and to seek out and employ qualified administrators to lead the various departments of the College. The president communicates with BOT members to build consensus for important strategic decisions. The Curriculum and Instruction Committee (CIC) ([POL/PRO 1.030](#)) makes recommendations to the administration and ultimately to the BOT on matters of programs

and curriculum. All committees are advisory to the president and the administration. The BOT has established a formal [succession plan](#) for the president. Senior administrators (Vice President of Instructional Services (VPIS), Vice President of Business Services, and Vice President of Student Services/Registrar) each oversee their own divisions.

Long-term strategies for the College are the products of strategic planning summits held every five years, resulting in a multi-year [Strategic Plan](#). The summit includes students, employees, the BOT, the Kirtland Foundation, program advisory board members, representatives from local government, local K-12 school districts, and community members. 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 2019. The current *Strategic Plan* runs through 2024.

The strategic planning process is designed to build upon the strengths of the institution. Through the use of the [Appreciative Inquiry](#) (page 8) model, threats and weaknesses are not discussed. 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 institutional weaknesses and potential threats are ignored. For example, one strategic direction the College takes is in reviewing environmental threats while approaching them in a positive manner. The College recognized that increasing costs for transportation and tuition made it financially difficult for students to go to the Roscommon campus. Thus, building a [new campus](#) along a major interstate was started in 2016 and will be completed in 2021. This will allow the College to retire the 55-year-old campus and focus on being sustainable and viable for another 50 years at its new location.

Development of the yearly [Operational Plan](#) flows from the *Strategic Plan* and starts with an annual [retreat](#) of the College Administrative Team (CAT), directors, and other guests. The College recognizes the need to have an operational plan for emergencies and natural disasters and has developed a succession plan ([2018, 2021](#)) for all full-time employees, including faculty, to maintain daily operations. Following the retreat, the president composes a document indicating goals as a situation or opportunity as defined at the retreat. The document is placed on Google Drive so the CAT can review. 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 *Operational Plan* is assigned to one or more administrators who are then responsible for enlisting other employees to complete the goal. The *Operational Plan* is an ever-evolving document. Progress towards completion is evaluated by the CAT throughout the year. Components of the plan are used to create the yearly budget and departmental/division plans. Assessment plans are expected to flow from the *Strategic Plan* and *Operational Plan* and guide decision-making throughout the College.

The CAT meets weekly to discuss issues of the College with [minutes](#) available through the College's portal, myKirtland. The College has a number of established committees ([POL/PRO 1.030](#)) to address specific areas including assessment, safety, CIC, Wellness, program advisory committees, and the M-TEC Governance Advisory Council. These committees make recommendations to the CAT for college-wide and, possibly, BOT action. As an example, the [CIC meets monthly](#) to discuss and recommend improvements to instruction. Other departments meet periodically to determine their direction and to address concerns and issues that arise.

The Office of Institutional Research, headed by the Director of Institutional Research (DIR), provides information, both subjective and objective, that assists in decision making at Kirtland by administrators and other College employees. As a member of the CAT, the DIR leads discussions relating to the documents

and survey results and serves as an advisor to the president and other administrators. The DIR maintains a publicly available [webpage](#) including but not limited to the following documents:

- student retention measures
- IPEDS data feedback reports
- student survey results
- Kirtland student maps by semester
- Voluntary Framework of Accountability (VFA) reports
- employee survey results
- key indicator reports
- the Michigan Postsecondary Data Inventory databook (for comparison with the 27 other Michigan community colleges)
- Kirtland economic and investment impact reports
- Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE)
- Kirtland Program Review booklet

Dating back to 2016, these documents are organized by year for trending purposes. The DIR provides ad hoc queries of information and custom reports on topics as requested by supervisors and administrators at the College. The goal of this office, as noted in the [Institutional Effectiveness Plan](#), is to provide accuracy and transparency in all government and/or accrediting agencies mandated data reporting and to assist all [Kirtland departments](#) in making the best possible decision given the available data.

Kirtland aligns operations with the *Strategic Plan* and 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*. [Mini Action projects](#) are expected to align with the *Strategic Plan*. More emphasis has been placed on the assessment of student learning since Kirtland's last Higher Learning Commission (HLC) [visit in 2017](#). Kirtland submitted an [interim monitoring report](#) in December 2019 and was [praised](#) by the reviewer for the strides the College made in implementing an effective process for assessing student learning of the general education core competencies and program outcomes.

Kirtland provides ample learning opportunities for its employees. Leadership is encouraged through the evaluation process and with the use of extensive professional development ([POL/PRO 5.430](#)). Professional development funds are [available](#) through Human Resources and departmental funding. Senior administrators routinely rotate employee participation in 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 become officers in their state organizations.

The College 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 ([2018](#), [2021](#)) to fill the position if/when the need arises. The goal of this project is to mitigate the potential threat of loss of leadership and allow the College to continue normal operations should an emergency situation occur.

Community colleges in Michigan operate independently of any coordinating board according to the Michigan Community College Act. This allows community colleges to implement any programs or services needed by students to achieve their goal(s). 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 HLC, are adhered to and met prior-to-program enrollment by students or the service being provided to students. The BOT has the

authority to create and to [change policy](#) (page 3) to ensure that the College acts in accordance with its mission.

The [organizational chart](#) of the College identifies the supervision of programs and services. It indicates how administration works together to align functions for quality and productivity. Data are generated on the viability of each academic program through:

- Kirtland [Program Review](#) booklet
- [Assessment Report](#)
- [Graduate Follow-Up Survey](#)
- Course/Instructor surveys
- Perkins Program Review for Occupational Education reports
- various other reports

This information, along with [input](#) from the [Program Advisory Committees](#), is used to review each academic program. Many of Kirtland's programs have program level accreditation by an accrediting or professional organization of employers in that career field.

The College actively seeks out and capitalizes on opportunities. By encouraging employees to become involved in their local communities, civic groups, and other organizations, much can be learned about community needs and issues. The College identifies opportunities, resources, and collaborative activities and learns about weaknesses and negative perceptions it should research and take action to correct.

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, 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 ([2017](#), [2021](#)) is revised every five years due to the fluidity of revenue sources and enrollment. Employees at the department level have input in establishing budget priorities and written procedures. 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. Additionally, the College has moved into marketing through [social media](#) platforms. A [new position](#) devoted to this was created in 2020. In 2021, the IR department and an outside consultant collaborated with the Marketing Department to do an in-depth [survey](#) of students which will result in the development of avatars to connect individual programs with their prospective student markets.

Information Technology Services (ITS) regularly reviews software tools and processes to ensure the needs of the institution are met while adhering to industry best practices. [Managing technology](#) at multiple locations has led ITS to aggressively pursue cutting-edge ways to best deliver the needed infrastructure so students and employees are able to work efficiently. In 2021, ITS moved to a [new software product](#) to provide [improved security](#), through secure socket layers, single sign-on, and multi-factor authentication within the network to protect from ransomware, malware, and unauthorized access. Additionally, many student resources were given some level of [integration](#) and placed in the cloud including Canvas, G-mail, Maxient, GradesFirst, Rave, Simple Syllabus, and the administrative computing software-Jenzabar One.

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 three locations (Gaylord, Grayling, and Roscommon). Through the use of [Google Suite](#), email is used extensively to communicate information to employees at all 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 plan](#) was created to indicate the changes to be made and persons responsible. The College has another [transition plan](#) for moving the

remaining three programs (Art, Automotive and Criminal Justice/Police Academy) and remaining services (Print Shop and Facilities) from Roscommon to Kirtland-Grayling in the Fall of 2021.

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 advising) and programs. Representatives to the CIC are advisors, financial aid staff, faculty, deans, support services staff, and students. Occupational programs require advisory committees consisting of faculty, deans, and employers in the field to work together to determine the skills needed for the current workforce. Student input from [mid-](#) and [end-of-semester](#) surveys provide 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.

The [CCSSE](#) and the [CCFSSE](#) are administered every three years. They provide information on communication and leadership in the classroom and provide a comparison to other colleges. [Analysis](#) of the survey questions is done by the College to identify significant gaps between faculty and student perception. Improvements are then planned through the Center for Teaching & Learning's [professional development](#) offerings. The annual [Assessment Report](#) from the VPIS's office and the annual [Program Review](#) booklet are used to ensure that the proper mix of programs, academic requirements, and policies and procedures are in place at the College to ensure continued success in helping students learn.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Kirtland focuses on finding the right people for its operational staff as it regards each employee, whether on the front line or not, as part of the team leading to student success. Supervisors looking to fill open positions seek assistance from the College's Human Resources (HR) department as it is responsible for recruiting, vetting, and orienting qualified applicants. The College has a step-by-step [hiring process](#) available to all supervisors.

After review of the need for the position (new or existing), a [determination](#) is made of the required skills and credentials. Reference is made to industry standards (for example, position descriptions of comparable positions at like-type institutions) and institutional expectations (comparable requirements for comparable positions).

The supervisor recommends appropriate mediums to inform potential candidates of open positions. These include the [College's website](#), 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 individuals for staff positions.

Upon receipt, applications are reviewed for skills and attributes required for and appropriate to the position. The top applicants who possess required credentials and who otherwise appear most qualified are selected for the initial round of [interviews](#) by the Screening Committee consisting of the supervisor, those with knowledge of the position and its functions, and "internal customers" – persons who will work closely with the position to be filled. Candidates will be asked questions relating to their abilities and style to ensure that they will fit the College's community and culture. 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. Most of the operational staff already have experience in the position when hired at Kirtland.

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, performance expectations, the appropriate employee handbook, and evaluation procedures. 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 College has a defined list of [job dimensions](#) (e.g., work performance, decision making,

communications, etc.) for each position which provides clear and succinct statements of expectations, generous opportunities and incentives for attaining these expectations, and progressive sanctions for repetitive failure to do so. Providing professional development for all regular employee groups is a long-standing practice of the College. 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. All staff have [access](#) to professional development funds ([POL/PRO 5.430](#)) through HR over and above those which are provided in departmental budgets for routine training, meetings, seminars, workshops, and professional conferences. The College encourages 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.

Currently, based on programs, the College operates in three separate locations – Grayling, Gaylord, and Roscommon for face-to-face programs. Fifty-five-year-old buildings in Roscommon led to the approval of construction of a three-phase energy efficient facility in Grayling starting in 2016. [Phase 1](#) brought all health science programs and most general education classes as well as Student Services together in one building. [Phase 2](#) construction brought a majority of the occupational programs, the Library and Tutoring Center, the Information Technology Services, and the Business and President’s Offices to the Grayling site. The completion of [Phase 3](#) in Fall 2021 will bring the remaining programs from Roscommon to the Grayling campus and the Roscommon site will be closed. Projected data shows that there will be an increase in fuel efficiency and improved building conditions which will lead to a more conducive learning environment for students and work environment for employees. Money saved from the closure of the Roscommon site will provide additional dollars for new programming. The [Gaylord site](#) will remain home to a majority of the STEM and professional trades programs.

While all services including Admissions, Advising, Financial Aid, HR, Library and Tutoring services, and ITS are headquartered on the Grayling campus, students, no matter their location, or online, can access the services in-person, by telephone, virtually through video conferencing, by text, or email. Students in face-to-face classes in Grayling also have access to the Grill, Facilities, and Security when needed. Staff members and students have access to the [Google Suite](#), [Simple Syllabus](#), [Jenzabar \(integrated services portal\)](#) and [Zoom](#). Students [register online](#) through Jenzabar. Advisors and financial aid personnel are available to meet with students in-person at Roscommon and Gaylord. [Library resources](#) are available in-person or online 24/7. [Tutoring](#) is provided face-to-face and via Zoom. Students enrolled in online or hybrid courses access course materials, discussion boards, tests, grades, etc. through [Canvas](#) (learning management system). Most faculty teaching face-to-face courses also use Canvas to provide 24/7 access to the course timeline, discussion board, study guides, and post grades in the same way that the online faculty do. Many courses also have a [Library module embedded](#) within them for easy student access to library materials and specifically designed project research guides. Faculty requiring testing off-site may require students to use [Lockdown Browser and Respondus](#) webcam monitoring software.

ITS provides [support](#) for a variety of management software applications including Jenzabar and single sign-on. It is in charge of all [cybersecurity](#) at the College. The Director of Institutional Research (DIR) provides the automation scripts and ITS uses them to create the uploads to campus-wide online software applications including Canvas, GradesFirst, RAVE, Maxient, Missouri Book Store, Booklog, BlackBelt, and Simple Syllabus.

The mission of the College - “To provide innovative educational opportunities to enhance student lives and build stronger communities” is central in the development of the five-year *Strategic Plan* and the annual *Operational Plan*. The use of the Appreciative Inquiry model during the strategic planning process allows stakeholders to envision what “could be” with no limitations. Turning these visions into reality may seem intimidating based on static revenue and a general [population decline](#) in the [region](#). Fewer students are [enrolled](#) in the local public K-12 schools due to a decline in the age of those of child-bearing years thus

lessening the number of [potential students](#) enrolling resulting in a decrease in the amount of tuition dollars received. With this in mind, [social media](#) and data fencing are used as recruitment tools to reach out and expand the student population. The College seeks out its stakeholders who provide equipment that is used in the industry along with opportunities for students to put into practice skills they have learned in the classroom. [Grant](#) awards provided for state-of-the-art technology allowing for innovative educational opportunities for students, especially those in the health sciences and the professional trades programs.

[Revenue](#) drives the budgeting process and is derived from three sources referred to as a “three-legged stool.” Two of the three legs, [state appropriations](#) and [local property taxes](#), 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](#) has decreased significantly, 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. The budget breakdown from the 2019-2020 Michigan Postsecondary Data Inventory databook is:

- State appropriations – 19.7% of budget
- Property taxes – 42.3% of budget
- Tuition & fees – 35.4% of budget
- Other – 2.6% of budget

In [2020](#) (page 37), the College opted to [not increase tuition](#) or college fees to assist students in continuing to afford their education despite the pandemic. Kirtland reviews its cost per student contact hour as a means to compare itself to other small rural community colleges through data in the [Michigan Community College Data Inventory databook](#) from the state and remains competitive among those colleges. This information is also used in projecting future revenue.

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. Published by the State of Michigan, the [Michigan Community College Data Inventory databook](#) compares various financial data for all Michigan community colleges and are analyzed annually. Reports of cost center budgets and actual spending are evaluated for overspending and underspending. Results are reported to the College Administrative Team. In addition, detailed tuition and fee information for [all Michigan community colleges](#) is collected and a comparison report is developed for all categories. 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.

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. The College’s Chief Financial Officer (CFO) is responsible for providing oversight of the budget and insures compliance with all standard accounting practices (General Accounting Standards Board - GASB). [Jenzabar](#) is used as the budgeting platform. The Board of Trustees (BOT) adheres to [POL 2.100](#) (Budget Preparation and Administration-General Fund).

Budget managers and department heads are accountable for departmental budgets based on the *Strategic Plan* and *Operational Plan*. They have access to this information upon initiation of purchase requisitions and can review their entire budgets by line item in real time through Jenzabar. During the budgeting period, priorities and new projects are identified. 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. The College seeks [grant](#) monies to fund

infrastructure projects as needed. Costs for [propane and electricity](#) use are reviewed annually. This process is used as an indicator of problem areas not generally noticed but in need of attention.

In spite of declining funds from all revenue streams along with [declining enrollment](#) over the past five years, the administrators and BOT 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. New initiatives, including projects to be funded through grants, are reviewed to ensure alignment with the College's current *Strategic Plan*.

The Kirtland [Planning Cycle](#) outlines the budget process.

- In October and November, the budget calendar is produced. It is at that time new program discussions occur.
- In January, each department head submits a budget request for the upcoming year, and the DIR prepares an enrollment projection for the following year.
- In February, a preliminary revenue forecast is generated based on projected tuition, state funding appropriations, and property taxes.
- In March and April, department budgets are reviewed and revised based on the revenue forecast.
- In May or June, the BOT holds budget hearings and votes on the final proposed budget prior to June 30. 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.
- On July 1, departments access their new year budgets in Jenzabar.

A [current statement](#) (page 19) of revenues and expenditures is prepared by the CFO and presented monthly to the BOT. This provides the opportunity for the BOT to review and question all financials. 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.

An independent financial [audit](#) is conducted after 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 regulations. In the annual report, auditors may recommend changes to accounting practices in order to maintain an acceptable fund balance. The previous year's audit is [reviewed](#) by the BOT in October or November and is [published](#) on the College's website. Report results from annual financial audits are presented at a regular meeting of the BOT. 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.

The CFO and the Business Office are responsible for development of a five-year budget projection ([2017, 2021](#)). Yearly plans are publicly available under the [Transparency icon](#) at the bottom of the Kirtland home webpage.

Through the budgeting process cycle, audit results show that the College is a good financial steward. [Cash flow](#) continues to remain steady, and through diligent work by budget managers, 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 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 projected job outlooks compared with program changes demonstrates a focus on career readiness as well as compliance with federal financial aid guidelines. Through its stewardship, the College has been able to continue to add new programs and update facilities as a result of [careful planning](#).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Kirtland aligns its operations with the expectation that every decision made will help accomplish the [Mission](#) and strategic objectives. While the five-year [Strategic Plan](#) summarizes the future direction of the College through three distinctive themes, the annual [Operational Plan](#) provides the roadmap of how to achieve them. In 2015, the Board of Trustees (BOT) made the [decision](#) to build a more inclusive and energy efficient campus in Grayling based on the *Future Design* theme of the [2013-2019 Strategic Plan](#). Careful [planning](#) and budgeting over the next six years (2015-2021) helped this theme become a reality. The College Administrative Team (CAT) develops and prioritizes goals for inclusion in the *Operational Plan*.

In support of the [Vision](#) of being the “first choice for learner-centered education”, the College looks to its stakeholders, local businesses, and the economy in general to assist in determining the programs it offers. Each program has [outcome measures](#) that connect with the College's Mission. Data is generated on the [sustainability](#) and viability of each academic program. Based on this, some programs are suspended or discontinued through the program review process.

At the last [HLC visit](#) (2017), assessment was identified as a problem area which resulted in monitoring. The Assessment Team worked with faculty to identify and correct problem areas. Evaluation of the submitted [monitoring report](#) by the HLC indicated that Kirtland was moving in the [right direction](#). Continued emphasis will be placed on strengthening the assessment of student learning.

Kirtland uses [surveys](#) as a means to identify projects to be included in the annual [Operational Plan](#) with the themes of *Creating Innovative Programming and Services* and *Improving Student Success and Transforming Lives* from the current [Strategic Plan](#). Students surveyed at [mid-semester](#) and [end of the semester](#) provide feedback to both faculty and administrators on positive and negative aspects of a course. Data is used to make changes for the following semester. The Assessment Team [reviews](#) data from the core competency evaluations each semester to ensure that when a Kirtland student graduates, he/she has mastered the six core competencies indicating the College has met its institutional goals. [Program reviews](#), [licensure exams](#), and [third-party credentialing](#) are other methods used in assessing student learning.

Evaluation of operations of the College is done in various ways. The administration conducts a [yearly](#)

[survey of employees](#) to determine their satisfaction with the College's planning processes, culture, and job satisfaction. Results are [reviewed by the CAT](#) and changes are discussed so improvements can be implemented. Employees are encouraged to submit [Mini Action Projects](#) that demonstrate improvements or increased efficiency for their specific job or department. Departmental meetings are used to assess accomplishments of the year.

With input from departments, budget managers, data related to enrollment, and any current state restrictions, the Vice President of Business Services [builds](#) the annual budget based on the five-year rolling budget. Revenue consists of state appropriation, local property tax revenue, and student tuition. Expenditures cannot exceed revenue. New programs, hiring of new faculty and staff, and upgrades to facilities must fit within the parameters of the balanced budget and be [approved by the BOT](#) by June 30 of the current year. Decisions made reflect the goals of the *Strategic Plan* and *Operational Plan*.

Kirtland places a high value on its stakeholders which include staff, faculty, administration, trustees, students, advisory board members, members of local government, representatives of K-12 schools, business, industry, and community members. Involving [representatives](#) (page 3) from all those groups in three successful Strategic Planning Summits (2008, 2013 and 2019) demonstrates the progressive nature of the College as well as the value it places on a culture of quality. Long-term strategies for the College are the products of these strategic planning summits which result in the formal multi-year *Strategic Plan*. The [Appreciative Inquiry](#) (page 8) model is used because it focuses on the positive and builds 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.

Stakeholders consistently indicate that emphasis must be placed on providing a quality education with an unflinching return on investment. When the administration reviewed the 2019 [Emsi report](#), they found:

- for every dollar of public money invested in Kirtland, taxpayers will receive \$1.50 in return over the course of students' working lives.
- for every dollar students invest in their education, they will see a return of \$5.60 in higher future earnings.
- for every dollar invested in Kirtland in FY 2017-18, people in Michigan will receive \$9.10 in return, for as long as Kirtland's FY 2017-18 students remain active in the state workforce.

While budget concerns affect the College, it continues 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 [path](#) to completion through the use of [Guided Pathways](#) (page 101).

The [organizational chart](#) of the College identifies the supervision of programs and services. It indicates how administration works together to align functions for quality and efficiency. In the previous *Systems Portfolio*, reviewers suggested that a threat mitigation plan (2018, 2021) would be of importance to the college. The College created a process to identify all full-time employees, their primary duties, and the person(s) cross-trained to assume the duties in case of an emergency allowing the College to carry on normal operations.

The CAT meets [weekly](#) to discuss issues of the College. [Other committees](#), such as Curriculum and Instruction, Assessment, Safety, and the M-TEC Governance Advisory Council meet throughout the year to discuss and recommend improvements to instruction, institute new practices, and address concerns and issues that arise. Occupational programs require [advisory committees](#) consisting of faculty, deans, and employers in the field to work together to determine the skills needed for the current workforce. These committees make recommendations to the CAT for college-wide and, possibly, BOT action. Departments on campus meet regularly (usually monthly) to determine their direction.

In today's environment of shrinking revenue sources and increasing costs with numerous local economies built on the recreation and hospitality industries, the College decided to take an aggressive approach to [manage its resources](#). It has expanded programming, strengthened online education, reduced locations by closing the West Branch (2017) and Roscommon (2021) sites to save on costs, 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 (2017, 2021) is revised on a regular basis due to the fluidity of revenue sources and enrollment. Revenue is derived from three sources referred to as the "[three-legged stool](#)." Two of the three legs, state appropriations and local property taxes, have shown very little, if any, 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 has decreased significantly, 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.

The College uses the following [indicators](#) in planning for financial stability, viability, and cohesiveness of the College to accomplish the goals of the *Operational Plan* and the *Strategic Plan*:

- Financial Sustainability
 - Revenue
 - Expenses
 - Cash flow/bottom line
- Quality Education
 - Institutional performance
 - Student engagement
 - Post-graduation outcomes
- Indicators of Demand
 - Planning
 - Affiliation/Accreditation
 - Governance by the BOT
- Leadership & Planning
 - Student demand indicators
 - Student demand trends
 - Student preparation

The College pursues [grants](#) at the state and federal levels for the purchase of state-of-the-art equipment for many of its occupational programs. The *Strategic Plan*, the *Operational Plan*, and the *Facilities Master Plan* provide the groundwork for all current and future projects recommended by the departments. 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 such as the three building phases: [1](#), [2](#), [3](#) (2016-2021) at Kirtland-Grayling.

Kirtland responds to evolving external factors through its *Strategic* and *Operational Plans*. The College identifies itself as a fast-changing organization due, in part, to the measures it has taken as a result of the general downturn in [Michigan's economy](#) starting in 2008 and again in 2020. [Local communities](#) were hardest hit with some of the highest rates of unemployment in the state. The College could no longer do business as it had in the past as student enrollment was in decline, local tax revenue was down, and state revenue was static. All aspects of the institution were reviewed - programs, staffing, and facilities. There were [program reductions, positions were realigned with some positions going unfilled, and building repairs were kept to a minimum](#). While sometimes difficult and challenging, these changes placed the College in a better position than its sister community colleges as the realignment happened earlier and at a more gradual

pace whereas other colleges had to make substantial cuts quickly.

[Managing technology](#) at multiple locations led Information Technology Services (ITS) to aggressively pursue cutting-edge ways to best deliver the needed infrastructure so students and employees are able to function efficiently. ITS provides the necessary [operational support](#) for the College's cloud-based [applications](#) such as Jenzabar, Canvas, Rave, Maxient, GradesFirst, Evergreen, Simple Syllabus, and the Google Suite. The implementation of Active Directory and [Single Sign-On](#) enhanced efficiency at all Kirtland locations and resulted in fewer process interruptions. Gmail and Zoom have facilitated the communication necessary for good college operations. Virtual desktops provide students and employees access to cloud-based applications and desktops whether at a Kirtland location or at home. In 2021, ITS switched software products to provide [improved security](#) through secure socket layers, Single Sign-On, and multi-factor authentication within the network to protect from ransomware, malware, and unauthorized access. Based on industry best practices, a rotation cycle for replacement of computer/technology hardware is in place which aids in the budgeting process for the department. At all locations, back-up systems are in place and routinely monitored so that, if servers at one location go down, service can be quickly restored and essential operations can continue. The "scan to email" option replaced the traditional method of faxing documents between locations.

The Director of Institutional Research [provides data to the CAT](#) on the demographic trends of the [region](#). Over the past decade, the number of school-age children and high school graduates has steadily [decreased](#) while the number of retirees continues to increase. Discussions ensue as to the changes needed in recruitment and ways to boost admissions. The College [continues to explore new ways of reaching](#) high school graduates, those with retraining needs, workforce development partners, and other identified groups. A new [social media coordinator](#) was hired to strengthen the College's social media presence. Based on a recent student survey, the [avatar](#) concept is being developed to target future prospects by their program of interest.

The College, through its [robust online offerings](#), offers courses wherever the student is located. Students serving overseas in the military have been able to continue their education at Kirtland. Participation in the National Council for [State Authorization Reciprocity Agreements](#) (NC-SARA) allows students in other states to enroll in Kirtland's online classes and for in-state students to complete internships or clinical assignments in other states.

Administration reaches out to industries to leverage resources for improvement of the economic standing of the surrounding communities. State [reports](#) about the current workforce and [future](#) needs are reviewed. The College provides [workforce development and apprenticeship](#) training to keep the employees employed and to attract new businesses.

When planning new projects, the College does not rely on an annual increase from the state. It does apply, when funds are available, for state education grants though receipt of the funds is not assured.

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. Important college documents with an impact on planning are:

- [The College budget](#)
- [Mini action projects](#)
- College Factbook ([2019](#), [2021](#))
- The [Institutional Effectiveness and Key Indicators report](#)
- [Program review](#) data sets which are used to adjust programming for the future
- The [Sixty by 30](#) State of Michigan initiative - 60 percent of Michigan residents complete a postsecondary certificate or degree by the year 2030 which will be measured by the Mi School Data report

- Other ad hoc data requests to answer management questions

No longer on the Academic Quality Improvement Process (AQIP) pathway, the College continues to integrate AQIP processes into everyday workflows. While action projects are no longer part of the current pathway, employees are asked to report on projects/processes that demonstrate improvements or increased efficiency using Continuous Quality Improvement. Each project is documented and submitted annually on the [Mini Action Project Reporting Sheet](#) by answering the following:

- 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?

Many of these projects have become departmentalized or institutionalized as they generated significant changes in processes. Examples include:

- the continuously evolving Kirtland website and social media presence by the Marketing Department
- switching to a self-insured healthcare plan for employees by Human Resources
- the enrollment census campaigns and progress reports done by faculty through the GradesFirst software system to help identify students that are at-risk so that early intervention can be provided by Academic Support and Tutoring

It is a concern that many students leave the College without completing a degree since 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 are lobbying legislators for expansion of the MTA. The College is also participating in the state-wide initiative, [MiTransfer Pathways](#), to build transfers of up to 45 credits from community colleges to 4-year institutions in some of the largest majors. Another factor in low completion rates is the high percentage of part-time students. Both the [Voluntary Framework of Accountability](#) and [MI School Data](#) successful outcomes reports provide focus to areas that could help to increase the completion rate. While the College institutes changes for improving the rate, it could wait up to six years for information on the success of the initiatives to increase graduation rates. With an average poverty rate for the College's services area of 16.6%, Kirtland chose to participate in the [Michigan - Building Economic Stability Today](#) (MI-BEST) program. All participating colleges had students complete an independent survey to identify areas of concern specific to their education. The hope is to see improvement in student completion and success by addressing economic instability among students including access to food, housing, transportation, childcare, and other basic needs. MI-BEST efforts are funded by a grant from ECMC Foundation as part of its Basic Needs Initiative designed to address and alleviate basic needs insecurity among students.

The College continues to work to increase retention rates through the implementation of various programs including its own version of the [Guided Pathways](#). Like other institutions have found, positive progress is slow at best. A high number of first time in any college students combined with a median family yearly income of \$43,184 indicates that the College may never achieve above average retention rates. Low educational attainment (average of 13.65% of the population has attained a bachelor's degree or higher) shows lack of support or interest to continue their education.

Kirtland actively works to plan systematic improvement in its operations and student outcomes. These are never ending tasks that require regular review and innovation to effectively plan for improvement. By consolidating its locations, Kirtland is poised for viability well into the future. The synergy created among employees coupled with their desire to help students learn will allow Kirtland to overcome obstacles and

lead to improved student success.

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5.S - Criterion 5 - Summary

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

Summary

Through careful planning and allocation of funds, Kirtland has positioned itself to be a viable institution for the next 50 years. While revenue remains static, the College has been conservative in its budgeting and spending. It accrued funds to pay for the Phase III addition (2021) to the Grayling campus. Long-term debt management is under control. Grant funds are leveraged to provide state-of-the-art equipment and simulators for occupational programs.

The most valuable resource the College has is its employees who have a profound influence on student engagement, persistence, and the outcomes attained. In an effort to attract, hire and retain quality employees in rural, Northern Lower Michigan, Kirtland has shifted to a model of compensation through the use of College and University Professional Association for Human Resources (CUPA) data. It aims to provide wages and benefits that are above the middle percentile of colleges across the nation.

The Mission speaks to the heart of the College keeping all that it does student and community centered. Kirtland has a solid process in place to define and execute its *Strategic* and *Operational Plans* through collaboration with its stakeholders (within and outside of the College) through participation in the Strategic Summit every five years. The Board of Trustees By-laws and the policies and procedures they approve provide direction for daily operations.

Sources

There are no sources.