

Assurance Argument
Muskegon Community College - MI

Review date: 10/5/2020

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

1.A.1

The [mission statement](#), "Muskegon Community College, dedicated to equity and excellence, prepares students, builds communities, and improves lives," was [adopted by the College's Board of Trustees in January 2017](#). The statement can be found on the College's website, many college materials, and is posted in all classrooms, laboratories, and faculty offices.

The Strategic Planning Committee, a group of over 180 college and community members, reviewed the previous mission statement and provided feedback through a [survey](#) and guided discussion process. Although the previous mission comprehensively set out the goals of the institution, it needed to be more concise. The consensus was that the new mission statement should be memorable, inspirational, and focused on student success. Based on this feedback, [The Strategic Planning Steering Committee](#), President's Cabinet, and [The Board of Trustees](#) developed four possible mission statements. The [Board of Trustees made the final](#) selection.

1.A.2

The mission, vision, and related statements are current and reference the values of the institution. To help create the Strategic Plan, both college and community members participated in an [integrated planning process](#) to ensure that the mission and related statements accurately reflect current institutional values and meet the needs of the community.

Based on the various aspects of the mission statement and [work done at the committee level](#) by college and community members, [Five Priorities](#) were established to guide the activities for MCC through 2022. The priorities and the related goals further clarify various aspects of the Mission Statement. They are Student Support, Academic Programs, Facilities and Infrastructure, Engagement, and Culture. To guide specific actions across the institution, each of the five priorities has goals; each goal has measurable objectives. These goals show that, in addition to providing a quality education, MCC's mission also encompasses public service and economic development.

The current [Vision, endorsed by the Board of Trustees](#) in August 2019, was developed by the [Implementation Advisory Team](#). It is based on the Mission Statement as well as responses to a [survey sent to all employees](#) and community members. The Vision, "An educated, inclusive community," emphasizes the institution's primary purpose of providing a quality education for all students. Through education, MCC will create an inclusive community. The [values](#), which describe behaviors and the manner in which the institution achieves the vision will be defined next. During the process of updating the Mission, Vision, and Values, it was recognized that there was a need to regularly review these important statements. Therefore, a process was created for the Implementation Advisory Team to [review each of these statements](#) during the second to last year of any strategic plan implementation period.

1.A.3

The mission of the college is demonstrated in the college's [vision statement, values](#) and the [2017-2022 Strategic Plan](#). As mentioned previously, the [Five Priorities of the Strategic Plan](#) further clarify the nature, scope and intended constituents of the higher education offerings and services as identified in the Mission Statement. Measurable Objectives, and Key Performance Indicators have been created for each of the Five Priorities to ensure that actions across all areas of the institution support the intent of the mission statement. The chart below provides a summary.

Priority	Examples of Key Performance Indicators
#1 Student Support Provide comprehensive support systems to ensure student success	Student goal attainment, graduation rates, student satisfaction survey results
#2 Academic Programs Develop, implement, and evaluate relevant and innovative programs that meet current and emerging student, business, and industry needs	Pass rates on occupational exams, HLC accreditation reports, employer and graduate satisfaction survey results
#3 Facilities and Infrastructure Provide a state-of-the-art learning environment that meets academic needs while promoting access and sustainability	Student satisfaction survey results, energy consumption, recycling rate

<p>#4 Engagement</p> <p>Expand collaborations and improve communications to further engage the community in the mission of MCC</p>	<p>Dollars raised by the Foundation for MCC, alumni event participation, community perception survey results</p>
<p>#5 Culture</p> <p>Strengthen our culture of inclusion, equity, accountability, safety, and well-being</p>	<p>Pell Grant eligibility, wellness participation, Achieving the Dream Institutional Capacity Assessment Tool</p>

[Quarterly progress reports](#) are published to inform college and community members of connections to the Mission and progress toward related goals. Progress is also shared in an [annual report](#) and at the [Strategic Plan Summit](#) held in the fall of each year.

Whether students are seeking a two-year degree, a certificate, or are preparing to transfer, the Strategic Plan includes a commitment to providing a wide array of academic offerings and student support to ensure success.

MCC remains committed to serving, building, and guiding the community it serves. Priority 4 sets out the college plan to engage with the community including business and industry, K-12 districts, community partners, alumni and retirees. Therefore, the institution provides services that support the community. Examples include a [television](#) and [radio](#) station, a [lecture series](#) for students and the community, West Michigan's only free [planetarium](#), and the [Center for Holocaust and Genocide Studies](#).

1.A.4

"Muskegon Community College, dedicated to equity and excellence, prepares students, builds communities, and improves lives." The [2017-2022 Strategic Plan](#) outlines Five Priorities and corresponding goals to ensure that the institution's academic offerings, support services and enrollment profile are consistent with the stated mission. See chart in 1.A.3 for details.

Each area of the mission in bold text below is supported by the Five Priorities, goals, and measurable objectives for each.

"Muskegon Community College, dedicated to **equity** and excellence, prepares students, builds communities, and improves lives."

Equity is maintained by MCC's [open enrollment policy](#) which states, "As an 'open door' institution, Muskegon Community College welcomes applications from all who wish to attend." [Enrollment data](#) are displayed to maintain transparency and can be reviewed. A review of the enrollment data provided above shows that MCC's enrollment profile is consistent with its mission. These data show an alignment to the demographics of MCC's service area, thus showing equity and evidence of building the community and improving lives as set out in the mission statement. In further support of the mission to provide equity, one key performance indicator for the Strategic Plan is to [reduce the](#)

[achievement gap](#) in degree/certificate attainment by students of color.

"Muskegon Community College, dedicated to equity and **excellence**, prepares students, builds communities, and improves lives."

Whether students are seeking a two-year degree, a certificate, or are preparing to transfer, MCC is committed to providing a wide array of relevant academic offerings and student support to ensure success. Excellence is maintained through the Program Review process. [New courses](#), [certificates](#), and [degrees](#) must be reviewed and approved by the [Instructional Affairs Council](#) (IAC) before being offered to students. The IAC also regularly reviews programs that need to be changed or closed. Generally, programs are closed when enrollment has been low for a period of time. Program review is also a focus area for the Strategic Plan: [twenty percent of academic programs are reviewed each year](#).

"Muskegon Community College, dedicated to equity and excellence, **prepares students**, builds communities, and improves lives."

The College strives to fully support its students. Retention and Completion are high priorities as are the physical and mental well-being of students. As an open-door institution, MCC provides services that support the diverse needs of all students. These services are designed to promote both equity and excellence. In addition to coordinating many of the student support services listed below, the [Student Success Department](#) organizes social activities for students.

- The [Jayhawk Hub](#) offers a one-stop location for providing MCC students with a wide range of student support services and resources ranging from a food pantry to tax preparation.
- [Hendrik Meijer Library](#)
- [Career and Transfer Services](#)
- [The College Success Center](#)
- [Counseling and Advising](#)
- [Disability Support Services](#)
- [The Early College Program](#)
- [Tutoring Center](#)
- [Upward Bound TRiO](#)
- [Veterans Services](#)

"Muskegon Community College, dedicated to equity and excellence, prepares students, **builds communities, and improves lives.**"

Based on the [needs of the community](#), MCC has developed a variety of academic options. [MCC offers](#) degrees in Associate in Arts and Sciences (ASA), Associate in Science (AS), Associate in Applied Science (AAS), and an Associate of General Studies (AGS) as well as many certificates and professional development credits.

Using IPEDS 150% graduation rate data for First-Time Full-Time Degree-Seeking students entering in fall 2016, MCC's overall graduation rate is 19.31%. Within that cohort, the graduation rate for students of color is 8.91%. These data, published on the Strategic Plan [quarterly update](#) dashboard, share progress on the Key Performance Indicator "Equity," defined as reducing the achievement gap for students of color. Although the goal has not yet been achieved, progress has been made. [Previously](#), the overall graduation rate was 19% while the graduation rate for students of color was 4%.

The most recent [economic impact study](#) demonstrates the college's influence in the community. "MCC is a primary source of education to MCC Service Area residents and a supplier of trained workers to MCC Service Area industries . . . MCC added [\\$261.2 million](#) in added income to the region during the analysis year as a result of its day-to-day operations. This figure represents the college's payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from state and local sources."

1.A.5

Muskegon Community College clearly articulates its mission through public information. The college's external website has a [page outlining the mission, vision, and values](#) which were updated as part of the Strategic Planning Process. [The Strategic Plan](#), created in partnership with community members, lays out the College's priorities and goals in five areas which all have measurable objectives. [Quarterly](#) and [annual](#) updates keep the community informed about progress. The statements and progress are shared publicly on the website and through printed materials. Graphic design students designed [posters](#) to build awareness about the priorities for the Strategic Plan. The mission is posted in areas across campus such as classrooms, offices, and public spaces.

Sources

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- 1-31-17 Steering Committee Meeting Minutes
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- 1A1 Our Mission Vision and Values Strategic Initiatives
- 1A2 8-21-19 BOT Mtg Minutes REV
- 1A2 8-21-19 BOT Mtg Minutes REV (page number 3)
- 1A5 Quarterly Updates MCC Goals and Progress Strategic Initiatives
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- Vision Statement 2019
- Vision Statement 2019 (page number 1)
- Vision Statement 2019 (page number 3)
- Vision Statement 2019 1A2
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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

1.B.1

Muskegon Community College, a public, non-profit institution, demonstrates a comprehensive commitment to its public obligation through its preparation of graduates, its many offerings and opportunities for non-students, and its ongoing connections to area employers and the community.

The College's primary purpose, as the mission states, is to prepare students, build communities, and improve lives.

For the current college Strategic Plan, 80 community members served on the 180-member committee, which developed the current mission statement among other tasks.

The new mission statement mentions equity, excellence, and improving lives. Commitment to community is embedded; in fact, [Priority 4 of the Strategic Plan](#)'s five priorities is to "Expand collaborations and improve communications to further engage the community in the mission of MCC."

The Muskegon Community College Board of Trustees consists of seven members elected for six-year terms on an "at large" basis from throughout the district (Muskegon County). The College's chief executive is the President, appointed by the Board of Trustees. [The Board's purpose](#) is described in Section 2.01 of the Board Policy Manual: "The purpose of the Board, on behalf of the residents of Muskegon County, is to ensure that Muskegon Community College (a) achieves appropriate results for appropriate persons at the appropriate cost (as specified in the Board's Ends policies), and (b) avoids unacceptable actions and situations (as prohibited in the Board's Executive Limitations policies)."

The campus houses several entities that exist for the public and students. Specific departments include the [Office of Community Outreach](#) and Continuing Education, which is responsible for marketing, communications, and continuing education. The office oversees [MCC TV](#), social media coordination, and offers courses, workshops, seminars and special events to meet the lifelong learning needs of the community. These non-credit classes emphasize professional development, personal enrichment and community outreach. The College also hosts events to promote diversity like the annual [Martin Luther King Day Unity Breakfast](#) and The [Lecture Series](#), as well as [And](#)

[Justice for All.](#)

Other opportunities for the public include free programs at the [planetarium](#), performances at the [Overbrook Theater](#), and exhibitions at the [Overbrook Art Gallery](#).

The [Health and Wellness Center](#) offers continuing education opportunities for fitness and urgent care services through a partnership with Mercy Health. The [Lakeshore Fab Lab](#) provides space where inventors can invent, businesses can experiment, and students can gain hands-on experience with STEM-based projects.

Other entities include [Conference and Catering](#), which offers dining and meeting facilities for up to 250 people. The [Upward Bound TRiO Project](#) helps high school students successfully complete high school and enter college. The [Writing Center](#) is free for students and non-students. The annual [Muskegon Writers' Series](#) brings published authors to the community. The public is encouraged to visit the [John Bartley Science Center](#) and the [Kasey-Hartz Natural Area](#). The [Hendrik Meijer Library](#) is open to the public. Community members have free access to the research databases, the inter-library loan program, and may participate in International Games Day each November. In addition, the [University Park Golf Course](#) is a public golf course owned by the College.

The College has numerous connections to area employers. The [Lakeshore Business & Industrial Service Center](#) provides credit and non-credit training programs for area employers. In addition, occupational programs have [advisory committees](#) made up of community members that provide advice and support for each program. Another way the College serves the public good is by working as a partner with area employers to connect qualified graduates with job openings.

1.B.2

No college funds are used to generate financial returns for investors, contribute to a parent organization, or to support external interests.

Muskegon Community College's primary role of educating students is illustrated by the recent completion of a 10-year building campaign to update and modernize facilities used by students. This building plan was part of the [2010-2016 Strategic Plan](#).

The \$47.5 million dollar project included the new MCC Science Center, the new Sturuss Technology Center in downtown Muskegon, a new Health & Wellness Center, and the new Art and Music Building. This long-term [investment in college facilities](#) will provide students and community members with a high quality learning experience for many years to come.

The [Five Priorities](#) of the Muskegon Community College Strategic Plan (2017-2022) emphasize the central role of the college in serving and supporting students. Details can be found in section 1.A of this Assurance Argument.

Priority #1 Student Support

Priority #2 Academic Programs

Priority #3 Facilities and Infrastructure

Priority #4 Engagement**Priority #5 Culture**

The planning and budgeting priorities at Muskegon Community College support its mission statement, and educational priorities take primacy over other areas.

The "[Report on Financial Statements](#)," released by Brickley, DeLong, Certified Public Accountants, on June 30, 2020, shows that 65% of operational expenses were spent on Instruction, Instruction Support, and Student Services, which directly impact the educational experience for students, and lead to excellence and equity in the classroom.

Operational expenses include all the costs necessary to perform and conduct the programs and primary purposes of the College. Included in the chart below are the operating expenses for the fiscal year ended June 30, 2019 and 2018.

	2019	2018
Instruction	18,061,000	16,678,000
Student Services	10,938,000	10,185,000
Operation and maintenance of plant	6,624,000	6,560,000
Institutional Administration	4,762,000	4,594,000
Instructional Support	3,985,000	3,676,000
Depreciation and amortization	2,956,000	2,320,000
Public Services	897,000	742,000
Information Technology	2,589,000	2,596,000
Total	50,812,000	47,351,000

Source: [Muskegon Community College Audit Management's Discussion / Analysis 2019](#)

Indirect support for the mission statement is confirmed by the 13% of the budget allocated to plant operations, which is necessary to create a comfortable and safe learning environment that promotes student success.

Muskegon Community College engages with its external constituencies and responds to their needs.

In 2016, as part of the Strategic Planning Process, a community needs assessment survey was sent out to four groups: current students, high school 11-12th grade students, alumni / community, and business / industry. A total of 856 responses were received. The survey was a useful tool to help the college gather feedback on community needs. [Information from the survey](#) was used to develop the 2017-2022 Strategic Plan.

The [Lakeshore Fab Lab](#) opened to the community in 2018. It is located in the Sturris Technology Center and is a unique space in downtown Muskegon that provides business start-up opportunities for students and community members. It provides space for entrepreneurs to test ideas, businesses to experiment, and students from local schools to participate in STEM-based projects.

In 2016, the college developed the [Medical Assistant Certificate program](#) to meet employment needs for local hospitals. The program was a collaboration between Spectrum Health, Mercy Health, and community colleges in West Michigan. In 2016, the college received a statewide [Impact Award](#) for this strategic partnership and effort to meet local employment needs.

As part of the yearly State of Michigan funding process, Muskegon Community College completes a report called the [Local Strategic Value Resolution](#) (Section 230 of Michigan Public Act 265 of 2018). The reports lists multiple ways in which the College is active in the local and regional community providing opportunities for community involvement and interaction. Examples include nursing students working in area hospitals to gain clinical experience, collaborating with Michigan Works to provide job training for unemployed residents, creating [Early College](#) programs to help high school students gain college credit, offering [personal enrichment](#) and wellness-focused events for community members, and many others.

MCC connects with employers and the community through the [Lakeshore Business and Industrial Service Center](#). The Center's mission states, "Increased productivity goes hand in hand with a well trained workforce. Muskegon Community College will help you meet the challenge of global and local competition by working with you to develop a variety of cost-effective, flexible programming to meet your talent needs." The Center offers a host of services from job training and job posting to providing business resources.

Sources

- 1B1 conference and catering
- 1B1 Fab Lab
- 1B1 Golf Course
- 1B1 Health and Wellness
- 1B1 John Bartley Science Center
- 1B1 Kasey Hartz
- 1B1 Overbrook Art Gallery Arts and Humanities
- 1B1 writing center
- 1B3 early college
- 1B3 life enrichment
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- Theater 1C1

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

1.C.1

Curricular

Students at Muskegon Community College are exposed to a variety of viewpoints to help them become informed and well-adjusted members of a diverse society. One of the College's four core outcomes for general education is Personal, Social, and Cultural Awareness. This is defined as "knowledge and life skills required of an effective member of a diverse and global community." This outcome is currently [taught and assessed in six high demand courses](#): PSYC 201, ANTH 103, SPAN 101, PEA 101A, ECON 101A, and CSS 100A.

Other core outcomes for general education include Communication, Problem Solving & Technology, and Ethical Reasoning & Creativity. Each of these outcomes is [assessed in specific courses](#) and also fosters citizenship while preparing students for workplace success.

Important issues of public concern are routinely addressed within college courses like Political Science, Sociology, English Composition, and Philosophy. In English Composition, for example, instructors routinely have students write about issues such as patriotism, the role of protest in American society, and the problematic nature of achieving the "American Dream." In Sociology courses, [students examine many issues of public concern](#), including economic inequality, education, race, gender, crime, and the family.

To become an informed and well-adjusted member of a diverse society, one must make reasonable judgements and decisions. Making reasonable judgments and decisions about any event or situation relies first on having sufficient and reliable information. Second, the making of reasoned judgments depends on habits of mind that a college education specifically and necessarily promotes. A stated [objective of English 101](#), for instance, is that students will learn "to read critically, to think logically, to discuss intelligently, and primarily to write effectively using exposition, argumentation, and research." A major component within this course is teaching students to evaluate and weigh evidence in support of a thesis and to judge whether their research sources are from reliable or biased sources. It is important to note that ENG 101 is a required course for all degrees at the college.

[Philosophy courses](#) include a heavy emphasis on making reasonable judgments on issues of public

concern within specific fields of study and work. Courses include PHIL 204 Biomedical Ethics, PHIL 205 Business Ethics, and PHIL 207 Environmental Ethics.

Co-Curricular

Muskegon Community College offers many co-curricular opportunities for students to enhance the educational experience through clubs, events, organizations, and experiential learning. Students participate in co-curricular activities to gain leadership experience, cooperative planning, and to take advantage of social interactions which will complement the classroom learning. These activities help students to see the bigger picture and provide opportunities to learn and grow in new ways.

Student Clubs

The College hosts over twenty student clubs which augment classroom learning in a variety of ways. Students hear about the clubs, and have an opportunity to sign up, at a campus fair early in the year. The Business Professionals of America, for instance, allows students "to share job hunting tips and tricks; to explore internships; and to generate contacts that may assist them in future career success." The Health Pre-Professional Club provides students with guidance, resources, and support as they prepare for future study. The Student Veteran Organization works to increase awareness of veteran issues around the community.

Center for Experiential Learning

This center, located in the downtown Muskegon building, has regularly hosted [candidate forums](#) for local and state elections as well as lecture series that have been well attended by students and community members. Several examples are the [World War II Lecture Series](#), which took place over [several years](#), and [Let Freedom Ring](#). The Center has also organized student trips including the [Henry Ford Museum and Ford F-150 Assembly Plant](#), and [Cantigny Park](#). It has also planned weekend trips where community members and MCC students experienced history up close. Among the many trips are [Nashville, Tennessee](#) with stops at historical and cultural attractions, and 6 trips over the last 10 years to [Gettysburg National Battlefield](#), including a supporting [Lecture Series](#). Special events for students and the community have included, [An Evening with Martin Luther King, Jr.](#) featuring Stephon Ferguson in 2017, the [Boogie Woogie Bugle Boy Statue Dedication in 2018](#), and a [Holocaust survivor speaker](#) in cooperation with the Center for Holocaust and Genocide Studies in 2014. Annual reports can be viewed here for [2015-16](#) and [2018-19](#). (See also 4.B.1 Co-Curricular Assessment.)

Student Travel Opportunities

The College offers students the opportunity to travel abroad as a way to expand their understanding of different cultures and populations. [Belize Field Studies](#) was an interdisciplinary travel-study course that provided students an introduction to international culture and biology through cultural and biological field studies. Due to external factors, the course has been discontinued and will be revised to have a social science focus. "[Tropical Coral Reef Ecology](#)" takes students to the Caribbean island of Nevis for scuba diving and coral reef exploration.

Undergraduate Research

In this program, students are able to perform independent scientific research on a topic of interest under the guidance and direction of a faculty member. As part of the experience, students share the

results of their research at the Community College Undergraduate Research Initiative (CCURI) or another national conference.

Theater

The Center for Theater provides a variety of theater courses and offers a variety of plays and student trips for students and community members. There are many cross-curriculum partnerships where instructors collaborate with the theater department faculty to share resources and provide additional experiences for students.

Internship Program

MCC realizes that there are important components of learning which cannot be effectively taught without something closer to actual fieldwork. Internships are required in most Business majors and in all Education degrees. Many other programs of study, including Agriculture, Communications, Criminal Justice, Applied Technology, and Political Science, recommend or offer internships.

1.C.2

The Mission of Muskegon Community College states the college is “dedicated to equity and excellence.” Equity means making sure every student has the support they need to be successful. The college recognizes that some students need more help and support than others. This idea is explained in [Priority 1 of the 2017-2022 Strategic Plan](#): “Provide comprehensive support systems to ensure student success.” To support the needs of all students, the College has created a [Student Success Department](#). This department provides a Counseling & Advising Center, a Tutoring Center, a Veterans Office, a Disability Support Office, and the Jayhawk Hub, which provides a variety of resources including a food pantry.

The College has a [Diversity, Equity, and Inclusion Committee](#) that meets to promote training, initiatives, and special events.

The 2017-2022 Strategic Plan emphasizes diversity and equitable treatment for all in [Priority 5 Culture](#). The definition of this priority is to “Strengthen our culture of inclusion, equity, accountability, safety, and well-being.” In addition, the first goal of Priority 5 states the College will “Develop and implement programs for students and employees to further promote inclusion and equity, creating a welcoming environment for all.”

In the Policy Governance Manual of the Board of Trustees, Section 4.01 is titled [“Treatment of People.”](#) This sections states, “With respect to treatment of all students, staff and citizens from the community, the President may not cause or allow conditions that are inhumane, unfair, undignified, discriminatory or illegal.”

The College has an [Equal Opportunity / Non-Discrimination Policy](#) that applies to students and staff members. This document is widely shared in [hiring announcements](#), the college website, and in the college catalog.

This policy states, “It is the policy of Muskegon Community College to provide equal opportunities and not discriminate in enrollment, education, employment, public accommodations, activities, or services, and the College prohibits discrimination based on the basis of age, citizenship, color,

disability, ethnicity, gender identity or expression, transgender status, genetic information, height, weight, marital status, national origin, political persuasion, race, religion, sex (including the condition of pregnancy), sexual orientation, veteran status, or other legally protected categories.”

Students, staff, and community members can learn about diversity and equitable treatment of others through a variety of college-sponsored events. The [Global Awareness Festival](#) provides events for a week in February that focus on a specific world region or culture. The [Center for Holocaust and Genocide Studies](#) holds a variety of events on campus each year to remember past events and to draw attention to persecuted groups.

Each year, for the [Martin Luther King Holiday](#), the College hosts a large community breakfast with special speakers who focus on diversity and inclusion.

As mentioned in 1.C.1, the College hosts over twenty [student clubs and organizations](#). Many reinforce the importance of equitable and inclusive treatment of others. Examples include the Gender & Sexuality Alliance Club, the Power of Unity Alliance Club (focused on African American Leadership), and the Christian Fellowship Club.

Campus theater productions in the [Overbrook Theater](#) provide another way for the community to be exposed to the ideas of inclusion and equitable treatment. Plays and other programs are chosen for their ability to challenge accepted norms. For example, [The Diary of Anne Frank](#) was chosen for the fall 2019. This is a classic play that deals with oppression, diversity, and understanding others.

1.C.3

Muskegon Community College is a place where students, faculty, and staff strive to value and respect each other. This value is captured in the 2017-2022 Strategic Plan. [Priority 5 “Culture”](#) includes the goal to “Develop and implement programs for students and employees to further promote inclusion and equity, creating a welcoming environment for all.”

The [Office of Human Resources](#) provides leadership in emphasizing respectful, fair, and equitable treatment for all. Services they provide include Performance Planning, Employee Relations, and Grievance Solutions. These areas are defined as “encouraging a team work philosophy with open communication, a safe and healthy environment to promote long term growth and success of our people in support of our students and community while balancing work, family, commitment, professionalism, and our ability to have fun!”

To help foster an atmosphere of respect and collegiality, policies are in place to help employees resolve differences and disagreements. For example, in the policy manual for the Administrative, Professional, and Support Staff, there is a section called "[Resolution of Concerns](#)." The language for the policy stresses the importance of dialogue and working to resolve disagreements:

“When an employee and a supervisor have a concern or a problem in working together . . . they should make every effort to resolve the concern by free and open discussion, in an attempt to outline a solution that is mutually acceptable.”

When problems cannot be resolved by trying to talk about the issues, there are further steps outlined in the policy to encourage a positive solution:

“If no solution can be reached between the employee and the supervisor, the concern may be placed in writing on the form in [Appendix VI](#)”

The College has a [Whistleblower Policy](#) to support students and staff who wish to report possible violations of college policies or ethical concerns. The phone number is managed by an outside company so reports are kept confidential. The policy helps to foster a culture of professionalism and high standards of ethical behavior.

Two documents within the Faculty Master Agreement encourage faculty members to treat others with dignity and respect. The first document is called “[Guiding Principles](#).” The introduction to the document summarizes the importance of respect and collaboration:

“The MCC Faculty Association and the MCC Administration subscribe to the following principles in order to promote a working relationship, which improves morale, reduces stress, provides for more effectiveness and efficiency, and produces quality education and service to students.”

Another relevant document in the Faculty Master Agreement is the [Statement on Professional Ethics](#). This document outlines the expected professional behavior for faculty members. Section 2 states, “professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. . . They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.”

Respect, collegiality, and professionalism are often topics for campus-wide training events. During the [fall 2017 faculty in-service](#) event, Dr. Cindy Clark presented on the topic of Civility. One presentation was called “Best Practices for Creating and Sustaining Healthy Academic Work Environments.” To follow up on Dr. Clark’s presentation, book discussion groups were created around campus to read and discuss P. Forni’s book *Choosing Civility*. The presentations and book discussion activities were useful for promoting civility around campus.

For students, a climate of respect and tolerance is emphasized in a variety of ways.

The [Student Code of Conduct](#) describes appropriate behavior and consequences.

In the classroom environment, respectful treatment of others is an important expectation. [College syllabi](#) for all classes are required to have the following Statement on Student Behavior:

Muskegon Community College is a community of scholars whose members include administrators, faculty, staff, and students. Mutual respect and civility are expected in the classroom and other college academic settings, as well as in any communication.

- MCC has the duty to provide students with privileges, opportunities, and protections that best promote learning;
- Students have the right to a non-threatening learning environment;
- Students have the responsibility to refrain from infringing on the right of others to learn and on the right of teachers to teach; and
- Any student whose behavior disrupts learning may be subject to disciplinary action as outlined in the Muskegon Community College Catalog.

Another way the College promotes healthy and affirming relationships is with the [Sexual Violence & Harassment Policy](#). In the Introduction to this document, the purpose of the policy is explained:

“MCC is committed to developing and sustaining a healthy and diverse learning and working environment that recognizes the value of each individual. MCC advances a safe, pleasant and respectful culture for all, free from sexual violence and sexual harassment as well as dating violence, domestic violence, and stalking.”

To further promote positive behaviors, the College uses a [Care Report](#) support system and has a [Behavioral Intervention Team](#) (BIT) that provides help and support for students having trouble in the classroom or some other area of life.

There are a variety of [student clubs](#) on campus that promote the idea of acceptance, tolerance, and respect. For example, The Power of Unity Alliance Club has a mission “to not only educate ourselves on various concerns within the black community, but also educate different ethnic groups.” The Gender & Sexuality Alliance Club has a mission “to promote awareness and understanding and provide a positive campus environment and to bridge the gap between the different cultures”.

A variety of community events are held each year to promote inclusion, understanding, and respect. The “[And Justice for All](#)” lecture series provides opportunities for staff, students, and community members to discuss important issues of social justice, mutual respect, and equality.

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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

The process to develop a new mission statement included college staff, students, and community members. Under the direction of the Strategic Planning Committee, the group discussed ideas and developed proposals for the new mission statement. Early in the process, the group decided that the new mission statement should be memorable, inspirational, and concise. The new Mission Statement meets these requirements and was adopted by the Board of Trustees in January 2017. The Mission Statement is displayed around campus in classrooms, offices, and other public spaces.

In 2019, a process was created to develop a new vision statement for the College. Input was gathered from the campus community through a survey and the results were evaluated by the Strategic Plan Advisory Team. The new vision statement was adopted by the Board of Trustees in 2019. The new vision statement fits well with the mission statement and the five priorities of the strategic plan.

The 2017-2022 Strategic Plan includes five institutional priorities that align with the mission statement. Each of the five priorities has goals and measurable objectives. The goals emphasize providing a quality education along with supporting public service and economic development. Quarterly reports, along with special events, are used to keep students, staff, and community members informed about the progress for the strategic plan's measurable objectives. A dashboard on the college website allows staff and community members to gauge progress on these important measures of success.

The College strives to fully support its students. Retention and Completion are high priorities as are the physical and mental well-being of students. As an open-door institution, the College provides services that support the diverse needs of all students. These services are designed to promote both equity and excellence.

Muskegon Community College offers many co-curricular opportunities for students to enhance the educational experience through clubs, special events, and experiential learning. Students participate in co-curricular activities to gain leadership experience and to take advantage of social interactions.

Students, staff, and community members learn about diversity and equitable treatment of others through a variety of college-sponsored events. For example, the annual Global Awareness Festival promotes diversity and understanding through events that focus on world regions and cultures. A variety of community events are held each year to promote inclusion, understanding, and respect. For example, the "And Justice for All" lecture series provides opportunities for the college community to discuss important issues of social justice, mutual respect, and equality.

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

2.A.1

The College mission statement was developed by the institution as a whole, soliciting input from faculty, staff, administration, students and the wider community. This process was led by the College's Office of Strategic Initiatives with more than 180 strategic planning committee members being asked to provide feedback on the previous statement and how to move forward to a new mission statement. The President's Cabinet, Achieving the Dream team, and the College's communication manager also provided input into the proposed mission statement. [Details of this process](#), as well as the reasons to update the mission statement, were provided to the Board of Trustees as preparation for the January 2017 meeting agenda.

The current mission statement was [adopted by the Board of Trustees](#) in January 2017. The new vision statement, "An educated, inclusive community" was [endorsed by the board](#) in August 2019.

2.A.2

Muskegon Community College (MCC) has adopted and follows fair and ethical policies and processes for its Board of Trustees, administrators, faculty, and staff. These policies allow the institution to operate with integrity in its financial, academic, personnel, and auxiliary functions. Each year, members of the Board of Trustees sign [code of conduct forms](#), affirming their commitment to the [Code of Conduct](#) in the Board of Trustees Policy Manual.

Title IX training and [resources](#) are provided for faculty, staff and students. [Policies](#) and processes are in place to support anyone who experiences sexual violence or harassment. [Campus Safety and Security Reports](#) are prepared and published annually. The report also documents [Title IX Training](#) provided to the campus community.

To keep the MCC community safe during the COVID-19 Pandemic, [safety training](#) was required for all MCC employees.

Human Resources

The [Equal Opportunity/Non-Discrimination policy](#) of Muskegon Community College is designed to provide equal opportunities and not discriminate in enrollment, education, employment, public accommodations, activities or services on the basis of race, color, religion, sex, national origin, marital status, sexual orientation, political persuasion, disability, height, weight, age, or other matters prohibited by law.

As positions become available, the College will review the necessity for the positions, revise the existing position, or institute a new position. Applications of candidates meeting the minimum qualifications are forwarded to the appropriate supervisor for review. Interview candidates will be selected using criteria established by the appropriate administrator and the [Human Resources Office](#). Candidates continuing to be considered for a position will be notified by the Human Resources Office regarding the progress of the search in a timely manner.

To maintain the efficiencies and hire talented diverse faculty members, a meeting to discuss the process is held with Department Chair/Coordinator prior to posting the position. Search committees for new faculty will recommend candidate(s) for hire following the selection process. New faculty meet the qualification requirements established by the accrediting bodies' criteria for qualified faculty in the area of their assignment.

[The Faculty Master Agreement](#) states the provisions of the agreement shall be applied to faculty members in a manner which is not arbitrary, capricious or discriminatory and without regard to race, religion, color, national origin, age, sex, (including sexual harassment), marital status, height, weight, disability or other 16 statutory classification of discrimination pursuant to federal or state law and pursuant to College policy regarding political persuasion or sexual orientation, where applicable.

Each group of employees has a handbook, which is updated regularly. These documents [can be found on the Muskegon Community College Webpage](#) and/or MyMCC, the college's employee portal. Agreements and/or guidebooks exist for the following employee groups: [Educational Support](#), [Custodial/Maintenance](#), [Faculty](#), [Administrative-Professional-Support Staff](#), and [Adjunct Faculty](#). Bargaining agreements for all employee groups emphasize conditions of safety, reasonable expectations and performance standards. Grievance policies for faculty and staff can be found in the above listed handbooks.

Academics and Student Conduct

Muskegon Community College's fair and ethical policies for academics are included in the [standard syllabus language](#), which is required for all syllabi. The Academic Integrity Policy is included below.

"Muskegon Community College expects that all faculty and students will adhere to high standards of personal and academic honesty. Faculty members, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Academic dishonesty and its penalties consist of, but are not limited to:

1. Cheating. Cheating is defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain, materials or information, including computer material

- pertaining to a quiz, examination, or other work that a student is expected to do alone.
2. Plagiarism. Plagiarism is defined as the use of another's words or ideas without acknowledgement.
 3. Penalties for violation of these standards of conduct may result in sanctions of up to and including suspension or expulsion from Muskegon Community College.”

A [Behavioral Intervention Team](#) exists to ensure that [concerns regarding student conduct are addressed](#) in a manner that is both timely and in keeping with the Academic Integrity Policy. A summary of Academic Integrity reports [can be viewed here](#). The [Center for Teaching and learning provides training](#) and information about technology tools like [Safe Assign](#) and [Respondus Lock Down Browser](#) are used by faculty to promote academic integrity.

[The Faculty Master Agreement](#), in keeping with the [Statement of Professional Ethics](#) as published by The American Association of University Professors, charges faculty with making “every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit.” The agreement also contains a detailed [statement on professional ethics](#).

Financial

All College audits are on the College’s [State of Michigan Transparency Reporting](#) page.

An icon in the bottom right hand side of the [College's main web page](#) links to the individual documents.

Auxiliary

Auxiliary functions of Muskegon Community College include The Foundation for MCC, Intercollegiate Athletics, Information Technology Services, The Health and Wellness Center, Barnes & Noble Bookstore and Campus Dining Services.

- The [Foundation for MCC](#) is a nonprofit 501(c)3 organization with the [sole purpose to support the mission of MCC and the Board Ends Policies](#) through fund development. [Audited Financial Statements](#) for the Foundation are posted annually.
- College athletes are held to standards for [behavior](#), [Academic Eligibility](#), and [Academic Integrity](#) as defined in the Student Athlete Handbook.
- As part of a long-term partnership, Ellucian manages the Information Technology resources at the College in cooperation with the [Technology Council](#) made up of faculty and staff. The [Office of Information Technology](#) plans, develops, and maintains the campus-wide information technology (IT) infrastructure. Additionally, they provide leadership in IT matters, communicate policies and directions with the campus community, and coordinate campus-wide IT services. Ellucian also provides training and supports MCC’s [Information Security Policy](#) to help safeguard the confidentiality, integrity, and availability of campus information resources.
- The [Health and Wellness Center](#), located on the main campus, has state of the art facilities, which include the Health, Physical Education and Recreation Department, Medical Assistant Department, Nursing and Respiratory Simulation Center, and a Nurse Practitioner Suite managed by Mercy Health, in partnership with Muskegon Community College and Grand Valley State University. This clinic provides services for residents in the currently underserved area of Muskegon. The facility also has state-of-the-art fitness equipment, a gymnasium and an

indoor running/walking track.

- [Barnes & Noble bookstore](#) at MCC offers textbooks, apparel, electronics & supplies, and gifts and accessories. It is open to students, college employees and the public.
- [Conference and Catering](#) provides dining and meeting facilities for both the college and external groups.
- The [University Park Golf course](#) is a public golf course owned by the College. Significant discounts are offered to students.

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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

2.B.1

Muskegon Community College strives to provide clear and complete communication with internal and external audiences. To accomplish this both electronic and print publications are available. Primary sources of information include the website, MyMCC, social media, printed and online documents including the course catalog and class schedule.

During COVID-19, when state mandates required large-scale course format changes for fall 2020, students were advised via private email of any changes to courses in which they were registered, with the option of dropping the course and receiving a 100% refund if they were not satisfied with the changes. To create a seamless experience for winter 2021 registration, [course format decisions will be made prior to student registration](#).

- about 80% of course sections will be online in some form
- face-to-face classes will offered in areas where online is impossible or very difficult
- face-to-face classes will be offered if the subject matter is such that small group meetings are necessary

The college website is maintained by the Office of Community Outreach, which strives to have one point of contact for any communication-related activities. The website, www.muskegoncc.edu, serves as the primary external communications vehicle for the college. Its primary audiences, further denoted by the MCC website header links in parentheses below, are:

Prospective students and their families (*Future Students and Academics*);
Alumni, donors, and friends (*Alumni & Supporters*): and
Community members, businesses (*Community & Business and About MCC*)

- “[About MCC](#)” page which includes [historical information](#), [mission and related statements](#), and the [strategic plan](#) which outlines priorities and goals for the College. There is a [Web Advisory Committee and a Webmaster](#) who have responsibility for updating the website and making sure the materials are accurate and current.
- [Social Media is used](#) to keep students, employees and the community informed and engaged. The College uses Facebook, Instagram, and Twitter.

- The [consumer information page](#) contains compliance and disclosure documents including gainful employment, price of attendance, refund policy, crime statistics and other information that assist students in making informed decisions.
- Accreditation relationships are also displayed on the [consumer information page](#) for the college and individual programs including Medical Assistant, [Respiratory Therapy](#) and [Nursing](#).
- The College belongs to [NC-SARA](#), which supports distance education coursework for out-of-state students.
- The Financial Aid Office assists students in locating the financial resources necessary to attend college. The [Financial Aid web](#) page contains information regarding [cost of attendance](#) and types of aid available including federal/state and [scholarships](#). Instructions are provided to assist with applying for aid.
- The College website contains useful resources for students like [current tuition and fees](#). Important information about how to take an [online course](#) can also found on the website.
- The [Course Catalog](#), reviewed and updated annually, provides information to students on college and program accreditation, admissions and program degree requirements, as well as course descriptions.
- The Financial Services [State of Michigan Transparency Reporting](#) includes audited financial statements and general budget information that is available for the public to view. Financial responsibility and integrity is supported by the unqualified audit statement.

The [Board Policy Governance Manual](#) outlines the policies and governance of the Muskegon Community College Board of Trustees. "The purpose of the Board, on behalf of the residents of Muskegon County, is to ensure that Muskegon Community College (a) achieves appropriate results for appropriate persons at the appropriate costs (as specified in the Board's Ends policies), and (b) avoids unacceptable actions and situations (as prohibited in the Board's Executive Limitations policies)."

2.B.2

The Mission states, "Muskegon Community College, dedicated to excellence and equity, prepares students, builds communities, and improves lives." One important way in which the college "prepares students, builds communities, and improves lives" is through economic development and workforce training. Muskegon Community College has met or exceeds the best practice standards for "[local strategic value](#)" which is defined in terms of the following three categories: 1) Economic Development and Business or Industry Partnerships 2) Educational Partnerships 3) Community Services.

The [Lakeshore Business and Industrial Service Center](#) (LBISC) has a long history of helping area employers and workers. The [LBISC provides training, support, and a variety of other services](#) to increase the number of [trained workers](#) in the community.

An [Economic Impact Study](#) conducted in 2013-2014 showed that graduates from Muskegon Community College added over 4,203 jobs to the community and produced increased earnings of

\$237 million dollars.

Besides the Mission, the best document that describes “claims” made by the College is the [2017-2022 Strategic Plan](#). Each goal of the strategic plan has measurable objectives and key performance indicators. [Progress is shared with campus stakeholders at special events each year](#). The main priorities of the strategic plan are listed below along with supporting examples.

Priority 1 has a focus on Student Support. A good example of how the College provides student support is through the practice of Supplemental Instruction (SI). SI takes different forms, but it usually involves students getting additional support outside of the regular class through small group study sessions or a similar model. According to the [June 2018 Useful Data Report](#), since implementing SI in BIOL 105, “the percentage of students earning an A on Exam 1 increased from 15% to 60%.” In addition, “Math 036 students who attended at least an hour of required SI per week passed at a rate of 75% compared to 43% for those with no SI.”

Priority 2 has a focus on Academic Programs that meet [current and emerging student, business, industry, and community needs](#). This is primarily done through [advisory councils](#) for occupational programs. A good example of this priority is the development of the Medical Assistant Program in 2016. This program was created after Mercy Health requested help in training new staff. The College worked with other regional colleges to develop an apprenticeship program to better serve students in the program. The program has been very successful with numerous graduates currently employed in clinical settings.

Priority 3 is focused on Facilities and Infrastructure. The [new buildings and updated facilities](#) include The Science Center (opened in 2015), The Sturuss Technology Center (opened in 2018), The Health and Wellness Center (opened in 2019), and the new Art and Music Building (opened in 2019). Each of these facilities has an up-to-date learning environment that is accessible for all students.

Priority 4 is focused on Engagement with the community. The [Experiential Learning Program](#) offers trips to state and national locations which [have included over 30 events and have engaged more than 4,000 students and community members annually](#). (See also 1.C.1 and 4.B.1.)

Experiential Learning Trips have included:

- A trip to [Nashville, Tennessee](#) to experience Americana music and presidential history
- A visit to the [Ford F-150 Factory and Henry Ford Museum](#) to see the fabrication and assembly of the most popular truck in the USA and gain an appreciation for the economic strength of the auto industry.
- A visit to the Vicksburg National Battlefield and the Abraham Lincoln Museum in Springfield, Illinois
- A fall 2019 trip to the Holocaust Museum in Detroit, MI in conjunction with the MCC Center for Theater production of The Diary of Anne Frank.

Priority 5 is focused on Culture, specifically regarding inclusion, equity, accountability, safety, and well-being. One example to support this claim is the [Jayhawk Hub](#), a one-stop location where students can get help with many situations. The Hub has a food pantry, staff from government agencies, a weekly Al-Anon meeting, and other supportive resources like free tax preparation. Another example is a [Men of Color Mentoring Program](#) that began in 2019. This program is designed to increase retention and persistence rates for men of color, a group with low recent success

rates.

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- Respiratory Therapy Accrediation 2B
- scholarships _ Of Course You Can 2b1
- State of Michigan Transparency Reporting _ Financial Services 2b1
- supplemental instruction 2B2
- Transparency Reporting 2A2
- Tuition and Fees Fall 2020 2B
- Web-Guidelines-updated-October-31-2016

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

2.C.1

Muskegon Community College follows the [Community College Act](#) of 1996 (CCA), which sets the requirements for the governance, control, and administration of community colleges in the State of Michigan. Consistent with CCA Article 389.34, MCC is governed by a seven-member [board of trustees](#) who are elected for six-year terms on an "at large" basis from throughout the district (Muskegon County). The Board is the ultimate authority in educational and policy decisions and in the acquisition, sale, and maintenance of buildings and other physical resources.

The Board of Trustees (BOT) carries out its responsibilities by using a policy governance model. This model is broken down into four areas that reflect the Board's values and leadership philosophy:

[Governance Process](#)

The Board outlines policies with which it instructs itself and sub-parts of itself, such as officers and committee, about its own job.

[Board-Management Delegation](#)

The Board clarifies how it transfers a large portion of its authority to management and how the proper use of delegated authority is monitored.

[Executive Limitations](#)

The Board details minimal but specific limitations on management's power to govern, which then enables the Board to withdraw safely from most details of operation.

[Ends](#)

The Board defines which needs are to be met, for whom, and at what cost. Written with a long- term

perspective, these mission-related policies embody the Board's portion of long-range planning.

The Board Ends Policy-Related [Objectives are reviewed](#) on an annual basis. Data is collected for each objective and used to measure progress.

The [Board of Trustees Policy Governance Manual](#) includes information on the Chairperson's role, duties of officers, organization of meetings, agenda requirements, code of conduct, and information on presidential monitoring and delegation.

Regular meetings of the Board are held on the appointed time, day and place as determined annually in January, and that notice is provided in accordance with PA 2679 of 1976 as amended ([The Open Meetings Act](#)) and in accordance with Act 331 of 1966 as amended (The Community College Act). The [archived Board minutes](#) are available online.

[Regular training opportunities](#) are available for Board members. Each Board member may spend up to \$4000 to attend conferences or workshops during the fiscal year.

Three examples of training are described below.

- At the [MCCA Summer Conference in 2019](#), members attended a session on understanding and supporting student economic stability and discussed four strategies for student support.
- Several board members attended the [ACCT meeting](#) in San Francisco. The conference focused on student involvement, particularly in the area of governance.
- At the [MCCA Academy for Fundraising Excellence](#), Foundation Board members, the President and Foundation Director learned about how the Board and Foundation can work together to support the Board Ends Policies.

2.C.2

The [primary function of the Board is to oversee the education of people in the community](#). The Board is responsible for establishing and implementing policy to maintain an excellent education for all students in a safe, secure learning environment. As stated in the Board's Policy Governance Manual, "Muskegon Community College's Board of Trustees Policies require, above all, that the Board provide vision."

The purpose of the Board, on behalf of the residents of Muskegon County, is to ensure that Muskegon Community College:

- Achieves appropriate results for appropriate persons at the appropriate cost (as specified in [the Board's Ends policies](#)), and
- Avoids unacceptable actions and situations (as prohibited in the Board's [Executive Limitations policies](#))."

The [monthly meetings](#) are held per the rules of OMA (Open Meetings Act) with the opportunity for the public, staff, and employees to make comments early in the agenda. Each BOT Meeting also includes reports from the President, MCC Foundation, staff, and presentations from vendors or

appropriate experts from the community.

The [Board Minutes for June 19, 2019](#) show what a typical meeting is like.

After the agenda and minutes from the prior meeting were approved, there was a biology presentation during the public comment time slot. The biology presentation included two students and one faculty member who talked about their positive experience with the undergraduate research course (Biology 280). Next, there was a Student Success Report that focused on enrollment trends and the Student Success Completion Agenda. After this, there was an update on construction projects with the grand opening of the renovated Arts and Humanities Center scheduled for August 23 and the opening of the new Ottawa Center scheduled for September 11. Next, under “New Business” there was a request from IT to purchase Cloud hosting service for the Blackboard LMS, which was approved. The advantages of the new Cloud hosted system were faster service, less downtime, and a better experience for students. Later in the meeting, there was a President’s Report, where the President shared news, updates, and information about campus and community events. The final item on the agenda was “Board Comments.” This is the Board’s opportunity to express thanks and share other comments.

2.C.3

The Board of Trustees of Muskegon Community College makes decisions to support the Mission and Strategic Plan of the College. In addition, there are guidelines for making decisions in the Board of Trustees Policy Manual. [Section 2.02 states:](#)

“The Board will govern lawfully, observing the principles of the Policy Governance model, with an emphasis on the following:

1. Outward vision rather than an internal preoccupation.
2. Encouragement of diversity in viewpoints.
3. Strategic leadership more than administrative detail.
4. Clear distinction of Board and chief executive roles.
5. Collective rather than individual decisions.
6. Future rather than past or present.
7. Proactivity rather than reactivity.”

The college’s organizational and governance councils, along with the Board of Trustees’ policies and bylaws, provide a structure to help the Board make decisions based on input from both internal and external constituencies. The college’s council system includes the Business Administration Council, Information Technology Council, Instructional Affairs Council, Joint Sustainability Council, and the Student Services Council, with all actions implemented and expedited through the college’s Coordinating Council. These councils, in cooperation with the administration, Faculty Association, Student Government Association and non-teaching associations, provide orderly channels for seeking opinions, expressing ideas and developing recommendations. [2020-2021 Course Catalog](#)

The Board considers the interests of external groups in the community. In 2015, the College purchased the struggling YMCA building in Muskegon. It was later renamed the [Lakeshore Fitness Center](#). The Lakeshore Fitness Center had about 3400 members. The [facility includes a community pool and offered classes for community members](#).

This facility continued to operate at a financial loss for the college, and it remained a frequent [item on the Board's agenda](#). There was some [ongoing disagreement](#) with the Board's support for the Lakeshore Fitness Center. After hearing input, the [Board of Trustees passed a resolution of support](#) for the Lakeshore Fitness Center on March 20, 2019.

A special Board of Trustees Meeting was held on May 20, 2020 for the purpose of [voting to close the Lakeshore Fitness Center](#). At the meeting there were several community members voicing support for the facility. After much discussion, the Board voted to close the Lakeshore Fitness Center mainly due to annual financial losses. The Board [plans to continue to work with community members and interested parties to find a new use for the facility](#). In July, MCC sought proposals for a six-month lease to operate the fitness facility. No offers were received and, as of August 2020, the College is accepting bids for the [purchase of the Lakeshore Fitness Center](#).

2.C.4

The Board of Trustees' [policies and bylaws provide a structure](#) to help the Board retain its independence from undue influence of special interests. As a popularly elected body the Board conforms to the Michigan Community College Act 331 of 1966. Section 389.34 specifies the seven-member board be elected on rotation, serving six-year terms. The actions and board turn-over help to discourage control by external parties or other elected officials. All board decisions require a majority vote and Board members rotate the positions of Chair, Vice Chair, Secretary, and Treasurer, so no one board member may exert undue control over the decision-making process.

The Board Members' [Code of Conduct Policy](#) (section 2.11) also commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. A variety of clauses address questions of conflicts of interest, other direct pecuniary interests, annual disclosure of organizations or vendors that possibly could cause conflicts of interest, and other issues. In January of each year, the Board Members each [sign an Annual Code of Conduct Acknowledgement of Agreement](#) and disclose their involvements with other organizations, with vendors, or any associations that might be or might reasonably be seen as a conflict.

2.C.5

The day-to-day management of the institution is delegated to the administration by the Board of Trustees. As part of the Board's policy governance model, there are limits on the Board's authority. [Board policies 1.02 and 1.03](#) explain these limits:

1.02 [Board-Management Delegation](#)

The Board clarifies how it transfers a large portion of its authority to management and how the proper use of delegated authority is monitored.

1.03 [Executive Limitations](#)

The Board details minimal but specific limitations on management's power to govern, which then enables the Board to withdraw safely from most details of operation.

The method in which the Board delegates authority to the President is outlined in [Board Policy 3.03](#):

3.03 Accountability of the President

The President is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, is considered the authority and accountability of the President.

1. The Board will never give instructions to persons who report directly or indirectly to the President.
2. The Board will not evaluate, either formally or informally, any staff other than the President.
3. The Board will view the President's performance as identical to organizational performance, so that organizational accomplishment of Board-stated Ends and avoidance of Board-prescribed means will be viewed as successful Presidential performance.

The [current President](#), Dr. Dale Nesbary, has successfully led the institution since 2009.

Faculty members oversee academic matters and initiatives through the College's council system (see 2C3 for more information). This is mainly done through the [Instructional Affairs Council](#) (IAC). The purpose of the IAC, according to the [bylaws](#), is "to seek opinions, express ideas, identify, investigate, review and recommend policy and procedural matters to the Coordinating Council that relate to the instructional affairs of the College."

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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

2.D

A commitment to academic freedom and freedom of expression have long been a tradition at MCC and continue to be reflected in the College's policies, values, and collective bargaining agreements. This commitment is articulated in the [College's Values](#) which describe the college as "a place where freedom of expression and civility are practiced, encouraged, and protected among all groups." The [Course Catalog communicates this commitment](#) with the following statement.

"Muskegon Community College continues to promote staff diversity, and is an equal opportunity employer. MCC does not discriminate on the basis of race, color, religion, sex, national origin, marital status, sexual orientation, gender identity, transgender status, political persuasion, disability, height, weight, veteran status, age or any other protected class in any of its educational programs, activities or employment. Minorities, women, veterans, and the physically challenged are encouraged to apply. Anyone with a disability will be reasonably accommodated by the College."

The MCC [Faculty Master agreement](#), negotiated with MCC's administrative team and approved by the Board of Trustees, addresses Academic freedom and freedom of expression. The Guiding Principles of the agreement begin by subscribing to the [five principles listed in the Statement of Professional Ethics](#) as published by The American Association of University Professors. These principles focus on the practice of intellectual honesty, protection of academic freedom, honest academic conduct, promotion of free inquiry, and to further public understanding of academic freedom. [Section 13.1](#) states: "The faculty member shall have the freedom to report the truth as they see it both in the classroom and in reports of research activities. There shall be no restraints which would impair the faculty member's ability to present their subject matter in this context." [Article III](#) recognizes the members' right to organize, use college resources, protection from discrimination, and entitlement to freedom of private life including religious or political activities.

Students' academic freedom and freedom of expression are also protected in various ways. The [Statement of Professional Ethics](#) and the Faculty Master Agreement stipulate, that "professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors" and "that no religious or political proselytizing shall be conducted in the classroom."

The [Student Government Association](#) also provides students with the opportunity "for discussion, investigation and resolution of student problems, concerns and ideas."

Academic freedom and freedom of expression also extend to the online environment. MCC's [Social Media Policies and Procedures](#) state that The College "is committed to fostering an educational environment that allows for freedoms of speech and expression in accordance with the First Amendment to the U.S. Constitution." To protect the rights of all, those protections end any activity or posting that includes "unlawful, defamatory, or obscene" content.

Sources

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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

2.E.1

Applied research is not a significant area of focus at Muskegon Community College.

Students conducting research at Muskegon Community College do so under the guidance of faculty members or other appropriate staff. For example, in [BIOL 280 Applied Research in Biology I](#), students define a research question, form a hypothesis, perform the experiment, and present the findings. All aspects of this work are performed under the direction of a qualified faculty member. In addition, [librarians](#) guide and assist students conducting research in the Hendrik Meijer Library.

To maintain fiscal accountability, all research requests and grant applications need approval from the Vice President of Academic Affairs. An exception would exist for regular research done in classrooms that have already received funding through the normal budget approval process.

There is a [plan to create an Institutional Review Board](#) (IRB) at MCC. This committee would review student, staff, and faculty research requests that fall outside the normal research conducted as part of a college course. Currently, research projects conducted by faculty, staff, or students that involve human or animal subjects operate under the authority of another Institutional Review Board (sanctioned by another college or research organization). For example, a faculty member working on a doctoral dissertation and conducting research at Muskegon Community College would get IRB approval from the institution where the doctoral program is located. Approval would also be needed from the Vice President of Academic Affairs at MCC before any research of this nature is conducted.

2.E.2

Hendrik Meijer Library provides [instruction](#) and support services to educate students about the integrity of research and scholarly practice.

There are numerous college policies that involve acceptable and appropriate practices for research and

scholarly practice involving technology. For example, the [Computer Use Policy for Students and Community Members](#) includes the following information:

Acting in ways that are mutually respectful of others are good foundations for responsible, legal and ethical uses of our technology. In addition, you should consider your actions with respect to the following Standards of Acceptable Computer Use when using MCC's technological resources:

- Respecting the personal privacy of others
- Honoring the intellectual property of others
- Following established laws and college policies
- Treating people and equipment around you with care and respect as well as not engaging in any activities that would disrupt others
- Honestly representing yourself and the information you provide others
- Not exposing others to materials which may reasonably be construed as offensive
- Not changing the setup or configuration of software or hardware that does not belong to you

Other college policies include the [Network Access Policy](#), [Wireless Access Policy](#), and [Social Media Policies](#).

The college website contains important information on appropriate use of copyrighted material under the heading "[Copyright Compliance](#)":

This website addresses the lawful use of copyrighted materials, peer-to-peer networks, and fair use on Muskegon Community College's information technology systems, networks, and infrastructure. Additional information is given about some of the consequences of illegally uploading, downloading, and otherwise illegally sharing music, video, software, and other copyrighted intellectual property.

MCC offers [sabbatical opportunities](#) for its faculty, including a two-semester, one-semester, or mini-sabbaticals no longer than three weeks in length. There is an [application process](#) and a committee that approves all sabbaticals. Once the sabbatical is completed, faculty members are expected to share the findings during the annual faculty in-service.

The [Office of Institutional Research and Grants](#) oversees the collection and reporting of college data. This office works closely with faculty and staff to gather important information and complete reports for federal, state, institutional and other purposes.

The College maintains a [Faculty Statement of Professional Ethics](#) that contains provisions to safeguard the integrity of research. For example, provision two talks about ethical standards and mutual respect:

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom."

2.E.3

The College clearly outlines the expectation that academic integrity will be maintained in the college environment. [Course syllabi](#) state the following:

"The College expects that all faculty and students will adhere to high standards of personal and academic honesty. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Faculty members, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged".

Ethical academic behavior is reinforced at the course level. [All class syllabi](#) provide students with a definition of academic dishonesty and the consequences for dishonesty. Academic dishonesty and its penalties consists of, but is not limited to:

- Cheating. Cheating is defined as using or attempting to use, giving or attempting to give, and obtaining or attempting to obtain, materials or information, including computer material pertaining to a quiz, examination, or other work that a student is expected to do alone.
- Plagiarism. Plagiarism is defined as the use of another's words or ideas without acknowledgement.
- Penalties for violation of these standards of conduct may result in sanctions of up to and including suspension or expulsion from Muskegon Community College.

Teaching the ethics of research and use of information resources” is one of the main objectives in both [English 101](#) and [102](#), which all degree-seeking students are required to take and are encouraged to take as soon as they enroll. This is part of the assessment for General Education outcomes as well as the English discipline reviews and the discipline assessment.

All instructors have access to Safe Assign in their Blackboard Shells and can request individual [training and assistance through the Center for Teaching and Learning](#). Many require that [assignments be submitted to Safe Assign](#) as a way to promote awareness of and discourage plagiarism. In a 2019 faculty survey with 73 responses, [41% of faculty utilize Safe Assign](#).

MyMCC, the College's web portal, provides a link to [Hendrik Meijer Library](#), the College library. Here students will find instructional materials and information services to support the curricula offered by the College. The library strives to meet the informational and research needs of students, faculty, staff and administration. The library employs state-of-the-art technologies and user-friendly formats in making these materials and services accessible.

In addition to general assistance with finding information, conducting research, and accessing electronic resources, reference librarians create [Library Guides](#) and conduct class sessions designed to teach students how to effectively use information resources.

[Instructional sessions](#) help students to find and use appropriate library resources, understand the definition of plagiarism, and cover how to cite sources to avoid committing plagiarism. In addition to class instructional sessions, librarians provide individual student assistance. Finally, the library website also includes [Information Literacy Modules](#) that students can independently use as an educational resource.

There is also a library guide dedicated to providing [Nursing students](#) with information about effective

research and the use of databases.

[College Success Seminar](#), MCC's first year experience course, includes an introductory module on information literacy. All students participate in a class session led by an librarian who teaches them the basics of using library sources, from research to citations.

Students enrolled in English classes also participate in librarian-led sessions. Furthermore, the English 101 General Education Assessment focuses on the first of MCC's four Purposes of General Education: **Communication**: Knowledge and application of written and verbal communication competencies using college level information literacy skills.

This [ENG 101 assessment](#) has significant focus on the effective use of research and information sources. Instructors use a rubric to evaluate student essays for the following benchmarks:

- 1) College Level Grammatical Skills (80% C or better)
- 2) Proper MLA Styling and Citation (80% C or better)
- 3) Successful thesis and Essay structure (80% C or better)
- 4) Use of appropriate academic sources (80% C or better)
- 5) Use of proper academic tone (80% C or better)

For 2018, the benchmarks were met in each category. The lowest scores were still in MLA. Students perennially struggle with MLA documentation, but in the more important categories, critical thinking, proper academic tone, appropriate academic sources, students continued to show growth and success.

2.E.4

Muskegon Community College's [policy on academic honesty and integrity](#) is widely publicized. Following reports of academic dishonesty, actions are two-pronged:

- 1.) Consequences for the specific course are spelled out in the [standard syllabus language](#) and enforced by the instructor.
- 2.) When [academic dishonesty is reported](#), the [Behavioral Intervention Team](#), which documents the incident, communication, and outcomes in Maxient. Maxient is used to [track any and all cases of academic dishonesty](#) and there are progressive penalties for dishonest behavior. This [redacted report and timeline of an incident](#) show the process of enforcement and consequences.

The [Testing Center](#) maintains and adheres to National College Testing Association (NCTA) Professional Standards and Guidelines.

Students charged with academic dishonesty may appeal through the [Student Complaint Policy and Procedure](#) outlined in MCC's required syllabus language.

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2.S - Criterion 2 - Summary

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

Summary

The College Mission Statement was developed by the institution after soliciting input from faculty, staff, students, and community members. The Board of Trustees adopted the new mission statement in January 2017. Besides the Mission, the best document that describes “claims” made by the College is the 2017-2022 Strategic Plan. Each goal of the strategic plan has measurable objectives and key performance indicators. Progress is shared with campus stakeholders at special events each year.

The College follows fair and ethical policies and processes for its Board of Trustees, administrators, faculty, and staff. These fair and ethical policies allow the institution to operate with integrity in its financial, academic, personnel, and auxiliary functions. The policies for academics are included in standard syllabus language. Faculty members oversee academic matters and initiatives through the College’s council system. The College strives to provide clear and complete communication with internal and external audiences. Primary sources of information include the website, MyMCC portal, social media, printed and online documents.

Muskegon Community College follows the Community College Act of 1996 (CCA), which sets the requirements for the governance, control, and administration of community colleges in the State of Michigan. The Board of Trustees carries out its responsibilities by using a policy governance model. The Board of Trustees’ policies and bylaws provide a structure to help the Board retain its independence from undue influence of special interests. The Board Ends Policy-Related Objectives are reviewed on an annual basis and data is collected for each objective and used to measure progress.

A commitment to academic freedom and freedom of expression have long been a tradition at MCC and continue to be reflected in the College’s policies, values, and collective bargaining agreements. This commitment is articulated in the College’s Values which describe the college as “a place where freedom of expression and civility are practiced, encouraged, and protected among all groups.”

Although applied research is not a significant area of focus for the College, students are regularly involved in conducting research under the guidance of faculty members or other appropriate staff. College policies and procedures are used to teach students and community members about acceptable practices for conducting research and scholarly practice. One example is the Computer Use Policy for Students and Community Members. The College maintains a Faculty Statement of Professional Ethics that contains provisions to safeguard the integrity of research.

The Office of Institutional Research and Grants oversees the collection and reporting of college data. This office works closely with faculty and staff to gather important information and complete reports for federal, state, and other purposes.

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

3.A.1

MCC offers [certificates, diplomas, and Associate's Degrees](#). The Michigan Transfer Agreement, a program to facilitate transfer of credits to four-year colleges, is embedded in MCC's Associate in Science and Arts Degree. Participation in the [Michigan Transfer Agreement](#) reinforces appropriate levels of student performance. These programs, and the courses within them, are reviewed regularly to ensure they are current and require appropriate levels of student performance. The process includes internal review, development and maintenance of transfer agreements, and external accreditation at the program level.

Appropriate to the mission of MCC as a community college, programs are often developed in response to the needs of the local community and industry. Instructors, as content experts and primary facilitators of student learning, are primarily responsible for the review and development of courses and programs. Faculty recommendations are reviewed by their departmental peers and then brought to the [Instructional Affairs Council](#). The review process then requires approval by the Coordinating Council.

The [Instructional Affairs Council](#) consists of faculty representatives from each academic discipline or department, the library, counseling, and administration. [IAC meets on a regular basis](#) to seek opinions, express ideas, identify, investigate, review and recommend policy and procedural matters to the Coordinating Council that relate to the instructional affairs of the College including review of all new courses and programs.

IAC forms include sections on learning objectives, review of alignment with other MCC programs and transfer institutions. A list of [IAC Compliant Action Verbs](#) from Bloom's Taxonomy is provided for reference when a proposal is being written. [New course proposal forms](#) include a transferability study when appropriate. [ASA Transfer studies](#) serve as an external review and evidence that MCC

courses require levels of student performance deemed comparable to the four-year institutions.

New programs and program revisions also require levels of detail to ensure that program requirements and outcomes are appropriate. One example of a major program revision is that of the [Computer Information Systems courses](#) in 2017. The [program was redesigned](#) and converted to the Pathways format to better meet student and industry needs.

[Priority Two of The Strategic Plan](#) states “Academic Programs: Develop, implement, and evaluate relevant and innovative programs that meet current and emerging student, business, industry, and community needs.” One of the goals in Priority Two includes offering new courses and programs in the areas of healthcare, science, and technology. This need was identified by the 2016-2017 [Needs Assessment Survey](#) as a priority need for the community.

Another goal from Priority Two was to develop a new Academic Master Plan. Developed in 2019 [with faculty input](#), the Academic Master Plan focuses on the processes and criteria used to consider what programs to develop. The [Academic Master Plan provides guidelines](#) and procedures to ensure that the development of new programs is based on a [set of criteria](#). When a new program is proposed, important College standards include an evaluation of community need, student interest, job market, transferability, resources required, cost to implement, and other reasons for considering the new program. In December 2019 the Instructional Affairs Council approved a proposal for the development of an Academic Master Plan Task Force to review and, if necessary, [revise the ASA Degree](#).

All programs and disciplines conduct [discipline](#) or [program reviews](#) on a five-year rotation. These [reviews](#) ensure that courses are current, meet demands of the student population, [and are in line with major transfer schools](#).

The College is also reviewed and accredited by external boards. Since 1929, MCC has been accredited by the Higher Learning Commission. Several degrees and certificates are reviewed and accredited by outside review boards. Programs with external accreditation include [Nursing](#), [Medical Assistant](#), and [Respiratory Therapy](#).

3.A.2

According to the college website, "General education encourages community by providing access to the knowledge common to all educated men and women, regardless of their vocation." [General education](#) is designed to cultivate in each student four general abilities of an educated person. These are the College's General Education Outcomes: Communication, Problem Solving and Technology, Ethical Reasoning and Creativity, and Personal, Social, and Cultural Awareness. These are articulated in the catalog and on the college website.

MCC has policies and [procedures](#) for assessing the purposes of the general education outcomes. The Assessment Committee takes a leadership role in [this process](#). The committee is chaired by the Dean of Instruction and Assessment and is made up of faculty and staff. The four general education outcomes are [routinely assessed](#) in [core courses](#). [Program outcomes](#) are [mapped to the coursework](#) in which outcomes are met via [curriculum maps](#) in which faculty members identify courses where the program outcomes were introduced (I), reinforced (r), mastered (m), and assessed (a).

The MCC catalog describes and differentiates [requirements](#) for ASA, AAS and certificate programs. Certificates are offered in many of the same programs as the Associate in Applied Science Degrees. The learning outcomes and objectives for certificates focus on preparing students for work. New certificate programs are continually being developed, such as the CISCO [Computer Networking Certificate](#).

Students are provided with information about [Career Pathways](#) to facilitate timely progress toward their educational and career goals. Students in Applied Science Degree and certificate programs are provided with a tool called [My Academic MAP](#) that clearly outlines the courses needed to complete the degree. In March 2018 the college began using [Online Student Planning](#) through the College Portal. Students can view requirements for degrees and certificates and track their progress toward completion. Enrollment Services provides information about the process in both text and video formats.

Many of areas of study in the Applied Technology Department offer [stack-able certificates and degrees](#), allowing students to earn a certificate while working toward a degree.

3.A.3

MCC maintains the same standards, expectations, and learning goals regardless of location or delivery method. In addition to traditional courses taught on campus and at extension centers, MCC offers online and hybrid sections. No matter the delivery location or the student population, MCC provides the same quality education.

MCC began offering online courses in 1998. In 2013 it was fully accredited by HLC to offer [100% online degrees and programs](#). The [March 2017 Useful Data report](#) showed that student success rates for online courses were not as high as those for face to face sections. This was identified as an area for improvement. To improve success for online students, an Online Readiness Training Blackboard Course was created. The training has been incorporated into all sections of [CSS 100A, College Success Seminar](#).

New online instructors are required to meet with the Coordinator for Teaching and Learning to receive [training](#) and instruction in online teaching procedures. Before they can be [offered](#), all new online and hybrid courses are [reviewed](#) using a modified version of the Blackboard Exemplary [Course Rubric](#).

In March 2020, when all on-campus operations were closed due to COVID-19, classes moved to the online environment for the remainder of winter semester. [Academic Affairs requested](#) that all instructors complete [Course Continuity Plans](#). The Center for Teaching and Learning provided [support](#) and training for instructors as they learned to teach in the online environment.

With the uncertainty created by COVID-19, [opportunities](#) have been expanded for [online readiness](#). Instructors who had not taught online prior to the pandemic were required to [participate in training](#). Courses that had [not previously been taught online](#) had to be evaluated prior to the start of summer semester.

Muskegon Community College has been approved by the State of Michigan to participate in the [National Council for State Authorization Reciprocity Agreements](#) (NC-SARA), a voluntary, regional

approach to state oversight of post-secondary distance education.

Muskegon Community College continues to offer high quality college courses in surrounding communities where there are few post-secondary options. MCC currently offers classes at extension centers in Muskegon, Newaygo, Oceana and Ottawa counties. Instructors who teach at those locations work with department chairs and support staff to ensure that learning goals are consistent with established standards. A review of three syllabi from ENG 101 courses ([face to face](#), [off campus](#), and [online](#)) shows that the learning goals are consistent.

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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

3.B.1

Muskegon Community College (MCC) provides quality general education programs which demonstrate the importance and benefits of broad learning. The statements describing the importance of the general education program can be found in the college catalog and on the [college website](#).

In addition, [four core outcomes](#) have been developed to further define general education at Muskegon Community College:

- **Communication:** Knowledge and application of written and verbal communication competencies using college level information literacy skills
- **Problem Solving and Technology:** Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources
- **Ethical Reasoning and Creativity:** Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues.
- **Personal, Social, and Cultural Awareness:** Knowledge and life skills required of an effective member of a diverse and global community

The four core outcomes support the mission statement of the College: "Muskegon Community College, dedicated to equity and excellence, prepares students, builds communities, and improves lives." The four outcomes are useful in preparing students to become independent and contributing members of society, contributing to improved lives and communities.

Muskegon Community College is a two-year associate degree granting institution. It follows HLC Assumed Practice B.1.h. "The institution maintains a minimum requirement for general education: 15 semester credits for AAS degrees, 24 for AS or AA degrees."

Another academic policy dealing with [residency](#) follows HLC Assumed Practices including B.1.b. “. . . a minimum of 15 of the 60 credits for the associate’s degree be credits earned at the institution itself.”

The primary transfer degree offered by the College is the [Associate in Science and Arts](#) (ASA) degree. The General Education Requirements include 35 credits in general education courses. The categories include (1) Communication (2) Science (3) Math (4) Ethics and Logic (5) Social Relationships (6) Western Culture (7) American Culture (8) International Culture (9) Aesthetic Values (10) Physical Education.

Students completing this degree also need to complete a [computer skills competency](#) by either testing out or taking a class. The remaining 27 credits can come from the student’s major or personal interest for a total of 62 credits.

The program with the highest enrollment is the Associate in Science and Arts Degree with 2159 students in 2018-19. The [chart below](#) shows the top 5 programs based on enrollment and graduates for the 2018-2019 fiscal year.

Program	Enrollment Count	Graduate Count
Associate in Science and Arts	2159	305
Health Science Associate in Science and Arts	687	15
Nursing Associate in Applied Science	241	122
Management Associate in Applied Science	112	11
Engineering Associate in Science and Arts	109	0

The [Michigan Transfer Agreement](#) (MTA) allows students to complete general education courses at participating colleges in Michigan. Students may complete the MTA as part of an associate degree or as a stand-alone package. The MTA consists of thirty credits from English/Communications, Natural Sciences, Math, Social Science, and Humanities and Fine Arts.

Changes to curriculum are handled primarily at the faculty / department level and then move to Academic Affairs for review and support. Next the proposed changes go to the Instructional Affairs Council (IAC), a committee with a majority of faculty members and additional staff members.

The functions of the Instructional Affairs Council (IAC), according to the [IAC Bylaws](#), include the following guidelines:

“Consider instructional matters in their broadest sense, including degrees, programs, courses, and

credit and non-credit classes as they relate to academic affairs and the community at large. Review course and program proposals based on the guidelines of the US Department of Education, the State of Michigan, the Mission, Strategic Plan, Commitment Statements of Muskegon Community College, and the Standards of the Higher Learning Commission (HLC).”

A variety of forms are used by IAC members to gather information to justify a new associate degree program or a new course. Once a form is completed, the IAC will review the form, and make recommendations for approval based on established standards.

Based on the [Academic Master Planning Process](#), important College standards for a new, [proposed associate degree](#), include (1) connection to mission (2) ease of transfer (3) demonstrated need (4) wage analysis (5) enrollment estimates, and (6) estimated costs.

For a new, [proposed course](#), important areas for review include (1) course objectives (2) pre-requisites (3) catalog description (4) attendance and other policies, and (5) connection to program or discipline outcomes.

3.B.2

After the HLC visit in 2010, the College was asked to complete a monitoring report on general education assessment. One area of concern was the two lists of general education outcomes the College had: one for liberal arts and one for occupational programs. In February 2011, the [Assessment Committee](#) started working to revise the general education outcomes to create one list for all college programs. A subcommittee made up of faculty and staff worked to develop a new set of outcomes.

In April 2011, the Assessment Committee became an official standing committee of the Instructional Affairs Council (IAC). This step helped to put a campus-wide focus on assessment and required the Dean of Instruction and Assessment to give an [assessment update](#) at each meeting.

The subcommittee completed its work in 2011. The new set of general education outcomes were [officially adopted](#) by the IAC (Instructional Affairs Council) on November 2, 2011.

The four general education outcomes provide students with a well-rounded, intellectual education that is beneficial and necessary to all college-educated individuals. These outcomes are listed in the [college catalog](#) and on the [website](#). They are listed below.

- **Communication:** Knowledge and application of written and verbal communication competencies using college level information literacy skills
- **Problem Solving and Technology:** Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources
- **Ethical Reasoning and Creativity:** Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues.
- **Personal, Social, and Cultural Awareness:** Knowledge and life skills required of an effective member of a diverse and global community

After the new general education outcomes were adopted, a new assessment process was developed to map each core outcome to [high enrollment courses](#) starting in 2012. Three additional courses were later added including ECON 101, HUM 195, and CSS 100A. The [process](#) has been in place for eight years and is working well. Faculty members are used to the process and are using the information gained to make changes that impact student learning. A yearly assessment report is created that documents the assessment process and includes recommendations for each course and program.

The Assessment Committee meets on a regular basis to monitor the assessment process, review reports, provide support, and make adjustments. Yearly assessment reports [2018-2019](#), [2019-2020](#) are available to faculty members on the Blackboard Assessment page. This page also contains Assessment Committee [meeting minutes](#) and other helpful resources.

3.B.3

One of the four general education outcomes at Muskegon Community College is Personal, Social, and Cultural Awareness. This is defined as “Knowledge and life skills required of an effective member of a diverse and global society.” This [core outcome is directly assessed](#) in the following courses: SPAN 101, PSYC 201, ANTH 103, PEA 101A, ECON 101, and CSS 100A.

The core outcome is indirectly assessed in many other courses. For example, one of the discipline outcomes for [sociology](#) states: “Students will identify sociological forces (culture, social interaction, power, symbolic meaning) working in their lives and in the lives of members of their community.”

Furthermore, each [Nursing course](#) features a population of focus which is integrated across the coursework. Instruction is provided regarding health beliefs, dietary preferences, spirituality, communication, and patterns of wellness and illness specific to that cultural/ethnic group. The population of focus is presented in didactic content and integrated into case studies and simulation scenarios. Cultural information and resources are available on the Student Nurse Resource Site which is designed as a blackboard course and is available to students throughout their time in the program.

Each semester, there are special events that emphasize the concepts of diversity and cultural awareness. A lecture series called [“And Justice for All”](#) spotlights local and national issues that impact racial progress. In February, 2020, the College sponsored a variety of events to focus on [Black History Month](#). There was a free film and discussion on Wednesday nights and an African-American read-in event during the day on February 26, 2020.

In October 2019, a group of forty students and faculty members traveled to Detroit to tour the Holocaust Memorial Center. The [trip](#) was designed to increase awareness about the Holocaust and to support classroom connections to the college play *The Diary of Anne Frank*. Over 1300 [students and community members](#) attended the performances of the play in the Overbrook Theater.

Students participating in an internship are involved in diversity [training](#) as part of their orientation experience with the organization or company they are assigned to.

The [Craig Brown Diversity Wall](#), located just outside the Social Science Dept., celebrates the life and legacy of former instructor Craig Brown. In his long tenure, Brown was “an untiring voice in the quest for diversity, understanding, and communication at the college and in the community.” Brown’s portrait is displayed on the wall along with other Civil Rights Leaders. The wall is a public

reminder to students, staff, and community members about the importance of diversity and living together in a multicultural world.

The [library](#) offers a wealth of resources which recognize human and cultural diversity. These resources include children's literature to support the college's Early Childhood Education Program. Some examples are fables from different cultures and stories relating to multicultural issues, gender, race and nontraditional family groups. The library supports the Nursing department providing books for transcultural nursing. In addition to these print and electronic resources, on a yearly basis, the library provides displays of materials which focus on human and cultural diversity. Library displays have included Banned Books, with a focus upon LGBTQ literature, African American authors, and Global Awareness. The library has celebrated International Games Day with games from around the world.

Students are able to learn about diversity and cultural awareness by joining one of the following [student clubs](#):

- Anime and Asian Culture Club
- Power of Unity Alliance
- Social Science Association
- Gender and Sexuality Alliance
- Student Veteran Organization

The [Global Awareness Festival](#) is an on-campus tradition. The focus of this year's festival was on the Caribbean and included seminars and special events focusing on the ecology, geology, and culture of the Caribbean. A highlight of the festival is the hanging of flags from around the world throughout the hallways on the main campus.

Students studied Mayan culture and regional biology with the [International Cultural Studies](#) and Biological Field Studies in Belize course. Due to external factors, the course has been discontinued, but it will be redesigned and offered as a new course with a social science focus. Another option is [International Cultural Studies in Germany](#) where students study German culture, history, and politics through lectures, discussions, and actual travel to Stuttgart, Germany.

3.B.4

MCC's award winning faculty are at the center of the teaching and learning process at Muskegon Community College. Many have received awards. Others are involved in national and state organizations dedicated to the pursuit of knowledge and efforts to promote student engagement and success.

For the fifth time in eight years (2020) [Networking Instructor Mark Verhoeven](#) was recognized by the CISCO Networking Academy as an Advanced Level Instructor, a select annual honor reserved for the top 25 percent of its instructors based upon student feedback and performance.

Anthropology instructor [Dr. Evin Rodkey](#) serves as the President of the Society for Anthropology in Community Colleges. For the past two years, Rodkey has given [lectures on campus](#) and in the community spotlighting current issues.

Welding Instructor Tom Sumerix was recognized in the publication *The American Welder*

(September 2019) for organizing a [welding competition](#) for area high school students. The competition has become an annual event that helps to recruit students for the program.

In 2018, Reading instructor [Hollie Benson received the Dale P. Parnell Distinguished Faculty Award](#) presented by the American Association of Community Colleges. The award recognizes faculty for “making a difference in the classroom and demonstrating passion for supporting students.”

In 2016, History instructors George Maniates and Kurt Troutman received the LAND (Liberal Arts Network for Development) [Award for Institutional Excellence](#). The award recognized the faculty members for developing a community based WWII History Seminar. It quickly became popular with veterans, senior citizens, students, and community members.

In 2015, Muskegon Community College was named a [National Leader College](#) from Achieving the Dream. “The distinction recognizes community colleges across the U.S. that commit to improving student success and closing achievement gaps.”

Instructor Char Parker received the [Outstanding Educator Award](#) in 2014 from the Michigan Occupational Deans Administrative Council. Parker teaches CIS courses and was recognized for her innovative teaching style that gets students involved in IBM Conferences.

Students at Muskegon Community College are actively involved in the learning process. Many have won awards at the local, state, and national level.

Sarah Wood was selected to be a [2020 Achieving the Dream DREAM Scholar](#). Sarah was part of a group of eight students selected nationally. She participated in ATD’s program to build leadership, critical thinking, and networking skills.

In 2020, two recent Muskegon Community College students, Stephanie Carr and Leeanna Harris, were awarded [two of the five national scholarships](#) offered by Gamma Theta Upsilon (GTU), the international geographical honorary society. They are the first-ever community college recipients of the prestigious awards.

Several [students received awards](#) at the statewide LAND (Liberal Arts Network for Development) conference in 2020.

In 2019, Stephanie Carr was chosen to represent the East Lakes Division of the American Association of Geographers at the annual [World GeoBowl competition](#) in Denver. At the conference, Stephanie provided a poster presentation on her research focused on the Asian Longhorn Beetle. In addition, Stephanie worked with faculty advisor Diana Casey to organize an MCC chapter of the International Geographical Honor Society, Nu Nu of Gamma Theta Upsilon.

In 2019, Ashlyn Bryant and Taylor Carlson were named to the [2019 All-Michigan Academic Team](#). The competition is sponsored by the Michigan Community College Association (MCCA) and Phi Theta Kappa International Honor Society.

In 2019, Jeremy Wahr was named [Student Journalist of the Year](#) by the Michigan Community College Press Association for work with the *Bay Window* newspaper.

In 2018, Cody Theil was the winner of the [Sarnicola Entrepreneur Award, a \\$10,000 grant](#) from the Nick and Ashley Sarnicola and the NextGGen Foundation.

Each year, students participate in [undergraduate research projects](#) and present their findings through on-campus poster presentations. Many have traveled to Community College Undergraduate Research Initiative (CCURI) conferences and events to present their research. In 2019 students traveled to the [conference in Tennessee](#).

A team of students won third place in the 78th Annual Wisconsin [Regional Foundry Casting Competition](#) in 2016. In this annual event, Muskegon has won a variety of awards competing against teams mostly from four year colleges and universities.

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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

3.C.1

Muskegon Community College has both full and part time faculty and staff who represent a wide range of experience, skills, and credentials. The College strives to hire the most qualified and experienced individuals who it believes will serve the mission, values, and purposes of the college.

A fully educated student is a citizen of the world and the educational experience a student receives at MCC reflects that belief. To that end, the [Office of Human Resources](#) actively strives to recruit faculty who mirror the diversity of the student body. While nation-wide searches for faculty and professional staff are conducted, our faculty profile does not totally align to the community of students we serve. This is an area for potential growth.

Table 1 compares the [student population \(2017-2018\)](#) with [faculty and staff](#) from 2019.

Table 1 Student / Faculty and Staff Demographics

	Students 2017-2018	Faculty and Staff IPEDS 2019
White	75%	80.1%

Black or African American	8%	12.8%
Hispanic	6%	4%
Unknown	5%	0
2 or more races	4%	.4%
American Indian (American Indian/Alaskan Native)	1%	1.8%
Other / Asian/Pacific Islander	1%	.9%

3.C.2

In 2018-2019, there were [83 full time faculty and 184 adjunct faculty members](#). This equates to a student/faculty ratio of 19:1.

Faculty are highly involved in all processes and activities that are crucial to student success. The [Faculty Master Agreement](#) states that faculty are responsible for:

"Preparing for classes; meeting classes; examining and evaluating books and materials; professional reading and formal or informal research; attending council or other professional meetings; checking papers and evaluating student progress; preparing for accreditation; supporting and helping to meet student success and completion initiatives; holding scheduled or unscheduled office and conference hours; mentoring new faculty; compliance training; and engaging in other activities related to the unique position of faculty member in an institution of higher learning."

Faculty members serve as advisors for numerous [student clubs](#) including American Foundry Society, Business Professionals of America, Christian Fellowship, Gaming Club, Geo Club, and Philosophy Club. A number of other faculty serve on regional committees that promote specific programs or student competitions. For example, two English faculty members recently worked with students to start a [new chapter of Sigma Kappa Delta](#), the English National Honor Society for two-year colleges.

The Instructional Affairs Council (IAC) is the committee that handles curriculum changes and ensures standards are maintained for grading, rigor, and inclusion of required elements for each course. [Faculty members make up a majority](#) of this important committee. There are 15 faculty members out of a total of 18 voting members. The [IAC has two standing committees](#): Assessment and Distance Education Advisory. Both of these standing committees have significant faculty membership.

The [Assessment Committee](#) meets on a regular basis and provides leadership and support for campus-wide assessment projects. Faculty members are involved in the assessment of student

learning in multiple ways. For [General Education Assessment](#), faculty members collect data, share the information with colleagues, and recommend changes. Another large group of faculty performs the same functions to measure [program or discipline outcomes](#). Many of these faculty members are involved in [assessment at the course level](#), collecting data, sharing the information, and making recommendations with the goal of improving student learning.

The [Distance Education Advisory Committee](#) (DEAC) facilitates MCC in providing high quality distance education and experiences. DEAC makes recommendations related to

- educational and instructional technologies/software for online/distance environment
- professional development related to online & hybrid pedagogies
- new online & hybrid course development and review
- support services, processes, procedures and policies for online students.

Faculty members serve on other campus committees including the [Joint Sustainability Council](#), [Student Services Council](#), [Assessment Committee](#), and many others.

Faculty members serve on hiring committees for new faculty and staff. This is an important part of their role as faculty members. The process is coordinated by the [Office of Human Resources](#). In 2016, a new committee called the [Faculty Qualifications Committee](#) was started to review faculty qualifications in light of the new HLC requirements. Faculty members make up a majority on this committee. The committee led the process to determine what the [faculty qualifications](#) would be for each course. Once that task was completed, the group continues to meet as needed to make decisions on questions regarding [faculty qualifications](#).

3.C.3

Qualifications for full time faculty members are listed in the Faculty Master Agreement under [Article VII Section 7.1](#):

“New faculty members shall meet the College’s qualification requirements as established per guidance from the accrediting bodies’ criteria for qualified faculty in the area of their assignment”.

Programs with specialized accreditation meet the requirements for that program. For example, in the Nursing Program, instructors in a teaching / evaluation role must have a graduate degree with a major in Nursing. The minimum requirements for faculty teaching in the clinical setting are a bachelor’s degree with a major in Nursing (graduate degree preferred).

In 2016, Muskegon Community College implemented changes to bring hiring policies in line with the new changes from the Higher Learning Commission. A new committee called the [Faculty Qualifications Committee](#) was formed to implement and monitor changes. The [committee began work](#) by performing an audit of all current faculty listing current degrees, certifications, and other credentials. This was helpful in determining the current level of compliance and served as a guide for future steps that were needed.

In November 2016, the Faculty Qualifications Committee created a Manual for Courses. The manual lists courses taught by the college and both the [required and alternate qualifications](#) to teach each course. Meetings were held with department chairs and key faculty members to determine the [required and alternate qualifications](#). The Faculty Qualifications Committee reviewed and approved

the proposed qualifications for each course to make sure the changes met the HLC requirements. On rare occasions, an exception is made based on the HLC requirements for Tested Experience. In that case, the department chair submits a letter outlining the additional qualifications and submits the information to the Vice President of Academic Affairs for approval.

For new job candidates, the Dean of Instruction and Assessment reviews the credentials and decides on the prospective faculty member's qualifications. When finished, this information is sent to the Office of Human Resources.

All faculty are treated the same in terms of faculty qualifications and the requirements to teach individual courses. There is [no difference for faculty teaching traditional students, dual credit, or consortial offerings.](#)

3.C.4

The procedures for the evaluation of full-time faculty members are outlined in the [Faculty Master Agreement, Article X.](#)

To summarize the process, there is a team of faculty members and one administrator who conduct a classroom visit. Student survey results are examined as part of the evaluation. [Reports](#) are completed by the evaluation team and the results are shared with the faculty member. If the team finds areas of concern, they can choose to develop a plan of improvement with specific tasks and a timeline for the faculty member. Once the process is completed, the information is shared with the faculty member. Full time faculty members are evaluated two times during the first year. One time during the second and third year, and every three years after that.

Adjunct faculty members are evaluated by the department chair or program coordinator on a regular basis. The [Adjunct Faculty Guidebook](#) describes the process. After the evaluation, a written report is created and shared with the adjunct faculty member. Copies of evaluations are kept on file in the Office of Human Resources and Academic Affairs.

3.C.5

The Center for Teaching Learning provides support and training to faculty members. Two full-time staff members are available to help with training or technical needs. The CTL provides a variety of resources including instructional videos on topics such as "[Creating Interactive Videos with Camtasia.](#)" In Fall 2019, the CTL sponsored a series called "[Teacher Talks.](#)" Faculty members were recruited to present on important topics like "Getting Started with OER" and "The First Day of Class".

The [Faculty Seminar Days in-service](#) events include a variety of relevant and useful training opportunities. For the Winter 2020 event, the sessions included Strategic Planning, Blackboard Updates, Technology Break-Out Sessions, a student Dream Scholars Panel, HLC group work, the movie *Unlikely*, faculty time to work on assessment tasks, and other events.

The Center for Teaching and Learning along with the Distance Education Coordinator monitors and supports faculty who are working to develop a new online course. Instructors wanting to teach an

online or hybrid course first have to be trained. An application process is available for faculty developing a [new online course](#). The course must first be approved by the DE Coordinator and the [course is evaluated](#) by a team of faculty and staff. This process helps to train faculty in effective course development practices and best practices for online teaching and learning.

Additional resources are found on [Faculty Corner](#) which is a Blackboard shell available to all faculty members. Instructional videos such as “Importing a Test or Pool of Questions” help faculty to develop skills related to Blackboard. In addition, there are [You Tube videos from the Faculty Seminar Days In-service events](#) that happen at the beginning of each semester. These sessions are videotaped, and the links are sent out to all faculty members. This is especially a benefit to adjunct instructors who can watch the sessions and not have to come to campus. In addition to the videos, presentation materials [from Faculty Seminar Days](#) are made available on Faculty Corner.

Faculty members participate in a variety of professional development and training events each year. A recent [survey of faculty members](#) asked the question: “What MCC sponsored training events have you participated in during the last two years 2018-2019?” The top ten responses appear below:

Faculty Seminar Days General Session	72%
Faculty Seminar Days Break-Out	62%
One on One with CTL staff	38%
New Faculty Orientation	34%
Teacher Talks	31%
May Days	26%
Department Hosted Training	26%
CTL training event	26%
Other	13%
Sabbatical	3%

Total Responses: 68

Funds are made available each year for faculty members to [attend conferences](#) and other professional development training events. Each faculty member is allocated a specific amount from their department. Another option is to apply for other funds through the [National Pool Travel Request Form](#).

In 2019, faculty members were asked the following question from the [2019 Faculty Professional](#)

[Development Survey](#): “What training or professional development opportunities have you participated in outside of MCC during the last two years?” The top responses appear below.

Discipline / Program Specific Conference	52%
Other	34%
TRENDS Occupational Conference	18%
State of Michigan Transfer Meetings	17%
ETOM (Educational Technology Organization of Michigan) Online Training	14%
ATD Conference	13%
LAND (Liberal Arts Network) Conference	13%
HLC Conference	7%

Total Responses: 56

One question from the [2019 faculty survey](#) asked, “Do you feel like MCC supports your professional development?” Of the seventy-four faculty who responded, 70% agreed with 9% saying “A great deal,” 28% choosing “A lot,” and 32% choosing “A moderate amount.”

[Student end-of-course surveys](#) are used to provide feedback to instructors. Survey results are sent back to each instructor once the survey closes. Department chairs and deans have access to the survey results and can follow up with the instructor if any concerns are noted.

The process for evaluating instructors helps to ensure that faculty members are developing and growing as professionals. Classroom observations are made and follow up [reports](#) are provided to the faculty member. These reports include observations, suggestions and helpful comments. A plan of improvement is provided if the review team feels one is necessary.

3.C.6

At Muskegon Community College, it is important for instructors to be available for students. The Faculty Master Agreement includes information requiring faculty members to [post and hold regular office hours](#). Holding office hours is listed in the Faculty Master Agreement as one of the professional duties for faculty members (section 5.3). In Section 19.7, the requirements for holding [online office hours](#) are listed. In a similar way, the [Adjunct Faculty Handbook specifies that office hours must be held](#).

The details for office hours are found on the [first page of course syllabi](#). The information lists the

office location, times the instructor is available, and phone contact information. [Email contact information is also provided](#). Instructors teaching online courses schedule virtual office hours or use [Google Hangouts](#) or similar technology to communicate with students.

Each of the Academic Departments at the College has an office with a [Department Support Person](#) on duty to answer phones and help students. The Department Support Person is a full-time employee who can help students contact their instructors. Each department also has a [webpage](#) on the college website that lists contact information for the department.

Recent data from a variety of student surveys indicate that instructors are available and helpful to students. One statement from the [Noel Levitz Student Satisfaction Inventory](#) from 2016 asked students:

“Faculty are usually available after class and during office hours”. Seventy-one percent of students at MCC agreed with the statement, which was better than the national average of 67%.

[For the 2017 CCSSE Survey](#), Muskegon CC students gave the following responses:

“Discussed grades or assignments with an instructor”

89% said “yes” ranging from “Sometimes” to “Very Often”

“Discussed ideas from your readings or classes with instructors outside of class”

51% said “yes” ranging from “Sometimes” to “Very Often”

The results from the [2017 SENSE Survey](#) showed that students know how to contact instructors and they view instructors as a source of help and support.

SENSE Question	MCC Student Response
I knew how to get in touch with my instructors outside of class (18o)	89% said “agree” or “strongly agree”
Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework (19l)	74% of students said “yes” ranging from one time to four or more times
Ask for help from an instructor regarding questions or problems related to a class (19m)	79% said “yes” ranging from one time to four or more times

<p>What has been your MAIN source of academic advising? (22)</p>	<p>29.1% of students named their instructor as their main source of academic advising.</p>
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3.C.7

The Office of Human Resources provides leadership in hiring qualified candidates. [Job postings](#) list all the relevant skills and abilities.

The Office of Human Resources works with candidates to set up interviews, schedule tours, provide follow-up, and orientation for new hires. In addition, the [Office of Human Resources](#) provides support and training to current employees regarding employee benefits, policies, problem solving, and other helpful information.

In 2019 a [survey](#) was sent out to all MCC staff members to gather input on professional development. One question on the survey asked “What MCC training events have you participated in the last two years?”. The top ten responses to this question appear in the list below.

Title IX Training

CPR / AED Training

IT / Internet Security

Leadership Training

New Hire Orientation

Faculty Seminar Days

Excel Training

Diversity Training

Budget Planning / Training

Customer Service Training

37 Responses

Another [survey question](#) asked how satisfied staff members were with the training opportunities provided by the College. The responses appear in the table below.

<p>Very Satisfied</p>	<p>22%</p>
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Satisfied	46.3%
Neither Satisfied nor Dissatisfied	30%
Dissatisfied	0%
Very Dissatisfied	2%

41 Responses

Another question from the [2019 staff survey](#) asked, “Do you feel like MCC supports your professional development?” Of the forty staff who responded, 65% agreed with 32% saying “A great deal,” 8% choosing “A lot,” and 25% choosing “A moderate amount.”

Funds are available for staff members to travel to conferences. To begin the process, a [travel request](#) form is filled out and submitted to the appropriate supervisor for approval. After the conference or training event, the staff member submits a travel expense report to be reimbursed for any allowable travel expenses.

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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

3.D.1

MCC provides support services for students in making a successful transition to college, achieving good academic standing, and reaching their educational goals. The Department of Student Success offers an array of student support services at MCC. When operations went online during the COVID-19 pandemic, the Care Team kept students informed with frequent updates, including [tips for staying safe](#), [links to MCC services](#), and guidance about [whether or not to drop classes](#),

- [Student Life Programs](#) are designed to help students develop leadership skills, values, friendships, and create the opportunity to make a difference.
- [The Veterans Office](#) serves all veterans, veteran dependents/survivors, active-duty, and Reserve/National Guard personnel. The college strives to make veterans' transition to college as smooth as possible.
- [Disability Support Services](#): MCC is committed to providing equal and integrated access for individuals with disabilities whether they are physical, psychological or educational. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Staff members strive to work proactively with each student to determine reasonable and appropriate accommodating measures.
- [The Counseling and Advising Center](#) offers personal counseling as well as academic advising for all students. During the COVID-19 Pandemic, mental health wellness services were increased to include events such as "Let's Talk Tuesday: An Open Discussion About COVID-19 & Your Mental Health."
- [Care Report Support System](#): Designed to assist students with issues that may interfere with academic success, the Care Report provides a process for students to request assistance from the Care Team, or for faculty and staff members to submit a Care Report via the online portal MyMCC. The Care Team staff members are available for all students via email, text or phone.

- [International students](#) are assisted by Enrollment Services with enrollment requirements, maintaining student visa status in the United States, and transferring to four-year institutions.
- [The Jayhawk Hub](#) supports students facing such obstacles as food scarcity, housing insecurity, and financial hardships. The MCC Care Team works with the students to understand their individual life circumstances in a safe, affirming, and friendly environment.
- [The Jayhawk Food Pantry](#) provides emergency food assistance to students in need, with no questions asked. From October 2017 to September 2018, there were 364 total visits, 65 students assisted, and 1964 pounds of food provided.

3.D.2

MCC strives to provide students the help and support they need, when they need it.

[The Testing Center](#) at MCC offers testing services including placement, classroom and waiver exams, workplace skills testing and external proctored exams. The center also provides study guides to help students prepare for placement exams.

Incoming students are provided with clear guidelines about which prerequisites must be met before they may enroll in college-level courses. In May 2019, to place students more accurately, [Multiple Measures placement policies](#) were adopted for English, Math, and Reading. During COVID-19, when it was not possible to test all students remotely, multiple measures for placement were expanded and [self-placement guidelines](#) were created for [Math](#) and [English](#).

To [ensure their success](#), students testing into two or more developmental courses must complete the following before being allowed to enroll in their second semester.

- Schedule an appointment and meet with an MCC Counselor to create an academic plan
- Enroll in CSS 100A, College Success Seminar.

Established to help students realize their full educational potential at MCC, the [College Success Center](#) operates a Writing Center, and offers a College Success Seminar as well as courses in Writing, Math and Reading, with emphasis on study skills. These resources are intended to help students improve their study habits as well as basic skills while helping them acclimate to the college environment.

[The Writing Center](#) offers a non-threatening atmosphere where students can discuss their writing in all stages of the writing process. English instructors can assist with basic grammar questions, essay development, citing format, research techniques, and other writing concerns. During the College's COVID-19 closure, services continued to be offered online.

[College Success Seminar](#) is a three-credit course that equips students with the tools necessary to succeed in today's competitive college environment. It is required for students who place into two developmental education courses and recommended for all students during their first semester at MCC.

In addition to Multiple Measures for Placement and traditional Developmental Courses, students may

enroll in co-requisite courses that pair a developmental course with a required college level general education course. This allows students to become college ready in a more timely manner. An example of this trend at MCC is Developmental English 091 with English 101. Students may also complete [fast track combinations](#) in Developmental Mathematics.

The College Success Center employs three full-time discipline-specific paraprofessionals who provide academic support in Reading, Writing, and Math. The Student Placement Advancement ([SPA sessions](#)) are available for students to quickly refresh skills and potentially place at a higher level.

The [Tutoring Center](#) provides services for students who require additional help. Students can access The Tutoring Center on a walk-in or appointment basis, and receive assistance with specific class questions, basic computer issues, using Blackboard, or to receive other supplemental instruction offerings. The Muskegon Community College Tutoring Center on campus has been awarded certification from the College Reading and Learning Association's (CRLA) International Tutor Training Program.

Several models for [Supplemental Instruction](#) at MCC were featured in the June 2018 Useful Data Report. In Biology the percentage of students earning an A on exam one increased from 15% to 50% when supplemental instruction became a requirement. In Math 036 (mentioned above) students who attended at least one hour of SI per week passed at a rate of 75%, compared to 43% for those who did not. In Geography where the instructor has an open-door policy, a dedicated tutor, and regular lunch sessions, the courses have an 84% pass rate, compared to 78% for all MCC courses.

The Academic Care Team provides a support system designed to assist with student success. Faculty are able to submit a Care Report regarding an Academic Concern for specific students via the secured online portal MyMCC. A [Care Report](#) is submitted when there is a concern about issues that are affecting a student's ability to complete work successfully in a course. A member of the Care Team follows up with the student and instructor to provide conversation and resources where needed. Students and non-faculty can also [submit reports](#).

3.D.3

[Academic advising](#) is an intentional and continuous process of meeting with a college counselor to help students achieve academic success in the college setting. MCC counselors can assist students with academic planning, career and educational advice and questions about transferring. Students are provided with a [list of pathways](#) and academic disciplines to help them identify a possible career. Pathways help students take classes that will advance them toward their goals. In addition, each College Success Seminar class is [visited by a counselor](#) who presents about Career Pathways and stress management.

The [Career and Transfer Services Office](#) helps with student and alumni employment and transfer needs. Personalized guidance and assistance in the career decision-making process helps individuals plan and move toward their educational and career goals. The Career Services and Transfer Coordinator [presents to students](#) in each College Success Seminar course.

[Early College](#) is a program that offers high school students the opportunity to complete an associate degree at Muskegon Community College (at no cost to the student), while concurrently finishing their high school diploma. This requires students to balance their high school classes and activities as

well as the rigorous requirements of college. Early College students receive personalized support and resources from the Dean and Mentor of the program throughout all three years. This includes assistance to transfer to a university, vocational training or going directly into the workforce.

3.D.4

MCC is building for the future. Extension centers are operated in three surrounding counties where post-secondary educational opportunities are limited. The most recent site is the [Ottawa Center](#) in Grand Haven. In addition to the [main campus and extension center sites](#), the college has made improvements over the last decade.

Acquired in September 2014, the [Sturris Technology Center](#) houses Applied Technology programs. The Center also encompasses the Rooks-Sarnicola Entrepreneur Institute and the Lakeshore Fab Lab. The 75,000 square foot facility officially opened for classes on January 11, 2018.

In 2015, a new [MCC Science Center](#) opened as the home of the Life Sciences Department and the College's Biology courses. The facility provides a dedicated undergraduate research space, an herbarium/prep room, general and microbiology labs, and classrooms with state of the art equipment.

In November 2018, MCC opened the [Health and Wellness Center](#), a 52,000 square foot classroom and academic facility to function as the primary location for MCC's Health, Physical Education and Recreation (HPER) Department. In addition, the facility contains collaborative learning spaces; a state-of-the-art Health Simulation Lab; and the Mercy Health Partners Primary Care center. The center provides nursing students with opportunities for required clinical hours.

The [Art and Music Building](#) is a newly refurbished facility, where musicians, artists, and other fine art students are able to hone their skills and perfect their craft. Built in 1968 and repurposed in 2019, the facility provides art students large work surfaces and storage, and music students have access to a wide range of practice and performance spaces.

The [Overbrook Theater](#), is the College's performance space. The Center for Theater provides theater classes for students as well as a diversified schedule of performances. These include a season of plays produced and annual concerts by dance and musical groups.

The [Hendrik Meijer Library](#) offers services to students, faculty staff, and community members. Reference librarians are available to assist with finding information, conducting research, and accessing electronic resources. The library offers quiet reading areas, group study rooms, information literacy assistance, wireless Internet access and computers with high-speed access to research databases.

[Technology Support](#) is provided for students 24 hours a day, seven days a week. The Help Desk can assist with any technology issues that may come up for students, staff, and faculty.

Other areas on the main campus also provide opportunities for exploration and collaboration.

The [John Bartley Science Museum](#) provides students an opportunity to explore science through interactive displays.

The [Carr-Fles Planetarium](#) is a free community resource used by faculty, students, school groups and

community members.

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3.S - Criterion 3 - Summary

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

Summary

The College offers certificates, diplomas, and associate degrees. The Michigan Transfer Agreement, a program to facilitate transfer of credits to four-year colleges, is embedded in the Associate in Science and Arts Degree. Students are provided with information about Career Pathways to facilitate timely progress toward their educational and career goals.

The College continues to offer high quality college courses in surrounding communities where there are few post-secondary options. Classes are offered at extension centers in Muskegon, Newaygo, Oceana and Ottawa counties. Instructors who teach at those locations work with department chairs and support staff to ensure that learning goals are consistent with established standards.

The College believes that general education is important for fostering four general abilities: Communication, Problem Solving and Technology, Ethical Reasoning and Creativity, and Personal, Social, and Cultural Awareness.

Faculty members are at the center of the teaching and learning process at Muskegon Community College. Many have received awards. Others are involved in national and state organizations dedicated to the pursuit of knowledge and efforts to promote student engagement and success. In a similar way, students at Muskegon Community College are actively involved in the learning process. Many have won awards at the local, state, and national level.

Instructors are available for students. Faculty office hours are required and provide times for students to meet with instructors. Each of the Academic Departments at the College has an office with a Department Support Person on duty to answer phones, help students, and handle a variety of office tasks.

All programs and disciplines conduct discipline or program reviews on a five-year rotation. These reviews ensure that courses are current, meet demands of the student population, and are in line with major transfer schools.

The Assessment Committee meets on a regular basis to monitor the assessment process, review reports, provide support, and make recommendations. Faculty members are involved in the assessment of student learning in multiple ways. For General Education Assessment, faculty members collect data, share the information with colleagues, and recommend changes. Another group of faculty performs the same functions to measure program or discipline outcomes. Many of these faculty members are also involved in assessment at the course level.

The Center for Teaching Learning provides support and training to faculty members. One full time staff member and one part-time employee are available to help with training or technical needs.

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

4.A.1

Muskegon Community College evaluates its degree programs as well as its Liberal Arts transfer disciplines. The evaluation processes involve instructors, department chairs, the Office of Institutional Research, the Dean of Instruction and Assessment, and advisory committees (for degree programs). Reviews for [occupational programs](#) and Liberal Arts [Discipline Reviews](#) are accessible to the MCC community and can be found on the network common drive. While much work has been done, this is an area of continuous improvement.

Occupational Programs

The Office of Institutional Research initiates a review of occupational programs and provides data on core indicators to the department chairperson. Students, faculty, and advisory committee members are surveyed to gain additional information. After the data has been analyzed, the department chair completes an action plan with timeline. The process repeats every five years.

Two examples of improvements based on the recommendations from program reviews are listed below:

[Automotive Technology AAS](#)

- Expand marketing to target underrepresented groups (2019 and ongoing)
- Develop marketing materials that include underrepresented groups (2019)
- Staff training to insure underrepresented groups get necessary support to succeed (ongoing)
- Tools and equipment acquisition as funding is available.
- Develop student tracking for state certification testing (2019)

[Respiratory Therapy AAS](#)

“There are 2 main Goals: (1) Increase the On-Time graduation rate (2) Increase the pass rates for first-time test takers, for the national board exam. These outcome goals are related to each other and can be accomplished by having set pre-requisites that must be completed before the secondary RT application can be submitted. This will enhance on-time graduation since students will not have to go an extra semester to complete any non-RT courses related to receiving their degree. Since they will not have to go any extra time, this will allow students to take their national exams as soon as they have graduated instead of extending that time after completing other non-RT courses.”

Liberal Arts

Liberal Arts Discipline Reviews are conducted on a five-year rotation. Discipline Reviews require a faculty profile; an evaluation of facilities and equipment; loop-closing on previous Discipline Review action plans; a review of annual course outcomes and General Education Outcomes assessments; a study of course transferability and the viability of delivery methods; a review of student success data (persistence and pass rates); and an action plan.

Three examples of recommendations and improvements from liberal arts discipline reviews are listed below:

[Anthropology, 2017](#) and 2019

“The discipline has room to grow but it can only do so if we are able to have good dependable instructors. This is the only discipline that has full class sections every semester that does not have a full-time instructor... Action Plan: [Hire] a full-time instructor that is completely responsible for this discipline. I have already raised the issue when the Provost and the VP of Academic Affairs came to our departmental meeting.” Another action item was to work on the transferability of Anthropology 103 – Cultural Diversity in Contemporary Society.

A full-time anthropology instructor was hired and completed the next [discipline review](#) in 2019. This review examined the transferability of ANTH 103.

Philosophy, 2018

“During the academic year 2011 – 2012, a revised list of Discipline Outcomes and Course Objectives was drawn up. A Curriculum Map was produced in 2013. Upon review, it has been decided that the Discipline Outcomes should stand as presently specified. No changes are necessary... We have addressed issues involving assessment and clear communication of course objectives that were highlighted during the last [discipline review](#).”

Math, 2019

“All of the math courses in this [Discipline Review](#) are preparing the students to transfer credit effectively to the universities. The process of updating learning objectives has been in place as an informal process. Formalizing the process and being more intentional about updating is a wise step.”

4.A.2

Policies and Procedures Governing the Award and Transcription of Credit

The [MCC website](#) and [College Catalog](#) clearly articulate methods for students to demonstrate achievement of college-level learning and transfer of credits.

Advanced standing may be granted through:

- Transfer Credit
- Credit by exam
- Military Service and Training
- Non-Conventional Credit
- Direct/Articulated Credit

[Residency Requirement](#)

A student may transfer any number of credits to MCC, however, a student must complete at least 30 credit hours, or the last 15 credit hours of a degree at MCC in order to receive the Muskegon Community College Degree.

[Transfer Credit](#)

MCC accepts transfer credits from regionally accredited post-secondary institutions. No credit will be granted for developmental courses or grades below a “C.” Transfer credits appear on the student’s permanent record.

To be considered official and to avoid fraudulent records, only official transcripts will be evaluated for credit. MCC only computes grade point averages for courses taken at MCC.

The MCC Registrar’s Office determines course transfer equivalencies in consultation with the discipline-specific faculty member and/or department chair. In most cases, MCC requests a course syllabus from the home institution so faculty can determine the equivalencies based on the alignment of course content and student learning outcomes.

Credit by Examination

College credit may be awarded if the appropriate conditions are met by Advanced Placement (AP) or College Level Examination Program (CLEP). To earn credit, students must score in at least the 50th percentile and have their official scores sent directly to the Registrar’s Office. [AP credit](#) may be granted for students who have successfully participated in the College Board’s Advanced Placement Program at their high schools. [Proficiency Examination](#) credit can also be granted for students seeking credit by departmental examination.

Credit for Military Service Experience

MCC will try to award [direct course](#) equivalencies when possible. When direct equivalencies are not available, an [elective](#) in an appropriate academic subject may be awarded.

Life Experience Assessment Program (LEAP)

Credit may also be granted to students who are unusually well prepared in a particular discipline if they can demonstrate that preparation through a process called the Life Experience Assessment Program ([LEAP](#)). Students who have attended non-accredited schools may use this process to earn credits. Applications are available from the Counseling and Advising Center. Students may earn up to eight credits in any one subject area. LEAP credit may be specific course credit, elective in a specific area, or it may be a general elective.

International Credits

[International credits](#) must be evaluated by World Education Services (wes.org) or Educational Credential Evaluators (ece.org) third party to be accepted for evaluation.

Articulated/Direct Credit

[Articulated or Direct Credit](#) opportunities are designed to assist students in transitioning from high school career tech programs to MCC. To be eligible, students must apply through their high school and enroll at MCC within 24 months of graduation. They may earn a maximum of 15 credit hours toward a certificate program and 30 credit hours for an Associate degree program. As demonstrated in this [CIS Competency document](#), students must complete the same learning objectives as for sections taught on campus. A sample [articulated credit agreement](#) can be viewed here. A sample [direct credit agreement](#) can be viewed here.

4.A.3

Muskegon Community College has established policies and procedures to evaluate all credit it accepts in transfer from other institutions. The policies for transfer credit are detailed in the [College Catalog](#) and the [MCC website](#). MCC's Registrar is responsible for administration of the policies for transcription of transfer credit. To ensure that students have current knowledge, a time limit is imposed on transfer courses in the following areas: Accounting; Computer Science, Nursing, and Office Systems Education.

[MCC](#) is participating in the statewide pathways project. The [MiTransfer Pathways](#) agreements are multi-institutional articulation agreements that allow students to complete associate and bachelor's degrees at participating institutions across the state of Michigan. Phase 1 led to successful [pathways](#) for students majoring in Biology, Business, Criminal Justice, and Psychology, who want to complete associate degrees at the community college. Phases 2 and 3 (Art, Communication, Mechanical Engineering, Public Health, and Social Work) are scheduled to be completed next. These partnerships will enable students to finish their associate degrees and successfully transfer as juniors with most (or all) of their general education courses completed and a solid start on their majors.

4.A.4

Institutional Authority

Oversight of curriculum and standards is managed by a faculty-led Instructional Affairs Council.

As described in the [IAC Bylaws](#), Its role is to

- Consider instructional matters in their broadest sense, including degrees, programs, courses, and credit and non-credit classes
- Review courses and program proposals based on the guidelines of
 - o The US Department of Education
 - o The State of Michigan
 - o The Mission, Strategic Plan, and Commitment Statements of Muskegon Community College
 - o The Standards of the Higher Learning Commission (HLC)
 - Review, approve, and recommend academic policies, procedures and practices to the Coordinating Council of Muskegon Community College
 - Provide oversight in assessment of learning, specific to rigor of courses and objectives. All new courses as well as changes to existing courses are reviewed by the IAC for
 - o Content
 - o Prerequisite requirements
 - o Academic standards
 - o Course and institutional learning outcomes.

Policies and procedures for determining credit adhere to the State of Michigan and federal guidelines and commonly accepted practices for determining contact hours and awarding credit, including expectations for student study time and preparation.

At the department level, prior to IAC review, faculty determine the course content and course objectives and create a master syllabus per course with course numbers, credit hours, course descriptions, learning outcomes, grading criteria, prerequisites, and academic integrity policies. These [master syllabi](#) maintain continuity in the rigor and expectations for student learning whether courses are taught on campus, hybrid, online, at extension centers, in the Early College program or in dual credit programs. Course prerequisites, objectives, levels of achievement, and standards apply equally to all student groups and delivery methods. As part of annual assessment procedures and discipline reviews, the master syllabi are reviewed regularly to measure students' achievements of stated objectives. Assessment is also addressed in sections 3A and 4B of this assurance argument.

MCC has robust dual-enrollment and Early College Programs. [Dual-enrollment students apply](#) through their high school to become MCC students. Early College Students must apply through their high schools and be selected by the college for acceptance into the program. Both Early College and dual-enrolled students are held to the same prerequisites, same rigor, same learning objectives, same

curriculum, same course materials as all other MCC students. Dual-enrolled and Early College students are enrolled with other MCC students and taught by MCC faculty.

Although the [extension centers](#) in Grand Haven, Holland, Coopersville, and Fremont cater to a larger number of dual-enrolled and Early College students, the courses still have mixed populations. The appropriately credentialed MCC instructor holds all students to the same [course objectives](#). There is only one class meeting in a traditional [high school classroom](#) consisting of all dual-enrolled students; these English 101 students are held to the same [course objectives](#) as all other sections of English 101, and the teacher is fully credentialed. The same is true for students enrolled in [direct credit programs](#).

Faculty Qualifications

The College ensures that all faculty members, full and part time, have education and/or professional credentials that meet or exceed requirements for the courses they are teaching in compliance with HLC's most recent Assumed Practices Criteria. Qualifications are addressed in [Article VII](#) of the Master Agreement and in the [Faculty Qualifications Policy](#). In February 2016, the College formed a committee to examine faculty credentials and began an audit of personnel with the goal of ensuring that all faculty met qualification standards by Fall of 2017. Each academic department identified the minimum [degree required to teach](#) each class and examined each faculty member's qualifications. Instructors out of compliance were informed of multiple options (some completed degrees or took additional graduate credits with some tuition assistance from MCC; some decided to no longer teach).

As of Fall 2017, all faculty possess relevant, academic degrees at least one level above that at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. Faculty teaching Developmental Education Courses hold a bachelor's degree or higher. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a [discipline or subfield](#) other than that in which he or she is teaching, that faculty member has completed a minimum of 18 graduate credit hours in the [discipline or subfield](#) in which they teach. There are rare exceptions where faculty have been determined to be qualified through the tested experience process.

[Processes](#) are in place for all hiring with a careful analysis of credentials to continue to meet HLC Assumed Practices. [Human Resources](#) has a [spreadsheet](#) of the qualifications for all full-time and part-time faculty. This is updated after each new hire, initiated with the [Faculty Hire and Course Approval form](#). Appropriate credentials are required of all faculty, regardless of course location and delivery method.

Faculty qualifications and hiring are also discussed in section 3.C.3.

Access to learning resources

MCC ensures access to a vast array of robust learning resources, both on campus and online. As part of MCC's 2014 HLC online accreditation, all support services were deemed accessible for online students. The [Student Success Department](#) enhances student success by supporting students in making a successful transition to college, achieving good academic standing, and reaching their educational goals. The department accomplishes this through an intentionally designed,

comprehensive array of programs, services, and resources. During the [COVID-19 Pandemic](#), employees worked from home and the College continued to support academic success and connect students with the resources below. In 2018, the Assessment Committee launched an [annual program of non-curricular assessment](#) for these campus resources (See 4.B.3).

The MCC Care Team, housed in the [Student Success Department](#), exists to assist students with connection to on- and off-campus resources for issues that may interfere with academic success. Students can self-report via email or instructors can submit a Care Report, then the Academic Care Team will reach out to the student in need.

Counseling and Advising Center: Counselors at Muskegon Community College are committed to facilitating student success, in college and in life, and cultivating a positive, productive learning community. Appointments at extension centers and online advising are available. During the COVID-19 Pandemic, the [Counseling and Advising Center](#) offered mental health support resources and counselors continued to meet students via online platforms.

[Disability Support Services](#) provides assistance to all qualified students with documented disabilities, whether they are physical, psychological or educational. MCC is committed to providing equal and integrated access for individuals with disabilities. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

[Tutoring Center:](#) Peer tutoring is offered on campus, by appointment or walk-in, at satellite centers and online. During the COVID-19 Pandemic services were moved online.

[The College Success Center](#) helps students realize their full educational potential, offering developmental and credit courses in writing, math, and reading. The Center also offers a College Success Seminar course and operates a Writing Center that provides drop in service for assistance in all levels of writing. All of the educational resources are intended to help MCC students improve their study habits as well as their skills in math, reading and writing.

[The Testing Center](#) offers many testing services including placement, classroom and waiver exams, workplace skills testing and external proctored exams.

[The Transfer Services Office](#) helps students create a plan while at MCC to navigate the complex process of admissions, applications, college visits, official transcripts, credit evaluation, essays, references, academic requirements, financial aid, housing arrangements, major choice, etc.

[The UpWard Bound TrIo](#) program provides high school students tools to strive for academic excellence, give back to the community, graduate from high school, and go on to complete a college education.

[The Veterans Services Office](#) serves all veterans, veteran dependents/survivors, active duty and Reserve/National Guard personnel.

[The Hendrik Meijer Library/Information Technology Center](#) is located on the main campus and serves students, staff, and community members. The library book collection includes textbooks for student use in the reserve section. Interlibrary loan is available to those who require resources not owned by MCC. It also offers quiet reading areas, information literacy assistance, wireless Internet access and computers. Resources are [available online through the MyMCC Portal](#). Reference

librarians are available to assist with finding information, conducting research, and accessing electronic resources. They teach [information literacy classes](#) per instructors' requests, and students can schedule personal appointments for instruction in information literacy if they desire additional assistance.

The [MCC Science Center](#) houses the [Student Resource Room](#) where students have access to models, textbooks, and other materials.

4.A.5

Muskegon Community College currently maintains specialized accreditation in three programs.

The [Nursing Program](#) is approved by the Michigan Board of Nursing to provide a program of nursing education leading to the diploma in Practical nursing and an Associate Degree in Nursing. The MCC nursing Program is accredited by the [Accreditation Commission for Education in Nursing \(ACEN\)](#).

The [Respiratory Therapy Program](#) is accredited through the Commission on Accreditation for Respiratory Care. The Commission on Accreditation for Respiratory Care ([CoARC](#)) accredits entry into professional practice programs in respiratory care.

The [Medical Assistant Certificate Program](#) is accredited through [CAAHEP](#) (Commission on Accreditation of Allied Health Education Programs) upon recommendation of MAERB (Medical Assisting Education Review Board).

The [Early Childhood Education Program](#) offers the Associates of Science and Arts in Early Childhood Education and the Associates of Applied Science in Child Development. National Association for the Education of Young Children ([NAEYC](#)) accreditation for the [program expired](#) in July 2020. The College has a [plan](#) to reapply for accreditation with a deadline to complete a self-study by March 2021. There is also a plan in place to better support the program coordinator; two staff members will assist with monitoring the reporting data and other accreditation needs.

4.A.6

MCC tracks, evaluates, and promotes the success of graduates through the following [best practices](#):

- Use IPEDS to track graduation and transfer rates
- Use the National Student Clearinghouse to track transfer students
- Monitor NCLEX and other licensure and certification pass rates
- Institute advisory committees that consult with local business and industry
- Participate in the Michigan Transfer Agreement
- Maintain specific articulation agreements with four-year institutions
- Comply with Perkins requirements by reporting on “core indicators”
- Maintain alumni relations programs
- Analyze labor market data
- Participate in statewide Pathways planning

The following resources also help prepare students for advanced study and/or employment:

- [Transfer Services](#)
- [On-Campus University Partnerships](#)
- [Career Services](#)
- [Lakeshore Business and Industrial Service Center](#)

Evidence is collected to ensure that graduates are well prepared for advanced study or gainful employment.

[Achieving the Dream data show](#) for the fall 2012 cohort that 59% of students had either completed at MCC or transferred to another two or four-year institution by the end of their third year. For the Fall 2013 cohort, 50% had either completed at MCC or transferred to another two or four-year institution by the end of their third year. Extensive data graduation and transfer rates and the college's goals to improve these can be seen in 4.C.1 through 4.C.4.

[Priority One, Goal Five](#) of the Strategic Plan focuses on strengthening transfer partnerships. Objectives include the creation of a Career/Transfer Advisory Board that meets at least once annually and the development of a system to gather student success data from the top five transfer institutions. The March [2020 Goal in Focus Report](#) shows that all Measurable Objectives related to transfer partnerships have either been met or are on track to be met.

One of the most important indicators of graduates' transfer success is the annual report from MCC's main transfer institution, Grand Valley State University. This transfer profile report includes the number of MCC applicants, admissions, average GPA upon admission, average GPA after the first and second semesters, and enrollment after two semesters. GVSU's overall admission and GPA data is included in the report, allowing careful comparisons of MCC students' success. The [report for fall 2019](#) shows that after two semesters, MCC students had both a higher GPA and persistence rate than the full transfer cohort (3.15 vs. 3.06 and 91% vs. 88%) (See also [2017](#) and [2018](#)). These initiatives are guided by the VP for Academic Affairs and the Career and Transfer Services Coordinator, a position created in 2017. The coordinator helps guide students in the transfer process by optimizing their time at MCC to help make the transfer process smooth and to ensure success once enrolled in the transfer school. The coordinator also manages an online career management system that connects students and alumni with employment opportunities.

Occupational programs, such as Nursing, Medical Assistant, and Respiratory Therapy, keep detailed records on their [graduates' success and job placement rates](#) for accreditation and licensing requirements. For example, almost half of those (nurses) polled responded last year and [100% of the respondents](#) are employed. In the [Medical Assistant program, graduates and employers are surveyed](#). The survey results show the following: one hundred percent of responding employers reported satisfaction with the graduates' ability to meet the cognitive, psychomotor, and affective competencies. Graduates of the MCC Medical Assistant Certificate Program also reported 100% satisfaction in meeting the cognitive, psychomotor, and affective competencies. Graduates of the Medical Assistant Certificate Program are also eligible to take the Registered Medical Assistant (RMA) or the CMA examination through American Medical Technologists (AMT). Testing and success rates are collected annually as another measure of graduate abilities. In Respiratory Therapy, employer and graduate survey data indicate that both are highly satisfied with the entry and advanced levels of preparation provided by the program. Furthermore, all 27 members in the Class of 2018 found jobs, with recent employment rates averaging 94 percent for those who have completed the program.

In the [2010 Community Ascertainment Survey](#), the vast majority of recent graduate respondents described the “quality of education” and the job preparation they received at MCC as good, very good, or excellent.

The results of an [economic impact study](#) published in February of 2020 showed that "students will receive \$145.6 million in increased earnings over their working lives. This translates to a return of \$6.10 in higher future earnings for every dollar students invest in their education."

A [2019 survey](#) of the MCC Advisory Committee consisting of alumni, students, retirees, and community members, showed a high degree of satisfaction with The College’s ability to fulfill its mission of preparing students for the workforce and pursue higher-level degrees. These survey questions connect directly to the Board of Trustees Student Success Ends Policies discussed in 4.C.1.

Survey Question	Responses of “Excellent” and/or “Good”
How do you rate MCC's ability to prepare students to meet the unique educational, cultural, and societal needs in the community?	97.3%
How do you rate MCC's ability to provide students with the skills necessary to enter a technologically sophisticated workplace?	97.29%
How do you rate MCC's ability to prepare students to pursue higher-level degree opportunities, including transferring to four-year colleges and universities?	97.3%
How do you rate MCC's ability to provide classes and/or programs that allow students to achieve their specific educational goals?	97.3

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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

4.B.1

MCC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. To this end, MCC faculty and instructional staff members participate in the following activities:

- Establish goals for student learning at the general education, program/discipline, and course level.
- Develop effective processes for assessing student learning
- Use assessment data to improve student learning

The Assessment Committee created a visual representation to help faculty and staff understand the key elements of the assessment process as a [continuous, multidirectional cycle of data collection, analysis, and action](#).

General Education Assessment

MCC created the following [general education core](#) outcomes in 2011:

- **Communication:** Knowledge and application of written and verbal communication competencies using college level information literacy skills
- **Problem Solving and Technology:** Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources
- **Ethical Reasoning and Creativity:** Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues
- **Personal, Social, and Cultural Awareness:** Knowledge and life skills required of an effective member of a diverse and global community

These core outcomes were originally measured in 18 courses with high enrollment on an annual schedule. After an [analysis](#) of other high enrollment general education courses, ECON 101, HUM 195, and CSS 100A were added to the list of courses for fall 2019. Other high enrollment courses will be added in the future.

Course	Communication Knowledge and application of written and verbal communication competencies using college level information literacy skills	Problem Solving and Technology Knowledge and problem solving skills using logical, mathematical, and scientific reasoning as well as technological resources	Ethical Reasoning and Creativity Knowledge and application of creativity in the arts as well as knowledge of, and the ability to critically examine ethical values, principles, and issues.	Personal, Social, and Cultural Awareness Knowledge and life skills required of an effective member of a diverse and global community
ENG 101	X			
SPAN 101				X
PSYC 201				X
ANTH 103				X
PHIL 204			X	
TH 101			X	
CIS 120A		X		
PEA 101A				X
BIOL 207		X		
ART 100A			X	
BUS 127	X			
MATH 109		X		
TMAT 102		X		
COM 101	X			

ENG 102	X			
ECON 101				X
HUM 195			X	
CSS 100A				X

Assessments are given in the fall of each year. In January and February, faculty members evaluate the data and [make recommendations](#). Some departments hold assessment meetings to examine assessment data, compare annual results, set new benchmarks and goals, and submit a summary report. Other departments discuss the assessment information at a regular department meeting with a focus on actions that can be taken to improve student learning. In May, the Assessment Committee [reviews](#) and [evaluates](#) reports, [provides feedback](#), and submits an annual assessment report [2018-2019](#), [2019-2020](#). The cycle starts over the next fall. MCC has a Blackboard shell which contains Assessment Committee meeting minutes, department data, assessment reports, and department discipline reviews.

Program/Discipline Assessment

[Programs](#) and disciplines have developed outcomes, curriculum maps, and assessment plans. The program and discipline outcomes were created in 2014. To create these outcomes, faculty were asked to consider the following:

- What will graduates of the program know, be able to do, or value?
- What specific observable or measurable actions should the student do to demonstrate they have met the outcome?
- How will we know if the students achieved the outcome?

After creating the outcomes, faculty then developed [curriculum maps](#) identifying which outcomes were covered in which courses. Information was also included on the curriculum maps where the outcomes were introduced, reinforced, mastered, and assessed.

In fall 2018, a new process was developed to better collect assessment data for program and discipline outcomes. During the fall 2019 [faculty in-service](#), faculty members were [charged with the following](#):

- Review Outcomes and Curriculum Maps
- Identify any outcomes that are currently assessed (marked with “A” on curriculum maps) or create new assessments.
- Collect the assessment data, discuss results, set new benchmarks and goals

New assessments were created and the curriculum maps were updated. Assessment data for [program](#) and [discipline](#) outcomes is collected in March and reviewed by the Assessment Committee at the meeting in May culminating in the annual assessment report.

Course Assessment

Faculty work together at the department level to evaluate subject-specific outcomes and to discuss teaching methods as well as assessment measures for their courses. Faculty determine the course objectives and student learning outcomes on the Master Syllabus for each course. The learning outcomes are the same for every section of the course, no matter the delivery mode.

More specific student learning outcomes are identified in the individualized class assignment schedule. These student learning outcomes are assessed using a variety of methods. Department chairs are responsible for collecting the data at the course level in a variety of ways. In the departments' [discipline reviews](#), faculty carefully [examine](#) course offerings, pre-requisites, objectives, outcomes, information on transferability, and assessment results. The assessment process for general education and at the program / discipline level provide course level assessment data.

Department chairs are encouraged to discuss the assessment information at department meetings on a regular basis. Some departments hold [annual assessment days](#) to examine assessment results for individual courses. Department chairs are responsible for training new faculty members about assessment processes.

Co-Curricular Assessment

MCC has effective processes for assessment of its co-curricular programs. First, during fall 2018, the Assessment Committee devised a plan to implement non-curricular assessment on campus (See Core Component 4B3). During spring 2019, an examination of co-curricular programs began.

Muskegon Community College offers many co-curricular opportunities for students to enhance the education experience through clubs, events, organizations, and experiential learning. Students participate in co-curricular activities to gain leadership experience and to take advantage of social interactions which will complement the classroom learning. In the fall of 2019, the College began a new effort to assess [co-curricular activities](#). Three programs were chosen: [The Geo Club](#), [River Voices](#), the student literary magazine, and [The Center for Experiential Learning](#). The Center for Experiential Learning has been tracking [student and community participation](#) for some years. Due to COVID-19, many of the events for 2019-20 were canceled, and completion of the new co-curricular assessment report has been delayed.

A planning meeting with faculty members guided this endeavor. These faculty leaders created, implemented, and examined new assessments. In May, the faculty overseeing co-curricular assessment submitted their [annual report](#). This corresponded with the final Assessment Committee meeting and the review of all annual reports. The keys to the reports are the specific recommendations and actions taken to improve student learning. In fall 2020, a new group of faculty will be added to the first three and will begin to assess additional co-curricular programs.

4.B.2

Muskegon Community College has a process for using assessment information to improve student learning.

General Education Assessment

Faculty members submit reports annually on March 1. The [reporting form](#) requires faculty to describe the assessment tool, methodology, major findings, and recommendations. A few examples of recommendations from the 2018 assessment reports are included below. These recommendations describe activities that promote higher levels of student learning and achievement.

[PEA 101A](#)

The instructor made note to increase lab reservation windows to 1.5 hours rather than 1 hour. With the increased time in the computer lab, students will be able to complete the assignment on site. The instructor created an online video introducing the assignment that takes students through the process of report generation.

[CIS 120A](#)

Absolute Referencing continues to be a challenging concept. Instructors are encouraged to continue to spend more time on this concept. There has been a significant improvement on this task since fall 2016, however, it has one of the lowest scores on this assessment.

[ENG 102](#)

Faculty will model what works and what doesn't work in an English 102 essay by sharing former students' anonymous essays of various levels of success. Ask students what they think works and doesn't work in each example. We will keep assessing final essays and hold assessment days to evaluate student success. We will keep stressing the importance of critical thinking and literary analysis.

Program and Discipline Assessment

Both the [discipline](#) and [program](#) reporting forms ask faculty members to describe the assessment tool, results, and recommendations. The form is due annually on March 1. A few examples from fall 2019 are included below. The recommendations include practical suggestions where faculty members can improve aspects of the course to foster higher levels of student learning and accomplishment.

[ELTC 220](#)

Look into changing the pre-requisite for the class to better prepare students for the variety of circuitry they will encounter in the course.

[CHEM 101A](#)

The results of question 2 suggest that students do not quite understand the concept of Limiting Reactant. It is recommended instructors provide a worksheet in lecture of 5 Limiting Reactant problems that must be turned in and manually graded by the instructor. This feedback will help instructors build a tool which can zero in on why students struggle on this concept.

[HIST 101](#)

A significant improvement was noted on the post-test with 74% at a 70% confidence level. A similar map experience writing assessment will be conducted during the winter 2020 semester. Instructor will continue this assessment during winter 2020 Semester. The information was shared at a department meeting in January 2020 and April 17, 2020.

Course Assessment

Assessment data is reviewed on a regular basis for courses that are part of the General Education or Program / Discipline assessment process. Some departments hold an annual assessment day to look at course level assessment data and recommend changes. Other departments discuss assessment results at department meetings. A few examples from 2018-2019 assessment reports are included below.

[SPAN 101](#)

The Culture Assessment Test has been implemented for six years and we are pleased with the overall results. It is recommended that all instructors continue to use and improve the power point, study guide, and homework assignments. We will discuss in the next meeting the lower than expected results for the Customs/Foods and Famous Latinos categories. Instructors continue to share cultural information and effective presentation methods with each other.

[PHIL 204](#)

Students are under-performing on their argumentative reasoning skills and clarity including grammar. The instructor has decided to emphasize considering counterarguments in his class and the papers and show how this helps to improve one's own argument. It is now more clearly stated on his general guidelines for writing philosophy papers.

[ASTR 101](#)

Six foundational questions were included on the final exam. The results of fall 2019 indicate a median score of 90% on the answers to the six questions. No changes to the course at this time since 90% is a very good median but continue gathering data on future semesters. The information was shared at a department meeting on February 14, 2020.

4.B.3

The Assessment Committee provides leadership for campus-wide assessment efforts. This committee consists of the Dean of Instruction and Assessment, two staff members, and six faculty members. The committee meets five times a year. The Dean of Instruction and Assessment or a committee member gives a regular [assessment update/report](#) at each IAC (Instructional Affairs Council) meeting.

At the Assessment Committee meeting in May, committee members evaluate assessment reports submitted for General Education, Programs and Disciplines, Non-Curricular, and Co-Curricular. A scoring rubric is used to evaluate the reports and a copy is sent back to the faculty / staff member and the department chair / supervisor. A note is sent with these follow up reports asking that the information be shared at a future department meeting. After the Assessment Committee meeting in May, the Dean of Instruction and Assessment completes the annual assessment report [2018-2019, 2019-2020](#) that highlights the assessment work done for that year. This report is shared at future meetings of the IAC and Department Chairs in the fall.

Assessment documents, reports, and forms are kept in a Blackboard shell dedicated to assessment called "Info-Assessment Committee". All faculty members have access to this Blackboard site. The

Info-[Assessment Committee Blackboard site](#) is divided into three sections:

Assessment Information

This section contains procedures for completing the discipline reviews, assessment reporting forms, templates, and other helpful information.

Department Folders

This section contains folders for each department. Within each folder are past assessment reports, program outcomes, and curriculum maps.

Resources

This section contains assessment committee meeting minutes, occupational program reviews, discipline reviews, and annual assessment reports.

For General Education Assessment, assessment data is collected in the fall and reports are completed in January and February. The reports are due March 1 each year. The information is evaluated at the yearly assessment committee meeting in May. The cycle starts over each year. Faculty completing the reporting form need to set benchmarks, describe the assessment tool, and include major findings and specific recommendations. As of 2020, there is a place [to include budget](#) requests related to the assessment findings. This information is given to the Vice President of Academic Affairs to include in the yearly budget process.

For Program and Discipline Assessment, faculty use the curriculum maps to determine which program or discipline outcomes to assess. A pre-determined assessment is used to collect the data. For the [reporting form](#), faculty describe the assessment process, list results and recommendations, and include a budget request, if applicable. An important part of this reporting form is for the faculty member to include the date when the assessment information was discussed at a department meeting. This is important to share the information and get input from many faculty members. These forms are due March 1 of each year.

For Course Assessment, faculty members collect data on specific courses and talk about the information at department meetings throughout the year. During the discussions, data from General Education and Program / Discipline assessments are examined. Recommendations are made to improve rubrics, increase benchmarks, add new courses, and examine ways to strengthen the overall assessment process with the goal of making a positive impact on student learning and achievement.

Non-Curricular Assessment

Many staff members participate in assessment through the non-curricular assessment process. MCC has defined as non-curricular, programs that do not connect directly to one specific course but instead enrich the overall academic experience. Non-curricular assessments are conducted in six non-curricular areas:

- [Tutoring](#)
- [Athletics](#)
- [Library](#)
- [Disability Support](#)
- [Writing Center](#)
- [New Student Orientation](#)

These non-curricular programs are assessed to gain student feedback in order to continually improve the level of service and overall experience for students. Staff members from the six areas were asked to develop goals or outcomes for their programs and determine an assessment process. Most of the programs use a survey to collect student data. The data is evaluated and specific recommendations are included on the reporting form, which is sent to the Assessment Committee in May. The reports are reviewed and follow up information is sent back to the staff members in the specific areas. Summary information is included in the yearly assessment report.

Professional development activities often focus on assessment. At [Faculty Seminar Days](#) in the fall of 2019, there was a breakout session called “Assessment 101”. The purpose of this session was to broaden awareness of the multiple assessment processes going on at the College. During the same in-service, faculty members worked with colleagues to [update program and discipline outcomes](#), review curriculum maps, and identify assessments.

Sources

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- Tutoring Center Assessment Fall 2018 4b3
- Writing Center Assessment 2020

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

4.C.1

The Board of Trustees lists four goals for students in the Student Success Ends Policies of the Board [Policy Manual](#). These goals reflect The College's mission to prepare students, build communities, and improve lives.

1. The College will prepare students for successful transfer to a four-year college or university.
2. The College will prepare students with the skills necessary to enter and/or advance in the technologically sophisticated local and global workplace.
3. The College will prepare students to meet the unique educational, cultural, and societal needs in the community.
4. The College will provide classes and/or programs that allow students to achieve their specific educational goals.

In support of these Board goals the College joined Achieving the Dream in 2010 to better use data to make changes that will increase student success and achievement. In November 2010, a campus wide "[Achieving the Dream Rollout](#)" event was held to gather input and determine goals and priorities. Over 125 faculty, staff, and board members attended the event. Participants looked at student data to determine areas of focus. In January 2011, ten student focus groups were held to explore barriers for students. These meetings produced goals and work plans that have been used to guide reform efforts. Examples of [ATD Goals](#) included the following:

- Redesign orientation for new students
- Design orientation modules for online delivery
- Design and conduct an evaluation of orientation
- Offer a new college success seminar course
- Offer accelerated combinations in developmental courses

- Have additional SI sessions led by peer tutors

The Muskegon Community College [2017-2022 Strategic Plan](#), titled *Successful Students, Successful Communities*, includes goals for student success and identifies Student Support and Academic Programs as its two top priorities. The plan includes the goal of “[continuing] to improve student learning as evidenced by pass rates, persistence and retention, GPA, and goal attainment” and articulates several key performance indicators (KPIs) contributing to this goal and others.

The following examples of [KPIs \(key performance indicators\) from the strategic plan](#) reflect the College’s commitment to reducing [achievement gaps](#) while improving [outcomes](#) for all students:

- Maintain enrollment at the same level or greater each semester than same semester of previous year.
- Increase enrollment of underrepresented students to same level as Muskegon County population.
- Increase percent of Full Time (FTMCC) fall term students earning [12-18 credits](#) in first term to 30% from a baseline of 19.4% in 2017.
- Increase fall-to-fall retention rates for First Time In College (FTIAC) fall-term students using a baseline of 62.02% (2017).
- Retain ranking as one of the top 5 CCs in MI with highest transfer rate.
- Meet or exceed 3-year rolling average of degrees and certificates earned each year.

4.C.2

The College regularly gathers data on enrollment, fall-to-winter persistence, fall-to-fall retention, and completion (certificate or degree completion or transfer) for IPEDS reporting. In addition, because IPEDS data provide a limited snapshot of only full-time, FTIAC students, the College produces (and uses) its own annual Student Success [Data Report](#), which is more comprehensive. The report includes full- and part-time students and disaggregates the student population by Pell status, developmental or college-level readiness, full- or part-time enrollment status, and demographics (age, gender, and ethnicity). The [report](#) includes placement, enrollment, credits attempted, credits completed, successive course enrollment and credit completion, GPA, and, finally, certificate or degree completion or transfer.

The primary purposes of the report are to identify achievement gaps between student populations; to recognize trends in enrollment, persistence/retention, and transfer/completion; and to serve as a starting point for further, deeper questions answered by targeted data inquiry or qualitative surveys and focus groups.

The college has an established annual rhythm of analysis, loop-closing, and goal setting. Each spring, the Student Success Strategy Team composes an [Annual Reflection Narrative](#) for Achieving the Dream. The team is comprised of the Dean of Student Success and faculty members; they are advised by the Provost and the Chief Academic Officer. This process guides the team through an analysis of the Student Success Data Report as well as evaluations of the strategies, policies, and interventions that were used to close achievement gaps and increase rates of persistence, retention, transfer, and certificate/degree completion. The team uses this process to set priorities for the approaching academic year. For example, the team may sunset a program that made little impact or plan to close an achievement gap by adopting one of the Community College Center for Student

Engagement's thirteen [High Impact Educational Practices](#). The team may also recommend financial support to assist in the adoption of programs.

In addition to annual analyses, the College frequently analyses data when participating in improvement opportunities. Following are some examples:

- **ATD Relaunch:** The Student Success Strategy Team used the Annual Student Success Report in conjunction with the Achieving the Dream (ATD) Institutional Capacity Assessment Tool (ICAT) to prepare for a 2016 relaunch of ATD strategy and to inform a Student Success Narrative [presentation](#) that shared the College's evolution from offering students a "right to fail" to adopting a student success agenda.
- **CCCSE Institute:** The Student Success Strategy Team used the Annual Student Success Report in conjunction with data from the Survey of Entering Student Engagement ([SENSE](#)) and the Community College Survey of Student Engagement ([CCSSE](#)) to prepare for a [2017 CCCSE Institute](#) where the College committed to use Guided Pathways to improve the student experience.

4.C.3

The analysis described in 4.C.2 leads naturally to improvement. The same groups and individuals who analyze the data use the results of their analyses to sunset, improve, or scale up strategies.

The College's annual evaluation of its High Impact Educational Practices (HIEPs) provides the most vivid examples of how the College makes data-informed improvements to policies and practices. The College has adopted eight of the thirteen HIEPs proposed by the Community College Center for Student Engagement (CCCSE).

Adopted

- Accelerated or Fast-Track Developmental Education, New Student Orientation, Student Success Course (College Success Seminar), Academic Goal Setting and Planning, Alert and Intervention, Assessment and Placement, Tutoring, and Supplemental Instruction

Remaining

- [First Year Experience](#), Learning Community, Experiential Learning Beyond the Classroom, [Registration Before Classes Begin](#), [Structured Group Learning Experiences](#)

Each winter/spring, HIEP leads use the [Student Success Data Report](#) (as well as data from the National Student Clearing House and the CCSSE and SENSE surveys from the Community College Center for Student Engagement) to close the loop on their previous year's goals, evaluate the effectiveness of their strategies, set goals for the coming year, and identify action plans.

Below are two examples of what this process looks like:

- **Example 1:** The [HIEP Lead for Tutoring](#) recognized a need to improve pass rates for students in developmental and gateway Math courses, made a plan to work with instructors to define a

Required Tutoring policy for certain courses with high enrollment and low pass rates, and now uses Math pass rates and successive enrollment (persistence) data to evaluate the effectiveness of Tutoring policies and practices to improve the Tutoring model.

- Example 2: The Office of Student Success, in an effort to improve pass rates and persistence rates, worked with the Office of Information Technology to develop an [early alert system](#) which gives faculty an easy way (via a "Care Report" button on their main portal page) to request help for a student who appears to be in financial, academic, or personal trouble.

The [Annual Student Success Report](#) was an essential source of information for the authors of the 2017-2022 Strategic Plan, who used the data to set priorities, identify goals, and define KPIs.

Examples of KPIs (key performance indicators) from the [2017-2022 Strategic Plan](#) reflect the College's commitment to reducing achievement gaps while improving outcomes for all students.

- Maintain enrollment at the same level or greater each semester than same semester of previous year. In Winter 2020, the goal for new students was 168. The actual number was 212, which was a big increase over the goal. For Fall 2019, the goal for new students was exceeded by one. Interventions include having Enrollment Services team members visit high schools and connect with other organizations to ensure that all prospective students see a clear pathway to higher education. A new debt forgiveness program is helping lapsed students return.
- Increase enrollment of underrepresented students to same level as Muskegon County population. For Fall 2019, the actual number was 19.6% which was below the goal of 23.5%. Current plans include ongoing outreach efforts with Muskegon HS, Muskegon Heights HS, and Covenant Academy, with visits planned at least once per month. Participate in Martin Luther King Jr. Day events to expand outreach.
- Increase percent of FTMCC fall term students earning 12-18 credits in first term to 30% from a baseline of 19.4% in 2017. For Fall 2019, the number was 21.72% which was below the goal of 30%. Current interventions include the implementation of Student Planning software, in conjunction with counseling support, required new student orientation, care reports, and other student success initiatives. Under development is a new "Holistic Student Support Intake" process that identifies the needs of each individual student.
- Increase fall-to-fall retention rates for FTIAC fall-term students using a baseline of 62.02% (2017). The current number from Fall 2019 is 62.43% which is higher than the baseline but lower than the current target of 65.12%. Interventions to increase the retention rate include tutoring, counseling, and support services to help students complete their degrees. The new Jayhawk Hub connects students [with resources](#) that address food scarcity, housing insecurity, financial hardships, and other challenges.
- Retain ranking as one of the top 5 CCs in MI with highest transfer rate. The current goal is 25.2% and the College score from Fall 2019 was 27.1%. Current plans to keep increasing this number include using the full-time Transfer Coordinator to plan activities, meetings, and events to help students with the transfer process.
- Meet or exceed 3-year rolling average of degrees and certificates earned each year. The goal is 588 and the College average for 2016-2019 was 613. Initiatives that support this objective include providing mentors to students with a disability and developing a "Holistic Student Support Intake" form that will identify what support is needed for each individual student.

The College's processes and methodologies for collecting and analyzing student data reflect good practice in two significant ways: verification and access. The process for collecting and analyzing information falls on the College's [Office of Institutional Research](#). In a critical [supporting role](#), the [Data Integrity and Reporting Team \(MCCDIRT\)](#) ensures that data entry standards are in place, are followed, and that proper data security is in place.

MCC adheres to a sound methodology to ensure that measures of student success including, term-to-term persistence, fall-to-fall retention and graduation rates, are commonly defined and can be easily compared to data from comparative institutions at the State and Federal levels. Core methodologies and definitions are derived from various reporting requirements, including the Integrated Postsecondary Educational Data Survey (IPEDS), the State of Michigan (CEPI-Perkins and STARR reporting), and the Voluntary Frame of Accountability (VFA). As a result, the institution tracks more data than that specified by the federally mandated IPEDS reports.

In 2012, the Office of Institutional Research in cooperation with the Office of Information Technology began the implementation of strict data reporting guidelines, aimed at improving the accuracy of reporting at all levels for the organization.

In 2013, the College appointed a faculty member to be the Data Liaison to help faculty and staff interpret student success related data and [use the information to evaluate and improve policies](#) and practices. One of the mechanisms used by the Data Liaison is the generation of [Useful Data cards](#), which are distributed to all faculty and staff with an [invitation to attend](#) and participate in subsequent discussion forums, which often result in new data inquiries and/or reviews of policies and practices.

Access to good, useful data is important to the college. It has always been difficult to learn what happens to students after they leave MCC. The College has decided to make answering this question a priority. In 2018, the college purchased a new technology product, EMSI Alumni Database, which makes connections between former students and the College based on information provided on professional and personal social media platforms. In addition, the college included the following KPIs in its [2017-2022 Strategic Plan](#):

- Implement 1 alumni communication plan annually to ensure information regarding satisfaction with the College, employment, contact data, and other information is maintained and updated in Raiser's Edge.
- Ensure that 100% of graduates since 2000 are in Raiser's Edge with year of graduation, degree, and affinity information.
- Develop 1 system to gather student success data from top five transfer institutions.

Sources

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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

Muskegon Community College evaluates its degree programs as well as its Liberal Arts disciplines. The evaluation processes involve instructors, department chairs, the Office of Institutional Research, the Dean of Instruction and Assessment, and advisory committees. A 2019 survey of advisory committee members showed a high degree of satisfaction with the College's ability to fulfill its mission of preparing students for the workforce and pursue higher-level degrees.

The college website and college catalog describe methods for students to demonstrate achievement of college-level learning and transfer of credits. The Registrar's Office determines course transfer equivalencies in consultation with the appropriate department chair.

The Assessment Committee provides leadership for campus-wide assessment efforts. At the Assessment Committee meeting each May, committee members evaluate assessment reports submitted for General Education, Programs and Disciplines, Non-Curricular, and Co-Curricular activities. A scoring rubric is used to evaluate the reports and a copy is sent back to the faculty member and the department chair. Department chairs are encouraged to discuss the assessment information at department meetings on a regular basis. Some departments hold annual assessment days to examine assessment results for individual courses.

In the fall of 2019, the College began a new effort to assess co-curricular activities. Three programs were chosen: The Geo Club, *River Voices*, and The Center for Experiential Learning. Non-curricular assessments are currently conducted in six non-curricular areas: Tutoring, Athletics, Library, Disability Support, Writing Center, and New Student Orientation. These non-curricular programs are assessed to gain student feedback in order to continually improve the level of service and overall experience for students.

The College has an established annual rhythm of analysis, loop-closing, and goal setting. Each spring, the Student Success Strategy Team composes an Annual Reflection Narrative for Achieving the Dream. This process guides the team through an analysis of the Student Success Data Report as well as evaluations of the strategies, policies, and interventions that were used to close achievement gaps and increase rates of persistence, retention, transfer, and completion. The team uses this data analysis to set priorities for the approaching academic year.

The College's annual evaluation of its High Impact Educational Practices (HIEPs) provides the most vivid examples of how the College makes data-informed improvements to policies and practices. The College has adopted eight of the thirteen HIEPs proposed by the Community College Center for Student Engagement (CCCSE).

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

5.A.1

The Board of Trustees, faculty, staff, and students are involved in setting academic requirements and policy at various critical points in the overall academic structure.

Shared governance is mainly accomplished through the council system. There are six councils including the Business Administration Council, Information Technology Council, Instructional Affairs Council, Joint Sustainability Council, Student Services Council, and Coordinating Council. Each of these councils is made up of administrators, faculty, staff, and, when applicable, students. The six councils are defined as follows:

[Business Administration Council](#) – Reviews and recommends policy and procedural matters that relate to the [business activities](#) of the college.

[Technology Council](#) – Makes [recommendations](#) on policies and projects related to information technology and equipment.

[Instructional Affairs Council](#) – Reviews and [recommends policies](#) and procedures related to curriculum and the instructional affairs of the College. Those recommendations are then sent to the Coordinating Council for final approval.

[Joint Sustainability Council](#) – Provides input and [recommendations](#) on issues such as land use, recycling, energy efficiency, and related issues.

[Student Services Council](#) – Reviews and makes [decisions](#) on student appeals, provides oversight for

student clubs, and recommends policies and procedures related to Student Services.

[Coordinating Council](#)— Reviews and approves [recommendations](#) from the six councils. When appropriate, decisions are forwarded to Administration and the Board of Trustees for final approval.

In addition to serving on various committees, faculty also contribute to the academic structure and process by [participating](#) in [departmental meetings](#).

The [Student Government Association](#) provides a means of communication between the student body and the college administration and faculty,

The development of the 2017-2022 Strategic Plan included [several committees](#) that were made up of faculty, staff, board members, retirees, and members of the community. Regular meetings were held to gather input, share ideas, and develop priorities.

5 A.2

The college gathers many different forms of data as part of its operations. The Office of Institutional Research coordinates much of this work, with input from the Strategic Plan Steering Committee and the [Student Success Strategy Team \(SSST\)](#). Student data is gathered on a regular basis from the CCCSE, SENSE, and Noel-Levitz surveys. The College uses the survey information as an opportunity to celebrate the institution's strengths and to identify [areas for improvement](#).

[Useful Data](#) is a regular publication shared with the college community that uses data to highlight important issues. For each *Useful Data* report, the Student Success Strategy Team chooses a topic and provides data to put the issue into context. A follow-up conversation with staff and faculty is used to explore the topic and determine importance.

The [institution gathers and reports data](#) at the state and national levels to IPEDS, Voluntary Framework of Accountability, National Student Clearinghouse, the Michigan Community College Association, the Association of Community College Trustees, and Michigan Colleges Board of Administrators, among others. The College uses data from the Michigan and West Michigan Hot Jobs reports and other labor market information from the Michigan College Access Network, along with Talent 2025, a think-tank in the West Michigan region to determine the need for new programs.

MCC's 2017-2022 Strategic Plan relies on extensive use of data and continually uses it to monitor progress of strategic goals and objectives. [Measurable accomplishments](#) include the implementation of Student Success Planning software by February 28, 2018; completed renovation of the testing center by December 21, 2018; and negotiations with higher education partners to achieve 3 STEM related transfer guides.

The Student Success Strategy Team (SSST) is a major component of the institution's efforts in using [data to reach informed decisions](#). The SSST guided implementation of [High Impact Educational Practices \(HIEPS\)](#), such as mandatory orientation and increased adoption of the College Success Seminar in academic programs. Department chairs and any individual faculty member may request course or program-related data to improve outcomes. For example, the team used data to help guide decision making in implementing fast-track English curriculum by comparing success in accelerated versus traditional sections, leading to a decision to increase the number of accelerated sections. Most

recently, the SSST aided in cross-departmental data collection which led to the adoption of [multiple measures](#) as part of the college placement processes.

5.A.3

MCC's shared governance through its council system encourages the participation of faculty, staff, and students. Faculty and staff members are represented on all councils. Student representatives are invited to participate as their schedules allow.

Faculty members make up a majority of the [Instructional Affairs Council](#) (IAC), which is responsible for approving curriculum changes and relevant academic policies. Faculty bring course proposals, new programs, and program changes to IAC where faculty and staff evaluate, discuss, and approve changes. IAC proposals are submitted to members in advance, so the information is shared with faculty and staff across the College.

In 2019, faculty members met during the faculty in-service and [completed a survey](#) to provide input for the [new Academic Master Plan](#). The new plan provides direction on a variety of academic issues. It outlines the processes for reviewing the Associate of Science and Arts Degree and provides direction to the Instructional Affairs Council for approving new programs and discontinuing old programs. Another important decision involved a recommendation to make 60 credit hours the minimum for all degrees.

During the Instructional Affairs Council Meeting on February 19, 2020, faculty and staff debated the merits of changing the minimum number of credits for all degrees to 60 as opposed to 62. Prior to this meeting, all academic departments were asked to review the proposal and provide input. The [final vote](#) was 13 "yes" and 4 "no" votes. The measure was approved and forwarded to the [Coordinating Council](#), which approved the measure on February 24, 2020.

Student representatives are invited to [participate](#) in the council system. Their [voice and perspective](#) are important for creating a culture of shared governance.

Surveys and focus groups are used to gather student feedback. This information is evaluated and used by the Student Success Strategy Team and other departments to make changes to academic policies and procedures. For example, results from the [CCSSE survey \(2017\)](#) indicated that the majority of students were able to participate in the New Student Orientation. This data, along with national data showing the benefits New Student Orientation, was used to recommend that all students be required to have a [New Student Orientation experience](#).

Faculty participate in setting policies and procedures through negotiations that produce the Master Agreement or faculty contract. An example of this process was a faculty proposal to create a New Faculty Orientation experience for new faculty members in 2018. Administration agreed to this proposal and it became policy through the new faculty contract. [Section 5:4](#) describes how new faculty members will receive 3 hours of reassigned time during the first semester for professional development and orientation to the College. Another example is [Section 5:5](#) which describes the process for how faculty overload hours will be distributed in each department. The process calls for discussion and a vote in each department for how overload hours will be distributed.

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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

5.B.1

The institution's staff is appropriately trained and qualified. Prior to hiring a new employee, the qualifications and responsibilities are reviewed and updated. [Job postings](#) are created for each position that [list qualifications](#), essential functions, and physical requirements. [Hiring teams](#) are made up of both faculty and staff members. Team members are trained and meet on a regular basis to screen candidates, conduct interviews, and select a candidate. The hiring process ensures the new employee has the qualifications and experience to be successful in the organization.

Training and professional developmental opportunities are available, both internally and externally, so team members are exposed to new ideas and have opportunities to grow professionally. Staff and faculty are eligible to take classes at the College at minimal cost. In addition, the College offers programming and training events related to safety, crisis planning, technology, compliance, and wellness. Faculty and staff members receive \$300 each year to use for [professional development activities](#). Additional funds are available through an [application process](#).

The recent COVID-19 Virus emergency provided a unique opportunity for faculty to deliver programs through distance learning. Due to the emergency, [on-campus operations were suspended](#) on March 13, 2020. Faculty and staff quickly adopted new technology and procedures to keep courses going and meet student needs. A contributing factor in the success of these efforts was the training and emphasis on technology that was done prior to the emergency.

In December 2019, the College moved the Blackboard learning management system to the Blackboard Cloud. This change provided increased stability and accessibility to support campus operations including distance learning. A new product called Blackboard Collaborate was also added at that time. [Blackboard Collaborate](#) allows for real time conferencing and promotes communication in the online learning environment. Blackboard Collaborate facilitated the switch from on-campus operations to remote learning in a positive and collaborative manner. A robust training program for instructors teaching online courses aided the transition. Faculty who desire to teach online may participate in a training program provided by the Educational Technology Organization of Michigan ([ETOM](#)). In-house training is also available through the [Center for Teaching and Learning](#). In addition, there is a [process for getting new online courses reviewed](#) and approved. This process is

coordinated by the Distance Education Coordinator.

In recent years, the College has made significant upgrades to its physical and technological infrastructure. These upgrades were driven by the assessment of the facilities in the 2015 Master Plan and Priority 3 of the [2017-2022 Strategic Plan](#). The completion of the Master Plan during the past five years resulted in an expanded footprint for the institution and state of the art learning environments for students. These new learning spaces have the newest technology. For example in the [Health and Wellness Center](#), there are simulation labs with high-tech simulation manikins, and this space provides clinical opportunities for students. The [CISCO](#) Networking lab is another example of technology and infrastructure designed to meet the needs of students today.

The College is continually reviewing the technological needs of the institution through the budgeting process. Recent upgrades include a new portal (MyMCC) and updates to student planning. [Information Technology staff \(contracted through Ellucian Services\)](#) provides the same level of support and service to students and faculty/staff regardless of the physical location/delivery model.

In 2016, the Office of Information Technology began a process to integrate the [technology strategic plan](#) with the new MCC Strategic Plan 2017-2022. The two plans are now integrated. For example, [Goal 4](#) from the IT Strategic Plan states:

Exercise best practices in technology governance and administration to two expanding locations, new services, and increasing demands.

This goal corresponds with objective [3.15.02](#) from the College Strategic Plan:

"Develop and implement 1 technology plan to align technology projects with institutional strategic plan priorities, goals, and objectives by 6/30/2018."

5.B.2

Mission

Muskegon Community College, dedicated to equity and excellence, prepares students, builds communities, and improves lives.

The Board of Trustees adopted a [new mission](#) statement in January 2017. The new Mission strives to provide resources and support to meet students where they are. This is accomplished through leveraging resources to provide excellence with a deliberate look at creating equity for students.

Vision

An Educated, Inclusive Community

The new [Vision](#) was endorsed by the Board of Trustees in August 2019. The Vision describes what the College community hopes to accomplish.

Guiding [Values](#)

- **The Pursuit of Knowledge:** A place where all staff and students share goals and work together to strengthen teaching and learning
- **Academic Freedom:** A place where freedom of expression and civility are practiced, encouraged, and protected among all groups
- **Diversity:** A place where every person is respected and where diversity is pursued
- **Quality:** A place where staff accepts their obligations to each other and where service to others, internally and externally, is encouraged
- **Shared Governance:** A place where the well-being of each individual is supported and where well-defined governance processes guide behavior for the good of the institution
- **Community Leadership:** A place whose ideas and resources are shared with other members of the educational community – locally, regionally, nationally, and internationally
- **Professional Collegiality and/or Integrity:** A place in which the institution's rituals, affirming both tradition and change, are shared and where the accomplishments of its staff and students are recognized
- **Access:** A place where we promote and embrace community partnerships with a variety of organizations, agencies and institutions

The Guiding Values of Muskegon Community College have been used for over ten years. As of May 2020 these values are being reviewed and updated by the Strategic Plan Implementation Advisory Team.

Muskegon Community College's 2017-2022 Strategic Plan provides goals to strategically plan how resources will be utilized to meet the mission, vision, and guiding values of the College. Measurable objectives are included with the [2017-2022 Strategic Plan](#) to track progress and to promote planning, budgeting, new initiatives, and [sharing information through effective communication](#).

The process of the 2017-22 Strategic Plan involved the use of numerous venues for input and discussion, from open forums to formal committees. The [Strategic Plan Committee](#) and various constituent groups review the 2017-2022 Strategic Plan throughout the year, and it is refined annually in order to help shape the budgeting decisions for the following year. As such, it serves as a [living document](#) to guide the college in the fulfillment of its mission.

5.B.3

Muskegon Community College uses a fund accounting model which is essential to the budgeting process. The Budget Analyst centrally manages the [budgeting process](#) using Colleague Budget Management and other tools. The process starts with [budget training](#) at the department level with budget managers.

Budget managers have access to review expenditures and it is their responsibility to manage expenditures within budget parameters. After getting input from faculty and staff, budget managers annually submit [requests](#), and the Budget Analyst and leadership [review](#) and revise before reaching

a [final decision](#) based on the mission, strategic initiatives, and goals. Ultimately, the final version of the budget is submitted to the [Board of Trustees](#) for approval.

Budget spending is monitored throughout the year with [quarterly meetings](#) between the Budget Analyst and budget managers. This helps ensure spending is within budget parameters, but it also provides an opportunity to evaluate trends impacting the budget.

Wages and fringe benefits are the largest expense for the institution, and they account for approximately 75% of the institutional budget. Budget managers do not manage these items, but the administration monitors them. The provost, VP for Academics, Executive Director of Human Resources, and Vice President of Finance and Chief Advancement Officer meet regularly to discuss positions, staffing changes, and other issues in relation to the [budget](#). Regular meetings are held to update the President and cabinet on any significant changes. The MCC Board of Trustees is given [quarterly board reports](#) addressing the [financial performance](#) of the institution. The Vice President of Finance presents updates for regular [Board of Trustees](#) meetings.

5.B.4

Muskegon Community College has a long-standing history of prudent fiscal management practices. This is the result of developing and practicing a culture of responsible spending and oversight. In addition to independent audits, annual budgets, and quarterly budget reports, the institution regularly evaluates new programs and initiatives which may provide value. Conversely, the institution evaluates initiatives that may be losing money or are no longer adding value and should be eliminated.

It is important to note that fiscal performance of any one initiative is only one factor considered when determining its inclusion in the budget. The institution uses a holistic approach to its offerings within the confines of the budget. These practices help ensure educational purposes are achieved. Examples include the following:

- The [re-evaluation of scholarship programs](#) since the launch of the Muskegon Promise—trying to identify types of students who need more assistance
- The introduction and expansion of the [Medical Assistant Program](#)
- The [Jayhawk Hub](#) which was opened to provide additional resources and support to meet student needs
- Offering a Voluntary [Early Retirement Plan](#)
- Instituting a [hiring freeze except for critical positions](#) due to COVID-19 related budget concerns
- Closure of the [Lakeshore Fitness Center](#)
- [FARM Project](#) location and lease
- Student use of [OER](#) (Open Educational Resources)
- Printing and Multifunction [Copying Services](#) – over \$100K in savings with upgraded equipment and reduction in fleet
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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

5.C.1

The President's Cabinet works to ensure budget funds are allocated in the best way to advance the Mission of the College. This process is supported by an integrated planning processes, which ensures resources are allocated in alignment with the priorities and objectives defined in the [2017-2022 Strategic Plan](#). [Budget requests](#) that have ties to goals from the 2017-2022 Strategic Plan receive priority status during the final budgeting process. For example, [Goal 1.03.04](#) from the 2017-2022 Strategic Plan states, "Improve collaboration and outreach with K-12 partners and prospective students to provide clear pathways to higher education opportunities." The connected measurable objective states "Host one or more curriculum summit each year." In support of this goal, two faculty members in the English Department were given additional compensation to organize meetings with English staff at local high schools to increase collaboration and data sharing. The [request](#) received priority status because of the connection to the 2017-2022 Strategic Plan.

5.C.2

The primary purpose for following an integrated planning process is to ensure that all processes are aligned with institutional priorities. The [Strategic Plan](#) links student learning, evaluation of operations, planning, and budgeting by aligning these areas under the plan's five priorities, all of which are dedicated to student success.

During the fall semester each year, assessment data are collected for courses, occupational programs, liberal arts disciplines, and for [general education outcomes](#). Faculty members gather assessment data and submit a required yearly report. These reports are sent to the Dean of Instruction and Assessment by March 1, and the reports are shared with the Assessment Committee at the annual evaluation meeting in May. At that time, the reports are reviewed and evaluated. A [follow-up report](#) with

comments is sent back to the faculty member and department chair. In addition, an [annual assessment report 2018-2019, 2019-2020](#) is created by the Dean of Instruction and Assessment that is shared with the college community in the fall.

Although the assessment process was linked with the budget process in the past, it has recently become more formalized. The [assessment reporting forms](#) now include a question that asks for any budget requests related to the findings and recommendations from the [assessment report](#). As part of the budget request process going forward, these assessment requests will be reviewed and [evaluated by the department chair](#) or program coordinator. If approved, the [requests](#) will be included in the department budget requests for the next year. If a budget request is related to an assessment report, the department chair will include this information in the justification notes for the budget request. If a budget request has justification notes connecting it to assessment, the request will [receive priority status](#) in the budget approval process.

While the entire strategic plan is focused on student success, there are [several objectives](#) directly related to the evaluation of operations, planning, and budgeting:

- 1.01.05 - Fully implement 1 "Student Success Planning" software by 2/28/18
- 3.12.02 - Completely re-number 100% of main campus buildings by 4/30/20
- 3.15.02 - Develop and implement 1 technology plan to align technology projects with institutional strategic plan priorities, goals, and objectives by 6/30/2018
- 3.16.01 - Commission and conduct one new Facility Needs Assessment by 12/31/2021 to assess future needs in Muskegon, Ottawa, and Newaygo Counties
- 4.19.01 - Increase number of Lakeshore Business & Industrial Service Center company meetings by 10% each year (154 meetings in FY18-19) IN SUPPORT OF BOARD ENDS POLICY 5.03.02
- 5.22.01 - Increase diversity of applicant pool for faculty positions to reflect population of Muskegon County (23.5% people of color in 2017) IN SUPPORT OF BOARD ENDS POLICY 5.03.3

Progress for each objective in the Strategic Plan is tracked on the [MCC Website](#). Each objective has a target, current progress, and progress notes. Progress for the Strategic Plan is monitored with regular meetings of the Implementation Team and regular [campus updates](#) like the Strategic Initiatives Monthly Report for the President that is shared with the [Board of Trustees](#).

5.C.3

In 2016, the College set out to create a strategic plan for the community, by the community. To ensure the plan would meet student and community needs, the institution invited a variety of constituents to participate in the process of setting priorities and goals. One hundred and eighty people volunteered to participate, serving on seven committees over the 2016-2017 academic year. The [Strategic Planning Charter](#) outlined the responsibilities of each committee, which included the following:

- Student Success Committee - developed goals related to student retention and success.
- Community Needs Assessment Committee - played a vital role in the strategic planning process by determining student and community needs and developing goals and strategies to meet the needs.

- Facilities and Environment Committee - examined how environment impacts activities and developed goals related to maintaining facilities, sustainability, management, and planning.
- Communications and Engagement Committee - developed goals related to recruitment, marketing, alumni, workforce development, and community relations.
- Health and Safety Committee - developed goals related to safety, crisis prevention, collaborations, and community access to health and wellness services.
- Organizational Support Committee - examined how administrative and other departments can best support institutional goals and advance MCC's mission, with a focus on diversity and workplace culture.
- Steering Committee - manages the strategic planning process to make sure it is inclusive and focused. Many members also serve on the implementation team to support a cohesive process.

Additional input was gathered during the [Strategic Planning Listening Tour](#) with President Nesbary. Additional events included forums, [online surveys](#), and meetings with [advisory committees](#). The collective input led to a [five-year strategic plan](#) with five priorities and twenty-five goals, all focused on student success and advancing the institution's Mission.

The community is kept informed of progress through [quarterly updates](#), a [dashboard on the college website](#), and [annual reports](#). In addition, community members and campus stakeholders are invited to an [annual Strategic Plan Summit](#) where updates are presented, and feedback is shared.

5.C.4

Several strategies enable the College to plan based on institutional capacity and fluctuations in revenue. The foundation of these efforts is addressed in the strategic planning process, which included a thorough analysis of the College's strengths, weaknesses, opportunities, and threats ([SWOT](#)) in 2017. The information gained from this process was used to develop the Strategic Plan.

Each year, a new Strategic Enrollment Management Plan is developed to provide direction for college enrollment efforts. The plan includes goals for Marketing, Recruitment, Retention, and Workforce Development. Examples from the 2020-2021 [Strategic Enrollment Management Plan](#) appear below:

- Marketing Goal I: Implement Marketing Campaign, Emphasizing Adult Students – April 2020
- Recruitment Goal III: In light of COVID 19, find more funds to assist students during this time of crisis by October 1, 2020
- Retention Goal III: Develop and Implement initiative to close the achievement gap with our Tip/Pell eligible students by April 1, 2021

Weekly meetings are held by the Enrollment Committee to share updates and track progress. At these meetings, a [Semester Enrollment Summary](#) report is shared showing current enrollment trends compared to the previous year. Enrollment trends for other community colleges in Michigan are tracked for [comparison](#).

Regular financial updates and related information are shared with the College President and Board of Trustees as part of the typical board agenda. The information includes cash balances, investments, statement of revenue and expenses, net position, and financial statement variance explanations.

Examples from the [financial statement](#) include information on tuition, grants, fringe benefits, and legal settlements.

The Board of Trustees makes decisions on [tuition increases](#). Before a tuition increase is recommended to the Board, it first gets reviewed and approved by the [Business Administration Council](#), a group composed of faculty, staff, and students. Next, the proposal goes to the [Coordinating Council](#) before it is sent to the Board.

5.C.5

The College is affiliated with various organizations concerned with identifying changes and trends that affect institutional planning. These organizations include the Michigan Community College Association ([MCCA](#)) and the Michigan Occupational Deans Council ([MODAC](#)). In addition, the [College President](#) is involved in meetings in Lansing and serves on the boards of numerous community organizations.

The process to develop the new strategic plan included the [SWOT](#) analysis and community forums to consider external factors and plan for them. These discussions revealed that the registration and planning process could be improved with the addition of new technology. This idea became Objective 1.01.05 from the [2017-2022 Strategic Plan](#): "Fully implement Student Success Planning Software by 2/28/18." The goal was completed. Students can now use this technology to plan their schedule, register for classes, and see progress toward degree completion.

Each fall at the Strategic Plan Summit, the Dean of Instruction and Assessment presents a [Community Needs Assessment](#) report. This report is a collection of local and state economic forecasts and includes information on local "Hot Jobs."

MCC contracts with Ellucian to provide technology services, which includes monitoring technology trends. The College participates with [EDUCAUSE](#), a data survey that provides information for future technology trends. In 2018, the survey identified several trends including (1) Complexity of Security Threats (2) Student Success Focus.

Muskegon Community College has a robust collection of [advisory councils](#) that provide guidance for current needs and future planning. For example, at the [Medical Assistant Advisory Meeting](#) on October 12, 2016, advisory council members recommended the College purchase laptops for students to simulate how patient interviews are being conducted in medical offices. The request was shared with college administrators and three laptop computers were purchased.

Like many colleges, Muskegon Community College was impacted by the Stay at Home Orders related to the COVID 19 Virus. The statewide economic impact prompted college leaders to examine expected sources of revenue and recommend changes to help prepare for the future. A presentation in May 2020 to staff by the Vice President of Finance outlined the financial challenges. Aid from the State of Michigan is expected to be down by two million dollars. In addition, enrollment is expected to decline between 5 and 15%. Together, these two revenue sources are projected to create a 4.5 million reduction in the general fund budget for 2020-2021. [To address this situation](#), the College immediately implemented a hiring and travel freeze, reduced capital spending, and implemented pay freezes and furloughs. Faculty and staff also made contract concessions to reduce the shortfall.

5.C.6

MCC's Strategic Plan focuses on twenty-five goals to be met over a five-year period. The Implementation Advisory Team worked with employees in 2017-18 to set a wide range of [measurable objectives in support of these goals](#). A little over half of the measurable objectives are ongoing; each quarter, the College measures and reports progress related to enrollment, graduation rates, program reviews, fundraising, etc. Two [examples of goals](#) appear below:

Goal	Objective Number	Objective	Target	Current	Progress
#1 Continue improving outstanding service initiatives to further enhance the student experience from awareness, application, and enrollment, through graduation and lifelong engagement.	1.01.01	Maintain student satisfaction at same or higher rate than the national average (national average is 64% as of 2018)	64	68	Ruffalo Noel Levitz survey measured our student satisfaction rate at 68%, 4% better than the average national rate.
<i>#4 Continue to improve student learning as evidenced by pass rates, persistence and retention, GPA, and attainment</i>	1.04.06	Meet or exceed 3-year rolling average of degrees and certificates earned each year (2015-17 average was 588) IN SUPPORT OF BOARD ENDS POLICY 5.01	588	613	In 2018-19, students earned 657 certificates, professional certificates, and associate degrees. Our current three-year rolling average of awards for 2016-2019 is 613.

The remaining objectives have finite due dates. Seven measurable objectives were defined as Institutional [Key Performance Indicators](#) (KPIs). These Key Performance Indicators are intended to systematically assess performance in key areas, including operations and student outcomes. Examples of “achieved” KPI’s appear below:

Department	FY2018-19 KPI	Target	Final	Objective	Status
Admissions/ Enrollment	17 high schools attend Senior Visit days (up 2 from 2016-17)	17	21	1.03.06	Achieved
Career and Transfer Services	Create transfer school advisory board that meets at least once annually	1	1	1.05.04	Achieved
Finance	Complete successful audit each year of implementation with no findings	0	0	N/A	Achieved

Progress on all measurable objectives is reported each quarter through [Quarterly Reports](#) and updates to the college website. In addition, the college produces an [annual report](#) that summarizes what was accomplished over the past year with areas of focus for the coming year.

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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

The Board of Trustees, administration, faculty, staff, and students are involved in setting academic requirements and policy through the shared governance council system.

The 2017-2022 Strategic Plan relies on extensive use of data and continually uses it to monitor progress of strategic goals and objectives. Measurable accomplishments include the implementation of Student Success Planning software, completed renovation of the Testing Center, and negotiations with higher education partners to achieve three STEM-related transfer guides.

In recent years, the College has made significant upgrades to its physical and technological infrastructure. These upgrades were driven by the assessment of the facilities in the 2015 Master Plan. The completion of the Master Plan during the past five years resulted in an expanded footprint for the institution and state of the art learning environments for students. These new learning spaces have the newest technology.

Training and professional developmental opportunities are available, both internally and externally, so team members are exposed to new ideas and have opportunities to learn and grow professionally. Staff and faculty are eligible to take classes at the College at minimal cost. In addition, each year the College offers campus-wide training events related to safety, crisis planning, technology, compliance, and wellness.

Muskegon Community College has a long-standing history of prudent fiscal management practices. In addition to independent audits, annual budgets, and quarterly budget reports, the institution regularly evaluates new programs and initiatives which may provide value. This analysis includes the impact of new initiatives on the institutional budget. Conversely, the institution evaluates initiatives that may be losing money or are no longer adding value and should be eliminated. When a decline in enrollment and state funding were projected for fall 2020, proactive measures were taken to balance the budget.

The President's Cabinet works together to ensure that funds, human resources, technology, and other resources are allocated in the best way possible to advance the Mission of the College. This process is further supported by an integrated planning process, which ensures resources are allocated in alignment with the priorities and objectives defined in the 2017-2022 Strategic Plan.

The College is affiliated with various organizations concerned with identifying changes and trends that affect institutional planning. These organizations include the Michigan Community College Association (MCCA) and the Michigan Occupational Deans Council (MODAC). In addition, the College President is involved in meetings at the state capitol in Lansing and serves on the boards of numerous community organizations.

Sources

There are no sources.