Assurance Argument

Kellogg Community College - MI

Review date: 10/18/2021

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A.1

Kellogg Community College's mission statement, as adopted by the Board of Trustees on October 21, 2009, establishes that "We are dedicated to providing accessible, high-quality education to enrich our community and the lives of individual learners." The broad and inclusive nature of our mission statement has kept us focused on the needs of the community, particularly as defined in the five core components of the mission. Beginning in fall 2008, the current iteration of our mission statement was developed over twelve months with survey and in-person input of the College's full- and part-time regular employees, more than 1,000 students, and a wide variety of community members. In January 2009, the College convened a two-day retreat where a cross-campus group of 30 employees and three members of the Board of Trustees compiled, analyzed, and summarized the input data and commentary.

Since the adoption of the mission in 2009, the vision statement was adopted by the Board on May 18, 2011, establishing KCC's commitment to meeting the evolving needs of the community. Additionally, awareness of emerging generational/cultural/access differences led the College to create an Equity and Inclusion Committee in 2017 and to adopt an equity statement in 2018, further demonstrating a mission-level commitment to equity and inclusion for our constituents. (In November 2020, the Board voted to amend the Board's bylaws to accept the committee's updated charter and recognize it as the "Equity, Diversity & Inclusion Committee" [EDI]).

1.A.2

The [core components of the College's mission](#) directly emphasize our institutional focus on employability and degree completion, the intellectual development of our students, workforce preparation, support of student success, and community enrichment opportunities. Our commitment to those mission components can be seen in our targeted focus on

- **Completion**
  KCC's recent streamlining of the General Education Program (see 4.B.3), the implementation of [Guided Pathways](#) to accelerate completion (see 3.D.3, 4.C.4, and 5.B.2), the 2018 implementation of mandatory advising for all first-time students (see 4.B.2), and the development and maintenance of [transfer program maps](#) all speak to the College's commitment to improving completion rates, transfer success, and preparing students for the workforce.
- **Rigor**
  Our recently developed assessment practices have helped streamline coursework, update learning outcomes, and inform the revision and/or development of program outcomes and general education outcomes, all of which have contributed to strengthening the rigor and appropriateness of our curricula for occupational and transfer programs (see 4.B.1 and 4.B.2). The Online Course Development Committee (OCDC) has also revised processes to better align distance education and face-to-face offerings.
- **Employability**
  The development of employable graduates has also been supported by continuous attention to certification success rates in our occupational programs where faculty have adjusted coursework and program practices as necessary to strengthen students' ability to pass certification exams (see 4.A.6). Our partnerships with regional employers continue to support their economic needs, as well as to support our students' service, clinical, and practicum experiences (see 1.B). Our award-winning Service-Learning Program not only supports a service-learning degree requirement, it also enriches the community, deepens students' understanding of cultural/economic differences, and fosters students' development of soft skills (see 1.C.1).
- **Student Support**
  Through improvements in academic advising, tutoring, and faculty-student-advisor connections (Starfish), the College's commitment to maintaining strong student support services speaks to our overall commitment to student success (see 2.E.2, 3.D.3., 4.A.4). To provide students with high quality guidance regarding programs and courses, the Academic Advising Department requires advisors to use a standardized [syllabus](#) during meetings with degree-seeking students to help them achieve their transfer or employment goals. Advisors also help students understand the College's [program maps and transfer program maps](#). Our commitment to [disability services](#), [veterans' services](#), and [personal counseling](#) also reflect the College's focus on accessible education for all community members within our district. To supplement our [traditional face-to-face tutoring](#) and employee-provided Zoom tutoring, the College has also recently implemented a 24/7 online tutoring platform to support our students.
- **Community Enrichment**
  Annual events such as the [Bruin Blast and Civic Engagement Fair](#), and the Bruins Give Back event (which connect students to [Registered Student Organizations](#) and community service opportunities) demonstrate our mission focus on enhancing students' and community members' lives. Regular creative events through the [Morris Library,](#) the [music,](#) [theater,](#) [art,](#) [photography](#), [graphic design](#), and [writing](#) programs, as well as a full slate of

Lifelong Learning classes, also provide enrichment opportunities for our students and the community as a whole. Additionally, the Art on Campus program supports the annual acquisition and display of art around campus. Cultural events scheduled throughout Black History Month, Hispanic Heritage Month, and Women's History Month, along with athletic events hosted throughout the year in our facilities, also bring the campus and local community together.

- **Equity**
  The College's Accessibility Task Force has created several policies and processes to ensure our online services are accessible to all students. Updated/new policies include the Accessibility in Technology Policy (2017) and the Audiovisual Captioning Policy (2019). The College has also contracted with outside vendors such as Michigan State University Accessibility Research and Consulting Group (2018) to assist the College with implementing the Accessibility in Technology Policy; with WebAIM (2018) to deliver Web Accessibility training to College personnel; and with Siteimprove (2019) to review the College website identifying quality, technical, and content-related issues and checking against selected accessibility standards (WCAG 2.1). Additionally, recent curriculum changes, such as the development of English Language Learner classes and the inclusion of "Personal and Cultural Engagement" in the new Bruin Standard (our general education core) further reflect our commitment to core aspects of our equity statement as it supports our constituents. The College's commitment to equity is also showcased through the broad men's and women's sport opportunities, academic assistance, and scholarships within our athletics program. Finally, the College has also maintained for decades two TRIO-funded grants (the Special Populations Grant and the Student Support Services Grant), the core purpose of which are to improve equity for low-income, first-generation, and disabled students.

1.A.3

KCC's community approach to developing our mission directly reflects our core identity as a public, 2-year institution dedicated to understanding and serving community needs. Created in 1956, the College serves a three-county district and is governed by a locally elected board of trustees as provided in the Michigan Community College Act of 1966. This service district covers Barry, Branch, and Calhoun counties and includes a medium-sized urban area and a significant rural area; the main campus and the Regional Manufacturing and Technology Center (RMTC) are located in the largest population center in Battle Creek, and academic centers are located in the district's other key population areas of Albion, Coldwater, and Hastings.

As demonstrated in the fall 2019 Enrolled Student Analysis, conducted by the Enrollment Management Cabinet, the College meets the needs of a broad swath of the constituents in our district. While the greatest number of our students fall into the 18 to 22 age group, the average age of our students is 24.7 years. Our youngest population group, dual-enrolled and Early College students, comprised 21.1% of the overall student population. Like most institutions, we had more female than male students enrolled overall (60% female vs. 37% male vs. 3% unreported sex). While students from Calhoun County comprised the largest portion of our population (42.7%), students from Barry County (4.8%) and Branch County (8.3%) also contribute significantly to our student base; additionally, Kalamazoo County students, who reside outside our district, comprised 5.4% of our student base in 2019. Since these Kalamazoo County students likely have access to in-district tuition at community colleges closer to their homes, their enrollment at KCC speaks to the affordability,

accessibility, and quality of KCC's offerings. Our commitment to accessibility is also suggested by the percentage of students receiving Pell Grants (33%) and financial aid overall (54%). Furthermore, the general alignment of census data from 2010 with our 2018-2019 enrollment profile substantiates that our districts' constituents as a whole are benefiting from our mission focus on accessible education:

Population by Race	KCC Academic Year 2018/2019	2010 Census Data for Calhoun County	2010 Census Data for Barry County	2010 Census Data for Branch County
American Indian and Alaska Native	1%	1%	0%	0%
Asian	2%	2%	0%	0%
Black or African American	8%	11%	0%	3%
Hispanic or Latino Origin	5%	5%	2%	4%
Native Hawaiian and Other Pacific Native	0%	0%	0%	0%
Two or More Races	3%	3%	1%	1%
White	63%	82%	97%	93%
Unknown Race	19%	0%	0%	0%

1.A.4

KCC's associate degree and certificate programs meet a variety of our constituents' needs: our 44 associate degrees and 30 certificates prepare students for direct entry into the workforce and/or for transfer to 4-year institutions.

Based on analysis of regional economic trends, KCC's service area is forecast to continue strong economic opportunities in manufacturing and healthcare (see the April 2020 Environmental Scan and Program Demand Gap Analysis); these career areas are directly served by the College's diverse offerings at the RMTC and our various allied health programs. Based on analysis of annual job openings in our district area, the College also has the capacity to meet the projected training/certification needs of our constituents who wish to enter business administration/management and accounting/bookkeeping positions, as well as other high need areas.

Our student support services and other enrichment opportunities discussed in 1.A.2, along with our enrollment profile discussed in 1.A.3, clearly align with our mission focus on employability, degree completion, student success, accessibility, and community enrichment.

1.A.5

Kellogg Community College clearly and directly presents its core mission documents to internal and external constituents in a variety of ways:

Mission Document	Examples of Availability
Mission Statement	- In the College website's "About" page - In the Academic Catalog's "General Information" section - In the 2020-2023 Strategic Plan - In the footer of every single page of the College website (Library page example) - On the entrance windows of the administrative offices suite (the 3rd floor of the Roll building) - The KCC Daily website - The Advising Syllabus given to all students - The Athletics Student-Athlete Manual - Routine documents like Annual Reports - Award nomination form for Employee of the Year
Core Components of our Mission	- In the College website's "About" page - In the Academic Catalog's "General Information" section
Vision Statement	- In the College website's "About" page - In the Academic Catalog's "General Information" section
Equity Statement	- In the College website's "About" page - In the College website's Equity and Inclusion page - In the Academic Catalog's "General Information" section - Routine documents like Annual Reports

Sources

- 2008-2009 Mission dev docs

- 2012 Self-Study Report
- 2012 Self-Study Report Appendix B
- 2015 Assurance Argument
- 2018-2019 Annual Report
- 2018-2019 Annual Report (page number 3)
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- 2018-2019 Annual Report (page number 10)
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- 2018-2019 Annual Report (page number 17)
- 2019-2020 Clinical Orientation Manual
- 2019-2022 KFA Contract
- Academic Catalog_Accreditation and Approvals
- Academic Catalog_Mission Statement
- Accessibility in Technology Policy
- Accessibility_Service Contract_MSU
- Advising Eval to Ensure Program Maps are Correct
- Advising Syllabus
- Advising Syllabus (page number 2)
- Art exhibits - KCC Daily
- Art on Campus - Kellogg Community College.pdf
- Associate Degree and Certificate Programs - Kellogg Community College - Acalog ACMS™
- Athletics - Kellogg Community College
- Audiovisual Captioning Policy
- Be Bruin_Instagram
- Be Bruin_Pins
- Be Bruin_Pinterest
- Be Bruin_Posters
- Be Bruin_Table Tents
- Bruin Standard - Catalog Degree and Certificate Requirements - Kellogg Community College - Acalog ACMS™
- Center for Student Success - Kellogg Community College
- Community College Act of 1966
- Counseling Services - Kellogg Community College
- Disability Services - Kellogg Community College
- English Language Learning - Kellogg Community College
- Enrollment Profile_Race_2010 Census_Service Area
- Equity and Inclusion Committee Charter
- FA18-SP19 Lifelong Learning Course Demos and Evaluation Data
- First Bruins Give Back volunteer event of KCC's spring semester is Feb. 21 at the Charitable Union - KCC Daily
- General Information - Kellogg Community College - Acalog ACMS™
- General Information - Kellogg Community College - Acalog ACMS™ (page number 2)
- Graphic Design alumni exhibit on display through Feb. 19 - KCC Daily
- KCC About Webpage
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- KCC Bruin Blast and Civic Engagement Fair is Sept. 18 - KCC Daily
- KCC CNA Webpage
- KCC Daily_CNA Offerings

- KCC Daily_MiTransfer Pathways
- KCC Daily_Online KCC Programs
- KCC Daily_Upgrades at EAC
- KCC donates masks to Bronson Healthcare
- KCC Employee Recognition Form Webpage
- KCC Equity and Inclusion Webpage
- KCC ESA Summary_Whole College_FA19_EXPANDED EDITION
- KCC ESA Summary_Whole College_FA19_EXPANDED EDITION (page number 3)
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- KCC_Strategic_Plan_Overview
- KCC_Strategic_Plan_Overview (page number 4)
- Lifelong Learning FA19Final
- Local author to read childrens book at free KCC brunch event for families - KCC Daily
- May 18 2011_Board Minutes_Vision
- May 18 2011_Board Minutes_Vision (page number 3)
- Mission KCC website footer
- Mosaic Archives - KCC Daily
- Music and Theater Calendar_2017-2018
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- Nov 14 2018_Board Book
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- November 2020 Board Packet
- November 2020 Board Packet (page number 10)
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- Public_Affairs_Guide-FA20-R4 (1) (page number 36)
- Registered Student Organizations (RSOs) - Kellogg Community College
- SCS Mission and Division SLOs
- Special Populations Grant - Kellogg Community College
- Student landscape photos featured in exhibit at KCC_KCC Daily
- Student Support Services Grant - Kellogg Community College

- Student-Athlete-Manual
- Student-Athlete-Manual (page number 3)
- Transfer Guides_Kellogg Community College
- Transfer maps 2018-2019
- Various history month activities- KCC Daily
- Veterans - Kellogg Community College
- WebAIM Services Agreement
- Womens-Network-Flyer_Interim-Session-2019

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.1-1.B.3

KCC's mission documents explicitly commit the College to the public good as demonstrated

- in the mission itself, "We are dedicated to providing accessible, high-quality education to enrich our community and the lives of individual learners";
- in the mission core components through our focus on "learning experiences that lead to enhanced employability," "partner[ing] with the communities we serve to support economic vitality and stability through the development of a skilled local workforce," and "advocat[ing] for] lifelong learning for all members of the community"; and
- in the vision statement through support of an environment that values "positive relationships with students, employers, our staff, and the community."

KCC's operations are focused on the public good at all levels through educational partnerships, our commitment to financial accessibility, our service to various communities within its district, and the cultural enrichment opportunities we offer.

Partnerships

Partnerships with a broad range of companies allow KCC to provide work-based learning experiences for students that benefit both the students and their employers. The College's Regional Manufacturing Technology Center (RMTC) campus alone is home to more than 325 company-sponsored training programs related to the manufacturing sector. Our Workforce Solutions Department provides innovative, customized training solutions for employers across disciplines. This includes clients from industries in the banking, health care, and manufacturing industries, and employees at all organizational levels. Many Workforce Solutions training courses have been offered through the Michigan New Jobs Training Program (MNJTP); by diverting the future state income taxes from the trainee to pay for the service, the MNJTP makes it possible for KCC to provide the training at no cost to employers in the state. Additional training was provided through the state's Skilled Trades Training Fund (STTF), which provided competitive awards for Michigan employee training related to increasing the quality and competitiveness of

Michigan businesses; the newest version of this state-funded program, Going PRO Talent Fund, continues to fund courses at the RMTC. Through local support partnerships with organizations like the W.K. Kellogg Foundation, the College has also been able to use the iACT initiative to expand the Kellogg Advanced Manufacturing Assembly (KAMA) program and to expand certified nursing assistant (CNA) training and phlebotomy training (in fall 2021) free of cost to local residents who meet income guidelines.

KCC also works with other colleges and universities to offer programming to benefit our students that may otherwise not be available locally, including Educational Programs in Collaboration (EPIC), formerly known as the Michigan Radiologic and Imaging Science [MiRIS] consortium), the Agriculture Operations Program partnership with Michigan State University, the Bachelor of Science in Nursing partnership with Olivet College, and the on-campus presence of Siena Heights University that allows students to pursue their bachelor's degree at KCC. The Healthcare Pipeline Project, which introduces health careers to non-traditional local 8th and 10th grade students, has also come to fruition through a partnership between KCC, the Western Michigan University Homer Stryker M.D. School of Medicine, the Battle Creek Community Foundation, and the Battle Creek College Access Network.

Additionally, the College partners with area K-12 school districts through Early College agreements. In March 2017, the Board approved the "K-12 Service Area DE/EC" tuition rate which allows students from 16 area high schools to receive a discounted tuition rate whether they live in KCC's tax district or not. KCC also partners with districts to meet their needs in other ways: to better serve Branch County students' transition to college coursework, KCC collaborated with Branch Intermediate School District (BISD) and Branch Area Career Center (BACC) in 2019 to establish a new Career Development/Early Middle College Coordinator for the Branch Area Careers Center and KCC Grahl Center; the College agreed to reimburse BISD $55,000 for a portion of the position's costs. The College has also partnered with Battle Creek Central High School for its TRIO Upward Bound Program, which serves low-income/first-generation/disabled students. The College's longstanding partnership with nearby Fremont Elementary School was interrupted when the school closed in 2016, but following the school's reopening as Fremont International Academy in 2019, we have been developing new outreach opportunities there.

Other K-12 partnerships serving KCC's district have also been established and ended as community needs, financial commitments, and KCC's educational and mission focus have been evaluated. In 2000, for example, KCC served as the charter authorizer of the Battle Creek Area Learning Center (BCALC), an independent charter school for local alternative education. A joint operation with four Battle Creek public schools, the BCALC's relevance to the public schools and the College changed over time, and in 2015 KCC began conversations with districts regarding the relationship. After a review of the College's mission and vision, along with factors such as the establishment of a competing alternative education program and the financial burden on the College, the Board voted in June 2016 to extend the agreement for one year and to end the College's charter authorization role in June 2017.

KCC's partnership with the Battle Creek Community Foundation and the Battle Creek College Access Network (BC CAN) has also benefitted graduates from Battle Creek Public and Lakeview school districts: the Legacy Scholarship provides tuition to KCC for up to five years after high school graduation for up to 62 credit hours.

KCC also offers nonprofit training services to the larger community on topics including grant research and writing, board training, fund development, and technology. When the need for a

centralized nonprofit management assistance program in the region was identified 20 years ago, the College stepped in to fill the need by creating the Nonprofit Alliance at Kellogg Community College, which provided capacity-building support services to nonprofits in Calhoun County from 1995 through the expiration of grant funding on March 31, 2015. KCC continued to support local nonprofits through its Nonprofit Education & Training Institute (NETI), which launched in fall 2016; this programming has since been shifted to regular programming offerings by KCC's Lifelong Learning Department.

The Lifelong Learning Department is also a key partner in the MyCITY Battle Creek Summer Youth Employment Program, an initiative sponsored by organizations including W.K. Kellogg Foundation, BC Vision, and the Battle Creek Community Foundation in addition to KCC. KCC's direct involvement was pushed to summer 2021 due to the COVID-19 outbreak, but the initiative's goal is to provide Battle Creek area 14- and 15-year-olds with access to a paid work experience as well as career training. KCC's role in this collaboration with MyCITY is to help increase access and exposure to college and career-path opportunities for area youth by offering an engaging, relevant, and age-appropriate hands-on college and career exploration program series on KCC's campus. Lifelong Learning has also collaborated with area organizations in the development of other youth opportunities, like the summer 2016 Entrepreneur Camps for elementary and middle school students, developed with Generation E.

KCC partners with community members and organizations in several other capacities in addition to those listed above, including

- KCC routinely supports the work of Battle Creek Unlimited (an economic development organization) by promoting the RMTC facilities to national and international businesses that are considering the Battle Creek area as a site for new manufacturing/workforce development.
- Dental Hygiene students provide dental care and patient education services at a reduced cost to community members in the campus Dental Clinic in addition to volunteering throughout the community.
- KCC Police Academy cadets and EMS students raise thousands of dollars each year for Special Olympics Michigan through events and initiatives including annual Torch Run and Polar Plunge events.
- KCC offers clerical, financial, and support services for the Calhoun County Medical Control Authority (CCMCA) and hosts CCMCA content on the College's website.
- KCC led the development of and served until 2015 as the fiscal agent for the Michigan Radiologic and Imaging Science Consortium, which is now known as Educational Programs in Collaboration (EPIC). This collaboration allows member community colleges to work as a collective offering various medical imaging programs.
- the Graphic Design program's practicum class often develops projects pro bono for the community, including working in partnership with the Kellogg Foundation, R.I.S.E (Reintegration to Support and Empower), the Woman's Co-op, and several others.
- The ECE Program assisted in developing the Kalamazoo County Early Childhood Education Registered Apprenticeship. This is the first nationally registered, multiple employer countywide early childhood apprenticeship program in the state of Michigan. Participants have the opportunity to earn a Child Development Associate (CDA) through classroom and work-based learning with employability skills training and personal mentorship, all while being paid. The ECE Program has created a well-defined pathway for the apprenticeship participants to the KCC ECE degree.
- The KCC Foundation partnered with the city of Battle Creek, foundations, individuals,

nonprofit organizations and companies to develop the North-End Gateway project, a new community micro park the north-west corner of the main campus. The space includes a gateway sign, non-motorized path, a bronze sculpture, benches, and over 20 trees and plant beddings. The Foundation sought input for the design of the space from employees and project partners, and the design reflects complete accessibility.

Financial Accessibility

Compared to community colleges throughout Michigan, KCC's tuition rate continues to be competitive and affordable, which demonstrates a commitment to the public good through financial accessibility. According to the Gibson Survey of fall 2019 tuition and fee costs across Michigan, the statewide community college cost per credit ranged from $108.39 to $230.40, with an average of $163.01. Kellogg Community College's cost per credit was $150.06, nearly 8% below the statewide average. Kellogg Community College was the ninth most affordable of the twenty-eight community colleges included in the fall 2019 Gibson Survey; in the fall 2020 Gibson Survey, KCC was the most affordable in 2019 and second most affordable in 2020 among the highlighted schools on the survey, which are similarly-sized colleges in Michigan.

The College's focus on the public good also extends to consideration of financial factors beyond competitive tuition. In 2013, the Board of Trustees unanimously decided to update the College's international resident policy, allowing graduates of local high schools within the College's tax district to pay the lower in-district tuition rates regardless of immigration status. The College also seeks greater public access to education by participating in the local Legacy Scholars scholarship program, which pays tuition, most fees, and textbook costs for qualified graduates from select area school districts. Outstanding athletes' needs are also targeted with specific athletic scholarships to help cover tuition, fees, and books; as a Division II NJCAA member, the College is allowed to give athletic scholarships based on a player's athletic ability, and the amount of the scholarship varies based upon the individual's athletic ability and financial need. Additionally, the Kellogg Community Foundation oversees 160 scholarship funds, several of which have multiple award opportunities. The Foundation reviews scholarship applications and awards funds annually in the spring, with additional awarding periods in late fall and in early summer if funds are available. To allow for greater accessibility to scholarship opportunities, the Foundation installed and launched a new online application, review, and awarding system in 2020. The Foundation also lowered the GPA requirement from 2.5 to 2.0 for the Foundation's unrestricted general scholarship in 2020 to allow for more students to participate. In 2021, the Foundation intends to waive the ACT/SAT testing requirement for the Foundation's Gold Key (merit based) scholarships due to COVID-19. Aside from scholarships, the Foundation's Beyond Tuition Fund offers emergency financial assistance to students experiencing barriers to academic success (such as transportation, housing, clothing, childcare, medical needs, and food). The College's well cultivated relationship with area foundations (such as the W.K. Kellogg Foundation, the Battle Creek Community Foundation, the Miller Foundation, and the Binda Foundation) continues to provide another avenue of support for students and their families through scholarships. Finally, faculty, staff, and administrators at the College have also focused considerable effort on exploring free or low-cost OER options and moving away from expensive publisher texts wherever feasible; formal work on this process started with the Open Education Resources (OER) taskforce in 2017 which developed a College OER website. In fall 2020, nineteen courses enrolling 1,846 students (in 116 sections) utilized OER materials, including ENGL 151, Freshman Composition, one of the courses with the highest enrollment on campus.

According to the Michigan Community College Activities Classification Structure (ACS), a methodology for classifying institutional operations as they relate to the functional categories and an indicator of accomplishment of an institution's objectives, the College's expenditures reflect its primary focus on educational responsibilities. In 2020, Kellogg Community College spent 43.6% of its operating fund expenditures on instruction and 17.1% on instructional support, and 11% of its operating fund expenditures on student services. The College's internal Cost to Educate analysis also documents how the College offers programs to meet community and workforce needs despite some programs, such as nursing and industrial trades, being costly.

KCC's efforts for the public good across categories such as "economic development and business or industry partnerships," "educational partnerships," and "community services" are documented in the Best Practices for Local Strategic Value report submitted to the State of Michigan in 2018 and 2020. KCC exceeded the best practices criteria for these categories as set forth in Public Act 265 of 2018.

Community Engagement

As a whole, KCC's staff embrace our institutional commitment to education and the public good through community engagement efforts, including service-learning activities and involvement in many College-sponsored activities. Additionally, many KCC employees donate personal funds as a direct investment in their local community. From 2016-2019, KCC employees donated $59,841.60 (via payroll deductions) to the United Way of Battle Creek and Kalamazoo Region. Additionally, KCC employees donated $1,235.88 to United Way via 2018 and 2019 fundraising activities such as the Chili Cook-off. To guide the appropriateness of such endeavors, employees operate under a Conflict of Interest and Commitment Policy, located in KCC Policy Manual, to ensure employee activities are not in conflict with the College's mission and the activities of the institution. Other policies in the manual, such as the Employee Fundraising Policy and the Commercial Solicitation Policy, also reinforce the primacy of KCC's mission and educational responsibilities over other purposes.

Numerous public-oriented events, activities, and offerings also demonstrate the College's commitment to serving the public good:

- KCC student athletes lead several inexpensive sports camps throughout the year for area youth on campus and at community partner site; all athletic teams also take part in volunteer events year-round at the College and outside the College. Home games for the College's athletic teams all offer free admission; some athletic events have also been streamed online, free-of-charge, for the community.
- The College hosts workshops and tours for area K-12 students to encourage career and educational planning.
- Annual art exhibits in the College's on-campus Eleanor R. and Robert A. DeVries Gallery, Morris Library, Student Center, and Binda Lobby are free and open to the public each semester; the community is also welcome to conduct self-guided tours of the permanent art collection installed throughout campus (thanks to the Art on Campus Initiative). The Devries Art Lecture series, which has hosted artists working in a variety of media, is also open to the public.
- Annual music and theater performances, including at least one major choir and theater production each semester, are offered free or for a nominal fee; community members also have

the opportunity to audition to participate as band, choir, or theater members in many KCC productions.

- A robust Bruin Bots youth robotics initiative includes a fall semester robotics competition team, spring break and summer camps, and a free after-school robotics club for middle school students each spring semester.
- KCC's Bruin Bookstore hosts several community donation drives each year, including a Hoodies for the Homeless drive each November, an eyeglasses collection for the Lions Club's Lions Recycle for Sight program each March, and a sneaker collection each April.
- KCC's Bruin Youth Programming initiative and Public Information and Marketing Department partner on community initiatives each semester, including a free community Halloween event called Bruin Boo each October and children's book reading events throughout the year featuring Blaze Goes to College and Blaze goes to the RMTC; copies of the latter are distributed freely to all local school and community libraries.
- The Morris Library serves community members who reside in the College's service area in Barry, Branch, and Calhoun counties, allowing them to get a free community borrower's card; the library has also hosted free events (for example, in partnership with the Willard Library) and collaborations with community groups (such as with The Arc of Calhoun County).
- The College offers tuition-free classes for senior citizens who reside in the district.

All of these initiatives are pursued at a significant financial loss to the College, but with the public good in mind.

Sources

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1.C - Core Component 1.C

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

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

Argument

1.C.1

KCC provides ample opportunities for thoughtful civic engagement across the institution. First and foremost, the newly adopted Bruin Standard (developed in 2019-2020 and adopted for the 2020-2021 academic year) has established a general education focus on Personal and Cultural Engagement, which states, "Graduates will engage in exploration of civic, intercultural, and ethical issues, making connections between their knowledge, choices, and actions." This curricular focus on civic engagement and awareness of diverse experiences is supported through 61 course offerings, 37 of which are connected to advanced study in specific disciplines (i.e., the "applied core"), and this outcome replaces the less defined general education outcome of students being able to "discern how the core information learned in their course of study is relevant to the world in which they live."

Additionally, a service-learning experience is required in many students' degrees at KCC (AGS, AA, AS, ACJ, AGIS, and AEE require service learning). Students' service-learning projects are designed to meet needs in the local community and must also involve students' 1) self-reflection, self-discovery, and the acquisition of values, skills, and content knowledge; 2) increased awareness of societal challenges and resources; 3) broadened perspectives of diversity issues; and, 4) civic responsibility through active community involvement (see KCC's "Service-Learning Benefits" webpage).

Beyond KCC's degree requirements, students in various programs also have direct curricular requirements which speak to civic engagement and reinforce workplace success, such as:

- the First Year Seminar (FYS) course which includes skills for workplace success in the course content.
- the Nursing Capstone event which showcases nursing students' presentation of evidence-based research projects to a community audience of hospitals, community partners (including clinical sites and affiliates with K-12), and the KCC community including alumni.
- Clinical courses which embed nursing and allied health students in area hospitals, clinics, and health-care facilities. (Current clinical sites are documented in 3.D.4.)
- Student internships in art, early childhood education, human services, graphic design, marketing, and agricultural technology.

A variety of co-curricular opportunities also help students develop awareness of the complexity of their immediate social environment, including

- The Civic Engagement and Volunteer Fair, held biannually, which provides students an opportunity to learn about the work and mission of many organizations and about various needs in the community.
- Community-partner events, like the Michigan Human Trafficking Task Force's free presentation of the documentary, "Sands of Silence," and the subsequent panel discussion at the Binda Performing Arts Center in January 2020.
- Annual Black History, Hispanic Heritage, and Women's History months which underscore the importance of diverse heritages and cultures on campus and in the community.

Additionally, students also gain global awareness through

- our Global and International Studies Program, which "emphasizes global awareness, foreign language proficiency, multiculturalism and study abroad";
- our international travel courses, which have taken students, community members, and employees to Central America, Cuba, Eastern Europe, England, Ireland, and Italy, among others;
- the International Studies Club, which has the goal to enhance the cultural understanding and global awareness of its members.

Students' understanding of informed citizenship is reinforced through opportunities such as

- Registered Student Organizations geared toward developing students' understanding of political (e.g. Campus Republicans) and social identities (e.g., Spectrum, which works to provide a safe and supportive social setting for LBGTA individuals and their allies);
- Student journalism, particularly when it focuses on national and local elections;
- direct student representation on the Board of Trustees; and
- direct student representation in the Nursing Program department meetings as well as on the KCC Nursing Advisory Committee; students also serve on the EMS, Law Enforcement, Industrial Electricity/Electronics, Industrial Technology, Radiography, Dental Hygiene, Medical Assistant, Physical Therapist Assistant, Magnetic Resonance Imaging, Neurodiagnostic (EEG), Business, Accounting, Office Information Technology, Computer Aided Drafting and Design, Computer Engineering Technology, Computer Programming, Computer Networking, Graphic Design, and Cybersecurity Advisory Committees. (See 5.A.3 for more details about KCC's occupational advisory committees.)

1.C.2-1.C.3

Beyond directly engaging and challenging students with civic-minded opportunities, the College's processes and activities demonstrate our commitment to inclusive and equitable treatment of diverse populations and creating a climate of respect. For example,

- Employees' evaluation of hiring processes in 2019, including responses to questions on equity and inclusion, has become part of the Hiring Process Review Committee's revision of best practices. Our hiring committees also require diversity in ethnicity, gender, and age as well as cross-departmental representation in the makeup of the committee, again allowing for all areas

of the College community to have a voice in the decision-making processes. Recently, the college has made advances in diversifying the makeup of the administration through several hires; Dr. Bennings, notably, is the first female president and the first president of color at KCC.

- The Equity, Diversity, and Inclusion Committee (originally chartered as the Equity and Inclusion Committee in 2017) is currently led by the College's president and continues work to ensure that the College acts as equitably as possible in all of its practices. The Committee has actively worked to provide training and capacity building for College employees so they can be a part of this work. In November 2020, the committee's updated charter formalized its new name as the Equity, Diversity, and Inclusion Committee along with its charge to "to assist in the development of a supportive campus environment where students, faculty, and staff feel safe, included, have a voice, can learn, grow, and achieve success without barriers."

- Under the Center for Diversity and Innovation, a grant-funded initiative which operated from 2014 to 2018, the College offered many workshops and training sessions for employees and community groups including White Men and Allies as Full Diversity Partners learning labs. Employee-focused equity and inclusion training sessions have been conducted with all employees and within groups such as specific College cabinets, committees, and regional center employees. As a result, charters for several groups (Enrollment Management Cabinet, Student and Community Services Cabinet, and the Threat Assessment and Behavioral Intervention group) have been revised to incorporate equity and inclusion into the description as well as the charge and purpose of each group. In 2019, we implemented six Equity Capacity Building Sessions for support staff, and in 2020, two in-person trainings were accompanied by multi-week equity and inclusion training for all full-time faculty (the training, based in Moodle, was developed and led by faculty).

- Sensitivity to the communication needs of our various constituents has led the Public Information and Marketing Department to reach out more directly to the diverse populations we serve. For example, the *Blaze Goes to College* children's book is now available in both English and Spanish, and many on-campus advertising/promotions are in English, Spanish, and Burmese. In a conscious effort to be more inclusive in visual promotions, our graphic designers have taken into consideration screen reader accessibility, braille maps, and the visual representation of traditional and non-traditional students. In *Blaze Goes to the RMTC*, for example, the story features a child discovering that his mom is a welding student in an RMTC program, thus encouraging all children to see themselves in trades careers. To support all of these efforts, the College has formed partnerships and sponsored annual activities with groups in the area such as Voces (a Latino/Hispanic community support organization), the Burma Center (a Burmese immigrant support organization), and the Southwest Michigan Urban League.

- Cross-departmental representation on College cabinets allows all areas of the College community to have a voice in the decision-making processes of the College. On the Academic Cabinet, for example, membership includes a departmentally-diverse group of employee stakeholders.

- The spring 2019 and fall 2019 Climate Survey directly sought input from all campus constituents in order to gauge different groups' perspectives on the College's climate of respect. An Equity and Inclusion Committee (EIC) and institutional leadership retreat in August 2019 focused on the survey results, and all employees received the results in a presentation during the August 2019 General Session. During the 2019-2020 academic year, the EIC used the survey results to inform multiple trainings, additional initiatives, and public events/presentations.

- As noted in 1B, in 2013, the Board of Trustees approved the offering of in-district tuition rates

regardless of immigration status for district residents who graduated from a local high school, which has been widely supported in the community.

- The College demonstrates an awareness of gender issues both within the College and the larger community. For example, employee groups such as the Women's Network host Lunch and Learn meetings which cover topics such as, "Why We Have Too Few Women Leaders" and "The Career Advice You Did Not Probably Get," as well as activities like the "You Should!" and "Women Walk Wednesday" events. Lifelong Learning hosts Bruin Youth camps for non-traditional career options such as "Robotics for Girls" and "Career Exploration-Health Sciences for Boys." The College's athletics program has opportunities for all genders. KCC has also modified physical infrastructure to meet needs: 2017 and 2019, the College installed nursing mother's rooms and all-gender restrooms.
- Starting in fall 2018 the College began offering English Language Learning (ELL) classes to support ESL students' preparation for academic coursework.

N.B.: Several examples of KCC's commitment to civic engagement were noted in 1.B. and thus not repeated here.

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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 mission of Kellogg Community College guides every aspect of our institution, from the various ways we have committed to accessibility (financial, pedagogical, and physical), to our ongoing commitment to providing a high-quality education, to our focus on the needs of the workforce, and to our engagement with all members of the community; we truly live and breathe as a college dedicated to the core needs of our community. The public good is at the center of KCC and is explicitly demonstrated in our ongoing partnerships with various companies, K-12 schools, and community organizations. Through our institutional processes, activities, curriculum, and explicit focus on equity, we have demonstrated a serious commitment to helping our community, our students, and our employees be informed and culturally aware. In short, our mission is pervasive in everything we do.

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

As discussed in detail in 1A, the Board of Trustees adopted the mission on October 21, 2009; maintaining the public trust in our focus on accessible, high-quality education has driven the processes that ensure the integrity of our operation.

2.A.2

Financial integrity at KCC is maintained through specific College policies which regulate financial practices and transparency overall. In compliance with Michigan state law (Section 389.143 of the "Community College Act of 1966"), the College's Policy and Procedures Manual mandates the public posting of our budget and audit documents, Capital Outlay Plans, benefits and employee contracts, and other financial records, thus demonstrating the College's commitment to transparency to the public (see the Reports and Transparency webpage for these documents). The College's Policy and Procedures Manual also has guidelines that are followed for all financial matters related to the College. These policies include, among others, standard practices for

- Purchasing;
- Bids;
- Public Institution Purchasing Cooperatives;
- Obtaining quotes;
- Vendor selection;
- Fiscal management (including definitions of and practices regarding General Fiscal Responsibility and Objectives, Financial Accounting and Reporting, Audit, Banking Relations, Budget, Tuition and Fees, Donations/Contributions, Property Taxes, and other) (pp.118-139); and
- the mid-year review by a third-party auditor in the months of January or February each year, as required in the bylaws of the Board of Trustees.

(Note: Since the College is currently transitioning/updating the Policy and Procedures Manual to an online format, some policies are currently housed online and not in the older Policy and Procedures Manual master document).

The College's financial processes are guided by the Accounting Manual for Public Community Colleges, published by the State Board of Education in May 1967. Operational oversight of the College's financial integrity primarily resides with the CFO and the Audit & Finance Committee, which is comprised of Board members and senior administrative employees. The committee meets regularly to monitor the financial health of the College and develop budget recommendations for formal approval by the Board (see Audit & Finance Committee agendas and minutes).

The integrity of the College's academic practices is also maintained through policies laid out in the Policy Manual's "Instruction" section, the College's Catalog (see policies in the General Admissions, Academic Records, and Instructional Information sections), and in KCC's Operating Policies (see OP 26.001 through 26.006); these documents identify policies, processes, and procedures related to students' academic records, transcript evaluation, and appeal processes, among others. The College's Academic Cabinet is one of the main groups safeguarding the integrity of the College's academic practices by virtue of overseeing curriculum review across transfer and occupational programs, including the addition of new programs, the cessation of current programs, and the alteration of existing programs. Thorough reviews within the Cabinet ensure compliance with federal financial aid guidelines, the integrity of record keeping, as well as academic integrity of programs themselves in terms of academic rigor and learning outcomes associated with academic programs. The members of the Academic Cabinet include employees whose job descriptions explicitly charge them with maintaining the integrity of academic practices, such as the vice president of instruction, academic deans, the registrar, the director of institutional compliance, and faculty. Finally, as documented in the Student Handbook, our Academic Integrity Policy establishes our definitions and guidelines for responsible scholarly practice, along with our institution's approach to violations, adjudication, and sanctions. While faculty are charged with enforcing academic integrity at the course level, the vice president for instruction's office oversees all formal institution-to-student communications, institutional records, and appeals processes, as noted in the Appeal Policy.

Similar to our other integrity practices, detailed Human Resources policies are laid out in the Policy Manual and cover everything from the appointment of employees to Board hearings for personnel matters. Detailed policies regarding employment expectations and grievance procedures are laid out in faculty, support staff, and maintenance union contracts; these contracts are negotiated every three years (faculty and maintenance) or four years (support staff) and revised, as necessary, to address any areas of concern regarding issues of integrity on the part of the employees and/or the College. As of May 20, 2020, the Board approved the College's first Employee Standards of Conduct policy. The Human Resources Department also directly oversees Title IX complaints; the Student Handbook details the members of the Title IX team along with important definitions and processes for reporting.

A detailed Student Code of Conduct is also contained within the Student Handbook; prohibited conduct, due process procedures, appeal procedures, and sanctions are explicitly laid out and overseen/followed by the dean of student services and the Student Code of Conduct Review Panel.

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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

The College utilizes several review processes to ensure that information provided to the public is accurate and up to date.

With regard to class schedules and the Academic Catalog, the College uses an Institutional Process Timeline to ensure that systematic and routine changes/updates to public information occur at appropriate points during the academic calendar. The Academic Catalog is updated and published on an annual basis and includes all academic program requirements, including course prerequisites; updates to the College's catalog, now published exclusively on the website, are managed by the executive assistant to the vice president of instruction. All academic program changes are approved by Academic Cabinet during the window established in the Institutional Process Timeline before those changes are reflected in the Academic Catalog.

Academic chairs and directors plan semester course sections for the period of an academic year and submit this plan to the Registrar's Office. The Registrar's Office builds the schedule into the system and chairs and directors review the schedule. Upon approval by chairs and directors, the class schedule is activated for student review and registration according to institutional timeline-established dates.

Responsibility for other areas of the College's website is decentralized so that each program/department has authority to maintain accurate information pertaining to that area. For example, the Human Resources Department maintains the webpage documenting credentials for all full-time faculty and staff. The Public Information & Marketing Department provides support and training to departments as well as reference material; in summer 2020, the department launched the "KCC Website Accuracy Project" to systematically review and ensure accuracy of information on the College's website.

Web pages related to the College's administration, Board of Trustees (including monthly minutes from Board meetings), and tuition and fees are all maintained by Public Information and Marketing and designated personnel from various areas of the College; the pages are updated as changes occur in these areas.

The College's HLC accreditation page, overseen by the vice president of instruction's office, includes

a link to the College's assurance argument from our last full review (2012) and a link to the HLC's Mark of Affiliation Verification webpage. As appropriate, individual academic programs post their accreditation status, including contact information for each program's accrediting body, within the program's departmental webpages (e.g., see Nursing, Dental Hygiene, and Radiography, among others). The College's Academic Catalog also has a page which lists the accreditation status of all programs accredited by third parties.

2.B.2

The focus in our mission documents on "providing accessible, high-quality education to enrich our community and the lives of individual learners" is supported through documentary evidence provided publicly in the College's Annual Report, which is published on the College's "About" webpage and in a print edition, and in the College's new quarterly magazine, *BruIN*. The Annual Report and *BruIN* magazine provide direct evidence to the public regarding activities such as investments in workforce development facilities/programs, academic program improvements, visual and performing arts events, service-learning initiatives, Lifelong Learning opportunities, and Bruin Youth Programming, among others. The College additionally documents these activities and other community-oriented initiatives, such as "Blaze Goes to College" readings and dental clinics, via the website and press releases.

The College's Student Consumer Information and Institutional Compliance Reporting webpages also contain links to KCC's student enrollment and outcomes data (through IPEDS and the Michigan Community College Network), KCC's statistics on the College Navigator site from the National Center for Education Statistics, the College's current Equity in Athletics Disclosure Act (EADA) Report, our Annual Security Report, and our Voluntary Framework of Accountability Public Outcomes Report. These reports are updated online by the Institutional Research Department as revisions/annual updates become available.

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- Voluntary Framework of Accountability

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

As documented in the "Role of the Board" section of [KCC's Policies and Procedures manual](#), our publicly-elected Board is charged with:

- being "the legally constituted authority of the operation of Kellogg Community College," and
- having "ultimate responsibility for all aspects of the program of the College."

The [Board's role](#) is further enumerated by three core activities:

1. active participation in formulating and authorizing the major purposes which the College shall serve
2. the periodic reevaluation of these purposes
3. the selection of a superior chief executive officer to whom it delegates responsibility for recommending and developing an appropriate program to serve the approved purposes and for selecting and recommending competent personnel to carry out the program.

New members are educated regarding their roles and responsibilities as members of the KCC Board of Trustees through orientation activities conducted by the KCC's President's office and by the Michigan Community College Association (MCCA).

The President's office on-boards new trustees using a [Board Orientation binder](#). Among other information, this binder contains the [Bylaws of the Board of Trustees](#), as documented in the College's Policy Manual. New trustees receive this hard-copy binder and spend time with an executive assistant in the President's office reviewing the documents; the President and Board chair/vice chair review the bylaws with the new/incoming trustee in person. The bylaws themselves establish the expectations of an orientation to "inform new members of the Board about the goals of the College, the general organization and administration of its programs, the major problems it faces, programs of development in progress, and the way in which the Board functions." The bylaws

specifically detail the Board's roles and responsibilities as well as the roles of the College's councils, cabinets, and committees which are at the heart of the College's academic practices. The College's financial practices are also discussed extensively in the Policy Manual, and the Board's bylaws dictate that an annual midyear audit review will be presented to the Board of Trustees during the months of January or February each year.

Trustees also attend an annual summer conference hosted by the Michigan Community College Association during which members learn about Michigan community colleges, initiatives supported by the MCCA, and their role as a trustee; newly elected members are encouraged to attend tracks designed for new Board members.

During the 2014-2015 academic year, the Board also engaged in Strategic Governance Planning which included the use of *Trusteeship in Community Colleges: A Guide for Effective Governance* as a learning guide; this planning deeply involved the trustees in discussions of Board roles and responsibilities (see these notes/agendas).

2.C.2

The monthly minutes of Board meetings, which are publicly available on the Board of Trustees webpage, document agenda items which the Board has considered before voting during the public meeting; the results of deliberations are recorded in the minutes. During monthly Board meetings, agenda items and decisions to be made are reviewed in light of the College's priorities, and those decisions are routinely linked to preserving and enhancing the institution.

For example, in June 2019, the Board acted swiftly to name the Pauly Group as a third party to assist with a presidential search. The members of the search committee that the Board named included internal and external stakeholders to serve as consultants in the decision-making process. As part of the academic year start-up activities, the Board chair and director of the Pauly Group provided an update regarding the presidential search at an event where all College employees were present.

Another example of the Board participating in active deliberation was in May 2018 when the Board approved an investment in Starfish and eTrieve software. The new software replaced a module that Colleague, the College's student information services provider, would no longer be supporting. When Colleague notified the College of this change, the director of Information Services (I.S.) operations and the dean of Student Services began investigating replacement software immediately. After vetting products, they brought a recommendation to the President. During the Board meeting on May 23, 2018, the director and the dean presented an overview of each software, what it was replacing, and why the investment was necessary, and the Board asked clarifying questions prior to taking a vote.

2.C.3

The Board's consideration of internal and external constituencies is primarily documented in processes and policies that the Board follows when deliberating and making decisions. In compliance with Michigan state law and College policy, the Board follows the Open Meetings Act (Act No. 267 of 1976), which requires all decisions to be made at meetings open to the public. To encourage the

voice of internal and external constituencies, the agenda for Board meetings has a standing item for comment from the public, and overflow seating is provided so all who are interested may attend. All College employees are also welcome at Board meetings and encouraged to comment as they feel inclined.

Additionally, the Board routinely considers multiple constituencies during decision-making deliberations such as the development of the Strategic Plan for 2017-2020 and the Strategic Plan for 2020-2023, both of which have included direct feedback of employees and the public. Also, the College's Purchasing Policy, which the Board updated in 2016, requires that a Request for Proposal be used when making purchases above $100,000 to ensure a fair, transparent, and fiscally responsible process; this policy requires the public presentation of such purchases before the Board approves them.

The Board is also accustomed to fielding requests from the community. For example, in 2012, the Board heard a presentation by a member of Voces, a local Hispanic/Latino organization, regarding the negative effect of the College's Out of State/International tuition rate on the community, and in January 2013, the College changed the policy. (Activists noted that KCC's policy change is an inspiration and model for other Michigan institutions.) The community also routinely approaches the College regarding our facilities, as documented in the August 2019 Board minutes when the Battle Creek Pickleball Club asked the College to assist with raising money to build new pickleball courts on the North Avenue campus. While the College declined to assist with building new courts, it did make repairs to existing courts as a result of these conversations. Facilities were also the focus of a February 2020 request; a Battle Creek community member asked the Board to extend the public hours at the RMTC facility, prompting the College to survey members of the five Industrial Trades advisory committees regarding facility hours. The majority of advisory committee respondents confirmed that the current hours are sufficient, and given the closure of campus facilities in spring 2020 and shifts to online work due to the COVID-19 outbreak, no further action has been taken.

2.C.4

The College has had a conflict of interest policy for employees since 1967, and following advice from legal counsel, the Board voted in December 2008 to hold the Board itself to the same conflict of interest policy as employees. According to the current Conflict of Interest and Commitment Policy as outlined in the KCC Policy Manual, all College associates are expected to complete a Conflict of Interest Individual Annual Statement; these forms are submitted to and stored in the Human Resources office. The current policy addresses potential conflict between College associates (including Board members) with donors, elected officials, and other external agencies. The Conflict of Interest and Commitment Policy is also directly referenced in the Board Bylaws. Aside from specific policies, the Board also engaged in governance training/planning in 2015 which emphasized that the Board function as a single unit rather than individual members, which helps mitigate influence.

Though rare, conflicts of interest are addressed as they arise. For example, in April 2019, a conflict of interest was identified by a Board member when his son applied for a scholarship connected to the Board of Trustees. Consequently, the Board member made a public statement addressing his recusal from the decision-making process.

2.C.5

As noted in 2.C.1, the role of the Board is explicitly delineated and circumscribed in the Bylaws of the Board of Trustees. In particular, the Board has established a formal Concept of Administration which delegates day-to-day management of the College by requiring "the College President to organize [the College] to secure clear understanding of the functions of each official and of the relationship between and among them; to establish clear lines of communication, both vertically and horizontally; and to establish the necessary councils, cabinets, and committees to provide for efficient operation of the College. To engage in this process in an orderly fashion, each group shall be given particular responsibilities and channels shall be established so that the recommendations or decisions of each group can be heard and reviewed by the chief administrative officer concerned and, where appropriate, by the Board of Trustees."

The College's Board of Trustees consistently trusts employees to fulfill daily operations at the College. The President and his/her designees are well able to function within the guidelines of their job descriptions, and the committees, cabinets, and councils which oversee all academic matters routinely function unimpeded by the Board.

An example of delegated day-to-day responsibilities is reflected in the College's approach to developing new policies, as documented in OP 10.001, Policy Governance & Standards: the Board looks to the faculty, staff, and administrators to develop appropriate policies and move those policies through an internal feedback review process before ultimately seeking Board approval. In spring 2020, several new policies (OP 26.006 Administrative Withdrawal, OP 26.005 Academic Nepotism, etc.) came through the Instructional Division; these policies were vetted by key stakeholders (such as faculty and academic deans), approved by Academic Cabinet, and then approved by President's Council before moving to the Board for approval, with opportunities for feedback at each step (see these meeting minutes for details).

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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

The College's full support of academic freedom is documented in the Kellogg Faculty Association contract, which states, "Each faculty member shall be entitled to academic freedom of discussion within the classroom as long as the discussion is pertinent to the subject under study within the area of the member's professional competency." Faculty have the freedom to meet the course learning outcomes as they see fit and to engage in classroom discussions that support the curriculum in which they are teaching.

The College also has an explicit Freedom of Expression policy, published in the Student Handbook and in the College's Policy Manual, that promotes open dialogue both inside and outside the classroom. Students are encouraged to participate in campus programming and to plan their own events. The office of Student Life assists students in development of these programs. Publications such as KCC's student literary art magazine, *Mosaic,* and our online newspaper, *The Bruin News*, also demonstrate this commitment to freedom of expression.

Due to an incident that occurred on campus in September 2016 and a lawsuit filed in January 2017, the College recognized that our Solicitation Policy, the Commercial Solicitation Policy, the Fundraising Policy, and the Facilities and Grounds Usage Policy needed revision to better align with KCC's commitment to freedom of speech. All were subsequently revised; the current Freedom of Expression Policy replaced the Solicitation Policy in August 2017 and represents best practices in higher education. (Our vice president of strategy, relations and communications and our legal counsel presented on KCC's experience at the National Council for Marketing and Public Relations Conference in March 2019.)

Finally, freedom of expression is also supported through the College's Equity Statement, which calls on our community to value "the lived experiences and perspectives of others while nurturing and understanding the differences between us," reject "all forms of prejudice, discrimination and racism," and advance "integrity, justice and civility among and between us." During the Black Lives Matter protests in 2020, President Bennings emphasized the College's commitment to equity in a June 2020 letter which highlighted KCC's role in addressing the "pandemic of racism and social injustice."

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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

While KCC is not a research institution, our Institutional Research Board (IRB) is in place to provide oversight for research being conducted on campus. As established in the Institutional Review Board Policy in the College's Policy Manual, the College requires IRB approval of all research, whether for internal or external purposes. For example, employees who are actively engaged in research for their own advanced degree are required to seek IRB approval when collecting data at KCC. This same statement is true when an external researcher seeks use of KCC data.

2.E.2

For students, the Center for Student Success and the Morris Library serve as the primary support services for integrity of research and scholarly practice at the College (see 2.E.3, 3.D.2, and 4.A.4 for more detail). Through its tutoring services, the Center for Student Success reinforces awareness of scholarly practices and responsibilities; our online tutoring through NetTutor provides additional support for students who have questions about research and documentation. The Morris Library provides a variety of services to support the integrity of research and scholarly practice: online research guides for all disciplines at KCC, a research guide focused exclusively on copyright issues, an additional research guide on citation issues, librarian classroom visits which focus on research strategies and citation styles, embedded librarians in Moodle courses, and 24/7 librarian-guided research help through the "Research Help Now!" chat link. For faculty and staff, the IRB and the Morris Library serve as a resource for any research-related questions and concerns. New faculty, in particular, also receive an orientation to library services, which includes a review of research support services.

2.E.3

All course syllabi at the College contain an Academic Integrity section which includes a link to the

Academic Integrity Policy in the Student Handbook; the WIDS software used by the College to generate/house syllabi includes this policy automatically in each syllabus. This policy articulates types of unethical academic conduct, the process by which a student could be charged with an integrity violation, and the classroom and institutional consequences of violating academic integrity at the College. As noted in the policy, while faculty routinely include additional language in their syllabi regarding integrity policies or procedures in their individual courses, some occupational programs also include integrity language at the program level.

The "Policies, Procedures, and Other Regulations" section of the Student Handbook also contains a copyright statement defining the legal protections conveyed by copyright, the need to obtain an author's or creator's permission, and the principle of "fair use"; the statement cautions students and employees alike regarding sanctions due to the violation of copyright law.

Direct instruction regarding ethical research and use of sources is provided through several required courses. Students wishing to complete an associate degree must complete FYS 101, First Year Seminar, within the first 24 credit hours of their coursework. In FYS 101, students complete a library assignment through which they learn about the basics of scholarly practice and academic integrity. The assessment of FYS students' knowledge indicates that course interventions improved student performance by 9% (the average grade shifted from 87.78% to 96.02%) in one exercise and nearly 50% improvement in another exercise (the average grade shifted from 45.73% to 95.25%) between the spring 2018 and fall 2019 cohorts. The collaborators shared their FYS assessment process through a presentation to the College in 2020.

All students are also provided direct training on use of sources, documentation, and research skills in the English composition sequence; this instruction starts with the lowest level developmental writing class, TSEN 65, which requires students to write a paper utilizing and documenting a source. While students also practice documentation and use of sources in the required first college-level freshman composition course, ENGL 151, students seeking an associate degree may also complete an additional freshman composition course, ENGL 152, which includes explicit focus on research writing, along with examination and discussion of selected readings. Faculty teaching ENGL 152 spend a significant amount of time on academic integrity and the ethical use of source material.

The Morris Library provides additional instruction to students in various disciplines across the College on the ethical and accurate use of information. This instruction is most often provided in individual sessions with librarians visiting classrooms in-person and virtually. Topics include, but are not limited to, the following:

- Introducing students to the research process;
- Instruction on how to incorporate sources into writing at an early college level;
- Explaining the importance of providing evidence to support a claim;
- Instruction in finding the information resources appropriate for an assignment;
- Guidance in determining if an information resource is trustworthy, how to determine if an information source is scholarly, and the differences between those two things;
- Instruction on how to use resources ethically by following the institution's Academic Integrity policy, including:
  - Defining plagiarism;
  - Providing guidance in avoiding plagiarism through the use of the appropriate citation style;
  - Reviewing use of APA, MLA, and Chicago style; and
  - Reinforcing that work that does not meet these academic integrity guidelines may result

in a 0 grade or other consequences.

The library also offers 24/7/365 online research assistance through "Research Help Now!," a virtual reference service staffed by librarians at a consortium of Michigan colleges.

Finally, *The Pocket Prof*, a KCC-produced writing guide, has a detailed section on research and documentation, along with model papers demonstrating APA, MLA, and Chicago Manual of Style documentation. While students may get a free print copy through the bookstore, a PDF version of *The Pocket Prof* also appears on every Moodle page for every course and in the Bruin Portal.

2.E.4

As mentioned earlier, the College's Academic Integrity Policy is laid out in the Student Code of Conduct section of the Student Handbook. The policy establishes that faculty have the primary responsibility of identifying, documenting, and providing course-level sanctions when students violate academic integrity; additional institutional sanctions are also established in the policy along with an implicated student's right to contest. Currently, faculty document integrity violations online via the Academic Integrity Incident Report located within the "Faculty" section of the Bruin Portal. Following the submission of the form, the incident is recorded within Maxient, the College's student behavior tracking system, and the executive assistant to the vice president of instruction follows up with a letter to the student noting the course sanction along with any additional institutional sanctions; the academic dean, chair/director, and faculty member are also notified.

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2.S - Criterion 2 - Summary

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

Summary

Kellogg Community College employs a diverse set of policies and processes in order to maintain the integrity of its operations. The College's Policy Manual, union contracts, Academic Catalog, and Student Handbook all serve as guides for appropriate behavior within the institution. Representations to the public about all aspects of the College are regularly reviewed by the applicable departments. KCC Board of Trustees members take seriously their roles and responsibilities, and as documented in Board minutes, they act with the College's needs at the forefront and within the scope of their charge. Additionally, the College follows a clearly defined Academic Freedom policy for faculty and a Freedom of Expression policy for students/community members, and the College maintains clear processes for safeguarding academic integrity and appropriate standards in institutional research.

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

All courses and programs at KCC undergo an Academic Cabinet review process before being added to the curriculum. Among other activities, the Academic Cabinet is explicitly charged with ensuring the "curriculum is accessible, sustainable, rigorous, high quality, and responsive to the evolving needs of students and other College constituencies regardless of format."

New program proposals must be developed through the Program Development Process. With 34 factors that need to be evaluated, this process is thorough and exhaustive. The factors need to indicate how the program fits KCC's mission priorities along with levels of student performance appropriate for the credential awarded and overall curriculum appropriateness; with regard to rigor, the Program Review Process reviews

- the objectives intended to be met by this program;
- value to participants (cost/benefit analysis) with regard to transferability and award (certificate, degree, credential);
- advisory committee members/roles (for external constituency input on curriculum appropriateness); and
- curriculum.

As part of this process, the College seeks input from partners in the community, industry, K-12, and four-year institutions to verify the program's curriculum is current and will provide value to students in transferability, credentialing, and employment relevancy. All 34 of these factors are thoroughly researched before the vice president of instruction reviews the program proposal and then seeks approval from the Academic Cabinet, the Board of Trustees, and the HLC.

The level of performance expected of students within KCC's courses is established by explicit student

learning objectives (SLO's) linked to course learning outcomes (CLO's) in each syllabus; all courses' SLO's and CLO's were reviewed and revised by faculty during the 2017-2018 standardization of our assessment approach. Faculty, chairs, directors, and the academic deans established program learning outcomes for the Associate of Arts (AA) and Associate of Science (AS) degree programs in 2018. As part of the general education revision in spring 2020 (see 3.B for more detail), courses throughout the College were also evaluated by faculty members, their departments, and the General Education Reform Steering committee (GERSC) to determine if they met the Effective Communication, Critical Thinking, and Personal and Cultural Engagement outcomes of the new Bruin Standard. The assessment cycle for the College's general education program will use analysis of students' performance on third party assessments to improve the content of courses included in the Bruin Standard. In many programs, assessment of CLO's and the curriculum mapping process provide assurance of and a mechanism for improving program level learning. In other programs, direct assessment of program learning is conducted.

Faculty members are also expected to review and update their course materials continuously in order to maintain the relevancy of course content. This process is documented through an Annual Review Meeting (ARM) that individual faculty members have with their direct supervisor; during these meetings, faculty members and their supervisor discuss their annual Personal Effectiveness Plan (PEP), which includes a review of course content, relevancy, and plans for improvement. While occupational faculty complete the same process as other faculty, occupational programs also have advisory committees which meet yearly in order to help guide faculty in keeping course materials current.

In combination, these processes have ensured the College's curriculum is up-to-date and relevant.

3.A.2

The College differentiates learning goals for degree and certificate requirements within the catalog. Under the "Associate Degree and Certificate Programs" section of the Academic Catalog, links to each individual degree and certificate program are listed; each link leads to detailed information for every degree or certificate, including a program description, program learning outcomes, and required courses. Specific learning outcomes for programs are explicitly stated, along with the course learning outcomes for each individual course required within the program/certificate.

The Associate of Arts degree and Associate of Science degree both have six program learning outcomes, four of which are identical:

1. **Communication:** Students will demonstrate effective interpersonal communication skills through critical listening and reading, through coherent, clear written and oral work appropriate to audience and task.
2. **Cultural/Social Awareness:** Students will develop awareness and understanding of cultural and social diversity, examine historical and contemporary cultural traits impacting their civil society at the local, national, and global level and recognize how the diversity of individuals and/or groups impacts social, economic, and/or political power.
3. **Engagement/Service Learning:** Students will understand the interactions between members of a community and the social and political institutions that serve that community. Students will analyze their ability to effect change through social and civic responsibilities and enhance their learning by applying course content through service experience in the community.

4. **Information Literacy:** Students will demonstrate the ability to locate, organize, store, retrieve, evaluate, synthesize, annotate, and document information from print, electronic, and other sources in preparation for solving problems, making informed decisions, and preparing the written/oral communication necessary for academic and career success.

The two remaining outcomes, Scientific Reasoning and Critical Thinking/Analytical Reasoning/Creativity, emphasize the same broad skills within both degrees, but the language of these outcomes is unique to each degree program and meets the more specialized expectations of the arts versus the sciences:

Associate Degree in Arts	**Associate Degree in Science**
Scientific Reasoning: By applying the scientific method to form hypotheses, make decisions, and solve problems, students will demonstrate quantitative scientific literacy and understanding of the process of scientific inquiry.	**Scientific Reasoning:** Students will demonstrate an understanding of the scientific method and scientific inquiry through their ability to apply scientific processes, procedures, data, and/or evidence to evaluate, analyze, solve problems, and draw valid conclusions.
Critical Thinking/Analytical Reasoning/Creativity: Students will demonstrate the ability to analyze and evaluate information and identify the need for research to draw conclusions, formulate inferences, solve problems, and make decisions.	**Critical Thinking/Analytical Reasoning/Creativity:** Students will have the ability to analyze and evaluate information or evidence to form inferences, identify general theories, draw conclusions, make decisions, and solve problems from a variety of perspectives.

All Associate Degrees in Applied Science (AAS), along with the Associate Degrees in Agricultural Science (AAgS), Criminal Justice (ACJ), Elementary Education (AEE), General Studies (AGS), and International Studies (AGIS) have specialized program learning outcomes which reflect the core competencies of the programs. These programs' learning outcomes are also listed under the "Associate Degree and Certificate Programs" area of the catalog. Program learning outcomes are identified for each degree program; except where noted in the catalog, learning outcomes for certificate programs align with program learning outcomes for the degree program under which each certificate resides.

3.A.3

Consistency of program quality at the College is primarily achieved by assessing program outcomes (see 4.A.1) and maintaining course consistency across instructional modalities and locations. All courses have a master syllabus with explicitly defined student learning objectives (SLO's) and course learning outcomes (CLO's); program faculty develop these SLO's and CLO's which are then

approved by the Academic Cabinet. These master syllabi have historically been stored in the department on share drives accessible to all program faculty at all sites; starting in fall 2020, the master syllabus for each course will be stored online in our Worldwide Instructional Design System (WIDS) site, and faculty are expected to download and utilize the master syllabus as the foundational component of a section syllabus for their individual course. Every semester, faculty have been required to submit their section-level syllabi to the department; this section-level syllabus may have additional, unique components beyond the content of the master syllabus. As of fall 2020, faculty are required to post their individual syllabi in WIDS, where chairs, directors, and others have access. All faculty are expected to use the master syllabus components regardless of location, modality, or student population. Program directors/chairs and/or faculty coordinators routinely review individual section syllabi for consistency with the master syllabus; also, the Online Course Development Committee (OCDC) reviews the SLO's and CLO's for proposed online courses for consistency with the master syllabus as part of the development process. Faculty develop hybrid and online courses in light of clear institutional expectations regarding course quality and learning; documents such as OCDC's "Online Teaching Review Checklist," "Online-Hybrid Course Development Process," and "Online Course Standards" highlight the processes involved in sustaining KCC's course quality across modalities. (See 3.C.6 for more detail about OCDC's oversight of online course development.)

Starting in 2017, the review/revision SLO's and CLO's for all courses (as part of the overall implementation of an assessment program) has helped cement institutionally the need for consistent learning outcomes across all sections of an individual course. Beginning in fall 2020, each master syllabus stored within WIDS has also included, as applicable, Bruin Standard and program-level outcomes, along with accreditation standards for the program.

The course-level assessment process has also heightened faculty focus on program quality. Every semester, a planned Assessment Day provides program faculty with focused time to engage in discussions about semester-to-semester student performance data related to specific learning outcomes. Faculty recognize that inconsistency within different course sections' outcomes not only undermines the consistency of students' experience, it also makes section-to-section comparisons of student performance and systematic improvement of the programs nearly impossible. Since the College instituted an Assessment Day each semester, faculty have used assessment data to develop course-wide unified assignments and assessment strategies which ultimately support each program's consistency and quality.

Sources

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- Oct 8 2019_Assessment Day Presentation
- Online Course Standards for KCC

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

The first two core components of the College's mission directly informed the 2019-2020 revision of our General Education Program:

- We engage students in learning experiences that lead to enhanced employability and successful transfer to other educational institutions.
- We develop students who can think critically, communicate effectively, and demonstrate global awareness.

The main purpose of the Bruin Standard, our General Education Program instituted in fall 2020, is to reinforce the first core component of our mission: students' employability and transferability. The three outcomes in the Bruin Standard are directly derived from the second mission core component's focus on communication, critical thinking, and engagement in a global society. As an institution that primarily awards associate degrees and certificates, the Bruin Standard is designed to foster in students those fundamental college-level skills sought by employers and transfer institutions.

As stated in the College's Academic Catalog, students completing courses for the Bruin Standard will demonstrate the following outcomes:

1. Graduates will demonstrate effective communication appropriate to audience and purpose.
2. Graduates will analyze arguments and evaluate evidence, draw conclusions, make decisions, and solve problems from a variety of perspectives.
3. Graduates will engage in exploration of civic, intercultural, and ethical issues, making connections between their knowledge, choices, and actions.

The courses in which students may demonstrate these outcomes are also listed in the catalog under the three outcome headings of "Effective Communication," "Critical Thinking," and "Personal and Cultural Engagement." Students must successfully complete two courses for each outcome, i.e., six courses total.

Courses which meet the Bruin Standard are organized into two types: General Education Core Courses and Applied Core Courses. The General Education Core offerings are broad, survey-like classes that provide foundational knowledge in a discipline, and the Applied Core offerings are more disciplinary-specific courses that add to foundational knowledge in a discipline or program. The intent of the Applied Core is to disperse responsibility for General Education outcomes across the curriculum and to allow students to demonstrate proficiency on outcomes through courses relevant to their programs. In most cases, the Applied Core provides options that will reduce the number of credits required for a degree.

Each Bruin Standard outcome requires students to take one course listed in that outcome's General Education Core; students may choose to complete the outcome with either an additional General Education Core course or a course from the Applied Core. The only exception to the broad latitude of options within each core is within the "Effective Communication" outcome, which requires all students pursuing associate degrees to complete one of four college-level composition courses: ENGL 151, ENGL 151H, ENGL 152, ENGL 152H, or an equivalent composition course. ("H" designates Honors Program sections; see 3.B.4 for more details about the College's Honors Program).

The Bruin Standard learning outcomes have been part of the campus-wide syllabus template stored in the College's WIDS (Worldwide Instructional Design System) since fall 2020. Course descriptions and course learning outcomes for all courses within the Bruin Standard are documented in the College catalog; more detailed student learning objectives (i.e., student performance expectations) are additionally available within each course syllabus.

3.B.2

The recent revision of our General Education Program was spearheaded by seven faculty and seven administrators serving on the newly formed General Education Reform Steering Committee (GERSC) in spring 2019 (Note: in spring 2021, the committee name was changed to the General Education Committee). During summer 2019, a small team of three administrators and three faculty attended the Midpoint Roundtable sponsored by the HLC Assessment Academy. There, the team learned about successful general education reform initiatives at other colleges, including Buena Vista University's revision. The team came back with a plan to accelerate General Education Reform at KCC with a structure of three outcomes utilizing the LEAP model from the AAC&U. The plan included assessment of curricular and co-curricular learning. At the KCC Instructional Division meeting prior to the start of fall 2019, faculty were asked to identify one General Education outcome that they felt was most important. Using those responses, GERSC proposed three outcomes and drafted outcome statements. Following survey input on the draft outcome statements from over 100 employees, the outcome statements were revised, and feedback from over 750 students was gathered on that draft of the outcomes. Students from all campus locations and online courses were represented. Approval ratings from employees and students were greater than 90% for all three proposed outcomes and statements. (See GERSC emails and meeting minutes for additional detail on the process.)

As established earlier, the primary focus of our three Bruin Standard outcomes on communication, critical thinking, and engagement reflects the skills/knowledge/orientations we think students need to succeed in the workforce and/or higher education pursuits. The assessment program as developed at the course level has provided additional emphasis on students demonstrating the foundational skills embedded in the Bruin Standard. Additionally, the College is committed to assessing all Bruin Standard outcomes in co-curricular areas, as discussed in 4.B.3.

3.B.3

Through our curricula, KCC recognizes the important role we play as an institution preparing students for successful lives in a multicultural world. As noted in the third outcome of the Bruin Standard, students are expected to explore "civic, intercultural, and ethical issues, making connections between their knowledge, choices, and actions" within two courses. Courses meeting this outcome include, among others,

General Education Core	Applied Core
HIST 104 - Modern America 3 CR MUSI 211 - Music Appreciation 3 CR PHIL 202 - Introduction to Ethics 3 CR POSC 211 - International Relations 3 CR PSYC 290 - Social Psychology 3 CR SCIE 100 - Environmental Science 4 CR SERV 200 - Service-Learning 3 CR SOCI 201 - Introduction to Sociology 3 CR	BUAD 115 - Global Business 3 CR DEHY 232 - Community Dentistry 2 2 CR ECE 210 - Child Growth and Development 3 CR LITE 206 - World Literature 2 3 CR NURS 155 - Family Processes 6 CR PHIL 230 - World Religions 3 CR POSC 210 - Introductory Comparative Politics 3 CR SOCI 206 - Race and Ethnic Relations 3 CR

(The full list of Bruin Standard courses is available in the Academic Catalog.)

Students who wish to obtain an Associate Degree in Arts, Criminal Justice, Elementary Education, General Studies, Global and International Studies, or Science are also required to complete a service-learning experience to earn a service learning endorsement. By design, courses which involve service learning must involve students'

1. self-reflection, self-discovery, and the acquisition of values, skills, and content knowledge;
2. increased awareness of societal challenges and resources;
3. broadened perspectives of diversity issues; and,
4. civic responsibility through active community involvement.

The Service Learning Manual provides detailed guidance to faculty regarding course expectations.

Beyond required courses for the Bruin Standard and broad degree requirements, students also may participate in the College's Global and International Studies Program, which to date has offered 24 short-term study abroad courses to over 20 different countries. These courses are academically rigorous, promote personal and intellectual growth, and broaden students' global perspectives. Over 560 students, staff, faculty, and administrators have studied and traveled to a wide variety of locations/cultures, such as Costa Rica, Cuba, Mexico, Peru, Germany, England, Scotland, Ireland, Switzerland, Austria, France, Belgium, The Netherlands, Poland, Czech Republic, Hungary, Spain, Slovakia, Italy, Greece, Jordan, and Israel. During the COVID-19 pandemic, the College has also started offering virtual study abroad opportunities through the Integrative Learning Department.

The College also regularly provides students with growth opportunities on campus and in the surrounding communities through Registered Student Organizations (RSO's), theater productions, art shows, concerts, and celebrations of different cultures. There are over 30 active RSO's; these include the Agriculture Club, Art League, EMS Club, Human Service Club, Phi Theta Kappa, Spectrum, and dozens more. These groups are made up of enrolled KCC students who share a particular interest. Every club is led by a staff advisor, adheres to KCC's nondiscrimination clause, and has a stated purpose and objectives. In addition, the College offers 30 to 40 music events per year which are open to the community. KCC typically offers two theater events per year, one play in the fall and a musical in the spring semesters; student productions often augment the schedule. Additional examples of the variety of KCC events and community service opportunities have already been documented in 1B and 1C.

3.B.4

As a community college, KCC provides as many scholarly, creative, and discovery of knowledge opportunities as possible to students given the scope of our educational focus. Through the required writing course options for those seeking an associate degree, ENGL 151 and ENGL 152, students develop foundational knowledge of scholarly writing practice, including acceptable uses of sources, appropriate documentation, and general APA/MLA paper expectations/layout. This knowledge is reinforced through other Bruin Standard courses and in the broader curriculum as students write papers for disciplinary areas. Some disciplines also have capstone projects which require more advanced research and writing:

- **Nursing**: The new NURS 286 course (which, as NURS 285, Management/Leadership in Nursing, also had this capstone project) requires students to complete an extensive evidence-based project; students present these projects publicly at an annual "Nursing Capstone & Networking Event" in the Binda Auditorium.
- **Dental Hygiene**: In conjunction with the Nursing Department's annual event, the Dental Hygiene Program instituted a similar public presentation of student research for DEHY 241 as a capstone requirement in 2018.
- **Early Childhood Education**: The ECE 221 Internship course requires ECE candidates to develop a final professional portfolio that documents their beliefs, professional development, and experiences/involvement in the field, using best practices.
- **Graphic Design**: GRDE 296 requires a final portfolio that is graded on process/concept; elements and principles of design typography; craftsmanship and technique; and presentation.

The KCC Honors Program will be redesigned during the 2021-2022 academic year to include a three credit hour capstone project requirement for honors students.

In the previous iteration of our general education requirements (which were replaced by the Bruin Standard in fall 2020), there was an explicit creativity course requirement; while the Bruin Standard does not have an explicit creativity course requirement, there are significant course options within the Standard's three learning outcomes that would require students to demonstrate creativity.

Under the previous General Education creativity requirement, ending summer 2020:	Under the Bruin Standard, established fall 2020:
20 art classes 13 English/literature classes 6 music classes 5 theater classes 1 "Encounter with the Arts" class	15 art classes 14 English/literature classes 7 music classes 3 theater classes 1 "Encounter with the Arts" class

With regard to discovery of knowledge, the College has significant hands-on laboratory courses, simulation experiences, clinical experiences, practicum courses, and required field experiences in a variety of occupational programs (Early Childhood Education, Human Services, Nursing, EMS and Allied Health programs, etc.) and in the broader curriculum (such as the physical sciences). Dental hygiene students have also collaborated with nursing and dental hygiene faculty with regard to instruction on dental health in the nursing program.

Optional opportunities for students to engage in scholarship, creative work, and discovery of knowledge include

- Phi Theta Kappa, the international honor society of community colleges, which recognizes and encourages scholarship among two-year college students;
- KCC's Honors Contracts, which, as part of the Honors Program, require students to propose and complete an honors project beyond the material already assigned for a course;
- The Art League RSO, which is open to all students interested in expanding their knowledge of visual art;
- The Eleanor R. & Robert A. DeVries Gallery exhibits, including the annual KCC Student Art Exhibition;
- *Mosaic* Student Art & Literary Magazine, a collaborative publication featuring writing and art created by KCC students, published annually during the spring semester;
- The Morris Library's Veterans Creative Works Exhibit, held annually during the month of November;
- Student instrumental and vocal concerts through KCC's Music Program;
- The Theater Program, which puts on two full-stage productions and two student-led theater events annually;
- The Bruin News online student news platform, produced and managed by students under the advisement of KCC staff; and
- The Crude Arts Club, an informal group of KCC students who are devoted to writing and sharing poems, stories, ideas and opinions; the club hosts campus poetry readings and organizes fundraising activities.

The Arts & Communication Department (ARCO) produces a Cultural Events Calendar which lists

many of the creative artistic, musical, and theatrical events in one place, bringing attention to these offerings and making it easier for potential audiences to attend.

Faculty also contribute to scholarship, creative work, and the discovery of knowledge through annual creative arts exhibits, concerts, awards or positions held within external professional organizations, publications of research and/or textbooks, support of student honors contracts and/or service learning, leadership with student organizations and publications, KCC Foundation Program Initiative Grants, and representation of the College with organizations like Big Brother Big Sister. Documentation of faculty contributions is available through the KCC Cultural Calendar, Bruin Notes newsletters, KCC Board of Trustee minutes, department specific minutes, and faculty members' personal Professional Effectiveness Plans.

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- NURS 285_Evidence Based Practice Paper Activity
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- Service-Learning Letter to Community Partners
- Service-Learning Student Agreement
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- Spring 2019 Mosaic
- Student Clubs and Organizations Webpage
- Student Survey Bruin Standard Language10222019
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- The Bruin News
- Virtual Student Abroad_email
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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

The College strives to attain a diverse composition of its employee base as reflected in the Employee Selection Process documented in the KCC Policy Manual and campus efforts to strengthen best practices in hiring. The Equity and Inclusion Committee (EIC) initially drafted Hiring Process guidelines in July 2018 which emphasize several equity-related processes to increase the likelihood of more diverse applicant pools and successful hires of diverse applicants. These proposed processes included, among others,

- providing training to hiring committee members regarding implicit bias and cultural competency,
- building stronger relationships with local resource groups such as VOCES, the Burma Center, and the Southwest Michigan Urban League; and
- developing mentoring programs designed for women and people of color.

In fall 2019, a Hiring Process Review Committee comprised of administrators, faculty, support staff, and maintenance personnel formally reviewed the EIC recommendations along with information from a Hiring Process Review survey conducted campus-wide in September 2019; this review led to several recommendations presented to the President's Council.

In October 2018, KCC's Human Resources developed an Employee Demographics Snapshots document to track the diversity of our employee makeup; while we do have some level of diversity in our employee ranks, the College's overall employee base does not fully mirror the ethnic

diversity within Calhoun County. An updated IPEDS demographic snapshot from October 2019 shows that 62% of employees identify as White versus 63% of students who identify similarly; 4% of employees identify as Black versus 7% of students who identify similarly; and 1% of employees identify as Hispanic versus 2% of students who identify similarly. The College recognizes the data in these demographic reports are imperfect in that over 32% of the 784 adjuncts did not self-identify ethnic group information for Human Resources in 2018; over 24% of administrators and 17% of support staff also declined to self-identify an ethnic group in 2018.

Regardless of the response rate in the data, the College's actions through the EIC and the Hiring Process Review Committee directly recognize the need for our employee base to reflect the diversity of the community we serve, and we are continuing to review and improve hiring and retention processes towards that end.

3.C.2

Between full-time and adjunct faculty, the College has sufficient faculty to accomplish the routine academic practices of faculty in higher education. Based on the 2018-2019 annual report, the College had over 950 employees; 88 were full-time tenured/tenure-track faculty positions, one part-time tenured faculty member, and 300 adjunct faculty members. During that academic year, the faculty-to-student ratio was 15:1 which is within the national norm according to the National Center for Education Statistics. The Kellogg Faculty Association (KFA) Contract documents that faculty class sizes are "periodically reviewed cooperatively by the chair/director and faculty representative(s) from each department according to current best practices, pedagogy, student need, and facilities, and to ensure that the institution is upholding its mission to provide a quality learning environment"; this ensures that faculty and administration maintain communication regarding the sufficiency of faculty to meet students' needs. Faculty teaching load is also explicitly defined in the contract, including distinctions for faculty whose teaching loads include unique situations (e.g., nursing simulations/labs, open entry courses for industrial trades, and non-teaching faculty in counseling and the library).

The KFA contract also explicitly enumerates the "professional tasks that require time spent outside of that teaching classes" in the "Professionalism" section. Many faculty serve on standing committees, as described in the "Councils, Cabinets, and Committees" section of the KCC Policy Manual; the key committees which reflect curriculum and student performance expectations have established seats for faculty:

Committee	Overall Members	Faculty
Academic Cabinet	14	5
General Education Steering Committee	14	7
Accessibility Task Force	9	2
Assessment Committee	17	4

Online Course Development Committee	7	3

Beyond committees, there have been several campus-wide initiatives in recent years which highlight faculty involvement in curriculum oversight: starting in spring 2018, all faculty began routinely documenting assessment data and reflections on student learning for each class; full-time faculty are also required to participate in each semester's Assessment Day activities in campus-wide workshops and meetings. All full-time faculty were also engaged in the review/revision of learning outcomes for all courses (2017-2018), the development of program outcomes (2018-2019), the development of general education outcomes (2019-2020), and course review for inclusion in the new general education program, the Bruin standard (2019).

Ultimately, faculty longevity suggests overall job satisfaction and signals that faculty are able to carry out the work they are charged with; as of June 2020, 55% of KCC's faculty have worked 10 years or longer at the College, while a full 26.4% of our faculty have worked at the College for over 20 years (see the full data on this faculty list).

Faculty longevity from 1970's to current		
Hired within Decade	**Number of Faculty**	**Percentage**
1970	3	3%
1980	3	3%
1990	17	20%
2000	25	29%
2010	40	45%
Total:	88	100.00%

As documented in *Always a Bruin*, a history of KCC, many of our recent retirees completed decades of service.

3.C.3

All faculty at KCC are required to hold the same qualifications regardless of course modality, student type, or instructional location: the KFA Contract establishes the minimum education requirement for faculty of "a Master's degree in the subject matter, or its equivalent, directly relating to the teaching job or areas of assignment being filled" (p.11). The College also adopted a more detailed Faculty Qualifications Policy, OP 28.001, on March 5, 2020, that further details qualifications for faculty teaching courses where a Master's degree is not the professional standard or, as in non-college-level

courses, not necessary. This policy also establishes credential documentation requirements and the College's evaluation process for determining whether faculty are qualified to teach specific courses. Faculty members, along with the vice president for instruction, created a Qualified Faculty Rubric for use during the qualifications evaluation process. This rubric contains sections for each of the options put forth by the HLC as to what constitutes "qualified":

- Master's degree or higher in the subject area
- Master's plus 18 hours in content taught
- Master's plus tested experience
- Occupational degree

The rubric also outlines what gauges "tested experience." Both the rubric and the P/PR1-08 documents were created in response to the HLC's change to faculty qualifications enacted in September 2017. For faculty who were not qualified to teach in their usual area based on the new qualifications, the College enacted a Developmental Credential Plan for Full-Time Faculty and a Plan for Academic Progress which allowed them to become qualified and continue to teach in that area. All faculty who needed to complete a Developmental Credential Plan are now fully qualified to teach in their usual area.

In addition to making sure faculty are appropriately qualified, the College's hiring process for full-time faculty also intentionally focuses on prospective instructors' experiences/understanding of individual and institutional assessment work, as reflected in recent job postings and interview questions.

Beyond our full-time instructors, faculty who teach in the Educational Programs in Collaboration (EPIC) program either meet the third-party accrediting programs' standards for faculty qualifications or the HLC's standard for faculty qualifications. The Neurodiagnostics Program is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Due to significant changes in the JRCERT accreditation process, colleges participating in the EPIC program (listed below) decided in March 2021 not to seek reaccreditation through JRCERT for the MRI program, but all use the HLC's standard for faculty qualifications:

MRI

- Bay deNoc Community College
- Grand Rapids Community College
- Kellogg Community College
- Lake Michigan College
- Lansing Community College
- Mid Michigan College
- Southwestern Michigan College
- Westshore Community College

Neurodiagnostics

- Kellogg Community College
- Lansing Community College
- Mid Michigan College
- Southwestern Michigan College
- Westshore Community College

The faculty hiring process at each of these institutions goes through the program director/coordinator, the liaison that will deliver the course, and through their respective HR departments.

KCC's Lifelong Learning instructors are not required to have a degree in the content area they teach; however, they must have knowledge, skills, and abilities in that area. Many Lifelong Learning instructors are also trainers/consultants in their field. In addition, all instructors are evaluated by their students in 100% of their courses every semester. The director of Lifelong Learning monitors this evaluation data to ensure quality of instruction in these courses.

3.C.4

Since April 2004, full-time tenured faculty have followed an evaluation process that includes a Personal Effectiveness Plan (PEP) completed annually, triennial classroom observations by department chairs/directors, semester-by-semester student course evaluations, and an Annual Review Meeting (ARM) with department chairs/directors. The Faculty Handbook for the Faculty Evaluation Program (FEP) documents the College's expectations for and processes to be followed during all facets of a faculty member's evaluation; the faculty contract also has a section, "Faculty Evaluation by Administration," which details approved processes. Documentation of these evaluation activities is maintained by the department chairs/directors and copied to the academic dean.

Probationary faculty (i.e., tenure-track faculty) also complete the PEP and ARM; additionally, as documented in the Probationary Faculty Evaluation and Improvement Report, they are observed in the classroom every semester for four years and provided in-person, formal feedback on that observation by the department chair/director and the academic dean within seven days of the observation. The Probationary Faculty Evaluation and Improvement Report lists the rigorous evaluation criteria applied and documented during each semester's supervisory observation of probationary faculty.

As with tenured faculty, probationary faculty also have online, semester-by-semester student course evaluations; both tenured and probationary faculty may choose to have all sections evaluated by students, or these faculty may limit evaluations to two specified sections per semester. The College requires adjunct faculty to conduct student course evaluations in all sections.

Adjunct instructors are evaluated by the chair/director of their departments. There is no standard protocol, but some programs with third-party accreditation have established their own specific requirements (see policies and processes within the Nursing, Dental Hygiene, and EMS programs).

3.C.5

The College supports instructors staying current in their subject area and pursuing professional development primarily through the Professional Development Fund (PDF), which is detailed in the faculty contract and managed by the Kellogg Faculty Association (KFA). The fund's annual allocation is linked to negotiated faculty raises. Faculty are encouraged to apply each year for PDF support for professional association memberships and/or conferences; currently, the upper limit for

funding is $1600 per member, per year, until the fund is exhausted. Applications are reviewed by a KFA committee for financial reimbursement; also, the faculty member's direct supervisor must sign the PDF application to approve leave for conference attendance. Numerous faculty took advantage of the fund in 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020. Programs and departments also participate in professional organization membership as appropriate, and some of these organizations offer free professional development (e.g., the National League for Nursing and the International Nursing Association for Clinical Simulation and Learning).

Additionally, as noted in the faculty contract, the College provides compensation for certification to full-time faculty who are required to maintain certifications, licenses or certificates as a qualification for their teaching positions; as needed, the College also works with faculty in scheduling time for educational activities related to this continuing education.

As established in the contract, the College also provides release time for faculty sabbaticals and for time spent as an exchange teacher. The College also offers tuition reimbursement for advanced study, and faculty who attain advanced degrees are compensated at a level appropriate to the additional credits. There were 21 faculty who took courses between 2015 and 2020.

All full-time faculty complete a two-year New Faculty Mentoring Program as part of their professional development as instructors in a community college environment. Adjunct faculty complete on-boarding meetings with their department chairs and/or departmental peer mentors, they are observed by their department chair in the classroom, and they complete a training module within Moodle geared toward adjunct faculty.

The College also offers online support training to faculty and adjunct faculty for online teaching and learning, and the College offers routine training in our institutional technology and systems, such as the use of Starfish and Moodle. The College additionally provides free on-campus professional development through informational/training sessions held during General Session and Interim Session, along with assorted trainings, workshops, and discussion sessions scheduled on a semester-by-semester basis.

3.C.6

Per the Conditions of Employment in the faculty contract, all full-time faculty are obligated to hold office hours:

> (a) Health technology faculty, industrial trades faculty, and office information technology faculty assigned to teach at least fifteen (15) hours of open entry, open exit coursework shall have four (4) hours per week - two (2) hours of which may be held virtually.

> (b) All other instructors shall have seven (7) hours per week - three (3) hours of which may be held virtually.

Faculty are allowed to conduct virtual office hours in lieu of coming to campus one day a week if the faculty member is not scheduled to teach that day. Implicitly, faculty are required to be on campus and available the remaining four days of the work week.

Faculty have also routinely made themselves available for student inquiry through a variety of synchronous and asynchronous methods such as email, phone, Remind, Zoom, Teams, and other

electronic communication means (see syllabi from COMM 110 and TSEN 65 for examples).

Within online courses, student and faculty interaction is intentionally structured to ensure regular and substantive interaction. The Online Course Development Committee (OCDC) reviews development of all new distance education courses using the KCC Online Course Development Checklist, a quality assurance rubric which addresses student engagement and faculty access/interaction. All faculty who teach distance education sections must successfully complete the Online Teaching and Learning (OTL) class which emphasizes student/faculty access and engagement. Beginning in the 2020-2021 academic year, all faculty teaching distance education sections must be re-certified through OTL every four years.

KCC's 2019 Community College Survey of Student Engagement (CCSSE) indicates that our students scored higher than other CCSSE cohort members' students on Student-Faculty Interaction benchmarks such as using email to communicate with instructors and discussing grades or assignments with instructors. Results from the 2019 Community College Faculty Survey of Student Engagement (CCFSSE) paralleled the student results; faculty indicated that they "frequently/often" have students using email for communication and discussions regarding grades and assignments. The KCC-administered Student Surveys of Instruction from 2017-2019 additionally indicated highly positive student responses (mean response of 3.7 out of 4) to the statement of "The instructor is available to answer questions if students ask for help."

3.C.7

The College uses a variety of hiring, training, and professional development opportunities to ensure that staff members in the Student & Community Services Division are qualified to meet students' needs.

The College's hiring processes include the collaborative completion of Position Description Questionnaires (PDQs) by incumbent employees, supervisors, divisional leaders, and Human Resources (HR) to determine appropriate staff qualifications as part of the job posting information, thus ensuring new hires have appropriate qualifications. Depending on the position, HR also may employ third-party vendors (such as Korn-Ferry/Hay) to analyze/classify staff positions. Before posting a position, HR confers with the screening chair to ensure minimum and preferred qualifications will generate an optimal and appropriately qualified candidate pool. As demonstrated in the May 2020 posting for an Academic Advisor position, the College is very explicit with the qualifications expected of student support services personnel.

Furthermore, the College is committed to exceptionally qualified personnel in sensitive areas: all of the College's counselors have a master's degree in counseling (MA), are Licensed Professional Counselors (LPC), and are Certified Advanced Alcohol and Drug Counselors (CAADC).

Instructional assistants who work in the Center for Student Success are required to have at least an associate degree in the disciplinary areas in which they tutor, with a bachelor's or higher degree preferred. Many of our current and past instructional assistants have also worked as adjunct instructors and thus hold master's degrees in their discipline. Peer tutors are required to have a FASFA on file, to have obtained a grade of B or higher in the course they will be tutoring, and have a recommendation from a KCC professor.

As documented on the College's [Registered Student Organizations](#) website and this [faculty list](#), advisors for co-curricular activities are typically faculty or staff who have professional qualifications or experience related to the individual club.

With regard to support staff gaining and maintaining appropriate skills and knowledge, the [Support Staff Professional Development Committee, as part of its charter authority](#), oversees institutional [professional development/trainings](#). Support staff members and others are also routinely required to complete on-site or virtual training such as

- Financial Aid staff are required to attend hours of in-person and virtual/web training on updates and processes.
- The Academic Advising Department is required to be part of National and Michigan Academic Advising Associations; all academic advisors must complete an internal training before they meet with students.
- All employees complete Safe Colleges trainings, including Title IX training, online.
- Equity and inclusion training are routinely required of all employees.

Additionally, staff members routinely attend off-site trainings such as

- Financial Aid staff have gone to the National Association of Student Financial Aid Administrators (2019 NASFAA Training Conference) and Michigan Student Financial Aid conferences (MSFAA) to learn updates for FAFSA processing and state aid.
- Staff in the Registrar's office attend the Michigan Community College Student Service Association (MCCSSA) conference annually; the workshops at this conference include utilizing student service best practices, understanding student needs, dealing with difficulty students, and understanding the Family Education Rights and Privacy Act (FERPA).

The wide range of professional development completed by our staff is documented in this [list of trainings/conferences attended by College staff from 2016-2020](#).

As applicable, certain staff members must also keep up with professional certifications:

- Employment Services staff are required to complete national and Michigan certifications.
- Counselors are required to complete renewal of license.

Individual staff are also encouraged to pursue professional development through the [Support Staff Individual Professional Development Funds Request Process (SSPD Process).](#) This process includes a [Professional Development Plan](#), an [Individual Support Staff Professional Development Application Form](#), and directions on how to complete a travel request. Additionally, the [KCC Support Staff Union contract](#) allows support staff to enroll (at the College's expense) in college coursework to work towards an advanced degree.

While administrative staff have not historically had a defined process for professional development, they are encouraged to participate in professional development activities; these employees' cost centers provide tuition reimbursement and other financial support for professional development opportunities. The College has identified ["Talent Management & Development" as a key strategy focus within the 2020-2023 Strategic Plan's "Culture" pillar of excellence](#); the strategy's explicit focus on "professional development training and learning opportunities" makes it clear that the College is committed to systematic improvement of employee development processes.

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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

As a community college serving a diverse student population, KCC has systems in place to address the emotional, physical, and social well-being of our student population through a variety of campus-wide services.

Our Center for Student Success provides many support services, including

- Disability services (students may request accommodations with proper documentation);
- Financial assistance through the Student Support Services Grant (for students pursuing a transfer degree and meeting federal eligibility criteria) or the Special Populations Grant (for students enrolled in an approved occupational program and meeting certain requirements); and
- Peer tutoring/mentoring.

Other departments also provide support services for students:

- The Counseling Department provides personal/academic/career counseling through licensed professional counselors.
- The Financial Aid office coordinates veterans' services, including tutoring, counseling, and referrals.
- The Student Life Department runs New Student Orientation sessions in person and online.

In addition to providing scholarship opportunities, the KCC Foundation also provides emergency financial and food assistance to students through the Beyond Tuition fund and the Bruin Basket initiative.

The RMTC also provides services unique to its particular student population. All RMTC students have access to online tutoring, on-site help with enrollment and registration, limited on-site help with financial aid (as applicable), and on-site faculty advising. Students affiliated with the following also have additional supports:

Program Type/Student Affiliation	Support
Company-sponsored training	main campus advising (as applicable) and various off-site supports depending on company
MI Jobs Challenge	main campus advising (as applicable) and a full-time career coach on-site provided by KCC as well as an education coordinator provided by the MI Job Challenge
Michigan Works! individual students	main campus advising (as applicable), and some on- and off-site oversight via Michigan Works! staff
Michigan Works! Vision for Prosperity	main campus advising (as applicable) and full-time career coach on-site provided by Michigan Works!
Families Forward Demonstration Project	part-time grant-funded KCC career coach that provides various supports and some off-site oversight via State of Michigan
KRESA	main campus advising (as applicable) and some off-site oversight via KRESA
Dual Enrolled	main campus advising (as applicable) and off-site oversight via individual schools
Early College	full-time KCC Student Success Coach that provides advising support from main campus to all KCC Early College students, and some off-site oversight via individual schools
iACT/KAMA	full-time career coach on-site provided by KCC

The College community as a whole also takes responsibility for reporting and acting on student welfare and mental health concerns through the "Bruins Care" alerting forms that are recorded in Maxient, software which tracks student conduct/behavior concerns. (When the College moved to Maxient in 2018, the previous reporting form called "Student Welfare" was renamed "Bruins Care.") "Bruins Care" forms are intended to connect students with the College's licensed counselors. The College's counselors also serve on the Threat Assessment and Behavioral Intervention (TABI) team, where concerns about student behavior are discussed through a multiple-prong approach as it relates to campus safety, individual concern, and policy enforcement. As Maxient was implemented, a new Report an Incident webpage was created to make reporting easier. To that end, submissions of "Bruins Care" reports have increased compared to submissions on the old platform that Maxient replaced. In the first year (2018-2019), 51 "Bruins Care" alerts were filed. As of May 12, 2020, more than 64 "Bruins Care" alerts were filed for the 2019-2020 academic year, already surpassing the 2018-19 academic year totals.

3.D.2

Learning support at the College is primarily provided through the Center for Student Success, which is overseen by the Student and Community Services Division. The Center for Student Success provides makeup and online testing, along with online and face-to-face tutoring with an instructional assistant either on a walk-in basis or by appointment. Instructional assistants also conduct online tutoring for students who need assistance with writing; students may submit papers and receive feedback electronically and/or they may sign up for live Zoom sessions. In 2018-2019, the Center for Student Success hosted a total of 4,282 tutoring visits in a variety of subject areas. The College has also contracted NetTutor to provide 24-hour online tutoring in 31 disciplines; a link to the service is located within all Moodle courses and within the Bruin Student Portal. The Center for Student Success has also routinely coordinated English Language Learner, Accounting, Spanish, Physics and Athletic study tables for students to receive individualized assistance. The English Language Learning and the Athletics programs have also provided study tables for students to receive individualized assistance.

The Morris Library also provides learning support with hands-on instruction regarding how to locate, critically evaluate, and apply information effectively; it also provides support for students in pre-college-level courses with a Transitional Studies Guide (see sections 2.E.3 and 4.A.4 for additional details regarding services provided by the Morris Library.)

The College's Center for Student Success also oversees implementation of reasonable disability accommodations for all students with verified disabilities in accordance with relevant federal laws.

As noted on our Placement webpage, all entering students are required to submit documentation of high school GPA, ACT, PSAT, or SAT scores in order to be properly placed in reading, writing, and math courses. If those scores are unavailable, older than five years, or do not represent the students' skills, students may complete the Next Generation ACCUPLACER® Placement Test for free at the Testing and Assessment Center on the main campus or in a testing area at the regional centers. (Due to the COVID-19 pandemic, the College began offering live, remote online ACCUPLACER® Placement Testing on May 28, 2020 through Examity, a third-party proctored testing site, and we began offering Artificial Intelligence (AI) proctoring in August 2020.) Scores are electronically uploaded to the Student Information System as well as given to the student to keep. Upon completion of the placement, students are referred to Academic Advising for course selection; the College

maintains a [Placement Chart](#) in the Academic Catalog which correlates various scores to course placements. (Students who have an associate's degree or higher are exempted from some Next Generation ACCUPLACER® prerequisites; also, students may demonstrate preparedness for college-level courses via transcripted courses from other college-level institutions and/or their prior experience/learning in the workplace/military.)

For students who place into pre-college-level classes, preparatory instruction is provided in three areas of study:

1. Writing (TSEN 65 and TSEN 95)
2. Mathematics (historically, TSMA 25, TSMA 45, and TSMA 30, but the curriculum has been restructured as of fall 2021)
3. Reading (TSRE 55)

These courses are designed to help bridge the gap between the student's current skill level and being college ready. Additionally, starting in fall 2017, the College instituted First Year Seminar, FYS 101, as a requirement for all first-time, degree-seeking students. Our FYS 101 course is designed to provide students with information in regard to study habits, academic support, finances, and setting personal goals, as well as a plethora of other information deemed important for college success. Students are exempt from the FYS 101 course only if they have completed 24 transfer credit hours or more from an accredited institution, completed a degree from an accredited institution, are enrolled in a certificate program, or are dual enrolled.

3.D.3

The Academic Advising office assigns advisors to work with students by program code. Using an [advising syllabus](#) that outlines the expectations for both the student and the advisor/success coach, the advisors help with educational planning and transfer information. This syllabus also includes important dates for the upcoming semesters and student learning outcomes. Due to the three-month campus closure caused by the COVID-19 pandemic, the College had to adapt advising methods by providing advisors with cellphones and VPN access so that they could continue to provide services to students remotely.

All degree and transfer areas have [program maps](#), as developed through KCC's Guided Pathways work, that are used by academic advisors to guide students; all program maps are updated regularly by faculty/faculty-coordinators/chairs/directors as changes occur within their programs. These program maps are also used by KCC's Early College student success coach for advising Early College students and high school counselors.

To supplement our advising efforts, the College also adopted Starfish, a retention platform that functions primarily as an early alert system, in 2018. After two successful pilots with selected faculty, the system was released to all faculty (adjunct and full-time) in fall 2019. Faculty can raise flags, referrals, and provide positive feedback to students in the form of kudos in the context of students' class performance/behaviors; specific faculty concerns in alerts trigger an advisor's outreach to the student.

3.D.4

As documented in 5.B, the College routinely identifies and allocates resources to maintain the infrastructure necessary to support effective teaching and learning. These needs are assessed during the development of the annual budget and Five Year Plan, and through review of Carl D. Perkins funding reporting measures (see Perkins planning meeting presentation and the Perkins data reviewed), Capital Outlay (Five Year Master Plan) facilities usage, the KCC technology replacement strategy, the CCSTEP grant, Assessment Academy reports, and KCC's course-level assessment results (see column H, "resources requested to support action/intervention").

Nearly all classroom spaces include an instructor computer station, integrated projector, document camera, VHS player, and DVD/Blu-Ray player. Classrooms that are outfitted with workstations for all students in the class are found in the Ohm Information Technology Center (OITC, 14 rooms), the Davidson Center (3 rooms), Roll Health and Administration Health and Administration Building (5 rooms), Schwartz Science Building (one room), the Eastern Academic Center (2 rooms), Fehsenfeld Center (2 rooms), and the Grahl Center (3 rooms); 15 laptop carts are also available in three main classroom buildings, the RMTC, the Morris Library/LRC, and at two of the centers. Additional technology for student/instructor use includes

- Moodle, the campus's official LMS (some instructors also opt to use publisher platforms in addition to Moodle);
- OWL cameras, which allow synchronous classroom meetings between the main campus and centers;
- iPads, routinely used by communications, graphic design, and theater classes for class projects
- large open computer labs and four printers within the Morris Library/LRC;
- a computer lab at the RMTC;
- 12 group study rooms in the Morris Library/LRC (two with smart technology) for individual or group work;
- the Ensemble streaming server for internally hosting video content for College purposes; and
- an online version of *The Pocket Prof*, the Academic Catalog, and the Student Handbook.

The College has also invested in personnel to provide technology support for students and faculty, such as the process specialist who staffs the Help Desk (located in The Hub), the user support services manager, and the director of learning technologies. The Morris Library has also developed enhanced online support for students and faculty, some of which was added as additional support during the COVID-19 pandemic:

- Professor-requested embedded librarians in specific courses (e.g., PSYC 201);
- One-on-one meetings between librarians and students and/or faculty using Zoom, Microsoft Teams, or Google Hangouts (or face to face when it is prudent);
- Increased presence to assist our students though virtual reference service, 24/7/365;
- The development/update of a video tutorial regarding use of the College's databases;
- Virtual tours of the library;
- The development of online instruction modules for online and hybrid courses; and
- Customized librarian course presentations developed in conjunction with instructors.

In addition, faculty are routinely offered training in use of Moodle as a regular part of the software update cycle, and all faculty are required to complete the Online Teaching and Learning (OTL) course to certify their preparedness for online delivery.

Infrastructure within the occupational education programs is also regularly updated based on accreditation standards and measures. For example, recent additions or improvements for the Nursing (patient simulators), EMS (patient and environmental simulators), Radiography (radiology lab), and Law Enforcement (MILO Use of Force Simulation and skid car) Programs have been implemented through CCSTEP grants. Extensive facilities and equipment updates for occupational programs at the RMTC and the EAC are also noted in 5.B.

Clinical sites for the Nursing, EMS, Physical Therapist Assistant, Medical Assistant, RADI (Computed Tomography, Magnetic Resonance Imaging, Radiography), and Neurodiagnostic Technologist (EEG) programs are maintained through partnerships with area facilities/employers; the College also has its own dental hygiene clinic which functions as a lab and a community service with low-cost treatments.

As documented in the Capital Outlay Plan, the College also regularly reviews and updates lab spaces, such as labs for

- computer science (OITC);
- physical sciences (Schwartz Science Building and Grahl Center);
- CNA training along with new electricity/electronics/mechatronics labs (Eastern Academic Center);
- graphic design (Davidson Center); and
- computer-aided drafting and design (OITC).

Additionally, the College has routinely updated studio space and gallery space for art and photography in the Davidson Center, and performance spaces for music and theater in the Davidson Center and the Binda Auditorium.

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3.S - Criterion 3 - Summary

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

Summary

The College's commitment to high-quality education has been demonstrated through a variety of ongoing processes and new processes since the last HLC review.

The College's implementation of our academic assessment plan has reinforced the overall quality of courses and the consistency of program quality throughout modalities and locations. The newly revised general education core, the Bruin Standard, has core outcomes of effective communication, critical thinking, and personal and cultural engagement, which directly align with our mission's focus on employability and transfer.

Faculty and students continue to engage in scholarship and creative work; faculty also routinely engage in institutional service on committees, cabinets, and councils, and as advisors to registered student organizations.

Faculty have all recently been reviewed for appropriate qualifications for their teaching assignments; they engage in professional development as supported by contract-mandated funding, and full-time faculty are evaluated annually through a formal process; likewise, staff qualifications have been maintained through careful hiring practices and ongoing professional development opportunities. The College maintains sufficient faculty and staff members to ensure the quality of our operations.

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

The College adopted a formal Program Review Process in fall 2020 as part of its ongoing implementation of assessment processes. In this Program Review Process, all degree programs undergo a "Quick Review" (QR) annually, which will focus on indicators of completion; more in-depth program reviews will be conducted on a five-year cycle. The Five-year Review of programs will include evaluation of

- **academic data**: course learning outcomes (CLO's), program learning outcomes (PLO's), course success data, and course alignment with general education (Bruin Standard) outcomes

and

- **program viability/operations**: pathways/articulation agreements, comparable curriculum review, trends in cost to educate, effectiveness of advisory boards, faculty utilization, five-year trends in the annual QR reports, student recruitment, and facilities needs.

A formal recommendation of "continue without modifications," "continue with modifications for improvement," or "terminate the program" must accompany each five-year review.

In 2020-2021, the following programs piloted a five-year review (the program code appears in brackets):

- Associate in Arts – (Associate Degree [311]); completed
- Associate in Sciences – (Associate Degree [312]); completed
- Associate in General Studies – (Associate Degree [313]); completed
- Associate in Elementary Education – (Associate Degree [331]); in progress as of summer 2021
- Associate in Global and International Studies – (Associate Degree [305]); in progress as of summer 2021

Along with KCC's internal Program Review Process, all occupational programs with Perkins funding will each continue to complete a Program Review in Occupational Education (PROE) for their programs. For 2020-2021, the following programs completed that review process (the program code appears in brackets):

- Human Services Technician – (AAS Degree [242])
- Accounting – (AAS Degree [203] & Cert [104])
- Business Management – (AAS Degree [213] & Cert [164])
- Administrative Assistant – (AAS Degree [206] & Cert [105])
- Photography and Multimedia – (AAS Degree [274])

(For examples of our PROE documentation, please see KCC's filings from 2016, 2017, 2018, 2019, and 2020.)

4.A.2

As established in the Academic Records section of the College's Catalog, the Registrar's office has a Transfer Credit Policy which lays out how its office evaluates and transcripts credit. This section of the catalog establishes that international transcripts are evaluated by third-party evaluators (Academic Credentials Evaluation Institute, Inc. or World Education Services, Inc.). The College also has detailed policies and processes regarding Credit by Examination and credit granted for Prior Experiential Learning in the Academic Records section.

The College also maintains several articulation, consortium, and transfer agreements that facilitate the transfer of credits for students; the Michigan Transfer Agreement (MTA), in particular, facilitates transfer between Michigan institutions. The MTA establishes course transferability/equivalency through regular inter-institutional meetings in which course objectives and outcomes are verified and institutions agree to the initial transferability and continued transferability of specified courses.

In some cases, the Registrar's office will defer evaluation of transfer courses to individual department chairs and directors who work alongside full-time faculty to determine if course equivalencies are appropriate (see examples of registrar-chair-faculty emails here). Per the associate registrar, the department chair/director performs the verification, submits supporting documents, and grants the prior learning experience, while the registrar houses the documentation.

Since courses at the RMTC are offered as competency-based modules, instructors in that area are directly involved in reviewing transcripts and course descriptions. The instructors may meet with the students to discuss and/or verbally quiz them on knowledge of course skills, and as necessary, to evaluate competency directly by having students demonstrate specific skills, like welding. Following evaluation, RMTC instructors document appropriate course equivalency on a Transfer Evaluation Form which is submitted to the Registrar's office for processing.

4.A.3

With regard to ensuring the quality of credit we accept in transfer, KCC's Registrar's Office follows "best practice" as established by the American Association of Collegiate Registrars and Admissions Officers in their Joint Statement on the Transfer and Award of Credit. The joint statement establishes that an institution's accreditation indicates a certain level of academic rigor; we limit the coursework we accept to accredited schools. The Joint Statement further acknowledges that comparability is a major consideration; the language from the Transfer Credit Policy of our Catalog establishes both points as key to the College accepting transfer credit: "Kellogg Community College will accept comparable college coursework earned at other accredited colleges and universities and through the military. Courses considered for transfer must have a comparable course offered at KCC."

As mentioned in 4.A.2, the College uses third-party evaluators for international transcripts which ensures the quality of credit accepted in transfer.

4.A.4

Per the direction of various College committees, cabinets, and departments, the College itself determines all course prerequisites, course rigor, expectations for student learning, access to learning resources, and faculty qualifications for our programs.

The office of the vice president of instruction oversees all matters related to instruction, including quality of courses for dual enrollment and faculty qualifications. In particular, the vice president of instruction maintains specific documentation of individual instructor qualifications via the Qualified Faculty Rubric, the memorandum of understandings (MOU's) with various high schools (see this example MOU with Lakeview School District), and the WIDS Syllabus Repository (see 3.A.3, 3.B.1, and 4.B.3 for more details about WIDS). With regard to course continuity across sections, all of the College's dual enrollment courses are taught by credentialed KCC faculty who measure the same learning outcomes and utilize uniform syllabi and course resources. On a semester-by-semester basis, all faculty, full-time and adjunct, are required to submit assessment data of student performance tied to course learning outcomes; full-time faculty also meet each semester to evaluate this assessment data and to make curriculum adjustments as necessary. (See 4.B for detail regarding how the College's assessment processes help faculty maintain course rigor appropriate for students to meet established course learning outcomes.) Specific full-time faculty are also compensated to serve as formal liaisons to adjuncts in their discipline regarding core aspects of course design/delivery and assessment.

While Academic Cabinet exercises authority over any changes to course descriptions or outcomes, including prerequisites (see Academic Cabinet Charter and example meeting minutes), faculty are

directly responsible for establishing and maintaining course rigor through use of uniform course learning outcomes (CLO's) and student learning objectives (SLO's) throughout all sections of a course. College-developed program learning outcome statements address more broadly the rigor of learning for our associate degrees. As part of the larger Assessment Plan, faculty mapped course-level learning outcomes to program learning outcomes in fall 2019, mapping which was subsequently documented in WIDS.

The College also maintains access to learning resources such as the Center for Student Success, NetTutor, and the Morris Library for all students regardless of the modality of instruction. The Center for Student Success is open for walk-in and online tutoring, as well as makeup and online testing. As already noted in 3.D.2, thousands of KCC students annually take advantage of the tutoring services and makeup/online testing at the Center for Student Success (see testing and tutoring data). While fall 2019 usage of NetTutor primarily indicates students are seeking help in English & literature/writing, accounting, and math, they also sought help in 11 other subject areas. Overall, this online tutoring service covers 31 subject areas offered by the College, and students have direct access to NetTutor through Moodle (our campus LMS) and the Bruin Portal (our single sign-in online services site). Additionally, Morris Library faculty provide students with online access to Research Guides which give students discipline-specific resources to complete projects and research papers. The Morris Library faculty also offer customized instructional sessions that occur in classes that are starting research projects; these include tutorials designed to help students focus their research, navigate the College's database system, and cite source material properly (see 2.E.3 for a list of session types). The library's database and eBook resources have increased substantially over the past three years, as has students' use of "virtual reference" chats (see "Library Evidence re: Access to Learning Resources" for more details).

Lastly, expanding student access to free learning resources has taken several forms. KCC faculty actively pursue and provide Open Educational Resource (OER) materials which are delivered at no cost to students through Moodle. In addition to discipline-specific OER materials, the fourth edition of a free composition handbook, *The Pocket Prof,* is linked on every Moodle page, and print copies are available on request. Faculty developed the handbook as part of an initiative to improve writing on campus. Students have access to Moodle once they have a registered KCC student login account. The College's Help Desk provides face-to-face, phone, and online support for students seeking help with all of the College's online resources, which as of fall 2020, now includes free access to Office 365 and a downloadable full version of Microsoft Office.

4.A.5

The College has several programs which are accredited through third-party organizations:

- The Dental Hygiene Program maintains accreditation through the Commission on Dental Accreditation (CODA). The program received accreditation in 2016. Under its seven-year reporting cycle, the program is due for another visit in 2023. There have been no lapses in accreditation status.
- The Early Childhood Education (ECE) Program maintains accreditation through the National Association for the Education of Young Children (NAEYC) Commission on the Accreditation of Early Childhood Higher Education Programs. The program received full accreditation in summer 2013 and most recently received conditional accreditation in April 2021. There have been no lapses in accreditation status.

- The Emergency Medical Services (EMS) Program maintains accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The program has received accreditation approval from August 2018 through August 2021. There have been no lapses in this status.
- The Medical Assistant Program received their initial accreditation through CAAHEP in December 2020; the program is scheduled for review in spring 2025.
- The Magnetic Resonance Imaging Program has been accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and was scheduled for review in May 2021; due to significant changes in the JRCERT accreditation process, all community college members of the EPIC program are reviewing alternative 3rd party accreditation for the program.
- The Neurodiagnostic Technologist Program is accredited through CAAHEP through 2024.
- The Associate Degree (ADN) in Nursing Program maintains accreditation through the Accreditation Commission for Education in Nursing (ACEN). The program has received accreditation from 2017-2022. There have been no lapses in this status. The Licensed Practical Nurse (LPN) portion of the Associate Degree in Nursing (ADN) Ladder Program is on track to be ACEN accredited by 2025.
- The Physical Therapist Assistant (PTA) Program maintains accreditation through the Commission on Accreditation in Physical Therapy Education (CAPTE). The program received accreditation in 2016 and is due for another self-study in 2026. There have been no lapses in accreditation status.
- The Radiography Program maintains accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program received five-year accreditation in 2020, with a JRCERT request for more data/documentation due in Feb. 2021. Following this review, JRCERT awarded our Radiography Program full accreditation through 2027. There have been no lapses in accreditation status.

The accreditation status for each program is documented on each program's individual webpage and in the Academic Catalog.

4.A.6

One way the College evaluates the success of its graduates is through studies like The Economic Value of Kellogg Community College, which was completed by Emsi in 2020. "Success" as defined through economic factors is central to two core components of our mission:

- We engage students in learning experiences that lead to **enhanced employability** and successful transfer to other educational institutions.
- We partner with the communities we serve **to support economic vitality and stability** through the **development of a skilled local workforce**.

This study's evaluation of economic impact includes sections on

- "Alumni impact," which evaluates the economic impact of former students who are employed in the KCC service area;
- "Student perspective," which evaluates students' personal cost vs. the lifetime return value of a KCC education; and,
- "Taxpayer perspective," which evaluates local and state tax outlay vs. added tax revenue

generated by students' increased lifetime earnings.

KCC also evaluates the success of all of its graduates through the annual Graduate Follow-up Study, overseen by the office of the dean of Workforce Development, which documents both quantitative and qualitative evidence (the latter in the form of narrative comments) regarding the impact of the earned credential. The survey is administered in three different mailings, depending on whether a student initially responds (see the "Methodology" discussion in the study); while the 36% response rate in the 2018-2019 study isn't ideal, the responses do provide a compelling sampling of our graduates as a whole (note: the College is trying to improve survey response rates, and for the 2019-2020 study, 42% of eligible graduates responded). The first two questions on the survey ask graduates to identify their primary objective in attending KCC and whether they achieved their objective; these questions are mission-focused in that the response options reflect our emphasis on employability and transfer. Respondents in the 2018-2019 cohort indicated that they attended KCC to

"improve skills for current job or career":	9.5 % (n = 27)
"prepare for new job/career":	74.4% (n= 210)
"obtain first two years of a four-year degree (transfer)":	14.9% (n = 42)
"personal interest":	>1% (n = 2)
"other":	>1% (n = 1)

When asked, "Did you achieve your primary objective," students overwhelmingly indicated that they had (96.4% responded "yes"). Transferring students were also asked, "How well did the courses you completed at Kellogg Community College prepare you for continuing your education?" Of the 169 respondents to this question, 88.8% rated their preparation as falling within the two highest rankings (43.2% indicated "excellent" and 45.6% indicated "satisfactory"); no respondents rated their preparation "inadequate." The graduate follow-up study also collects information regarding specific transfer institutions, employment in fields related to the degree/certificate area, and quality assessments of different facets of instruction as well as College services.

Individual occupational programs at the College also routinely analyze the success of graduates of their programs by focusing on a variety of indicators:

- The Dental Hygiene Program evaluates graduates' National Board exam, State Board, and certification exam pass rates, as well as employment rates. This data is reported to the Commission on Dental Accreditation (CODA) through the annual "Survey of Dental Hygiene Education Programs" (see reports from 2015, 2016, 2017, 2018, and 2019) as well as through our program's self-study report and site visit, which occur on a seven-year cycle.
- The Radiography Program reviews students' pass rates on the national exam given through the American Registry of Radiologic Technologists (ARRT). The program also reports yearly on employment rates; our accrediting body, Joint Review Committee on Education in Radiologic Technology (JRCERT), requires this data be reported to them as well as listed on the College's website for the program. We report this data yearly as well as document this information every 8 years during our program's self study for re-accreditation.
- The Nursing Program's 2017 Self-Study documents student success via our graduates' performance on the NCLEX examination and performance on the evidence-based capstone

assessment, their graduation rates, and their job placement. This information is reviewed by the program's Advisory Committee to inform possible program changes.

- The Early Childhood Education Program (ECE) meets annually with the other Perkins-funded programs to discuss College-generated data regarding retention, graduation, and transfer/job placements; these meetings are arranged by the dean of Workforce Development. The [ECE Program's accreditor, the National Association for the Education of Young Children, identified our program's formal review of student success as a strength overall.](#)

- The Physical Therapist Assistant (PTA) program tracks graduate success on the NPTE (National Physical Therapy Exam) as well as employment rates; [this data is available on the PTA program website](#) and also reported annually to the PTA program accreditation agency, the Commission on Accreditation in Physical Therapy Education (CAPTE). The program also completes biannual surveys of program graduates and their employers as another measure of the program meeting outcomes although we struggle with response rates in these areas.

- The performance levels of students in KCC's occupational programs are directly compared to the "state performance level expected" in occupational programs' PROE filings for their programs and thus provide a way for our programs to monitor relative success rates. Narrative comments in the PROE's also reflect on success through documentation of student feedback, advisory committee evaluation, and program director/chair evaluation of characteristics of the program. (For examples of our PROE documentation and these narratives, please see KCC's filings from [2016](#), [2017](#), [2018](#), [2019](#), and [2020](#).)

External studies, such as the ["Postsecondary Transfer and Mobility in Michigan: Exploring Transfer Patterns, Programs, Places, and People"](#) published by the Michigan Center for Student Success, have also indicated that our students successfully transfer to a variety of public and private four-year colleges/universities, with Western Michigan University, Grand Valley State University, and Spring Arbor University as the top three transfer locations for our graduates. The state of Michigan records transfer data to and from specific institutions; KCC's [2018-2019 College Transfer Snapshot](#) again indicates that students are readily able to transfer using credentials from KCC. Interestingly, of 1,103 transfers in that academic year, the snapshot indicates that 23.8% of transfers from KCC go to out-of-state four-year schools; the greatest in-state transfer recipient of KCC graduates, Western Michigan University, only receives 16.3% of KCC's transfers.

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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

In fall 2017, the Assessment Team at the College began implementation of a formal assessment plan which requires faculty to document and reflect on student performance data for each section taught, as well as participate in assessment activities each semester on a planned Assessment Day. Faculty submit data regarding their course sections by Microsoft Form; the office of the dean for Arts and Sciences then aggregates and anonymizes assessment data for discipline groups each semester (see examples of English Department data from spring 2020) to discuss patterns, concerns, and overall progress, and to collaborate regarding type and effectiveness of interventions.

The College's participation in the HLC Assessment Academy, beginning in summer 2017, was the driver behind this assessment program (see full documentation of our planning/progress Academy reports 1, 2, 3, 4, 5, 6, and 7). Faculty and administrators who attended the initial meeting of the Academy in summer 2017 established a campus Assessment Team and a three-year assessment start-up plan which included the following (completion dates are in parentheses):

- reviewing and updating course learning outcomes and student learning objectives in all courses (fall 2017);
- implementing a course learning outcomes data collection and review process (spring 2018);
- defining program learning outcomes in all programs, including co-curricular programs (fall 2018);
- completing course-to-program curriculum mapping (fall 2018);
- updating general education learning outcomes, which became the Bruin Standard (spring 2019);
- proposing, reviewing, and selecting courses for inclusion in the new Bruin Standard curriculum (fall 2019); and
- evaluating/selecting third-party tools for evaluation of our General Education Program, a three-year cycle which began in fall 2019 (spring 2020).

The dean of Arts and Sciences, as chair of the Assessment Team, formally oversees the academic assessment program at the College, and every two months, distributes an assessment newsletter (to faculty, directors/department chairs, senior administration, and directors in Student and Community Services) which contains updates, plans for upcoming assessment activities, and information about

best practices.

Co-curricular offerings at the College are assessed in light of the Student and Community Services (SCS) Division's mission of "provid[ing] a safe climate of support and inclusion, which encourages student success through programs and services designed to assist the individual student to discover and achieve their educational goals." Some departments within the division (Advising, Counseling, Career and Employment Services, Student Life/New Student Orientation, and Lifelong Learning) assess programs and activities against four division-wide outcomes, established in 2016, which focus on communication, critical thinking, personal advocacy, and self-awareness. In 2017, departments within SCS also created their own subset of student learning outcomes (SLO's) which fit under one of the four domains (see Division and Department SLO's). Each area has a plan to assess program learning; they collect data, analyze the data, and make changes to improve processes, and information is currently maintained at the department level. The managers and directors meet at least once a semester to discuss assessment results and plan interventions. Co-curricular program learning outcomes align with the Bruin Standard. The SCS Division has also shared their assessment results routinely, as documented in three SCS assessment projects presented during the Fall 2020 Assessment Day.

The College's emphasis on assessment has trickled down to practices across the institution, including the vetting of potential faculty for their understanding of assessment and their commitment to collaborative work.

4.B.2

Continuous improvement in student learning at the College is primarily driven through a semester-by-semester cycle of instructors' review of their individual course assessment data and aggregated disciplinary assessment data, and the Assessment Day activities which engage faculty collectively. This cycle started in spring 2018 as part of the implementation of the overall assessment plan. At each Assessment Day, disciplinary groups share data, determine interventions, and plan for future assessments, and each faculty group documents their group's assessment results. The Assessment Team routinely provides faculty with a set of guiding questions to assure they are addressing critical components of the assessment cycle. The disciplinary documentation and agendas from the fall 2018 Assessment Day, spring 2019 Assessment Day, fall 2019 Assessment Day, and fall 2020 Assessment Day demonstrate the concerted effort of faculty across the College to examine and actively improve student learning (Note: due to COVID-19, the spring 2020 Assessment Day had to be canceled).

Examples of assessment-driven changes which impacted student learning include:

- semester-over-semester changes within the library assignment in FYS 101 (First-Year Seminar), which improved students' understanding of the basics of scholarly practice and academic integrity (see 2.E.3 for more detail).
- assignment revisions within ECON 202 (Principles of Economics-MICRO), to address students' weakness in applying their understanding of elasticity.
- changes in pre-class assignments in BIOL 202 (Human Physiology) to help student improve performance on the course's "real world problem" assessment.
- overall assessment planning (mapping of specific assessment per outcome and scheduling assessments for all course learning outcomes) for the A.S. in Business Management degree.
- the addition of newly designed algebra courses in 2015 (MATH 102: Practical Algebra, and MATH 105: Beginning Algebra) within the Math program to address Nursing and Allied Health faculty concerns about students' insufficient math skills and poor success rates in the

existing course (MATH 101: Beginning Algebra). Course data from 2015-2017 show improved success rates in the new courses along with decreased course withdrawal rates (as compared to success and withdrawal rates in MATH 101).

- faculty implemented various interventions in MATH 105 (Beginning Algebra), MATH 115 (Math for Liberal Arts), MATH 125 (College Algebra), and MATH 132 (Trigonometry), as student confusion or exam performance dictated; interventions included the development of skill-oriented videos, re-tests, and redesign of assignment guidelines/rubrics.
- changes in the way EMT 120 (Basic Emergency Medical Technician Didactic) introduces students to the EMT program (to better orient students to college-level work expectations and certification exam expectations).
- lecture changes in POSC 201 (American Government [Federal]) to address students' confusion regarding federal-level vs. state-level representation in American government.
- changes in classroom learning activities in DEHY 232 (Community Dentistry 2) and DEHY 233 (Nutrition) to improve students' understanding of the legal functions of dental hygienists in Michigan and to improve students' understanding of diet and lifestyle impacts on health, respectively.
- ongoing adjustments since 2011 in instructional strategies, content coverage, and rubrics in ECE (Early Childhood Education) courses as assessment data have indicated student weaknesses.
- ongoing semester-by-semester statistical assessment of students' exam performance in all NURS classes; faculty revise exam questions for future classes when analysis reveals issues with a cohort's exam performance. The Nursing Student Handbook contains guidelines for faculty regarding exam construction and statistical exam analysis, and the Nursing Program routinely documents specific course interventions within its NCLEX Improvement Plan.

As noted in 4.A., faculty across the board have participated in developing general education and program assessment learning outcomes, and the Assessment Team is building these larger assessment processes as part of the overall assessment plan. A two-year cycle of assessment for the Bruin Standard started in fall 2020 (see details in 4.B.3).

With regard to co-curricular learning assessment, all SCS departments have been collecting data on SLO's since 2017. Some of the data has been useful in assisting the division in identifying areas of successful learning, and thus have impacted decision making for future programming. Advising, in particular, has been gathering assessment data since 2015 and has used that data to inform changes. For example, mandatory advising for all first-time KCC students was implemented in fall 2018 as a result of information provided through assessment. Other yearly reviews are conducted by department. While division-wide assessment meetings have not occurred since its inception, the SCS Division intends to create a formal cycle of assessment for the Advising, Student Life, Career and Employment Services, and Counseling Departments.

4.B.3

The College developed its Assessment Plan as a direct result of our engagement with the HLC Assessment Academy: through exposure to best practices of peer institutions and advice of our peer mentors, the College has finally been able to implement a meaningful assessment cycle that is directly impacting instructional practices and student learning (see Academy reports 1, 2, 3, 4, 5, 6,

and 7 for documentation of our processes and methodologies). From the beginning, the Assessment Plan has reflected a diverse body of College employees; the Assessment Team as constituted in 2017 initially had five faculty and eight other representatives across the institution.

While KCC's assessment culture is still developing, Assessment Day engagement suggests that faculty and staff are adopting good practices and that they understand the benefits of the assessment cycle; we are on our way from a culture of compliance to a culture of curiosity and continuous improvement.

The first stages of our Assessment Plan were directly influenced by the Assessment Academy. In fall 2017 we began the implementation of our plan by developing common assessment language. Our Assessment Team established shared definitions in a glossary of KCC assessment terms; in addition, faculty were provided with lists of verbs aligning with different levels of learning in Bloom's Taxonomy. Faculty across the College used this language to review all courses and develop/revise course learning outcomes during the 2018 calendar year. Simultaneously, faculty began conducting assessment on course learning outcomes each semester. As documented in 4.B., our Assessment Day each semester engages faculty across the College in review of assessment data and student learning interventions.

As of spring 2020, Student Services staff have also been active participants in Assessment Day activities. Alignment exists between assessment of learning in the curricular and co-curricular arenas: curricular assessment takes place at the course, program, and institutional levels, while co-curricular assessment takes place at the departmental, divisional, and institutional levels. As mentioned earlier, co-curricular assessment is currently occurring in Advising, Counseling, Career and Employment Services, and Student Life/New Student Orientation.

The College's reform of general education is also a direct result of the mentorship and best practices we observed through the Assessment Academy. At the June 2019 HLC Assessment Academy Mid-Point Roundtable in St. Charles, Illinois, some of us consulted with representatives from Buena Vista University during their poster session which showcased BVU's successful Gen-Ed Reform and Assessment efforts; BVU staff were ultimately able to whittle down their Gen-Ed Outcomes from 15 to 3, making assessment of their three "Signature Skills" much more manageable and meaningful. Following this "best practice" from the Assessment Academy, KCC adopted a similar approach to reforming our general education program. Our General Education Reform Steering Committee (GERSC) was formed with 14 members—seven faculty and seven administrators from the Instructional Division and from Student and Community Services (see the 2019-2020 meeting minutes). After reviewing case studies, the AAC&U Leap Model, and input from other colleges in the Assessment Academy, the GERSC proposed and refined (with input of other employees and students) three institutional learning outcomes that all graduates would be expected to attain in the new "Bruin Standard." While the initial submission and selection of courses for the Bruin Standard in the General Education and Applied Cores happened in spring 2020, faculty may submit any course for consideration of inclusion in the Bruin Standard in September of each year. In the spring and summer of 2020, the GERSC reviewed multiple 3rd party assessment tools and selected an instrument to assess general education outcomes. Using standardized tests from ETS, the College adopted a General Education assessment process and assessed all three outcomes in fall 2020; 89 course sections were assessed overall, with 21 sections focused on "Effective Communication," 24 sections on "Critical Thinking" and 44 sections (split between two instruments) on "Personal and Cultural Engagement." In spring 2021, the Assessment Team disseminated data to faculty groups for analysis, and faculty worked collaboratively to identify appropriate interventions to be used during

the 2021-2022 academic year and beyond. The College will assess all General Education Outcomes again in 2022-2023.

Awareness of best practices also influenced the College's move towards simplifying and consolidating our documentation of our course, general education, and program learning outcomes along with our assessment practices. In spring 2020, the College adopted the Worldwide Instructional Design System (WIDS) as the data tool in which all assessment-related information will be recorded. WIDS will also serve as a syllabus repository with a master syllabus for each course, assuring that common syllabus elements (course description, course learning outcomes, institutional policies, etc.) will be consistent for each section of the course. Designated full-time faculty work directly with adjunct faculty to assure alignment of the curriculum and assessment efforts across all sections of a course.

Finally, faculty have demonstrated good practice when engaging in independent research projects examining particular impacts of the curriculum, such as the "Study of the Probability of Causation of the Kellogg Community College (KCC) Service-learning Program Upon the Continuation of Volunteering of Former Program Students, *Post-KCC*," currently underway with results expected in summer/fall 2021.

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4.C - Core Component 4.C

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

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

Argument

4.C.1

The Enrollment Management Cabinet (EMC) work group for enrollment projection defines groups of students by enrollment status (first-time, returning, prior returning, dual-enrolled and guest). For each group of students, year-to-year enrollments are compared and then the subcommittee uses the data to project enrollment for the next academic year. One of the variables used in the projection exercise is persistence. The subcommittee examines each group of students using different persistence rates and determines projected enrollment for that group of students based on the desired persistence rate. The EMC work group on retention then engages in activities to achieve the desired persistence rate. This work is reflected in EMC meeting minutes, the annual EMC projection tool reports, and emails.

Several areas of the College have also established goals for student retention, persistence, and completion that reflect our mission across different student populations' needs:

- The College's 2020-2025 Trio Student Support Services grant establishes specific and measurable goals for persistence, good academic standing, and graduation/transfer. The grant also documents the Student Support Services' plans for improving retention of grant-targeted student populations and assessing progress towards goals.
- The College's Perkins occupational programs have several retention, persistence, and completion goals ("Core Indicators") established annually as the "State Performance Level Expected"; our programs compare these state-wide Core Indicator goals against the College's performance as a whole and the cohort within in the individual programs in the PROE. The data analysis narrative in each PROE report documents the College's analysis of its performance relative to the goals and the interventions (in-progress and planned) to improve performance. (See examples within these compiled annual PROE filings: 2016-2017, 2017-2018, 2018-2019, and 2019-2020.)

- The Nursing Program has established, with ACEN, a targeted program completion rate of 80% (as demonstrated through student pass rates of the NCLEX exam). The program monitors completion rates semester-by-semester and continuously implements systematic interventions with checkpoints to improve completion rates. Students' persistence and retention are monitored on a course-by-course completion basis, as documented in the program's ACEN self study.

4.C.2

One of the charges of the Enrollment Management Cabinet (EMC) is to "identify, develop, and implement retention initiatives" at KCC; this Cabinet spearheads the collection of data on student retention, persistence, and completion of programs through an annual report that examines trends in these areas. The Cabinet's comparative analysis of the 2017 and 2018 reports revealed a potential anomaly in student retention: while full-time student retention rates remained relatively stable between 2017 and 2018 at 52% and 56%, part-time student retention rates saw a significant drop from 48% to 38%. The Cabinet suggested it might be worthwhile to identify possible causes of this dip and then set some benchmarks for reversing this decline. (Note: With no direct interventions, the part-time retention rate rose to 45% for 2019.)

Analysis of retention, persistence, and completion is also done in other areas of the College:

- The Program Review process, which was implemented in 2020-2021, includes data analysis of students' progression through individual degree programs; for example, the analysis of data in the recently completed Associate in Arts – (Associate Degree [311]) Program Review revealed the need to rethink how students' academic plans are recorded (our process may encourage students to indicate they are working on a degree when in fact they fully intend to transfer before completion, thus impacting our completion rates).
- KCC's Academic Inquiry & Analysis department has measured how successful First Year Seminar (FYS) cohorts are in relation to students who bypass that orientation-based course (see "FYS Persistence and Retention Rates and Comparisons").
- In Oct. 2019, the office of the dean of Arts and Sciences analyzed KCC success data by demographics, which illuminated some significant achievement gaps by race among KCC students. The dean presented this data to all faculty at an Instructional Division meeting, further prompting conversations around equity.
- The dean of Workforce Development collects data related to student retention and completion via the Graduation Follow-Up Survey.
- Multiple occupational programs collect and analyze data related to retention, completion, and persistence (see "2019 Occ Ed RPC data").
- The Student and Community Services Division tracks retention rates and intervention data related to staff utilization of Starfish to determine how many students are flagged for early intervention and/or academic assistance.
- In response to the identified academic achievement gap between students of color and white students, the EMC created a workgroup in April 2021 to develop a Students of Color Excellence Plan. The workgroup members held their first meeting in April 2021 to define its purpose, develop tasks, and charter its future direction for the next year. To ensure that diversity, inclusion, and equity best practices are incorporated in the plan, Dr. Tia Brown McNair, Vice President for Diversity, Equity, and Student Success at the Association of American Colleges and Universities, will lead an orientation of workgroup members at their

scheduled August 2021 kick-off meeting. Additionally, the group has been tasked with reading McNair's *From Equity Talk to Equity Walk*.

4.C.3

Statewide trends in enrollment declines in the last five years have prompted the College to use its institutional data on retention, persistence, and completion to implement several interventional/improvement strategies. The College recognizes that retention is one of the strongest strategies for maintaining a stable student enrollment base and is a cornerstone of students moving towards completion.

First, the College established the EMC in 2015 to study enrollment patterns annually and spearhead intervention efforts in order to improve retention and increase our overall student population. Following the Cabinet's analysis of the 2019 CCSSE feedback, the EMC created a subcommittee to study ways the College might keep more students engaged and enrolled. CCSSE data are also part of the College's 2020-2023 Strategic Planning process, with potential interventions including peer mentoring and debt forgiveness initiatives.

In response to lower retention, persistence, and completion numbers analyzed in EMC, the Retention Committee of the EMC began an academic reengagement initiative in 2016 to call students whose records indicated they were eligible to enroll in the upcoming semester. This initiative was initially conducted by the Admissions Office; in summer 2020, the initiative broadened to include academic deans, chairs/directors, and faculty who reached out and encouraged students to register and complete their degrees. Over 1,800 students were directly contacted in July and August of 2020; the dean of admissions and financial aid is analyzing the results of those 2020 contacts.

The awareness of the need for stronger retention efforts helped guide the College's 2018 investment in Starfish as a platform for staff and faculty to manage interventions, academic assistance, and other support services. The College also created a new Student Retention Coordinator position in February 2020 to directly oversee retention efforts through Starfish.

A focus on retention also guided the fall 2017 implementation of the First Year Seminar (FYS) course at the College; as noted in 3.D.2, FYS provides scaffolding for first-time students to be successful as they navigate the many unfamiliar challenges and expectations of being in college. As noted in 4.C.2, data analysis has shown the course to be worthwhile and has led the College to make the course mandatory.

Similarly, the Placement Committee analyzed retention/persistence data when deliberating and adopting high school GPA as an additional placement method which would improve students' retention (see the discussion in 5.A.2). The Placement Committee meets annually to review processes, placement scores, and retention/persistence data concerning our students' initial course placement at the College.

Finally, following the dean of Arts and Science's Oct. 2019 Assessment Day presentation of data regarding disparities in achievement levels, the College pursued retention efforts which would improve faculty and staff awareness of equity issues for students. In January 2020, the Equity and Inclusion Committee collaborated with Student Support Services Department to host a highly interactive, student-scenarios-based workshop for faculty to better understand how to intervene with

issues related to populations that traditionally exhibit lower levels of retention, completion, and persistence. To supplement this focus on equity across student populations, in spring 2020 the Equity and Inclusion Committee (EIC) spearheaded two workshops ("Is Equity a Thing?" and "Equity in Assessment and Syllabi") along with an eight week, faculty-designed equity training based in Moodle for all faculty; the COVID-19 crisis interrupted that training due to the need for all faculty to develop online class materials, but the training resumed in fall 2020.

4.C.4

EMC created a process of formally defining student populations for consistency in data measurement and identifying the data needed; the committee reviews and revises a core set of data definitions as needed, and uses these definitions for reporting and analyzing data related to enrollment, including persistence, retention, and completion. The EMC also created a formal data plan which highlights various reports, summaries, purposes, timelines, and in-development projects. Each year, a subgroup of the EMC meets to review and analyze enrollment data that is disaggregated by subgroups of students (dual-enrolled, continuing, etc.; the subgroups are also identified in the data definitions). After thorough review and analysis, the EMC subgroup uses the results to predict enrollment for the upcoming academic year.

Since 2018, KCC's Guided Pathways Committee participates yearly in a Scale of Adoption Self-Assessment (SOAA) which includes a report addressing areas of student success including persistence, retention, and completion. The SOAA concludes with a follow-up interview with the Community College Research Center (CCRC). The College continues to progress along the spectrum from "not occurring" to "at scale" in all areas of Guided Pathways practices. In addition, as a Mentor School with Michigan Community College Association's Guided Pathways Initiative, the College submits data to the Voluntary Framework of Accountability (VFA) annually. The VFA sends back a report comparing the College's current data to the previous year and to other institutions. VFA tracks persistence and retention by measuring key performance indicators and outcomes such as progress through developmental education to completion of college-level writing and/or math; credits earned year one and year two; and outcome at year six. KCC's definitions of "persistence" and "retention" align with those used by the VFA.

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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

Kellogg Community College has made great strides in establishing assessment processes that ensure high quality educational programs, learning environments, and support services.

As part of the College's implementation of an academic assessment plan through the HLC Assessment Academy beginning in 2017, faculty have been central in

- reviewing and updating (as necessary) course learning outcomes across the curriculum;
- developing program outcomes for all programs;
- updating general education outcomes to the Bruin Standard;
- reevaluating courses for inclusion in the Bruin Standard's general core and applied core; and
- mapping courses to program and general education outcomes.

Assessment across all of these areas has become routine.

Our development of this multi-year review process has reinforced the consistency of program quality throughout modalities and locations. The Student & Community Services Division has also continued and enhanced assessment processes within all departments.

The College continues to maintain policies and practices that ensure the overall quality of transfer credit and College offerings. Additionally, the College has several mechanisms for collecting data on student success and acts on that data as appropriate.

In all, KCC's across the board adoption of assessment practices is a vast shift from the five faculty and eight other representatives who constituted the initial Assessment Team in 2017. Across the institution, routine assessment practices are becoming the norm: faculty and staff continue to move away from a "compliance" mindset towards a culture of curiosity and continuous improvement.

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

KCC engages in shared governance processes that include administration, faculty, support staff, maintenance, and students to guide policies and decision-making that affect the institution. No one person is making key decisions without input or advice from key constituents. Rather, input is gathered and analyzed from internal constituencies, key community members, and other external stakeholders of the College to help guide key decisions in the best interest of the College, community, and students.

The key entities within the College's shared governance model include:

- Board of Trustees
- President's Council
- Academic Cabinet
- Faculty Senate
- Chairs and Directors Committee
- Student & Community Services Cabinet
- Enrollment Management Cabinet
- Program Advisory Committees
- Kellogg Faculty Association Union
- Kellogg Community College Support Staff Union
- Kellogg Community College Maintenance Union

The diverse membership and roles of these governance groups are outlined in the KCC Policy and

Procedures Manual. The institutionally broad membership within the President's Council, in particular, allows the College to solicit input across all areas whenever significant changes are proposed (e.g., the Budget Process Review presented by the Finance Department to President's Council on January 25, 2021). Beyond these established governance groups, the College is committed to developing shared governance entities as needs arise. For example, due to the challenges associated with declining enrollment in 2014, the College created the Enrollment Management Cabinet (EMC), a cross-division committee, to develop and support the overall enrollment priorities of the College by gathering and sharing information, analyzing available data, and making recommendations for appropriate actions. This cabinet guides KCC's enrollment strategies by making recommendations to the College's Board of Trustees, President, administrative leadership, departments, and divisions.

The mutually respectful relationships the College has with faculty, staff, and maintenance unions have ensured employees' voices across the institution are represented in decision-making processes; to ensure consistent dialogue, collective bargaining unit leaders meet monthly with the president of the College to discuss items of interest or concerns. When union-related issues arise and institutional action is needed, those issues are presented to President's Council (with the assistance of Human Resources, if necessary) for further input and governance.

While students are also directly involved in shared governance through committee work, such as the student representative on the Board of Trustees, students' perspectives in shared governance are primarily represented through disciplinary advisory groups, student associations (e.g. Nursing Students Association), and regular student surveys such as the graduate follow-up survey, CCSSE surveys, student life surveys, and course evaluation surveys. Full-time faculty members formally evaluate and reflect on student perceptions of courses in annual Professional Effectiveness Plans, and faculty use student feedback to guide course improvements. Department chairs/directors and senior leadership also use reports from the course survey information, in conjunction with community advisory groups' information, to guide program offerings. Additional ad hoc surveys, such as the equity-focused 2019 Climate Survey conducted by the Washington Group, also regularly capture students' perspectives on issues at the College.

5.A.2

The Equity and Inclusion Committee's (EIC) use of data generated by the Climate Survey is one example of how the College collects and uses data to make informed decisions. The EIC worked with various College groups in making best practice recommendations, based on data, that reflected our constituents' needs; this resulted in a review of hiring processes, the offering of equity training sessions, and a revisiting of the College's advertising approaches.

Beyond evaluating and acting on the results of the Climate Survey, the College routinely uses data when making decisions in the best interests of constituents across the institution. For example, as part of the new academic program development process, the College gathers and analyzes a wide assortment of relevant data from and about a number of affected internal and external constituents. The Program Development Process Scope Document outlines this data gathering and associated review process. It looks at, among other things,

- the program's fit with the institutional mission;
- the potential roles of community, industry, university, and K-12 partners;

- objectives met by the program and anticipated enrollment;
- cost/benefit analysis for value to participants; and
- detailed costs associated with the development and implementation of the program.

The recent development of the Cybersecurity Program showcases the College's commitment to using data analysis as part of reaching informed decisions. The development of the new program started with an investigation into need: a scope document and needs analysis were prepared containing national and local data which identified both the cybersecurity employment demand and curricula of programs. These reports, the Cybersecurity Program Scope Document and the Cybersecurity Program Needs Analysis, included the following data:

- Current cybersecurity certifications
- Where cybersecurity programs are currently being offered at the certificate, 2 year (AA/AAS), 4 year (BA/BS), and university (MA/MS/doctorate) level
- Historical and projected data regarding the cybersecurity needs within the College's service area
- Current cybersecurity curricula in 2 year (AA/AAS) and 4 year (BA/BS) institutions

The new program was approved by the Board in August 2019 to begin in fall 2020.

Beyond data review for program development, committees and groups routinely analyze data as part of their decision-making processes. For example,

- the Placement Committee conducted an in-depth review in 2019-2020 of other colleges' use of multiple measures processes along with our own internal placement and retention rate data (compiled by the director of Academic Inquiry and Analysis); the committee consequently added high school GPA as a placement measure for entry-level reading, writing and math classes at the College. Until then, the College had exclusively used Accuplacer, SAT, or ACT scores to place students. By using high school GPA, the committee anticipates a modest but notable shift of students who will place into college-level instead of remedial courses, thus shortening their path to degree completion.
- the Enrollment Management Cabinet engages in course registration analysis after collecting data from multiple data sources available to the Registrar's Office. This report includes course enrollment data, recommendations to College leadership for course offerings, and suggestions for student recruitment and retention.
- the 2020-2023 Strategic Planning Process incorporated data from the 2019 CCSSE Survey, the KCC Climate Assessment, and data gathered by the Enrollment Management Cabinet, as noted above, as well as an economic analysis report through a third party for data on how we are serving the communities of the College and where there are areas for improvement. Via input sessions held during the spring 2020 semester and through an online survey, employees, students, community members, and employers in the three-county service area also provided additional data regarding the College's strengths, challenges, opportunities, and priorities.
- the President's Council review of the 2020 "I.S. Assessment" report by Moran Consulting informed the subsequent decisions to hire a new Chief Information Office and to implement a new I.S. governance structure.

5.A.3

With regard to setting academic requirements, policy, and processes, the faculty, support staff, and other stakeholders are directly involved in a variety of ways.

As established in the College's [Policy and Procedures Manual](#), faculty have established seats and voting rights on a variety of policy-setting and processes-establishing groups at the College, such as President's Council, Academic Cabinet, Adjunct Advisory Group, Commencement Committee, Copyright Committee, Equity and Inclusion Committee, Enrollment Management Cabinet, General Education Steering Committee, Honors Champions, Judicial Committee, and the Accessibility Task Force, among others. In all, [faculty serve on 31 of the standing committees of the College](#), and adjunct faculty have established seats and voting rights on five of these committees.

The faculty also have their own body constituted in the [Faculty Senate](#) to "review and examine issues, discuss and formulate proposals, and provide recommendations pertaining to the academic life of the College." Following the 2012 HLC recommendation for the College to create stronger systems for shared governance between faculty and administration, faculty brought forth a proposal for a faculty senate which was supported by the administration and the Board. In 2015, the [Faculty Senate Bylaws](#) and [Constitution](#) were approved by the Board for inclusion in the organization of the College. The Faculty Senate is a representative body of the faculty chosen by the tenured faculty in each of the instructional areas listed in its Constitution. One senator is selected from each area by the vote of the faculty within that area; to be eligible to serve, the faculty member must have been tenured a minimum of two academic years. The Senate as a body plays a leadership role and advises the President and Board of Trustees on academic matters including, without limitation, on matters regarding how the College's faculty organizes and governs itself, and in matters affecting the governance of the rest of the College. In particular, Faculty Senate's responsibilities include providing faculty feedback regarding College policies, selecting faculty to serve on institutional committees and hiring committees, and advising the President on matters of particular interest to faculty.

Beyond exclusively faculty-directed initiatives, the College's major reform of its General Education requirements, now known as the Bruin Standard, stands as significant evidence of cross-College collaboration in setting academic requirements, policies, and processes. The General Education Reform Steering Committee (GERSC), an ad hoc committee which was charged with coordinating this effort, was composed of a cross section of individuals throughout the College including the vice president of instruction, the dean of student services, the registrar, department directors and chairs, and faculty members representing multiple academic departments and programs (see the [minutes](#) for named participants). The larger standing committee which is charged with oversight of general education, the General Education Steering Committee, also has a [diverse membership](#) and has the requirement for at least six faculty members to be in attendance for any action to be taken as part of its charter.

The [guiding principles of the GERSC](#), established in June 2019, underscore the collaborative nature of the effort:

- We will focus on *shared* general education learning outcomes (avoid special interests).
- We will create general education outcomes that makes sense to students and serve students' educational needs.
- We will be mindful of limited resources, human and otherwise.
- We will align general education outcomes with the College mission and core values.
- We will establish a timeline with milestones and deliverables for our work, including possible assessment strategies and timelines.

After creating a framework for the new proposed general education model, the committee sought feedback through surveys from faculty, staff, and students; amongst employees, the more narrowly

defined general education outcomes of the Bruin Standard had a 90% or higher approval rating (see the KCC employee survey results). After the committee established and completed a faculty-led review process for courses to be included in the new Bruin Standard, academic chairs and directors were notified of the new general education core, and all general education information was sent to Academic Cabinet for final review and approval.

KCC's Occupational Education-Workforce Development Advisory Committees also demonstrate the College's commitment to engaging internal and external stakeholders in effective collaboration. Each state-approved occupational program at KCC hosts an advisory committee that serves to ensure KCC's programs maintain the level of quality coveted by both students and employers. The purpose of our advisory committees is to provide useful, employer-based information to the College's faculty and administration with regard to the skills and competencies students need in the workplace, as well as advice on the latest technological advancements, emerging processes, and procedure improvements. By doing so, our curricula are modified as deemed necessary to align student learning with the needs of employers.

Most advisory committees have 15-20 members; committee membership typically includes employers, workers, students, recent graduates, K-12 school representatives, and College representatives, among others.

In addition to promoting KCC occupational programs, advisory committee members are also asked to evaluate the appropriateness/relevancy of the program by determining program-appropriate goals and benchmarks, identifying emerging trends in the field, advising on curriculum development and learning activities, and reviewing overall program success metrics (recruitment, enrollment, completion, certification/licensure, and job placement).

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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

KCC proudly meets its operational needs with employees who are committed to excellence and student success as the top priority. As of fall 2020, the College has 83 full-time instructional faculty and 4 non-instructional full-time faculty (i.e., counselors and librarians), 371 part-time faculty, 97 full-time administrators, 57 full-time and 11 part-time support staff, 5 maintenance personnel, 28 part-time temporary administrative and clerical employees, and 29 student employees at the College. All operational staff are hired through the same rigorous vetting process, and as noted in 3.C, the College has processes to assure that all faculty and staff are appropriately qualified and trained. In order to attract and retain the highest quality employees, our benefits package and salary scales are extremely competitive, including extensive benefits starting on the first day of employment with KCC (see faculty, support staff, and maintenance contracts for details).

Staffing levels and adequacy are reviewed by the College's vice presidents, president, and chief human resources officer (CHRO) on a biweekly basis at their personnel meeting; as appropriate, the CHRO provides a hiring status update which tracks the status of all open or approved-to-fill positions. Department directors/chairs and center directors are responsible for initiating proposals for new positions, position fill requests, or position elimination requests which go through the chain of command to the vice president level before going to HR. One example of a position added to meet an operational need is the student retention coordinator, recently added at the request of the dean of Student Services. As position requests are approved up the chain of approval, the chief financial officer (CFO), vice presidents, and president review budgetary considerations and the position description questionnaire. The request for this student retention coordinator position was made three different times prior to moving to action due to competing funding priorities as determined by the president and vice presidents.

The College monitors and analyzes its infrastructure needs annually through the Five-Year Capital Outlay Plan, as required by the Michigan Management and Budget Act (Public Act 431 of 1984). The Plan focuses on institutional priorities driving the College's facilities and capital improvement needs as affected by the College's offerings/initiatives/partnerships, staffing needs, and enrollments (see plans from 2016, 2017, 2018, 2019, and 2020). Based on the Plan analysis, the College normally submits a Capital Outlay Major Project Request to the state as needs are identified. However, with the

pandemic, the state is not accepting major project requests at this time.

Following the 2012 voter approval of a .75 mills tax for capital improvements over 15 year period, the College commissioned Walbridge in 2013 to complete a Facilities Lifecycle and Building Improvement Study of all KCC facilities and centers. The study's cost analysis was updated in 2018 and the recommended improvements and renovations have been prioritized and recommended through 2030.

Major campus improvements that have occurred over the last seven years include

- **Binda Performing Arts Center Renovation** – 2014
  Completed in 2014, the Binda Performing Arts Center self-funded renovation included a full renovation and an addition to the building.
- **Davidson Center Renovation – 2015**
  The renovation included a complete remodel and repurposing of the building, which had previously only had a minor office space renovation (2006) since its construction in 1969.
- **RMTC Addition – 2016**
  Along with a large section of open, finished lab space to be shared among several programs, the 8400 square foot addition included classroom space for the electrical apprenticeship training program, and room to expand current training options for possible programs such as industrial technology/process control technology, mechatronics, and certifications recognizable by the industry.
- **Miller Physical Education Building Construction – 2018**
  The new Miller Physical Education Building is a one-floor, 25,200 square foot building housing a competition-sized basketball/volleyball court, one academic classroom, a dedicated cardio and weight room, men's and women's locker rooms, an athletic training room, a concession area, an all-gender bathroom, an indoor batting cage with partial storage, a small computer lab within the classroom, and accessible entrances.
- **RMTC Renovation – 2018**
  The renovation addressed key deficiencies in the building's envelope (re-roofing and new insulation) and infrastructure components (new energy-efficient HVAC system, new electrical infrastructure [lighting, power, and communications], and the repaving of existing drives and parking areas); the facility also got new classrooms, a computer lab, and a student resource room as part of this remodel.
- **Morris Library – 2018**
  The library had new carpets and lighting installed, the Professional Development Center (PDC) re-configured, a new Makerspace and a staff meeting room added to Level 1, and a staff area reconfigured on Level 2.
- **Eastern Academic Center** – **2013**, **2018, and 2020**
  The 2013 addition included three classrooms, a seminar room, and additional office space for shared use by KCC, the Marshall Opportunity School, and Eastern Calhoun Early College; the 2018 renovation of two classrooms into one larger room was done for the Nurse Aide program; four classrooms were remodeled to house two new labs (for welding and electricity/electronics/mechatronics), and the infrastructure of the building was upgraded to meet the needs of each of these programs.

See the 2020 Five Year Capital Outlay Plan for a more detailed description of these renovations along with a complete list of improvements dating back to 1997.

In addition to maintaining facilities that support programs across the College, the College is committed to managing its technology resources in an organized, deliberative, and cost-effective manner via our Technology Replacement Strategy. The strategy focuses on current technology for mission-critical areas, minimum standards for replacement, awareness of inventory, reasonable replacement cycles, Technology Committee input on technology replacement/refreshment criteria, and academic timeframe/financial constraints which affect implementation. In the KCC 5 Year Technology Replacement Plan, specific planning and budgeting details for hardware and software maintenance and replacement are prioritized for fiscal years 2020-2025. A third-party evaluator, Moran Consulting, recently reviewed and analyzed the College's technology infrastructure during a multi-day campus visit which included extensive interviews with employees. This study was concluded in January 2020 and the findings presented to the President for future strategic and staffing planning; the College acted on some of the report's chief recommendations, to hire a new Chief Information Officer and to institute a new I.S. governance structure, by November 2020.

To help centralize all infrastructure planning, the College created the Infrastructure, Planning, & Sustainability Council in October 2020; as noted in the charter, the Council focuses on "investment of and budgeting of resources among buildings/campuses, energy efficiency, environmental sustainability, technology, safety and accessibility." As part of its review process, the Council has established a project evaluation rubric which scores and prioritizes proposed projects based on student impact, operational excellence, and financial viability, among other factors.

5.B.2

The College has been successful at leveraging its financial and personnel resources to reach our institutional mission of providing accessible, high-quality education that enriches our community and the individual learners we serve.

Maintaining and strengthening the quality of the College's educational offerings, as driven by our mission, has been at the center of various planning and resource allocation initiatives. As the environment changes, resources are reallocated to the necessary strategic needs of the College:

- In 2017 the College moved away from compiling a traditional three-year goals document and established a more dynamic Strategic Planning Framework that better encompasses and examines stakeholder needs; community needs and goals; changes in regulations, laws, and the economy; factors influencing higher education; and compensation. For 2017-2020, the College outlined eight goals focusing on equity, accreditation, student inclusion and engagement, student completion rates, institutional effectiveness, course evaluation, employee development, and regional outreach. During goal review sessions, the College established measures to assess overall impact if the goal was achieved, what would need to be in place to achieve the goal, and possible suggestions for their successful implementation.
- The 2020-2023 Strategic Plan's focus on student success, operational excellence, and culture reflects how the College will be prioritizing mission issues with resource allocation in these areas (see 5.C.6 for more details).
- Personnel resources are restructured and reassigned based upon program revision and enrollment trends. For example, beginning in 2016, the College's adoption of Guided Pathways and the restructuring of an administrative assistant degree ultimately narrowed the need for courses offered through Office and Information Technology (OIT); by following the transfer steps outlined in Kellogg Faculty Association Contract, OIT faculty were reassigned to

other curricula in the College. In 2015 and 2016, early retirement incentives were also broadly offered as a way to right-size the employee base during a declining enrollment period.

- In an effort to improve allocation of resources in light of our goals, the College utilizes the Composite Financial Index (CFI) to assess our financial performance, the financial impacts of strategic initiatives, and if we are able to more feasibly implement components of our Strategic Plan. The CFI consists of four core ratios:
  - The viability ratio (VR) measures an institution's ability to meet its commitments.
  - The primary reserve ratio (PRR) gauges the sufficiency of an institution's reserves.
  - The return on net assets ratio (RONAR) and the net operation revenue ratio (NORR) measure the short-term financial results of an institution.

Each ratio has a recommended benchmark that can be used to assess weakness and/or strength in a particular area. To assess overall financial health, the four ratios are weighted and factored (with more emphasis on the long-term focused VR and PRR) to create the CFI, and the College monitors a five-year view of its CFI. The current CFI changes are largely due to changes in debt and reductions in enrollment income, but they clearly indicate the need for the College to be prudent moving forward in a more strained financial environment. CFI information is shared with the Board as well as President's Council and provides the College leadership with an objective method to gauge the College's financial health and progress.

Institutional self-evaluations provided to the state of Michigan, such as The Certificate of Resolution of Best Practices of Local Strategic Value of 2018, also document how the College meets its community-oriented mission values through strategic allocation of resources. The College is exceeding best practices for established criteria requirements; criteria demonstrated include economic development and business or industry partnerships; educational partnerships, and community services.

Continuous oversight of the College's resources through annual budget analysis, mid-year reviews (see examples from 2019, 2020, and 2021), and forecasting models (such as the KCC Marketing Environmental Scan - July 2019) enables the College to best allocate the limited funds where they will deliver the most impact for student engagement and success.

5.B.3

To support the College's focus on providing our students with a high-quality education, our annual budgeting process starts with conservatively estimating the institution's resources and obligations for the upcoming fiscal year. This includes a formal review of

- revenue estimates from the state of Michigan (including budget proposals from the governor, senate, and house);
- local property tax trends (including county valuation reports on base changes);
- approved bargaining unit contracts for faculty, support staff, and maintenance employees; and
- the Hay Salary schedule.

The process also identifies both the ongoing and unmet needs of the various divisions through requests solicited from department chairs/directors and deans in late March and early April. These requests are compiled, reviewed, and prioritized by the President, vice presidents, and chief financial officer based upon funding availability. Prioritization takes into consideration the core mission of the

College with emphasis on improving student learning. The CFO presents the proposed budget in detail to the Audit and Finance Committee prior to presentation to the Board of Trustees for approval.

Since there are several unknowns (viz., changes to state funding, local taxes, and enrollment) built into the annual budget, the Finance Department develops a Mid-Year Update (see Mid-Year Budget Update 2019, Mid-Year Budget Update 2020, and Mid-Year Budget Update 2021) in January to monitor our progress against the initial assumptions/forecast, make appropriate adjustments, and determine if there are available resources to fund new or additional unmet needs that were not considered in the initial budget. The College's independent accountants review the suggested adjustments before presentation to the Board of Trustees for approval.

Our overall budgeting process ensures that we not only have sufficient resources to meet our current year obligations, but also it strives to ensure the long-term viability of the institution through fiscal conservatism. Even through difficult economic times, we have maintained a stable financial position using this budgeting process. On September 25, 2020, Standard and Poor's Global Ratings affirmed its "AA-" stable outlook on the College's general obligation bonds (of approximately $12.3 million); their summary noted that challenging factors faced by the college (declining enrollment, state budgets) have been balanced by "good financial management and efficient budgeting."

In spring 2021, the College surveyed employees' understanding of and engagement in the budgeting process; the summary and results of that survey further document the College's relevant budget timelines and the alignment of our budgeting process with key institutional priorities.

5.B.4

There are several measures that indicate KCC's financial allocations are aligned with and reinforce the educational purposes outlined in our mission. Based on the data the College provided for the Michigan Community Colleges Data Inventory Report (MCCDI), our performance metrics related to our financial, facility, and enrollment-related data reveal that the College is a state leader in the amount of budget spent on instruction and academic support activities. According to the 2018-2019 MCCDI report, KCC spent more of our General Fund dollars on classroom and academic support activities than the state average (63.37 percent at KCC compared to the state average of 52.59 percent). In fact, KCC spent the highest overall percentage in instructional activities than any other community college in the state. The report serves as a valuable resource for benchmarking, with the ability to easily compare like-sized colleges; report items include revenue history and sources, expenditures by type, and revenues/expenses per student in various forms.

Aside from a clear financial focus on instruction, the College's key infrastructure upgrades target the improvement of students' educational experiences. Also, our financial commitment to hiring highly qualified employees, training employees to improve classroom and campus life experience, and retaining our dedicated workforce are all done with a "student first" focus.

Finally, our focus on fiscal responsibility when serving students is clear when we modify or develop academic programs. Beyond reallocating resources as the College did with the OIT Program (see 5.B.2), the College requires administrators and faculty behind the new allocation of resources for a proposed academic program to complete a New Program Scope Document, which includes many of the expectations of the 2020-2021 Perkins application for new program approval for funding.

Regardless of whether the new program will eventually seek Perkins funding or not, this documentation outlines for the College the expectations for program enrollment, student tuition and fees expense, cost of program, staffing requirements, and Perkins core performance measures. Additional required information includes a need study synopsis which primarily focuses on employment opportunities, physical facility plan (including equipment), applicable third-party accreditation, listing of program courses and semester sequencing, advisory committee members, and the program evaluation plan. As discussed in 5A, the newly approved Cybersecurity Program is the first to undergo this new program approval process.

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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

According to KCC's mission, the College is "dedicated to providing accessible, high-quality education to enrich our community and the lives of individual learners." With its main campus located near downtown Battle Creek, and affiliated centers in Albion, Coldwater, Hastings, and Battle Creek (Regional Manufacturing Technology Center [RMTC]), KCC offers seven associate degrees, 41 associate in applied science degree programs, and 25 certificate programs focused on job preparation; the College also advises students regarding transferability of coursework with over 100 transfer guides and secondary/post-secondary articulation agreements. The College's five degree programs that can be completed fully online provide increased accessibility to a higher education for our constituents and others outside our region:

- Associate in Arts
- Associate of Applied Science in Accounting
- Associate of Applied Science in Administrative Assistant
- Associate of Applied Science in Business Management
- Associate of Applied Science in Early Childhood Education (fully online with exception of required internships)

KCC's mission focus on serving community needs with these programs is reflected in resources allocated towards

- instruction, academic support, and student services, as documented in the 2018-2019 Michigan Community Colleges Data Inventory Report (MCCDI) which indicates that KCC spends the majority of its resources in these areas.
- local workforce training in the College's service area, in partnerships with the local Workforce Development Board, Michigan Economic Development Corporation, and the State of Michigan.

- improvements in regional centers in Branch, Barry, and Calhoun counties, including a [2014 expansion of the Eastern Academic Center (EAC) to meet the needs of a K-12 partnership and a 2019 Career and Technical Education (CTE) Renovation Project worth $1.3 million](#) which created welding and mechatronics labs and expanded the CNA training lab; [both EAC improvements target career- and technical-education (CTE) high school students from the Marshall and Albion areas](#). Additionally, when the College's Fehsenfeld Center space wasn't feasible for a welding program desired by our local K-12 partner, the College leveraged its partnership with Hastings High School [to open a new welding lab/program at the high school](#) which is open to high school and college students. Also, College purchases of portable equipment for the [Kellogg Advance Manufacturing Assembly (KAMA) Program and the Medical Assistant Program](#) have expanded program access to students at regional centers.
- delivery of [open entry courses](#) through the Regional Manufacturing Technology Center (RMTC), designated a Michigan Technical Education Center (M-TEC) by the state of Michigan, which has received several grants to update the Industrial Trades Education program curriculum, fund professional development for full-time faculty, and invest in new state-of-the-art training equipment and technical hardware aligned with industry standards.
- continued [membership with the Michigan Colleges Online (MCO)](#), which allows students expanded opportunities through the Internet to courses, certificates, and degrees offered by Michigan community colleges.
- developing [dual enrollment](#) opportunities for area students in 42 high schools and supporting [Early College agreements](#) with 13 area schools.

As documented by our Peer Reviewer in the [HLC Multi-Location Visit Peer Review](#) from December 2019, the College's location in Coldwater "provide[s] local residents with higher education and workforce development opportunities that they would otherwise not have access to. The facilities are well-maintained, equipped with better-than-sufficient technology and staffing, and are well-managed and well-run. The programming offered meets community needs and meshes with the KCC mission." Our community collaborators feel the same; Dr. Randy Davis, Superintendent of Marshall Public Schools, [noted that the CTE changes at the EAC will be "absolutely huge"](#): "It's important for our young people to take courses at KCC, and for our young and older adults to have this resource in Calhoun County. We're very pleased with our partnership and we're excited to continue working with KCC on the CTE pathways initiative."

As already discussed in 5.B, KCC allocates resources in alignment with the mission through a variety of financial planning processes:

- The annual generation of KCC's Capital Outlay Plan (Five Year Master Plan) provides an in-depth assessment of how the College's mission, institutional programming, staffing, and enrollment align with its facilities and capital improvement needs (see plans from [2016](#), [2017](#), [2018](#), [2019](#)).
- KCC's practice of monitoring of the five-year view of its [Composite Financial Index (CFI)](#) allows it to adjust allocations based on its overall financial health and progress towards institutional goals.
- The [annual budget](#) and the [mid-year review](#) of the annual budget keep the College focused on immediate mission-driven needs and challenges.

The College is aware of the importance of maintaining strong partnerships and continuing to innovate and renovate its programs and facilities to meet the evolving needs of the community. One example of the College's past and current responsiveness to employer and student need is the RMTC,

where the College offers the skilled trades programs and customized training to local business and industry. The RMTC is recognized as a national model for manufacturing training, and recent initiatives at the RMTC include

- new programs in renewable energy and industrial technology (2014).
- upgraded equipment in all advanced manufacturing programs, including an assembly cell for entry level production, through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant of $1.7 MM. An additional $427,408 of equipment was added with funding from the State of Michigan Community College Skilled Trades Equipment Program (CCSTEP) with a 25% match provided by the International Brotherhood of Electrical Workers (IBEW) and local employer partners (2015).
- implementation of a regional iACT Program ("Innovative, Accelerated, Credentialed Training") with a grant from the W.K. Kellogg Foundation for $2.85 MM; this short-term, accelerated program focuses on technical, foundational, and employability skills training (2017). A subsequent $3 MM grant from the W.K. Kellogg Foundation in March 2021 is allowing the College to expand iACT offerings through the end of 2024.

5.C.2

As the College has implemented more consistent and wide-spread assessment of student learning over the last few years, the VP of instruction has monitored budgeting needs and used specific budget lines to address needs as they have arisen; the assessment line, in particular, was established in the budget of the VP of instruction in 2018 and has been increased as assessment needs have grown. For example, in the 2019-2020 budgeting process, the VP of instruction asked and received an increase in this line to cover costs related to setting up assessment systems (viz., funding for WIDS [Worldwide Instructional Design System] access to support course- through program-level academic assessment planning and documentation, and funding to deploy a 3rd party general education assessment tool by ETS). The VP of instruction also requested additional assessment line funding in 2019 to cover costs for assessment-related interventions in courses. The program development line, also under the VP of instruction, provides additional funding to support need/intervention/upgrade requests that come from program chairs and directors; the VP works with deans to prioritize and allocate this funding as available. On a semester-by-semester basis, faculty may request funding related to course-level assessment results (they submit course-level assessment data via a form which explicitly asks whether they need resources based on that data and their plans for intervention); while these faculty-submitted requests go directly to the dean of arts and sciences (who oversees assessment), the budgeting process also allows chairs and directors to request assessment-related funds at the midyear mark.

Additionally, KCC's formal Program Review Process, which was implemented during the 2020-2021 academic year, is mostly divided between two broad review areas which link assessment of student learning to planning and budgetary review:

- an "Academic Review" section, which explicitly requires discussion of the program's assessment results in Course Learning Outcomes, Program Learning Outcomes, and General Education Learning Outcomes, along with a review of general course success data, and
- a "Viability/Operational Review" section, which explicitly requires evaluation of the College's program against other colleges' programs, along with our trends in cost to educate, instructional costs, and infrastructure costs.

The "Recommendation" section of the Program Review Process provides evaluators with three options, two of which require discussion of budgetary impact ("1. Continue without modifications"; "2. Continue with modifications for improvement" [which requires the evaluator to "provide a detailed plan, including timelines for implementation of changes"]; and "3. Terminate the program" [which requires the evaluator to "provide plans for closing the program, including teaching out existing students"]).

Evaluation of operations, as linked to planning and budgeting, has mostly been conducted through our three-year strategic planning initiatives. Most recently, the 2020-2023 Strategic Plan specifically identifies "Operational Excellence" as one of the central pillars supporting our mission and vision; this pillar focuses on infrastructure enhancement, data governance strategies, and financial viability as the main strategies for the College to achieve excellence. (Specific goals for the 2020-2023 Strategic Plan, as established in spring 2021, are discussed in 5.C.6.)

The College's Capital Outlay Plan is another way the College assess its operations and budgeting. The Plan is produced yearly to procure state funding for College capital projects; the most recent Plan includes the pillars of the 2020-2023 Strategic Plan along with an analysis of the College's physical infrastructure (including improvement/renovation needs), staffing, and enrollment trends. (Note: While the State of Michigan announced it is not accepting project requests for FY 2022 due the pandemic, a Plan was submitted in October 2020.)

Finally, within the College, the Infrastructure Planning and Sustainability Council started scoring new infrastructure projects with a "Project Evaluation Rubric" in fall 2020; the rubric explicitly evaluates projects based on several factors, including student impact/experience, operational excellence, and financial viability.

5.C.3

Planning at the College involves a wide variety of internal and external constituencies depending on the College's particular planning agenda.

For example, external groups such as colleges, universities, advisory groups, employers and K-12 school districts are sought out for perspective, input, and collaboration when KCC develops new processes, procedures, and program expectations.

Internal groups draw from all College employees; examples of these different committees/groups have been documented in 5.A.1. In addition, student input is gathered in advisory groups, task force committees, survey tools, and now through representation on the Board of Trustees.

These internal and external groups are routinely consulted during the College's strategic planning processes. The Strategic Planning Process conducted in spring 2020 included open meetings, online surveys, and email as input collection tools. The process also incorporated data from a 3rd party analysis, "The Economic Value of Kellogg Community College," to support how we are serving the communities of the College and where there are areas for improvement. President Adrien Bennings, who started at KCC in January 2020, is using her strong administrative and finance background to lead the 2020-2023 Strategic Planning Process. The new process is more extensive than previous processes, with increased marketing, multiple tools available for input, and external economic and technology analysis reporting.

The development of the 2016-2019 Strategic Plan started with the President's Council mapping out key areas of focus based on data in surveys (such as the Culture Survey, the KCC Prospective Students Survey, and the KCC Current Students Survey), Higher Learning Commission reports, and based on upcoming educational needs. The President's Council also worked through a variety of exercises to understand stakeholder needs, changes in regulation, laws, the economy, educational trends, factors influencing higher education, competition, and community needs and goals (see documentation of some exercises). Employees applied their expertise and experiences during workshops to provide input on the relationship of the mission, vision, and values to the strategic focus areas. The President's Council then drafted goals that were taken into workshops where employees added their voice to the goals, provided additional ideas, and helped validate the plan. The Board of Trustees also workshopped the goals' relationship to mission, vision, and values.

Significant annual planning processes such as the facilities master plan, academic assessment planning, and the annual budget are routinely developed with and reviewed by a broad range of internal stakeholders. Third-party evaluations (e.g., January 2020 Information Services [IS] Assessment by Moran Technology Consulting and the 2019 Equity Climate Survey by the Washington Group) often draw significantly upon focus group/survey feedback from KCC constituents and are used to inform College improvements (as noted in 1.C.3 and 5.B.1).

Other collaborative planning processes include

- Workforce Development works with many employers in the College's service area to identify training needs and class offerings.
- Lifelong Learning solicits community input for class development.
- The Student and Community Services Division works closely with the K-12 districts to streamline the enrollment and advising process for dual enrolled students.
- The Registrar's Office and Instructional Division work closely with transferring institutions to develop transition and articulation agreements.

Since 2015, the College has made significant strides to increase stakeholder involvement in institutional planning and processes.

5.C.4

KCC informs its planning through review of enrollment and retention analysis/projections, budgeting projections and revisions, and program review as indicators of capacity.

The Enrollment Management Cabinet (EMC) forwards enrollment projections to the Board for budgetary projection purposes after careful review of internal and external factors, as demonstrated in the March 27, 2019 projection letter sent to the President of KCC. The EMC's monitoring of the pandemic in spring 2020 led them to delay issuing routine enrollment projections for the upcoming academic year; the 2020-2021 enrollment projections issued in December 2020 included the significant enrollment changes already experienced in fall 2020 along with the expected continued year-over-year decline due to the continued impact of the pandemic. As the HLC would expect, all planning conversations at the College currently include the ongoing impact of the pandemic.

Beyond the EMC's enrollment/tuition projections, the current KCC budgeting projections consider data from multiple internal and external sources, such as state appropriations and budgeting

allocations, property tax projections based on the local tax rate request millage, and salary projections as tied to enrollment projections. (As of 2019, salary increases in all the current bargaining unit contracts are now tied to enrollment performance on a semester by semester basis; administrators' salary increases also follow the levels established in the bargaining unit contracts.) Before review and approval by the full Board of Trustees, the KCC budget is approved by the Board's Audit and Finance Committee and revised mid-fiscal year for adjustments. An independent audit firm reviews the revised budget for reasonableness and completes an audit at year end.

Data in KCC's Cost to Educate tool is also routinely reviewed as a planning mechanism; compiled annually by the College's Finance Department, the tool documents revenue and expense factors to help programs evaluate costs related to capacity. The tool is used by department and program leaders to identify issues and create new approaches, and may lead to requests for staffing, process changes, or additional resources. If no progress is seen year over year, the tool may also factor in decisions to close programs, such as when the Medical Laboratory Technology (MLT) Program was inactivated in June 2015.

KCC also routinely reviews annual Perkins Core Performance Indicators and longitudinal Perkins Performance Indicators of occupational programs to ensure it is meeting student and employer needs. In addition, occupational education programs undergo a Program Review in Occupational Education (PROE) as a component of the M-CCOEES system (see these PROE reviews completed in 2018-2019 and in 2019-2020). The College additionally completed the Perkins V Comprehensive Local Needs Analysis which looks at the special populations within the service area of the College.

During planning, all of the analysis processes mentioned above help inform the College regarding factors that may impact capacity, including fluctuations in enrollment and revenue.

5.C.5

KCC continues to modify the budgeting process to account for revenue and expense fluctuations from external and internal sources as demonstrated above. The methods undergo review for continuous improvement as demonstrated by the Enrollment Management Cabinet (EMC) charter being revised three times since the Cabinet's inception. The institution has and continues to address the fiscal realities higher education is encountering in today's economy.

The impact of external factors on the College's planning is primarily anticipated through the EMC, legislative ties through professional organizations, and KCC's Strategic Planning.

The EMC looks at many internal and external factors in making recommendations to President's Council for upcoming enrollment predictions. The KCC Marketing Environmental Scan, presented in July 2019 by KCC's chief communications officer, reviewed service area population, high school enrollment, unemployment, housing and birth five-year trends, tuition rate comparisons and national enrollment projections. The EMC has tracked its goals and strategies since the 2016-2017 fiscal year in efforts towards building awareness of external factors into planning strategies.

Upcoming external factors, such as industry regulations and legislative proposals, are tracked by the College's Board members and employees through memberships/participation in several professional organizations. For example, the Board of Trustees hold seats on the Michigan Community College Association (MCCA) Board of Directors and on the Calhoun Area School Board Members

Association (CASBMA) Board of Directors (see June 19, 2019 meeting minutes of the Board of Trustees), and our trustees are regularly represented at the Community College Federal Legislative conference in Washington, D.C. (see Feb. 18, 2015, Feb. 21, 2018, and Feb. 19, 2020 meeting minutes of the Board of Trustees).

Within the Student and Community Services Division, the vice president monitors legislative and regulatory updates from the National Center for Higher Education Risk Management (NCHERM), Michigan Community College Student Services Association (MCCSSA), and National Association of Student Personnel Administrators (NASPA, Student Affairs Administrators in Higher Education). Deans and directors within the division also monitor updates from the Association of Student Conduct Administration (ASCA), American College Personnel Association (ACPA), Michigan Student Financial Aid Association (MSFAA), National Association of Student Financial Aid Administrators (NASFAA), the Mid-West Association of Student Financial Aid Administrators (MASFAA), Council for Opportunity in Education (COE), and Michigan Occupational Special Population Association (MOSPA) . The Registrar also monitors updates from the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO).

The Instructional Division utilizes memberships in multiple organizations to stay current and connected with external trends within higher education. A few of the memberships are the Michigan Community College Association (MCCA), HLC Learning Commission, Council on Accreditation for Two-Year Colleges (CATYC), the Michigan Liberal Arts Deans (MLAD) organization, the Michigan Occupational Deans Administrative Council (MODAC), and the Association of Community College Trustees (ACCT). Articles from *Diverse: Issues in Higher Education, The Chronicle of Higher Education,* and the *UB Daily Newsletter* also inform KCC's planning for external factors. For example, an article in *Diverse* led the vice president of instruction to discuss disaggregated graduation rates as a part of developing retention strategies. Also, "The College Work Balancing Act" report published by the ACCT prompted the vice president of instruction to pursue retention strategies regarding "last dollar" scholarships from the KCC Foundation.

KCC's planning for external factors was put to the test with the COVID-19 pandemic. The College had a pandemic plan in place regarding how to deal with the H1N1 virus; this plan was adapted as needed when College leaders coordinated with the county health department, other community colleges, and local K-12 school districts (who comprise 20% of our student base). In addition, the College's president and vice presidents coordinated with their national and regional counterparts in action planning.

The pandemic has also provided a funding opportunity we could not have anticipated but are pleased to pursue: the EMS program sought and received CARES funding from the Board of Trustees to upgrade its simulation equipment/facilities to match the level of technology used at nearby institutions. While the EMS program was hit especially hard by the pandemic due to the closure of clinical sites, the CARES funding will ensure the program can continue to serve community needs with well-trained EMS graduates.

5.C.6

The College routinely acts on its planning to improve operations, and in particular, student outcomes. The 2016-2019 strategic plan directly guided

- our development of a Comprehensive Institutional Plan for Assessment of Student Learning, starting in 2017. For details, see section 4.B.1.
- the completion of General Education Reform in 2020. For details, see section 3B.
- the Program Development Process Scope document, established 2017, to guide program development. For details, see section 5.A.
- a Title IX Coordinator being appointed from existing staff and the improvements in trainings for employees and students (to address the time-sensitive issues of compliance and safety regarding Title IX and the Violence Against Women Act [VAWA]), during 2017.
- implementation of Starfish, a comprehensive retention technological platform to help improve persistence and retention rates, in May 2018.
- implementation of Maxient, software designed to track investigations into student behavior, in 2018.
- the creation of Success Coach positions in Academic Advising in 2019.
- the hiring of a Student Retention Coordinator in February 2020 in order to monitor student success (both academic and behavioral), deliver ongoing training to faculty, develop new retention programming, and support existing efforts, as well as provide direct support to students.
- the completion of a Campus Climate Assessment in 2019 and the subsequent implementation of equity-minded training sessions and presentations.

The focus of the 2020-2023 Strategic Plan on student success, operational excellence, and culture has already helped guide significant restructuring, alignment, and streamlining within the College. In October 2020, the College announced it had

- established the new Center for Student Success by combining The Bridge (tutoring services) and Support Services, thus integrating two student success-oriented areas.
- established the new Information Research and Technology Department by combining two areas, Information Services and Institutional Research, under the new Chief Information Officer.
- established the new Strategy, Relations and Communications (SRC) Division which includes Human Resources, Public Information and Marketing, and the KCC Foundation; a new vice president oversees this division.

In December 2020, the College further announced the College's physical education degrees would be overseen in the Social Sciences Department and that the branch campuses would now fall under the Instructional Division's oversight; both shifts were designed to better align academic work with instructional areas.

In June 2021, the Board of Trustees approved the "Balanced Scorecard" goals (listed below) along with specific objectives; these key 2020-2021 Strategic Plan initiatives are all designed to improve College operations and student outcomes:

Pillar: Student Success

- Eliminate systemic inequities that students experience at KCC while ensuring that the student population at KCC is reflective of the communities we serve.
- Provide a high-quality, accessible registration process and create a Student Enrollment Pathway dashboard within the Bruin Portal to assist students in the completion of enrollment elements (i.e. academic advising, financial aid, online learner orientation, placement testing).
- Provide professional development opportunities to faculty that utilize best teaching practices

that are inclusive of all student learners.

- Ensure campuses focus on high-wage, high-demand jobs by offering the right programs at the right places and increase opportunities for KCC students to pursue their degrees and gain supplemental learning experience while continuing to be employed.
- Increase participation in early college and dual enrollment programs by area high school students.
- Strengthen the institution's practices regarding student engagement and creating a sense of belonging.
- Enhance student connections with the College via communication and relationships that support student engagement.

Pillar: Operational Excellence

- Establish an instructional infrastructure replacement system and maintain maximum uptime of critical systems: Colleague, email, Internet, Self-service/portal, Moodle, Network Infrastructure, Payment Gateway, and the www.kellogg.edu website.
- Identify information technology training needs and maximize the utilization of instructional technologies through training to ensure student success.
- Enhance the applicant and employee experience with accessibility to information, forms and ability to submit information securely electronically.
- Develop an Incident Response Plan that would prepare the College to respond in an effective and timely manner to a critical incident, including an unexpected disaster.
- Assess and improve the efficiency and effectiveness of the budgeting and spending processes and make recommendations to ensure the College's financial condition remains stable or improves in the future.

Pillar: Culture

- Provide up-to-date technology for faculty and students to enhance teaching and learning in classrooms across the College, including the centers.
- Create accurate, reliable, and accessible reports in support of data-informed decision making and operational excellence by using multiple approaches to collect robust information, and to analyze and communicate significant findings.
- Expand and improve partnerships through the development and implementation of a community engagement framework and external relations strategy.
- Communicate the tangible values of higher education and associate degrees (transfer, job advancement, lifetime earnings, etc.) to diverse audiences.
- Implement a comprehensive system which connects student programming to community needs and economic opportunities while raising awareness of articulation agreements from high schools to KCC and transfer paths from KCC to four-year universities.
- Create and implement a systematic approach to onboard employees across the College.
- Develop a cohesive training and development platform that supports employees of the College in developing job skills and growth across many levels.

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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

Kellogg Community College consistently engages in its established planning processes to ensure the institution has the resources to meet mission goals and improve educational offerings on a long-term basis. Resources are carefully monitored, allocated, and conserved as appropriate for the College to best meet its mission. Systematic planning routinely happens from the departmental up to the institutional level through various processes; this planning occurs across the institution as part of the College's shared governance committees, cabinets, and councils, with significant changes to policy and practice being made available for community input before adoption.

Sources

There are no sources.