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June 22, 2023

Dr. Paul Watson
President
Kellogg Community College
450 North Ave.
Battle Creek, MI 49017-3397

Dear President Watson:

Kellogg Community College's interim report has been reviewed. The staff analysis of the report is attached.

On behalf of the Higher Learning Commission, staff received the report on Assessment, Enrollment, and Strategic Planning.

No further reports are required.

The institution's next Assurance Review is scheduled for 2025-26.

The institution's next reaffirmation of accreditation is scheduled for 2031-32.

For more information on the interim report process, contact HLC at interimreports@hlcommission.org.
Your HLC staff liaison is John Marr.

Thank you,
Higher Learning Commission

cc: Tonya Forbes, Accreditation Liaison Officer
John Marr, HLC Staff Liaison

STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: 6/22/2023

STAFF LIAISON: John Marr

REVIEWED BY: Lee Bash

INSTITUTION: Kellogg Community College, Battle Creek, MI**EXECUTIVE OFFICER:** Paul Watson, Interim President**PREVIOUS HLC ACTION AND SOURCES:**

A report on the following three areas:

1. A report that highlights improved efforts in the assessment processes at KCC.
2. A report of the review, strategies, and outcomes of intentional interventions in student retention, persistence, and completion.
3. A comprehensive enrollment management plan.

REPORT PRESENTATION AND QUALITY: The Kellogg Community College interim report presents a 26-page narrative, which immediately presents a problem since it fails to follow the guidelines HLC states in its Interim Reports documents section: “Interim reports should contain no more than a 7-page narrative plus appendices for each area of focus addressed.” This clearly relates to the quality of the report. That said, the Staff Analysis Form will address the issues but won’t necessarily go into detail about some of the content since it is excessive based on HLC’s expectations. Likewise, there are three sets of Appendices that relate to the three areas of focus enumerated above and are each extensive (25 entries for the first appendices, 43 entries for the second appendices, and 26 entries for the third appendices). These 94 entries account for extensive pages and, since they are linked by title within each of the list of appendices rather than within the narrative where each could be directly opened, each requires separate opening – that makes the process cumbersome. The interim report is accepted in the spirit that assumes that the institution is trying to be thorough and complete.

Given how much more extensive the information provided here is (when compared with a typical interim report and based on HLC expectations), this analysis will take place at the macro, rather than micro-level, since that would be more like the normal procedure. A cursory examination of the materials suggest that the information provided at this level is sufficient to make an informed decision regarding the evidence provided and, although the interim doesn’t meet HLC expectations in terms of guidelines, the analyst will not allow this situation to bias his final determination. It is worth noting, however, that when institutions have provided excessive reports (often even larger than the 26 pages contained in this report), they have been returned to the institution with instructions to modify the report so that it meets HLC expectations.

REPORT SUMMARY: The Kellogg Community College interim report is divided into three sections that conform with the areas of focus. The first section is titled “Enrollment.” There is a brief Overview that emphasizes that, “the College continues to rely on an Enrollment Management Cabinet to oversee and coordinate efforts to increase and predict enrollment patterns.” This group plays a prominent role within the remaining narrative for this section.

The next portion is titled, “Evidence” and relates the events that, with the guidance and dedication of the Enrollment Management Cabinet (EMC), comprised of the institution’s executive leadership and members

from all divisions at the College, acted as the steering committee over the development of the Strategic Enrollment Management Plan (SEM Plan) throughout the entire process. After extensive work and meetings, the EMC created the first set of initiatives for the SEM Plan (although more is likely to be added as the institution makes continued progress.) The main components thus far, include:

- Improve the Student Experience
- Expand Transfer Opportunities
- Expand Learning Opportunities
- Expand and Strengthen Partnerships
- Recruit and Retain Adult Learners

Each of these initiatives are described in detail and further full supported using appendix citations and evidence. The final summary entry in this section notes that the entire College community, “is proud of the development of its SEM Plan in 2022-23 and is committed to the ongoing refinement of the plan this year and in the years ahead.”

The second section of the interim report is titled, “Retention, Persistence, and Completion.” As in the first section, the second begins with a brief Overview that recognizes how difficult it is for students to complete a degree or transfer to a four-year school, and states, “To that end, KCC has prioritized a number of initiatives and interventions designed to assist students and strengthen retention, persistence and completion rates.”

The remainder of this section, under the heading, “Evidence” contains four “Focus Areas,” each of which provides details, components, and other evidentiary examples, all supported by appendix citations. The first focus area is “Statistical targets to reach,” which notes that it will now focus on retention and persistence with a goal set for each at a 3% increase.

The second focus area is “Efforts in targeting population which heretofore have not been served.” This portion of the second section enumerates the following initiatives new to the institution: 1) Students of Color Workgroup, which has three components – a) Academic: Closing the Academic Achievement Gap, b) Career: Helping to Close the Skills Gap, and c) Cultural Component: Expanding our Students’ Horizons; 2) Kellogg Kickstart, a grant-funded summer preparation program; and 3) Disability Services Evaluation, a series of improvements intended to result in an increase in students accessing disability services and thereby strengthening retention rates.

Focus area three: “Programs where completion has not been satisfactorily attained,” that, in addition to the institution’s normal five-year comprehensive review, will undergo a “Quick Review” to provide metrics that provide a yearly snapshot of program health (i.e., enrollment, graduation rates, demographic information, etc.) to “allow faculty and administrators to stay abreast of trends as they are occurring between the five-year comprehensive reviews.

The fourth focus area is, “General improvements in the goals of students staying at the college and graduating,” which is comprised of initiatives and practices designed to increase student engagement: 1) Student Success Measures, 2) Service-Learning, 3) Honors Program, 4) Tutoring, 5) Student Services, and 6) Starfish Advisory Committee. The final summary portion in this section states that the evidence provided illustrated that the institution has “launched – or improved upon – a number of initiatives to address students’ retention, persistence, and completion.” Furthermore, the summary also contends that “we believe that a multi-pronged approach to both keeping students on our campus and fostering their success will be the most effective strategy as we confront the ongoing challenges of enrollment and completion.”

Section three of the interim is titled “Assessment.” Following a brief Overview that emphasizes the assessment of student learning and co-curricular engagement as vital to the institution, the first of four Focus Areas are introduced under the “Evidence” portion: “Results from evaluating the Bruin Standard and what,

if any, adjustments were made.” The Bruin Standard is based on three outcomes: 1) Effective Communication, 2) Critical Thinking, and 3) Personal and Cultural Engagement. During this period, each of the Bruin Standards were carefully assessed and changes and modifications for each is articulated under this Focus Area.

The second Focus Area is “Incorporation of assessment of co-curricular functions that point to learning outcomes.” This portion describes how the Assessment Committee formed a co-curricular assessment workgroup, which identified the following goals:

- Determine which co-curricular functions are associated with and mapped to General Education Learning Outcomes (Bruin Standard).
- Differentiate between co-curricular learning outcomes and operational outcomes.
- Establish a schedule/timeline for co-curricular assessment of student learning.
- Begin drafting/revising co-curricular learning outcomes.

These goals help the institution focus on co-curricular matters and, after discussion, lead to the following approved definition of “co-curricular:” “Learning activities, programs and experiences that reinforce the KCC mission, complement the formal curriculum, and have a Guided Pathways underpinning (1. Transitioning into college; 2. Student success strategies along the pathway that supports the curriculum; 3. Personal growth while in college; 4. Transitioning out of college).

Focus Area 3 is titled: “A comparison of outcomes based on modalities and any interventions.”

Under the “Evidence” portion, the section outlines four Focus Areas, the first of which is: “Results from evaluating Bruin Standard and what, if any, adjustments were made. This portion relates to how the College continues to seek establishment of a culture of assessment through various initiatives. It notes that, “The Outcome Assessment Plan (OAP) provides a systematic and coordinated opportunity for faculty and staff to identify and reflect on interventions” that, when combined with the Institution’s Diversity, Equity and Inclusion initiative and the College’s four Institutional Priorities (Increase Enrollment, Institutional Sustainability, Community Engagement, and Data Governance) form its overarching assessment efforts. This portion also outlines various assessment-related activities that demonstrate the continuous nature of assessment at the institution.

Focus Area 4 is titled, “Strengthened analysis and review of assessment results and what actions the institution enacted as a result of the review,” which serves as a summary of related initiatives, decisions, and reports/documentation that have collectively contributed to significantly strengthening the institution’s assessment activities. This portion concludes with a brief Summary that affirms the sense of accomplishment shared within the institution.

REPORT ANALYSIS: The Kellogg Community College interim report is thorough and comprehensive in the evidence provided for each of the three areas of focus. The narrative provide substantial evidence for all of the expectations articulated by the visiting team and the appendices provide extensive and meaningful support for the information contained in the narrative. In this regard, the interim report is deemed to be fully in accordance with the charge set out in 2021 in the Team Report of the Institution’s Reaffirmation Review.

ANALYSIS CONCLUDING STATEMENT: The Kellogg Community College interim report would have been a model in either: 1) if the institution followed the HLC guidelines for submitting an interim report, or 2) if the institution had submitted three separate reports, one for each of the areas of focus. Either way, this is now a logistical consideration, but in no ways impacts the decision and recommendation of this case analysis.

STAFF FINDING:

Note the relevant Criterion, Core Component(s) or Assumed Practice(s) 5.C., 4.C., 4.B.

Statements of Analysis (check one below)

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and a HLC focused visit is warranted.

STAFF ACTION: Receive the report on Assessment; Enrollment; Strategic Planning.

No further reports are required.

The institution's next Assurance Review is scheduled for 2025-26.

The institution's next reaffirmation of accreditation is scheduled for 2031-32.