2017
Systems Portfolio
Northwestern Michigan College

Table of Contents

Institutional Overview

Northwestern Michigan College (NMC) was the first comprehensive community college chartered in the State of Michigan. Since its founding in 1951, NMC has become integrally woven into the educational, economic, social, and cultural fabric of the Grand Traverse region.

NMC's Mission is to provide lifelong learning opportunities to our communities through:

- Associate degree, certificate, and transfer education

- Career/occupational education and workforce development

- Bachelor degrees in select programs

- Cultural and personal enrichment

- Baccalaureate and graduate program facilitation

- Regional economic development

Strategic directions include **ensuring NMC learners are prepared for success in a global society and economy** and **establishing national and international competencies** in select educational areas connected to regional economy and assets. In addition to strong liberal arts and occupational program curricula and an expanding number of international learning opportunities, the College has several nationally-recognized programs that build on unique assets of the region and not only serve the local community, but others around the state, country, and world (1P3).

NMC serves over 50,000 learners annually through more than 60 areas of academic study, College for Kids and other non-credit courses through Extended Education, organizational and customized training for businesses, and other community learning opportunities such as the International Affairs Forum, TEDx Conferences, and exhibits at the Dennos Museum. Seven partner universities grant advanced degrees through NMC's University Center. Fall 2016 academic enrollment was 4,164 students. Thirty-seven percent were enrolled full-time, 52% were women, and 84% identified as White. The average age for credit-students was 24 years.

Most programming occurs at the Main, Great Lakes, and Aero Park Campuses. Select programs are offered partially or exclusively online. Additional facilities include the University Center and Rogers Observatory.

NMC has four functional areas each led by a vice president: Educational Services, Lifelong and Professional Learning, Finance and Administration, and Student Services and Technologies. Fall 2016 data show NMC had 721 employees (12% full-time faculty, 32% adjunct faculty, 31% full-time staff, and 25% part-time staff).

NMC joined AQIP in 2005 as this pathway supported the College's emerging culture of continuous improvement. Since NMC's last Appraisal in 2014, the College has responded to these opportunities:

- **Strengthening the evaluation and alignment of General Education Outcomes** and expanding analysis to the course level. Through the Learning Outcomes Action Project (2014-2017), there has been significant progress. This will continue to be an area of focus (1I1).
- **Improving how data/information is communicated**. The Office of Research, Planning, and Effectiveness (ORPE) has made significant changes to its Intranet to make data/information easier to access and understand. There has also been a systematic effort to ensure timely distribution of communications. Data/information management continues to be a challenge in which next steps are described in 4I3 and 5I1.
- **Identifying needs of underprepared students**. The Enhancing Developmental Education Action Project (2012-2015), Learning Experiences Action Project (2012-2014), and NMC's participation in Guided Pathways resulted in changes to processes for identifying and addressing student learning needs. Work continues on increasing retention and completion for *all students* (2I1 and 2I2).
- **Developing a more robust peer benchmarking process** and using results for future improvement. Since 2014, the College has expanded its use of NCCBP benchmarking and has joined the AACC's Voluntary Framework of Accountability for benchmarking student success data. Descriptions of how the College uses benchmarks are found throughout the Portfolio.
- **Continuing to strengthen and align processes in Category 3.** Due to the work of the Talent Action Project (2009-2017), improvements have been made to workforce hiring, orientation, evaluation, and development. A thorough review of benefits and compensation systems led to changes intended to improve internal equity and external competitiveness. Continuous improvement is ongoing. Ensuring meaningful recognition continues to be a challenge; a newly-charged Recognition Committee is working to create a more strategic approach to recognition across campus.

In addition to ongoing work cited above, organization-wide efforts in the next three years will focus on:

- **Shared governance.** Multiple factors (employee survey feedback, a change in staff classification in 2015, and the unionization of faculty in 2016) pointed to a need to review current structure and processes. An Action Project was launched in May 2017, and a newly-charged Leadership Team has started meeting monthly (4I3).
- **Experiential Learning.** An Action Project was launched in March 2017 with a goal to expand the use of experiential learning not just in the classroom but in student/staff touchpoints as well (1.3).
- **Resource and infrastructure development**. Specifics are outlined in Categories 2 and 5.

Category 1 - Helping Students Learn

Introduction
At the time of the last Systems Portfolio, NMC had processes for identifying, assessing, and following up on student learning outcomes. However, the College lacked consistency, alignment, and documented evidence for a large proportion of those processes and results:

- General Education Outcomes (GEOs) were defined with an assessment plan in place, but the assessment needed to include program and course-level outcome processes. At the institutional level, the plan needed to detail how results were used to improve student achievement.
- Program learning outcomes existed and were assessed in some areas, but not others. Additionally, there was little evidence for the alignment of program and course-level learning outcomes.
- Course-level learning outcomes were detailed on course outlines and syllabi, yet there were inconsistencies in how outcomes were written, with assessment evidence, and with follow-up actions from assessment results.
- The College launched the Learning Outcomes Team (LOT) Action Project in early 2014. The team's work is highlighted throughout 1.1 and 1.2. LOT has recently transitioned to become the Assessment Team, a standing committee supporting assessment of learning outcomes at all levels.

Over the past three years, NMC has made significant progress in aligning and assessing learning outcomes. Both processes and results have become more ***systematic, moving toward alignment***. All courses and programs have more consistently written and aligned outcomes, and occupational programs are clarifying curriculum maps. Some have identified levels of attainment (i.e., introduced, reinforced, demonstrated) within their maps. A next step is for all programs to clarify that detail in their curricula. GEO assessment is now happening for all students every year in designated courses, allowing longitudinal analysis. The ORPE Intranet site has undergone major revision and is working to make data and assessment information even more accessible, allowing instructors to evaluate findings at the course, program, and institutional levels. All results are documented and used for improvement in curriculum design and delivery as described in in 1P1, 1P2, 1P3, and 1P4.

With a few exceptions, such as NMC's Global Endorsement, processes for articulating and assessing learning outcomes for co-curricular activities tend to be more informal or ***reacting.*** An opportunity over the next few years is to develop systematic and aligned processes.
Processes for ensuring quality across all programs, modalities, and locations (1.4) are ***aligned***. The College uses the same standards for hiring all faculty (3P1) and the same learning outcomes for courses regardless of location and modality, and the College specifically reviews student success data in online courses. NMC's online course data for completer and enrollee success exceeds NCCBP benchmarks at the 95th percentile; however, the College has initiated a number

of strategies to continue to close the student success gap between online and face-to-face courses.

Processes and results for ensuring academic integrity (1.5) are *aligned* through:
- Clearly communicated policies for faculty and students
- Training for faculty
- Instruction and support for all students in appropriate use of resources
- Systematic processes for addressing violations
- Tracking and analysis through Maxient software

1.1 - Common Learning Outcomes

HLC Overview

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES
Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS
What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT
Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

NMC Response

1P1: PROCESSES

1P1.1 Aligning common outcomes (institutional or general education goals) to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

NMC's common learning outcomes support its mission, purposes, and philosophy of general education which is "to promote the acquisition of knowledge, skills, and attitudes needed to function effectively in a changing world. General Education fosters intellectual curiosity, essential to lifelong learning." Staff Policy D-101.01. **(3.B.1)**

NMC's mission is to provide lifelong learning opportunities to our communities (Board Policy C-100.00). To meet this mission, the College offers a wide range of associate degrees, certificates, and transfer education in liberal arts and sciences and occupational studies. Additionally, NMC now offers select baccalaureate programs. Since 2014, NMC has participated in the Michigan Transfer Agreement (MTA) which strives to improve transferability of core courses among Michigan public and private colleges and universities. Through the University Center at NMC, the College partners with eight universities to connect students locally to both undergraduate and graduate programs. NMC is also engaged in career/occupational education, workforce development, and cultural and personal enrichment. This broad spectrum of offerings supports our learners in meeting their goal(s) to be college-, transfer-, and career-ready, and prepared for lifelong learning opportunities (Board Policy C-103.00-Purposes). **(3.B.1, 3.E.2)**

General Education Outcomes (GEOs) include Communication, Critical Thinking, and Quantitative Reasoning, all considered essential regardless of education or career path. The College more recently added a "cultural perspectives and diversity" course requirement as a part of the Associate of Science and Arts (ASA), Associate of General Studies (AGS), and the Bachelor of Science (BS). In these courses students evaluate connections between worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts. This supports NMC's goal of helping students engage as educated and informed citizens in a diverse society. In addition, the College adopted L. Dee Fink's framework for identifying Significant Learning Outcomes in the design of all credit courses. Categories of outcomes include Knowledge, Application, Integration, Learning to Learn, Caring-Civic Learning, and

Human Dimension. These are defined as critical skills for workers in the 21st Century, and the College believes all NMC courses should support these outcomes. **(3.B.1, 3.B.2, 3.E.2, 3.B.4)**

Aligning common outcomes across NMC's academic offerings began with requiring that all Group I courses support at least one of the GEOs. Curriculum mapping was implemented to improve consistency, alignment, and documentation of processes and results. Course outlines were modified to identify GEOs and other student learning outcomes using the L. Dee Fink framework.

To strengthen integration and alignment, the College launched the Learning Outcomes Action Project Team (LOT), in 2014. Project goals included the alignment of learning outcomes, development of a comprehensive assessment plan, action plans for continuous improvement, and professional development to support the effectiveness of learning outcomes and the assessment process. In 2017, the action project team transitioned to a standing committee, the Assessment Team. The team's work is highlighted throughout 1.1 and 1.2.

1P1.2 Determining common outcomes (3.B.2, 4.B.4)

Initially, the Curriculum Committee, a subcommittee of Faculty Council, was charged with determining and developing GEOs. Teams of faculty, working with other internal and external stakeholders, explored the traits that lifelong learners need and how students will achieve those outcomes throughout the college. They considered NMC's strategic directions and the input of stakeholders, advisory committees, and employers, and they benchmarked outcomes used by other post-secondary institutions and professional organizations (e.g. American Association of Colleges and The Foundation for Critical Thinking). The groups generated three outcomes: Communication, Critical Thinking, and Quantitative Reasoning based on NMC's mission, purposes, and philosophy of general education that reflect the skills, knowledge, and attitudes we believe all college-educated people must possess. **(3.B.2)**

As stated earlier, the College more recently added "cultural perspectives and diversity" criteria to some degrees and adopted L. Dee Fink's Significant Learning Outcomes framework in the design of all credit courses. The College continues to evaluate and refine GEOs to ensure they are relevant and reflect learner, workplace, and societal needs through processes described in 1P1.5. **(3.B.2, 3.B.4, 4.B.4)**

1P1.3 Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

NMC articulates the purpose and content of GEOs on the NMC website and in the NMC catalog. (Staff Policy D-101.01; NMC Catalog p. 6). **(3.B.2, 4.B.1)**

The GEOs identify four levels of achievement: proficient, sufficient, developing, and deficient. These levels are defined through rubrics. The GEOs are embedded in all degrees, and NMC aspires to ensure that all graduates will demonstrate sufficiency or higher on each of the outcomes. **(3.B.2, 4.B.1)**

The cultural perspectives and diversity requirement is also articulated on the college website. **(3.B.2, 4.B.1)**

1P1.4 Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In developing course curriculum, faculty consider degree requirements, GEOs, and program learning outcomes as they create course outlines. Outlines identify course learning outcomes, which may include GEOs, using the L. Dee Fink framework. Then faculty design their courses with learning activities that give students opportunities to achieve these outcomes. For example, by engaging in case studies, simulations, research projects, and development and presentation of portfolios, students can demonstrate critical thinking, effective communication, creative work, and the discovery of knowledge in their programs consistent with NMC's general education philosophy, Policy D-101.01. **(3.B.3, 3.B.5)**

In support of the Communications GEO, the College also identifies writing-intensive courses that use formal and informal writing to help students learn course content and offer instruction on developing formal writing assignments. Formal writing may be form-specific to a discipline, such as field or technical reports. Informal writing includes a broad range of activities such as journal writing, collaborative exercises, or verbal games with key concepts. **(3.B.5)**

To meet the cultural perspectives and diversity requirement, the College offers a growing list of courses. NMC's International Services and Service Learning Office works closely with faculty to provide training, support, and resources in building global components into courses and programs. In addition, the College offers an opportunity for students to acquire a Global Endorsement on their transcripts by accumulating points for a mix of curricular and co-curricular experiences. **(3.B.4)**

1P1.5 Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs **(3.B.4)**

The Curriculum Committee (CC) is charged with reviewing degree requirements every five years and GEOs every two years. CC will review the proposals for GEO change(s) with special attention to the scope, rationale, content, possible consequences of the proposed change(s) and alternative methods of attaining the same result. CC then seeks input from the College community. Should CC determine to make changes in the outcomes, the draft is sent to Policy Council for review. CC and Policy Council hold a public hearing to gather input and make refinements as needed. The proposed new outcomes are then forwarded to the VP for Educational Services and then to the President for final approval. Full details of the process are outlined by Staff Policy D-101.02 and illustrated in Process for Reviewing Degree Requirements and General Education Outcomes. **(3.B.4)**

All three outcomes were reviewed and revised during the 2015/16 academic year.

1P1.6 Designing, aligning and delivering co-curricular activities to support learning **(3.E.1, 4.B.2)**

There are many structured co-curricular learning opportunities designed to provide an enriched educational environment for NMC students. These learning opportunities engage faculty and students in scholarship and creative work through real-world situations:

- Global Endorsement through coursework, international experiences, and co-curricular activities such as the International Affairs Forum
- Student Government Association activities and a wide variety of student groups
- Honors Program and Phi Theta Kappa

- White Pine Press - student newspaper
- NMC Magazine - student magazine
- Career exploration internships and required program internships
- Domestic and international service learning projects

To build on these efforts, the College launched a new Action Project on experiential learning in 2017 ([Declaration document](#)) with the goal to expand the use of experiential learning, reaching all NMC learners by this pedagogy. (**3.E.1)**

While most co-curricular programs have a stated purpose, some do not have clearly articulated learning outcomes or assessments. For those that do state learning outcomes, instructors or other program sponsors use assessment tools and methods suited to the context of the program. These may include pre/post assessments, journal or other reflections submissions, post-event debriefs, or assessment of projects or presentations. For example, the purpose of the [Global Endorsement](#) is to develop global awareness and understanding. Learning is demonstrated and assessed through a final [capstone presentation](#). (**4.B.2)**

Developing a simple, consistent process for articulating and assessing learning outcomes for all co-curricular activities is an important opportunity for the College and supports systematic continuous improvement of these programs (1I2).

1P1.7 Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty develop a variety of **assessment activities** such as case studies, simulations, research projects, portfolios, or capstone projects appropriate to their courses and use a set of **institutional rubrics** to measure student proficiency. Results are collected and tracked through NMC's learning management system, **Moodle**. **(4.B.2)**

The CC commissioned faculty sub-teams to develop a set of [institutional rubrics](#) that align with the GEOs. All teams invited faculty to provide input in the process of developing these rubrics. Training sessions on the rubrics then preceded dissemination to all faculty. Refinements to the rubrics are made as needed, and all are subject to a two-year review cycle described earlier ([Staff Policy D-101.02).](#) **(4.B.1, 4.B.2)**

LOT investigated various software alternatives and determined that Moodle would provide the most effective and expedient platform for data collection. Faculty had already integrated the Moodle gradebook into their courses, making the data easy to extract and aggregate. Another benefit to using Moodle is that instructors have immediate access to course assessments and can potentially make pedagogical adjustments in real-time. **(4.B.2)**

1P1.8 Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The Learning Outcomes Action Project work has led to changes in the frequency and scope of GEO assessment as well as how results are analyzed and shared.

Change in frequency. The College is moving towards a continuous assessment cycle for each outcome ([Table 1P2.8](#)). Previously, the College assessed one outcome once every three semesters; however, with improved data collection processes, instructors can enter assessment scores within Moodle, affording greater efficiency for faculty. In Fall 2017, all three outcomes

will be assessed each semester. This will not only provide longitudinal data on student cohorts in order to measure student progress, it will allow instructors, departments, and programs greater ability to address gaps in student achievement in real-time, ultimately, shortening the PDCA cycle of continuous improvement. **(4.B.2, 4.B.4)**

Change in scope. Before Fall 2015, only a sample of "near-graduates" data was collected. Since then, all instructors teaching courses in which a GEO is supported have been required to assess all students enrolled in the course and submit assessment results through Moodle. The basis for this change was:

- The recognized need for longitudinal data.
- Improved sampling methodology and tools (Moodle). **(4.B.4)**

Analyzing and sharing results. The Assessment Coordinator compiles scores and identifies trends which are visually shared on the ORPE website. Instructors are also able to access their own data to analyze how their students are progressing toward GEOs. At the end of each semester, instructors are asked to submit a GEO Report Form summarizing their student's strengths and weaknesses in terms of the outcomes. The report also asks instructors to identify and document how they plan to address opportunities for improvement of their students and how the College may help support these efforts**. (4.B.1, 4.B.2, 4.B.3, 4.B.4)**

While the process of gathering data is ongoing, the expectation of academic departments is to implement course or program level changes in the fall semesters after reviewing data throughout the academic year. CC and ESIMT also review assessment results and may recommend improvement actions (Roles and Responsibilities). **(4.B.3, 4.B.4)**

1R1: RESULTS

1R1.1 Summary of results

GEO Summary Data. Results for GEO assessment (at institutional and academic-area levels) can be found on the ORPE website.

Compiling cross-departmental aggregated data, Table 1R1.1 (next page) shows the estimated proficiency level at the institutional level. According to the most recent data, 81% of students assessed in Quantitative Reasoning demonstrated a level of "sufficient" or "proficient", compared to 77% of students assessed for Communication, and 71% of students assessed for Critical Thinking.

Table 1R1.1 General Education Summary Data

	Communication	Critical Thinking	Quantitative Reasoning
Fall 2011			84% (n=304)
Spring 2012	87% (n=317)		
Fall 2012		12% (n=400)	
Spring 2013			79% (n=311)
Fall 2013	93% (n=283)		
Spring 2014		44% (n=302)	
Fall 2014			80% (n=177)
Spring 2015	90% (n=305)		
Fall 2015			81% (n=1441)
Spring 2016	77% (n=2375)		
Fall 2016		71% (n=3299)	

Ratings include "Sufficient" or "Proficient"

Return rates. Collection of Quantitative Reasoning data within Moodle began during Fall 2015. Initially, the percent of returned outcome scores by instructors was lower than desired. The original requested sample consisted of 2,654 students; the total number of outcome scores received was 1,441, a 54% return rate. The return rates for Communication (Spring 2016) and Critical Thinking (Fall 2016) were 42% (2,375 of 4,098) and 53% (3,299 of 6,225) respectively. Increasing the return rate is an area for improvement.

1R1.2 Comparison of results with internal targets and external benchmarks

External benchmarks. As discussed in 1P1.7, NMC has created internal, custom rubrics for assessing general education requirements, which more accurately address the way NMC measures GEOs. As such, comparisons to external benchmarks are limiting and not believed to reflect the proficiency of NMC students accurately and reliably.

Internal targets. NMC's goal has been that all graduates will perform at the "Sufficient" or "Proficient" level in each of the three GEOs. Prior to 2015, NMC assessed only a sample of near-graduates. During that time, data show that between 87%-93% of assessed students scored at the sufficient or proficient levels in Communication. Quantitative Reasoning scores were somewhat lower (79-84%). The biggest gap was in Critical Thinking. Just 12% of assessed students scored at the sufficient or proficient level in 2012. 2014 results showed dramatic improvement (44%) but still 56% below the goal of all graduates demonstrating sufficiency.

Beginning in 2015, the College started collecting data on all learners in courses that supported a GEO. Scores for quantitative reasoning remained about the same (+1%), Communication dropped significantly (-13%), and Critical Thinking Scores improved dramatically (+27%).

Over the past two years, the Assessment Team has not pulled a subset of data showing levels of only graduates but has instead focused on all learners and improving assignments and the

assessment of GEOs in all relevant courses. Having data on all learners and conducting longitudinal analyses will allow better understanding of student progress through our programs; this understanding will lead to improvements in curriculum to strengthen outcomes.

1R1.3 Interpretation of results and insights gained

Communication

GEO scores for Communication (Figure 1) have fluctuated somewhat over the past 10 years. There was a substantial increase in the number of students scoring "Proficient or Sufficient" from 2006-08 (+11%) as well an increase from 2010-13 (+9%). There was a slight decline from 2013-15 (-3%) and then a larger decline from 2015-16 (-13%). The most recent decline may be due to an increase in sample size, that is, all students being measured rather than only near-graduates.

Figure 1. Percentages of students who scored "Proficient or Sufficient" in the **Communication General Education Outcome** by year.
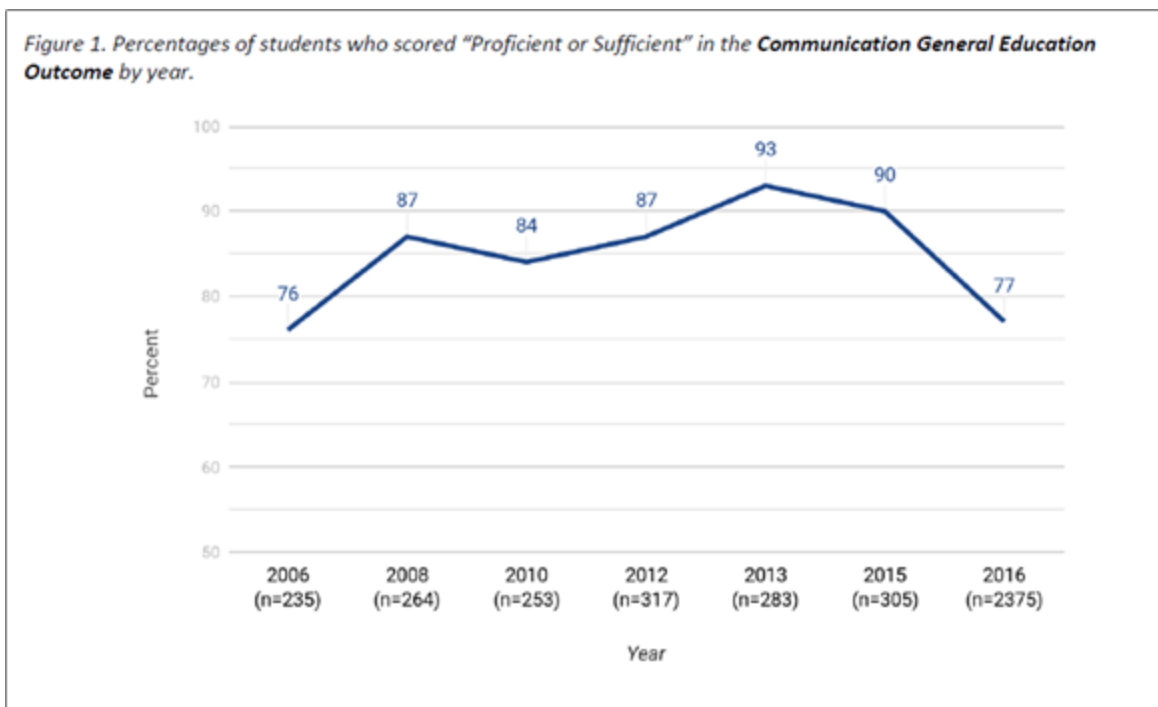
The first longitudinal data shows higher Communication GEO scores in sequence courses. Figure 2 (next page) illustrates a comparison of scores in ENG 111 and ENG 112 as well as a breakdown of scores by the four capabilities that comprise the Communication Rubric (Com 1=Main Idea, Com 2 = Conventions, Com 3 =Organization, Com 4= Support). Average scores in ENG 112 were higher on all four capabilities than average scores in ENG 111.

Figure 2. **2016** Percent Comparisons for "Proficient or Sufficient" in the **Communications General Education Outcome** by Course and by Capability
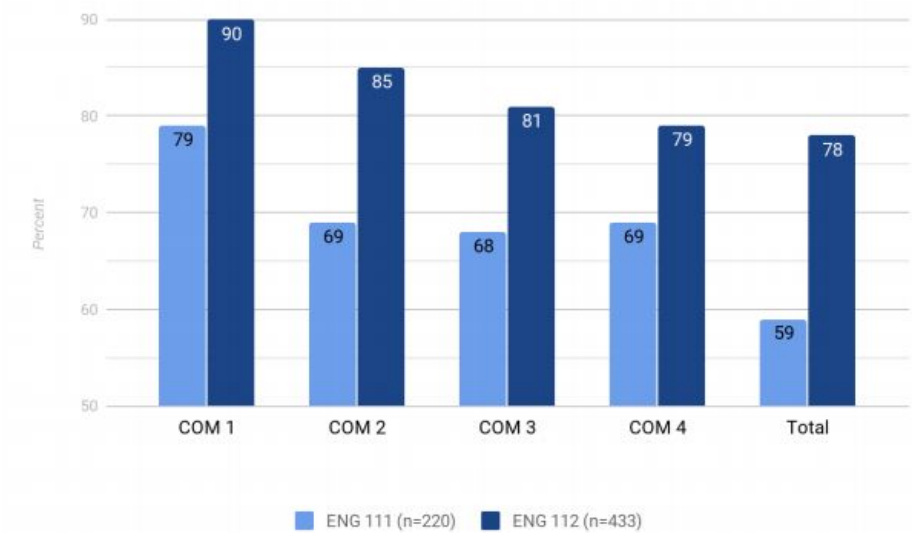
Quantitative Reasoning

GEO scores for Quantitative Reasoning (Figure 3) have been more consistent. Over the last three cycles, total Quantitative Reasoning scores have remained in the 80th percentile. Where students appear to have the most opportunities within Quantitative Reasoning is the "Judgment" trait. (Quantitative Reasoning Rubric). A possible explanation is that faculty in mathematics have been improving the quality of assignments and teaching methods over the past few years. These improvements may translate into stable Quantitative Reasoning scores while assessment procedures have changed.

Figure 3. Percentages of Students Scoring "Proficient or Sufficient in **Quantitative Reasoning** by year.
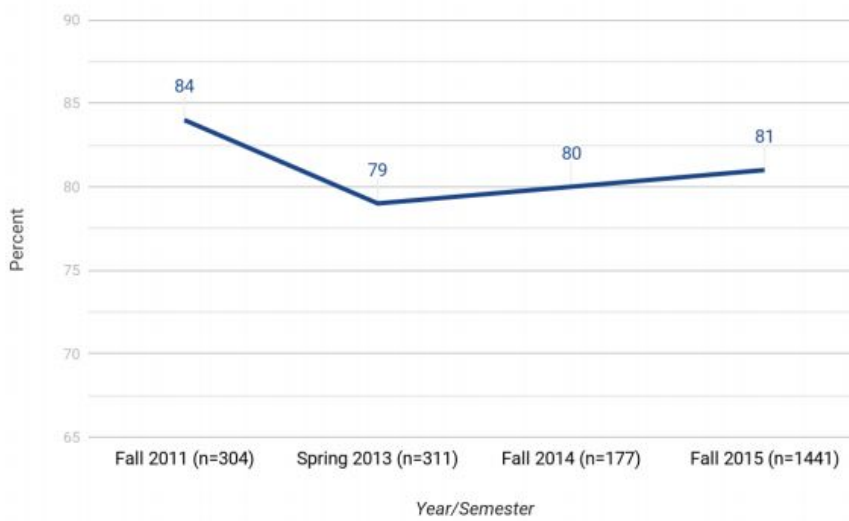
Critical Thinking

GEO scores for Critical Thinking (Figure 4) have continued to increase since 2011. Since that time, a new rubric was adopted, and there was more thorough faculty training on how to use the rubric when they assess student assignments. The training also encouraged instructors to look at their own assignments to make sure they were aligned to the rubric. In short, improvements to the critical thinking rubric, increased training with the rubric, and improvements to assignments seem to be correlated with the improvements in assessment scores.

Figure 4. Percentages of students scoring "sufficient or above in each trait of **Critical Thinking** assignments by year and by capability.
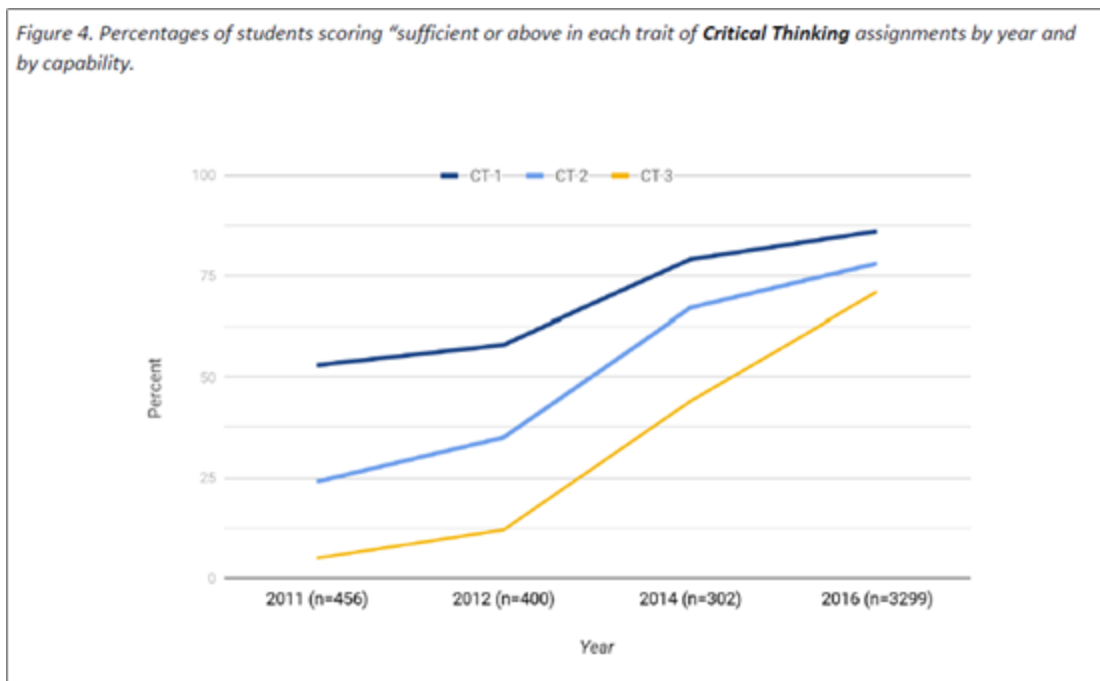
Overall

Reviewing initial data from the last two years, it appears that while some students may demonstrate Sufficiency or Proficiency after just one course that supports a GEO, other students' competency will develop over time and subsequent courses. Hopefully, all students will strengthen skills as they take higher-level courses. With the new assessment process in place, the Assessment Coordinator will be able to examine longitudinal data using student cohorts. Similar to Spring 2017 Communication GEO data (Figure 2), faculty will be able to assess results from other courses taken sequentially. Using longitudinal data in this way will allow instructors to address learning opportunities and gaps more effectively and work toward the goal of all graduates demonstrating sufficiency or proficiency in these GEOs.

1I1: IMPROVEMENTS

1I1.1 Changing the scope, frequency, and process of data collection

The move to assess all students in relevant courses on all three outcomes each semester has been a change that is expected to produce significant results. Entering data digitally through Moodle

enables the input and processing of data to occur in a timely manner. This increased frequency of assessing all GEOs digitally serves a number of purposes:

- More frequent and continual use of the rubrics and data collection system should increase reliability and validity of the measures due to familiarity with the assessment process and tools.
- NMC faculty have been struggling with the feeling that assessment of GEOs is an "add-on" to what they do in the classroom. It is believed that this perception stems from GEOs previously being assessed only once every three semesters. Moving to a continual cycle of assessment will help integrate the assessment of GEOs into the courses that support them.
- NMC will be able to start collecting longitudinal data on cohorts as well as individual students as illustrated in Figure 3. These data may then be used to measure progress of student achievement over time.
- Improved accuracy through consistency and frequency of data collection should result in more actionable data from 2017 forward.

Progress has been made; however, the process is still new, and it will take time to mature. For example, this shift has increased opportunities for departmental-level norming and has allowed instructors to access data on how well students are doing on specific assignments. However, in the new system there are no mechanisms for cross-departmental norming of types of assignments used in the GEO assessment or cross-departmental norming of how individual artifacts are evaluated. In the future, campus professional development meetings could be structured to allow cross-departmental faculty conversations about norming and how the shared rubrics are applied in various departments.

1I1.2 Professional Development and Support

Providing professional development to increase understanding of GEOs and Student Learning Outcomes for faculty, administrators and staff has been a central focus of the Center for Instructional Excellence (CIE) and LOT. Educational Media Technologies provided online and face-to-face training on using Moodle to add GEOs to course assessments as well as using the grading system to indicate achievement levels. The Spring 2016 Professional Development Day was dedicated to evaluating and discussing the critical thinking rubric and assessments. LOT determined that improvement was needed in the writing of course outcomes and integrating the GEOs into the Student Learning Outcomes. Further training was indicated and resulted in a yearlong endeavor to increase the accuracy of how outcomes were written for both clarity and measurability. For the Fall 2016 Professional Development Day, a representative from Dee Fink & Associates, provided extensive training for faculty. A follow-up training in January 2017 provided an additional opportunity to further engage faculty in knowledge, skills, and writing.

In evaluating the status of Student Learning Outcomes this spring, LOT engaged in additional training for its team members, department chairs, and faculty, including adjuncts. NMC's Instructional Designer and others provided individual support to faculty members and departments. All course outcomes in every academic area have been reviewed and refined where appropriate as of Fall 2017.

1I1.3 Engaging faculty

Engaging all faculty in the assessment process is essential in making significant, continuous improvement.

- Gathering faculty feedback, listening to concerns, collaboratively problem-solving challenges, and providing opportunities for shared learning are all essential to building engagement. For example, at a recent outcomes training session, some faculty members raised questions about how to make the assessment work manageable and meaningful. Faculty want to ensure assessments are authentic and not just "teaching to a rubric."
- Additional training, periodic refreshers, and online tools will be needed to eliminate confusion over the change in the process, scoring responsibilities, and inputting data into the system. Educational Media Technologies has created a number of how-to videos and other tools available to faculty on the teaching@nmc site. As needs are identified, CIE is able to offer just-in-time training through Friday Forums and its Coffee Club series. New faculty are introduced to NMC's assessment process during orientation and receive additional training as part of the New Faculty Learning Community.

With additional training and tools, shared learning, collaborative problem-solving, and ongoing listening and support from Department Chairs, CIE, the Assessment Team, and Educational Media Technologies, the issues related to low return rates will be eliminated as GEO assessment becomes a more useful, integrated process for improving student learning. Further, working within departments, faculty and chairs will be able to utilize data to determine if the curriculum needs to be refined or adjusted. Now that data is available "just in time," in depth discussions will create opportunities for continuous improvement.

1I1.4 NMC Intranet site

A major undertaking this last year has been upgrading and refining the ORPE Intranet site. Articulating the assessment process, providing the instruments, and publishing results of our findings continues to evolve into a great resource for administrators, faculty, staff and other stakeholders. The intent is to provide easy and efficient access to the information needed to support the Teaching and Learning Process (next page) and Assessment Plan.

1I1.5 Assessment Team Support

Transitioning LOT, an Action Project team, to a standing committee (Assessment Team) is an important investment in ongoing support of the continuous improvement of learning outcomes assessment at all levels: general education, program, and course.

The Teaching and Learning Cycle at NMC, showing a central circular diagram with stages Define/Refine (PLAN), Design, Implement (DO), Analyze (CHECK), Identify Gaps, Document (ADJUST), connected to green boxes: Course Outlines (due Friday of opening week in January); Assessments Linked to outcomes & shown on syllabus, Learning Activities (due 1st day of class); Learning Activities Assessment Tools (ongoing); Evaluate Data Grades & Outcomes (ongoing); Target Areas (ongoing); Course Adjustments (due end of semester) (Annual Plan updated).

Sources

- Project Declaration-Experiential Learning
- Project Declaration-Learning Outcomes
- Assessment Plan 2017-18
- Assessment Plan 2017-18 (page number 4)
- Assessment Roles and Responsibilities
- Board Policy C 100.00-Mission
- Board Policy C 103.00-Purposes
- Course Outline form
- GEO Data Summary-detail
- GEO Data Summary-detail (page number 2)
- GEO Report Form
- GEO Rubrics
- Global Endorsement Capstone Guidelines
- Global Endorsement-requirements and examples
- List of Cultural Perspectives-Diversity Courses
- List of Global Courses
- ORPE Webpage-Gen Ed Info

- ORPE Webpage-Gen Ed Results
- ORPE Webpage-Rubrics
- Process for reviewing degree requirements
- Staff Policy D 101.01-Gen Ed Outcomes
- Staff Policy D 101.02 Gen Ed Outcomes Change
- Staff Policy D 102.00-Assessment of Student Learning
- Staff Policy D 102.01-Assessment of Student Learning Outcomes
- Table 1R1.1-GEO Summary Data 2011-16
- Table1P1.1-GEO Descriptions
- Table1P2.8-GEO Assessment Schedule
- Teaching and Learning Cycle

1.2 - Program Learning Outcomes

HLC Overview

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES
Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS
What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT
Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

1P2: PROCESSES

1P2.1 Aligning learning outcomes for programs to the mission, educational offerings and degree levels of the institution (3.E.2)

For all new programs, the College utilizes a well-defined, sequential four-stage internal [decision-making process](#) that begins with the development of an Idea Summary followed by Curriculum Committee and President's Council's reviews; a market research analysis; business model development; implementation planning; and finally, Board of Trustee approval. Each stage requires a review and a decision before moving forward. The Idea Summary asks those proposing new academic programs to describe the program, outcomes, and its fit with college mission and strategy. This process vets potential new programs against institutional resources, capabilities, and priorities while aligning to the mission, educational offerings, and degree levels of the College. **(3.E.2)**

The annual program review process (1P2.7), ensures current program outcomes stay aligned with the College's mission, offerings, and degree levels.

1P2.2 Determining program outcomes (4.B.4)

NMC uses a collaborative approach to program design. Program area faculty and resource staff establish program outcomes during the development process. For occupational programs, relevant outcomes are determined with input from advisory boards, professional associations, accrediting bodies, and state and federal regulating agencies. Liberal studies program outcomes include transferability of courses to transfer institutions, support of occupational program outcomes, achievement of the college-wide general education outcomes (GEOs) outlined in 1P1, and any other specific programmatic outcomes deemed significant for students by faculty in those areas. **(4.B.4)**

1P2.3 Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Program outcomes are articulated on program web pages, and course outcomes are identified on [course outlines](#) as well as each faculty member's syllabus. Additionally, program coordinators have created program curriculum maps that identify the courses required for the program and how those courses support the program outcomes:

- [Marine Technology](#) and [Computer Information Technology](#) curriculum maps
- The Nursing Program provides entering students with a [Policy Manual](#) that describes the required courses and level of achievement needed for both the courses and certification. **(4.B.1)**

Academic leadership, program coordinators, faculty members, and instructional staff work collaboratively to assure the purpose, content, and levels of achievement meet the needs and quality of all stakeholders. Annual Program Review ensures programs sustain continuous improvement to meet targeted needs and subsequent goals.

1P2.4 Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Annual Program Review, an evaluation of quantitative metrics and qualitative reflection on prior-year activities and outcomes, ensures outcomes remain relevant and aligned with student, workplace, and societal needs.

Each occupational program has an advisory committee that provides input relating to curriculum and its ability to prepare students for success in the workplace. Committee members include business, industry, and organizational representatives, as well as students, faculty, academic and career advisors, and administrators. The Carl D. Perkins grant regulations guide the work of the committee and clarify member responsibilities. All NMC advisory committees meet minimally once a year. At least once per year, members complete an Advisory Committee Survey assessing program facilities, equipment, and programmatic and course offerings. Feedback from these meetings and surveys is essential in ensuring programs remain relevant and aligned with workplace needs. For example, based on Advisory Board feedback, the Computer Information Technology program recently revised its curriculum to increase communication skills vital to success in today's work environment. **(3.B.4)**

For several of the health sciences areas, the Office of Research, Planning, and Effectiveness (ORPE) distributes an employer satisfaction survey to employers identified by graduates from the last academic year. The survey contains items related to general occupational and workplace skills as well as open-ended items to allow employers to provide information regarding areas of strengths, areas for improvement, and suggestions to improve the graduates' skills to meet their needs. Survey results are analyzed by ORPE, provided to the academic areas, and then used in the program review document, guiding program improvements, as necessary. **(3.B.4)**

Program coordinators also gather feedback through informal conversations with graduates and employers.

1P2.5 Designing, aligning and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Aligned with NMC's mission, vision, and general education philosophy, students are offered a variety of experiences to support their academic learning through student groups and co-curricular activities related to their academic program and areas of interest. The College offers programming in support of the NMC Global Endorsement, such as study abroad opportunities, as well as a variety of service-learning and experiential learning projects throughout the curriculum. For example, one cross-curricular service-learning project explores homelessness through the lens of sociology, social work, English, and business communications. The project culminates in community presentations that articulate the impact of homelessness. Students who participate in college-sanctioned service learning and global opportunities may receive documentation of these activities on their college transcripts. **(3.E.1, 3.E.2, 4.B.2)**

1P2.6 Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

Curricular Programs

Methods used to assess attainment of program learning outcomes are directly connected to the context of specific programs:

- Occupational areas assess outcomes by reviewing skill attainment/certification pass rates, advisory board evaluations, graduate/employer satisfaction surveys, and other program outcomes data. **(4.B.2)**
    - Programs with industry-specific certification exams report their student exam data during the review process ([Program Review Sample-ADN).](#)
    - Programs without external validation use industry/faculty developed exams or rubrics.
        - · [Program Review Sample- CIT](#)
        - · [Program Review Sample- VisCom](#)
- Liberal studies programs use many of the same measures, but instead of advisory group feedback, employer surveys, and external certifications, they may use GEO assessments and student perception of preparation through graduate or transfer surveys to evaluate learning outcomes ([Humanities](#) and [Science & Math-](#)samples). **(4.B.2)**

See [Program Metrics Descriptions](#).

Co-Curricular Programs and Activities

While most co-curricular programs have a stated purpose, some do not clearly articulate learning outcomes/assessments. For those that do state learning outcomes, instructors or other program sponsors use assessment tools and methods suited to the context of the program. These may include pre/post assessments, journal or other reflections submissions. For example, the purpose of the [NMC Global Endorsement](#) is to develop global awareness and understanding. Learning is demonstrated and assessed through a final [capstone presentation](#). **(4.B.2)**

Developing a simple, consistent process for articulating and assessing learning outcomes for all co-curricular activities is an important opportunity for the College and supports systematic continuous improvement of these programs (1I2).

1P2.7 Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

While program coordinators and faculty are monitoring outcomes throughout the year, formal college-wide Annual Program Review occurs in late fall, in preparation for the upcoming budget planning cycle. Program Coordinators work with other program faculty to review outcomes and identify strengths, gaps, and potential causes of gaps. An action plan is then developed and documented ([Occupational Program Review template](#) and [Liberal Studies Program Review template](#)). Program review is part of an aligned process, goals from these action plans cascade to individual program faculty member's goals as appropriate. Goal progress is assessed at the individual level as well as the program level. **(4.B.1, 4.B.2, 4.B.4)**

In the next review cycle, program coordinators and faculty determine how their actions affected learning outcomes (see [Annual Program Review Process](#)). **(4.B.4)**

1R2: RESULTS

Overall levels of deployment of the program assessment processes within the institution

Program outcomes and curriculum maps are identified and available on the program website for 55% of the AAS programs; 100% of ADN and BS programs have outcomes and maps available. Departments in the liberal arts programs (ASA) identified general education outcomes as program outcomes and all are available for review on program review documents.

Summary results of assessments

For occupational programs, Table 1R2.1 illustrates 2015-16 student pass rates in occupational programs using faculty/advisory committee selected assessment tools; Table 1R2.2 shows 2015-16 results for programs with licensure/certification exams. Program outcomes for liberal studies are posted on individual Annual Plans and are not aggregated.

Table 1R2.1

Programs with Faculty/ Advisory Committee selected assessment tools	Assessment Tool	% Pass	Perkins Core Indicator
Accounting (n=10)	Peregrine Testing	60%	82.4%
CIT - Infrastructure (n=4)	Microsoft Exams	100%	82.4%
Culinary Arts (n=23)	NOCTI Exam	100%	82.4%
Engineering Technology (n=3)	Solidworks Associate Certification (CSWA) *or* FAA drone certification	100%	82.4%
Visual Communications (n=2)	Portfolio rubric	100%	82.4%

Table 1R2.2

Programs with licensure/certification exams	Measure	% Pass	External Benchmark
Aviation (n=23)	FAA Exam	100%	FAA: 80% first time pass rate
Nursing (n=78)	NCLEX Exam	NCLEX-RN = 80.55% NCLEX-PN = 100%	80% for all first time test takers during the same 12 month period
Dental Assisting (n=22)	Registered Dental Assistant Exam through Michigan State Board of Dentistry	91%	CODA currently has no benchmark for the RDA
Law Enforcement (n=16)	MCOLES Exam	94.2%	MCOLES: 92%
Maritime	US Coast Guard Exam	100%	USCG: 100% (Students cannot graduate unless they pass)

Comparison of results with internal targets and external benchmarks

Occupational Programs

For Occupational programs with external accrediting bodies, 2015-16 data show programs exceeded those benchmarks. (Table 1R2.1).

Perkins Core Performance Indicators are collected for occupational programs. ORPE collects the information by program, aggregates the data at the institutional level, and then reports it to the State where data is compiled for comparison by institution. A comparison of core performance indicators for NMC to the state average and target indicates that overall, NMC meets or exceeds the target set by the state as well as the averages of Michigan community colleges for the past three years. There are two instances in which NMC was below the state average and targets for 1P2 (2013-14) and 3P1 (2014-15). After review of the 3P1 (2014-15) result, a reporting error was found and the correct percentage is 65.30%, meeting the State Target but not the State average. Programs with outcomes below target develop plans for improvements during the annual planning process.

The College also collects Advisory Board feedback on all occupational programs and has set an internal target for level of satisfaction with graduates' skill, attitude, and performance of 4.0 on a 5-point scale. Results show programs have exceeded the target the last three years in all but one program area. (See next page.)

Advisory Group Feedback

Assessment of Student: Technical skills, basic academic skills, attitude
[Index mean of questions 11, 12 & 13 on scale from 1 (poor)-5 (excellent)]

Advisory Group Name	CIP Code	Program Numbers	2014-2015	2015-2016	2016-2017	Administered Online
ACCOUNTING	52.0302	103, 733	4.11	4.17	3.33	
AUTOMOTIVE SERVICE TECHNOLOGY	47.0604	001, 560			4.00	x
AVIATION	49.0102	562			4.71	
BUSINESS ADMINISTRATION	52.0201, 52.0402, 52.0703	003, 051, 052, 105, 734	3.89	4.36	4.20	
CHILD DEVELOPMENT, CARE, AND GUIDANCE	19.0706	722	4.81	4.69	4.82	
COMPUTER INFORMATION TECHNOLOGY	11.0801, 11.0901	006, 024, 030, 033, 041, 094, 095	4.30	4.58	4.45	x
CONSTRUCTION TECHNOLOGY/ RENEWABLE ENERGY	15.0501, 15.0503, 46.0201, 46.0301, 46.0401, 46.0412, 46.0503, 47.0201	061, 062, 066, 656, 065, 655, 653, 063, 368, 067, 064, 654			4.42	
CULINARY ARTS	12.0503	109	4.33	4.08		
DENTAL ASSISTANT	51.0601	070, 300	4.25	4.56	4.33	x
ENGINEERING TECHNOLOGY	15.000, 15.0613	079, 584			4.00	
LAW ENFORCEMENT	43.0103	352	3.98	4.33	4.61	
MARITIME	49.0309	550, 551, 850, 851	4.31	4.52	4.26	
NURSING	51.3901	010, 302	4.00	3.96	4.26	x
SURGICAL TECHNOLOGY	51.0909	311		4.44	4.00	x
VISUAL COMMUNICATIONS	50.0402	351, 728	4.46	4.59		
WELDING TECHNOLOGY	48.0508	016, 036				

Liberal Studies Programs

For liberal studies programs using GEOs as their primary outcomes, NMC has created internal, custom rubrics for assessment (1P1) which more accurately address the way NMC measures GEOs. As such, comparisons to external benchmarks are limiting and not believed to reflect the proficiency of NMC students accurately and reliably.

All Programs-Student Satisfaction with Preparation

NMC has set an internal target for Graduate and Transfer Satisfaction at 90%. The college has exceeded its target for Transfer Satisfaction the last two years with 93% agreeing "NMC prepared me well for continuing my education" but saw a drop (-14%) in Graduate Satisfaction (see Graduate Report Chart 6). Feedback through open-ended comments was varied and primarily quite positive. Cited areas of concern were program-specific, and feedback is addressed at the program level.

Chart 6. Percent satisfied/very satisfied with preparation received through NMC coursework.

Year	Percent
2013	88%
2014	89%
2015	92%
2016	92%
2017	78%
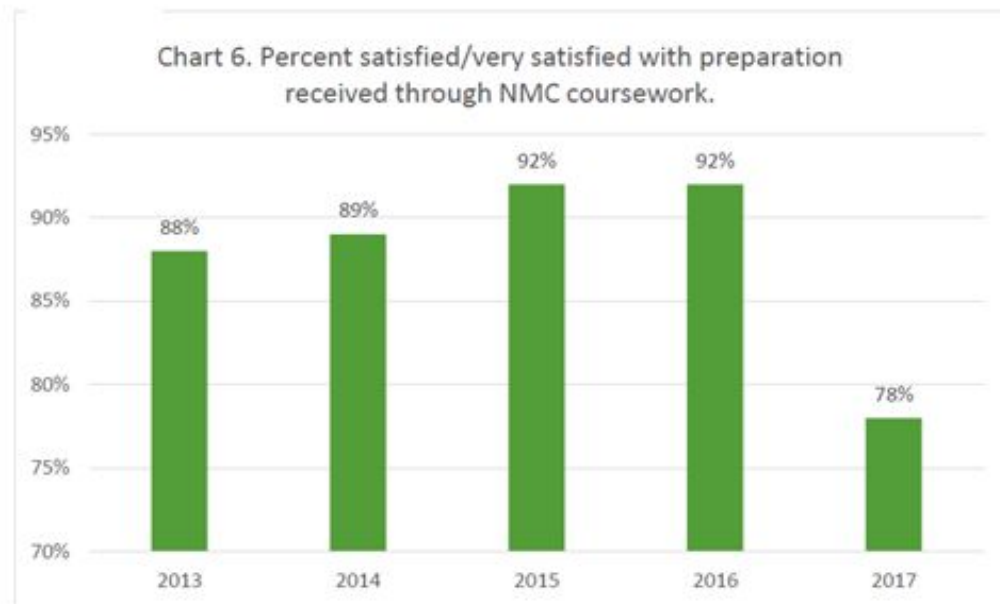
Interpretation of assessment results and insights gained

Overall, results of assessment at the program level reflect various stages of maturity. Internal and external stakeholders are engaged in our program development and assessment processes. The majority of the occupational programs have publicly-stated program outcomes which are specific, measurable, achievable, relevant, and time-bound (SMART). Most of the curriculum maps are written at the basic level and align to programs outcomes. Some programs have identified levels of attainment (i.e., introduced, reinforced, demonstrated) within their curriculum map (CIT Developer Program, Marine Technology).

Program outcomes are reviewed annually, and when there is a gap, the college has a systematic, clear, and timely process for addressing it (1P2.7).

1I2 IMPROVEMENTS (4.B.3)

Over the last year, the College has worked to ensure that all academic programs have program outcomes and curriculum map documents posted on their respective program/department websites. Currently short of that 100% target, Educational Services plans to close the gap this year.

In the next one to three years:

- **Require new programs to identify outcomes at the onset of the program development stage.** The Idea Summary template has been recently revised to reflect this change.
- **Develop a consistent process for articulating co-curricular program and activity alignment,** learning outcomes, and assessments. As noted in 1P2, while most co-curricular programs have a stated purpose, some do not clearly articulate the intended learning outcomes or have a regular process for assessing achievement of learning outcomes. Developing a simple, consistent process will support systematic continuous improvement of these programs.
- **Include levels of attainment (introduced, demonstrated, mastered) to curriculum map templates** for a better understanding of curriculum design and student expectations. These levels can also aid faculty in determining course prerequisites.

Sources

- 4.2 Decision Making Process
- Advisory Committee Program Evaluation form
- Advisory Survey Feedback
- Annual Program Review Process

- Course Outline form
- Curriculum Map-BSMT
- Curriculum Map-CIT
- DM Idea Summary Template
- Global Endorsement Capstone Guidelines
- Global Endorsement-requirements and examples
- Graduate Survey Report-2017
- Graduate Survey Report-2017 (page number 7)
- International Services and Service Learning webpage
- NMC Nursing Program Policy Manual
- Occupational Program Outcomes Summary 2015-16
- Online v. Face to Face Success Data
- Perkins Core Indicator Comparison
- Program Review Example ADN-FY18
- Program Review Example CIT-FY18
- Program Review Example Humanities-FY18
- Program Review Example SciMath-Area-FY18
- Program Review example Visual-Comm-FY18
- Program Review Metrics Descriptions
- Program Review Metrics-Summary of Data
- Program Review Metrics-Summary of Data (page number 2)
- Program Review Template-Liberal Studies
- Program Review Template-Occupational
- Transfer Survey Report 2015
- Transfer Survey Report 2015 (page number 6)

1.3 - Academic Program Design

HLC Overview

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES
Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS
What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT
Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

1P3: PROCESSES

1P3.1 Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

NMC is an open access, comprehensive community college. Service area demographics help provide an overall picture of the community we serve (Service Area Characteristic).

NMC Service Area Characteristics

Service Area Characteristics	NMC	NCCBP Percentile Rank
Total Population	204,523	32%
Minority Population	5.99%	N/A
Minority Credit Students	9.48%	8%
Minority Student/Population Ratio	1.58	78%
Unemployment Rate	6.22%	77%
Median Household Income	$48,553	44%
Full-Time Credit Headcount	1,798	37%
Part-Time Credit Headcount	2,704	37%
Pell-Grant Recipients	38%	49%
Career Technical Credit Hours	34.48%	58%
Developmental Credit Hours	8.45%	47%
High School Concurrent Enrollment Credit Hours	5.60%	42%
First-Generation Students	58%	85%

Source: 2016 NCCBP Report (Fall 2014 Cohort)

The College designs programs to meet the needs of our community as well as leverage regional resources. Three student stakeholder groups affect academic programming at NMC: prospective, current, and past. We build partnerships with secondary schools and career tech centers to facilitate student transition from high school to community college. NMC partners with colleges and universities at our NMC University Center, allowing students to continue their education without having to leave the area. Our alumni return in various capacities: adjunct faculty, advisory committee members, donors, volunteers. The relationships with our alumni also serve

as a conduit for programming based on their business/industry ties within the community. **(1.C.1, 1.C.2)**

As the Grand Traverse region is home to a significant Native American population, the College offers a Native American history class and has been working with the Grand Traverse Band of Ottawa and Chippewa Indians to develop a year-long language course sequence in Anishinaabemowin. NMC also has a student success coach specifically to support our native student population. **(1.C.1, 1.C.2)**

NMC offers a variety of academic programs designed to meet the needs of our community. We have students who may be full or part-time; seeking a certificate, degree, or some type of skill enhancement; and we offer programming for the student wishing to transfer ([Summary of Academic Degrees and Certificates](#)). **(1.C.1, 1.C.2)**

NMC has been a pioneer in developing programming based on our geographic location and regional assets, local talent, and the needs of our community. Not only are we serving a local and regional population, we provide valuable experiences to our students and faculty on a global level. For example, our region is surrounded by the Great Lakes, the largest group of freshwater lakes on Earth, so it was a natural fit that NMC created the [Great Lakes Water Studies Institute (GLWSI)](#). Offering a variety of degrees and programming, the GLWSI is strategically positioned to engage individuals and organizations, both locally and globally, in advancing skills, knowledge and understanding of the world's dynamic water resources. In addition to industry professional development offerings, the GLWSI now offers students a unique partnership with Western Michigan University for the delivery of a BS in Freshwater Science and Sustainability, the only degree of its kind in the US. The GLWSI also offers a Marine Technology BS that was developed to serve a global need for highly skilled people in the marine industry, the only degree of its kind in the world. Graduates of these programs are in high demand. (**1.C.2**)

One of the College's strategic directions, to prepare learners for success in a global society, has been a driver in program planning and design. The College's upper Midwest location and regional demographics calls for extra attention to implementing strategies to increase the diversity of global and cultural experiences of our learners. International students were 2.4% of the Fall 2016 student population (n=3,985), 2.6% for Fall 2017, and the college set a target of increasing that number to 5% by 2020. NMC has partnered with local high schools to bring students from China to the College and community. In addition, the College has developed a number of partnerships and programs bringing international students, faculty, and experiences to our campus as well as expand opportunities for our students and faculty abroad ([Summary of International/Global Programming](#)). **(1.C.1, 1.C.2)**

Students can earn a [Global Endorsement](#) on their transcript through academic and experiential learning, activities and event participation, and preparing a final [capstone presentation](#). NMC's [International Services and Service Learning Office](#) works closely with faculty to provide training, support, and resources in building global components into courses and programs. The College is a member of the Midwest Institute for International/Intercultural Education (MIIIE) and Community Colleges for International Development (CCID), both organizations offer a wealth of international educational resources. **(1.C.1, 1.C.2)**

To further support its role in a multicultural society, NMC recognizes a need to increase the diversity of its faculty and staff. Currently, NMC's minority employee/population ratio is 0.52 placing the college in the 29th percentile among peers according to the 2016 NCCBP Report, an area for improvement in 3I1. **(1.C.1, 1.C.2)**

The 2016 NCCBP report also places [NMC in the 8th percentile](#) for the number of minority credit students. This requires extra attention to programming and services to ensure these students feel welcome, included, and safe. While some of these issues can be addressed through student services described in 2.1 and 2.4 and faculty/staff training (3I1), culturally sensitive and informed programming are also essential.

Courses within Communications, Humanities, and Social Science that meet NMC's cultural perspectives and diversity requirement have students evaluating connections between worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts support helping students to engage as educated and informed citizens in a diverse society. In addition, NMC has adopted L. Dee Fink's framework of Significant Learning Outcomes for the design all courses (1P1). As faculty develop outcomes for the Human Dimension they consider what students will learn about themselves and others and the personal and social implications of that learning. Human Dimension outcomes address social, cultural, and interpersonal awareness within the context of specific courses or program content. **(1.C.1, 1.C.2)**

1P3.2 Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

NMC works closely with other key stakeholder groups as it designs programs to meet community needs. External groups include:

- Employers (local, regional, and global)
- Educational partners (K-12, other community colleges, universities)
- Workforce and economic development organizations
- Accreditation bodies (institutional and program-specific)

The College identifies needs through formal surveys and community listening sessions as well as informal feedback from advisory committees, employers, educational partners, and other stakeholders (2.3). **(1.C.1, 1.C.2)**

1P3.3 Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

In response to local, regional, and national trends, NMC's faculty develop new program ideas in collaboration with employers, educational partners, workforce and economic development organizations, and accreditation bodies.

The process for initiating and considering new program proposals is documented in [Staff Policy D-502.2](#) and outlined on the process map, [Decision-Making Process for New Programs & Services.](#) In Stage 1, the program point of contact completes an [Idea Summary](#) outlining the

opportunity, the fit with NMC's mission and strategic directions, and preliminary market information. Curriculum Committee first reviews the proposal and its fit with the educational offerings and degree levels of the college, and then President's Council determines whether the proposal goes to the next stage for more comprehensive [Market Research](#) to inform the viability of new program design. **(1.C.2)**

Because of the relatively low population density of NMC's service area, developing responsive programming often requires working collaboratively/creatively with employer, economic development, or educational partners to share resources/expertise/costs. Enrollment and job opening projections cannot support NMC's investing alone in high-cost programming such as allied health specialties or technology programs, and yet those skill sets are essential for the region's talent pool (2.5).

1P3.4 Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Once a program is developed, NMC's annual program review process ensures programs and courses are up to date and effective. The Academic Program Review Action Project team (2008-10) worked to create a process that was useful, met all reporting requirements, and was not duplicative with other college processes. The review includes an annual evaluation of quantitative metrics and qualitative reflection on the prior year's activities. From this, goals for the program are set and action plans identified for the coming year. Program review documents and organizational metrics are available on the [ORPE Intranet site](#). The College's planning process (4P2) ensures that program and department goals align with strategic goals, and that service area goals appropriately support program goals. See [Annual Program Review Process](#). **(4.A.1)**

The metrics tracked in program review are categorized in [four levels of evaluation](#): Learner Perception and Behavior, Learning, Skill Transfer, and External Assessment. For a summary of program review metrics ([Program Review Metrics](#)). **(4.A.1)**

Advisory Group Feedback is critical in ensuring our programs are up-to-date and effective. Program areas meet with advisory groups at least once per year to discuss the relevance of the program curriculum, resources, and student success. Advisory Group feedback is captured informally through meeting minutes, and ORPE conducts surveys annually. Survey data is published in the quantitative metrics in Level Four: External Assessment of learning effectiveness. Advisory group meeting minutes are posted on the Intranet. **(4.A.1)**

Finally, program areas use specific accreditation requirements and evaluations to inform program relevance and effectiveness. NMC maintains several [programmatic accreditations](#) that are listed online and in the NMC catalog. **(4.A.1)**

1P3.5 Reviewing the viability of courses and programs and changing or discontinuing when necessary **(4.A.1)**

While academic chairs, program coordinators, and faculty are monitoring outcomes throughout the year, formal college-wide annual program review occurs in late fall, in preparation for the upcoming budget planning cycle. ORPE collects and publishes program metrics for faculty to use in developing/revising their A3 ([Program Review document](#)). The data are analyzed by the unit, and goals for the upcoming year are developed based on that analysis. **(4.A.1)**

Faculty and instructional leadership initiate curricular course changes based on advisory committee input, assessment results, accreditation agency recommendations, and through cross-discipline communication on the Curriculum Committee (CC). Changes that substantially impact course content are presented to the CC for approval.

The College uses a variety of tools to assess the viability of courses and programs:

- The Digital Dashboard is used to monitor enrollment trends, manage course sections, and assist in making decisions about course and program offerings.
- Annually reviewing the Cost to Educate model informs program coordinators of the productivity of their programs. The model provides revenue and expense data for all NMC's academic programs, and graphics rank the programs by net contribution on an annual basis. Data guides changes to funding strategies for certain programs or discontinuing programs and courses when necessary.
- Labor market data provided by Economic Modeling Specialists, Inc. is used to inform program planning or revision.
- Advisory board and other stakeholder feedback is also important in determining whether to change or discontinue programs.

Input from these sources is reviewed regularly, and changes can be implemented at any time. Data are also assessed systematically through the annual program review process.

1R3: RESULTS

1R3.1 Summary results of assessments

Program Review
Metrics for all NMC programs are posted on the ORPE intranet page. All individual annual program review documents are also posted on the site (see Operational Plans), and examples are highlighted in 1R2. Table 1R3 (next page) summarizes some recent changes to ensure programs meet student and other stakeholder needs.

Table 1R3 Program Changes

Program/Course	Change/Revision	Rationale
Surgical Technology	Developed new program	Meet local workforce needs. Based on conversations with regional healthcare provider, employer job projections, DOL data
Engineering Technology	New Program with specific skill concentrations	Meet local workforce needs. Changes based on Advisory Committee feedback and faculty Return to Industry experience.
CIT	Course Credit Hour changes	Changes implemented to increase student success. Based on student feedback and outcomes data.
Culinary	New Baking Certificate	Meet student and workforce needs. Based on student feedback
Welding	Curriculum changes to align with Weld-Ed Developed new AAS degree	Based on Advisory Board, employer and industry feedback. Strong desire for career/education pathway
Marine Technology	New BS Program	Based on industry feedback. Meets global workforce needs.
UAV	Providing UAV training for ag students through partnership with Michigan State University	Meet industry needs. Based on student and industry feedback.

Community Attitudes and Awareness Survey

In addition to the many student and other stakeholder inputs to the annual program review process, the Community Attitudes and Awareness Survey is another important tool in assessing how well the college is meeting community learning needs. Survey results are detailed in 2R3.

1R3.2 Comparison of results with internal targets and external benchmarks

The program review document compares actual data with internal targets and external benchmarks, as appropriate. As described in 1R2, occupational programs with external accrediting bodies (e.g. aviation, nursing, dental assisting) have outcome benchmarks set by the specific program accrediting agency. In addition, NMC collects data on the Carl D. Perkins (federal) core performance indicators for all occupational programs. The college has set internal targets for liberal studies programs using general education outcomes (GEO's) as their primary outcomes. As described in 1P1, NMC has created internal, custom rubrics for assessing GEO's,

so comparisons to external benchmarks are limiting and not believed to best reflect the proficiency of NMC students accurately and reliably.

An organizational view of program data benchmarks and targets is found in the Program Metrics Summary. Generally, programs meet or exceed targets. Exceptions include Learner Assessment of Quality of Course, Learner Assessment of Quality of Instruction, and Graduate Satisfaction with NMC Preparation. As these data are analyzed at the program or course level, areas whose ratings are below target develop goals and plans for the upcoming year to improve results the following year.

1R3.3 Interpretation of results and insights gained

Over the past three years, NMC developed new program offerings and made updates to existing courses, certificates, and programs, in response to stakeholder needs. Table 1R3 provides examples of faculty and staff responsiveness to advisory committee suggestions, educational partners' collaboration, and workforce needs and requests. As we seek out and respond to requests for new and innovative programming, we continue to develop creative partnerships with our stakeholders. These relationships help the College meet the challenge of delivering small programs requiring specialized expertise, equipment, facilities, and accreditation costs (2.5).

1I3: IMPROVEMENTS

In addition to changes highlighted in Table 1R3, the College has made progress in cultural/international programming including the launch of a Collaborative Online International Learning (COIL) course in Fall 2016. Feedback was very positive. The addition of the planned Innovation Center (2.1) will provide the necessary space to expand this type of course offering.

Improvements over the next one to three years:

- **Review the program review process**. Adjust as needed. Confirm we are collecting the right information that allows program coordinators to make decisions and modifications, and that we are analyzing the data we collect.
- **Review metrics.** Ensure benchmarking collection with meaningful data, especially when external certification/licensure exams do not exist.
- With available resources an ongoing challenge, we will continue to seek out partnerships that meet stakeholder needs.

Sources

- 2.1 Innovation Center Overview
- 4.2 Decision Making Process

- 4.2 DM Market Summary Template
- Annual Program Review Data
- Annual Program Review Process
- Community-Survey-2014-Final-Report
- Cost to Educate-graphic
- Course Eval form-online
- Digital Dashboard home
- Digital Dashboard-Cost to Educate data
- DM Idea Summary Template
- Fall 2016 COIL Course Highlights-NMC
- Four levels of Evaluation
- Global Endorsement Capstone Guidelines
- Global Endorsement-requirements and examples
- GLWSI Homepage
- International Services and Service Learning webpage
- Intranet page-ORPE home
- List of Degrees and Certificates
- List of Global Courses
- List of Program Accreditations
- NMC Service Area Characteristics
- Operational A3s-Program Reviews Intranet Page
- Program Review Metrics-Summary of Data
- Program Review Template-Occupational
- Service Learning Overview webpage
- Staff Policy D-502.02 Decision Making
- Summary of Academic Degrees and Certificates
- Summary of International-Global Programming
- Table 1R3 Program Changes

1.4 - Academic Program Quality

HLC Overview

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES
Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS
What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT
Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

1P4: PROCESSES

1P4.1 Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

While the College has established general guidelines regarding levels of preparation for degrees and certificates, faculty members work with business/industry/educational member advisory committees and program accrediting agencies to determine the level of preparation students are required to have for specific programs and courses. **(4.A.4)**

Required levels of preparation for programs and courses are documented in the official College catalog. Program requirements and model schedules are available on specific program websites. Prerequisite information is programmed into the student data management system (Banner) and available to students when registering. My Academic Plan (MAP) provides students the required courses needed for their program of study in a self-service format. **(4.A.4)**

For all students, Student Services staff and academic advisors provide personalized attention through the admissions, orientation and registration processes. Professional and faculty advisors knowledgeable about program requirements serve as advisors, meeting face-to-face with new students at orientation through the registration process (2P1).

As English and math competency are required for all programs, the College uses a variety of methods to determine preparation and placement:

English
NMC took the retirement of the COMPASS test as an opportunity to reexamine placement practices in English. The Communications department, together with ORPE, Student Success, Advising, and Enrollment Services, completed a comprehensive study of best practices in English placement and a review of NMC's own placement data. The result was a new process for English placement, beginning Spring 2017, using any one of several placement factors (English Placement Flowchart). If students do not have any of these scores, or if their scores are too old, they can complete a self-survey and writing sample that are evaluated by English faculty. **(4.A.4)**

Math
Math placement is determined by:

- ACT scores of 21+ in math *(scores must be less than five years old)*
- SAT scores of 530+ in math *(2016 SAT or later)*
- Transfer credits in math from another school, or a CLEP or AP exam

The Accuplacer placement exam can be used to determine competency if ACT/SAT scores are unavailable.

The Mathematics Department examined Accuplacer and Aleks when COMPASS was discontinued. Faculty also explored using high school GPA but felt it was not a reliable tool because of the variety of math courses students take. The department decided to continue with

Accuplacer to align with peer Michigan community colleges, determining cut scores through peer comparisons. The department will be reviewing the new version of Accuplacer due later this year and making adjustments using data from math courses this past summer and fall. **(4.A.4)**

1P4.2 Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

Regardless of delivery method, location, or level, course outcomes are applied consistently. The Course Outline is approved by the Curriculum Committee (CC), reviewed annually by lead faculty, and used by all faculty in developing their section of the offering. **(3.A.3, 4.A.4)**

Faculty credentials are carefully reviewed and must be consistent with NMC requirements (3P1). In conjunction with HR, academic areas created a taxonomy of courses and identified the level of faculty preparedness required to teach courses offered at the College. All faculty, regardless of teaching location or level, are required to meet these qualifications as defined by HLC guidelines, industry-specific requirements, and NMC requirements based on NISOD criteria. The College retains authority over establishing all of these requirements regardless of program offerings, modalities, and locations of delivery (Staff HR Policies D-762.00; D-762.01). **(4.A.4)**

CC ensures that courses and programs offered are current and require appropriate levels of student performance through its approval process for new courses and programs described in 1P3. In addition, all programs are reviewed annually using student success data as well as advisory board and other external stakeholder feedback (1P3). Learning outcomes appropriate to NMC's degree-granting authority are annotated on syllabi, course outlines, and in general education policies. **(3.A.1)**

Course outcomes and the general education outcomes are consistent across delivery modalities. When NMC assesses the general education outcomes, student work is requested similarly from face-to-face, online, and hybrid classes, as well as from multiple program areas at our multiple locations. Course evaluations are administered in all courses to assess instructor and course effectiveness. **(3.A.3)**

1P4.3 Awarding prior learning and transfer credits (4.A.2, 4.A.3)

At the individual learner level, NMC evaluates the credit on transcripts through several credit inventory processes. Staff procedures guide experiential and prior learning evaluation and the acceptance of transfer credit**.** Students can see how their credits transfer through a Michigan schools transfer guide posted on NMC's website. **(4.A.2, 4.A.3)**

Most recently NMC has been working with all Michigan community colleges and universities on the Michigan Transfer Agreement, a block transfer initiative, in which 30 credits of general education requirements would transfer automatically to universities. NMC has multiple articulation agreements with specific colleges and universities related to academic programs. **(4.A.2, 4.A.3)**

To help students receive credit for all coursework leading to a degree, NMC signed twelve Reverse Transfer Agreements with Michigan universities. These agreements assist students in transferring credits earned at their transfer institutions back to NMC in order to

complete associate degree requirements. By working with the universities, both schools track student progress in obtaining credentials for which they are entitled. **(4.A.2, 4.A.3)**

1P4.4 Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

NMC maintains several [programmatic accreditations](#) to ensure NMC's graduates qualify for required state or national certification exams, increase the employability of our graduates, and ensure the portability of their degree. **(4.A.5)**

The College allocates resources, as part of the budgeting and program review process, to support faculty and program coordinators who have program accreditation job responsibilities.

1P4.5 Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

In establishing degree requirements, NMC provides a common learning experience while providing students with choices that enhance their personal goals. This guiding principle and specific certificate and degree requirements are found in [Staff Policies D-105.00 through D-105.07 and D-106.01](#). Degree requirements are also available on the website along with other academic information (see [Degrees and Certificates](#) and sample link: [AAS Degree Requirements](#)). **(3.A.2)**

In addition to degree requirements, the College has clearly stated program and course-level outcomes. Program-level outcomes are stated on the college website; course outcomes are consistently stated on all [course syllabi](#) (taken from the approved [Course Outline](#)). Curriculum maps, showing the linkage of courses to programs learning outcomes, are available on program websites. **(3.A.2)**

Student achievement data is collected during the Annual Program Review Process ([sample template](#)). Licensure pass rates, program outcome achievement, job placement, transfer rates, and graduate survey feedback are analyzed by program faculty. **(4.A.6)**

Information is also documented on programmatic self-study reports, as required by accreditation agencies.

1P4.6 Selecting the tools, methods and instruments used to assess program rigor across all modalities

Program rigor is assured through systematic course assessment and annual program review. Programmatic accreditation and review metrics include program outcome results focusing on skill attainment (licensure and certification), transfer or placement, and course- and program-level satisfaction (see [Program Review Metrics](#) and [Program Review Metrics Descriptions](#)). Data is analyzed using external and internal benchmarks. The same metrics and analysis are used regardless of program modality, and the College specifically reviews student success data in online courses. **(3.A.3)**

1R4: RESULTS

Course and Program Student Satisfaction Levels

Course Evaluations are distributed to all students in all courses each semester. Program evaluations are emailed to all students enrolled in occupational programs annually.

These evaluations are used to help instructors make improvements. For example, in Computer Information Technology Program, student perception of "Overall Quality of Course", "Quality of Instruction", and "Learner Program Satisfaction" have steadily increased over the past several years due to changes made during the program review process (Program Review Sample- CIT).

CIT Program Review Metrics for Learner Perception (Survey Feedback)

Program			Infrastructure (I) CIP: 11.0901			Developer (D) CIP: 11.0201		
Level of Evaluation	Outcomes	State & NMC Target	13-14	14-15	15-16	13-14	14-15	15-16
Level 1: Learner Perception	Year End Program Enrollment (Oct. 1)		81	76	76	70	65	74
	Quality of Instruction (July 1)	87%	72%	77%	83%	← All Programs		
	Overall Quality of Course (July 1)	85%	76%	81%	88%	← All Programs		
	Learner Program Satisfaction (Nov. 1)	3.5/4	3.3	3.6	4.67	3.0	3.14	3.71

Graduate Survey

NMC Graduate Surveys are administered to graduates who receive an award during a fiscal year (July 1 to June 30), six months following their graduation. Surveys are first distributed electronically via email through the Office of Research, Planning, and Effectiveness (ORPE). For those not returned, NMC callers attempt to reach graduates by phone. Response rates average approximately 50 percent. Full Graduate Survey Reports are available on the ORPE Intranet website (Graduate Survey Data).

NMC Graduate Survey	2015		2016		2017	
	#	%	#	%	#	%
Satisfaction with career preparation	368	89%	326	92%	312	78%
Satisfaction with career choice	352	85%	333	94%	336	84%
Placement Rate (graduates and/or continuing education)	397	96%	329	93%	360	90%
Total Respondents	414		354		400	

Source: NMC Graduate Surveys, 2015, 2016, and 2017

As with course and program surveys, feedback is reviewed at the department level for focused improvements.

Certification/licensure pass rates

A summary of certification/licensure pass rates can be found in 1.2.

Online Credit Courses

The 2016 NCCBP report indicates that NMC's percentage of online course offerings is relatively low (10%) compared to peer institutions; however, NMC was identified as a "best performer" for students receiving a passing grade in online courses (89%, 2016; 88%, 2015) which is in the 90th percentile nationwide for participating community colleges.

Online Learning Performance		2014 Results		2015 Results		2016 Results*		2016 National 75th ile Rank/Target
Online Learning Credit Hours								
1	Percentage of Credit Hours	5,404	11.59%	5,106	11.25%	4,983	11.69%	21.4%
2	Percentage of Total Credit Section	99	11.47%	86	10.19%	82	9.86%	19.74%
Online Learning Grades								
3	% Withdrawal	220	12.17%	153	10.81%	175	10.40%	16.36%
4	% Completed	1,587	87.83%	1,264	89.20%	1508	89.60%	90.52%
5	% Completer Success	1,334	84.06%	1,248	*88.05%	1489	*88.46%	*82.41%
6	% Enrollee Success	1,334	73.82%	1,113	*78.55%	1334	*79.26%	*71.81%
7	% A & B Grades	993	54.95%	784	55.33%	957	56.86%	57.71%
8	Total	1,807		1,417		1683		
Institution-Wide Grades								
9	% Withdrawal	1,198	7.89%	1,352	8.84%	907	6.54%	11.75%
10	% Completed	13,982	92.11%	13,940	91.16%	12,969	93.46%	93.12%
11	% Completer Success	13,297	86.00%	12,255	87.91%	12,113	87.29%	86.28%
12	% Enrollee Success	12,025	79.22%	12,608	80.14%	11,322	*81.59%	*77.93%
13	% A & B Grades	8,957	59.01%	8,993	58.81%	8,465	61.00%	62.20%
14	Total	15,180		15,292		13,877		

Source: NCCBP (cohorts Fall 2012, 2013, and 2014)

* NMC is identified as a 2016 "Best Performer" by NCCBP >90%ile (n=252 participating community colleges)

In 2011, NMC piloted the TeachingSOLUTIONS training for any instructor that is new to teaching in the online environment. The program was made mandatory shortly after the successful pilot and continues to be a requirement. In addition, the Course Development Institute was established during Summer 2015 as another resource for faculty to get dedicated time with instructional technology and design staff to develop an online courses using sound online pedagogy.

Online student success rates have increased by 3.5% from the 2012-13 academic year to the 2016-17 academic year. During the same time period, NMC's withdrawal rate has declined 1.9% and failure rate has declined 3%. These improvements are positive; however, there is still opportunity for improvement in the success rates between online and face-to-face courses. The gap was 6.4% in 2016-17, an incremental change from 6.9% in 2012-13, but a gap that NMC aspires to close.

Online Course Success Rates by Academic Year

Online Course Withdrawal Rates

Online vs F2F Success Rates Since 2012
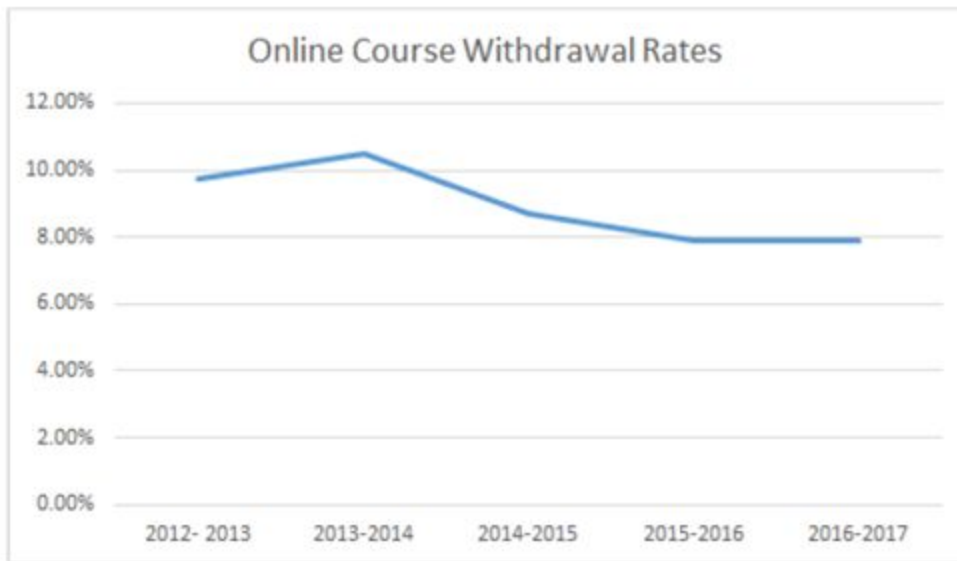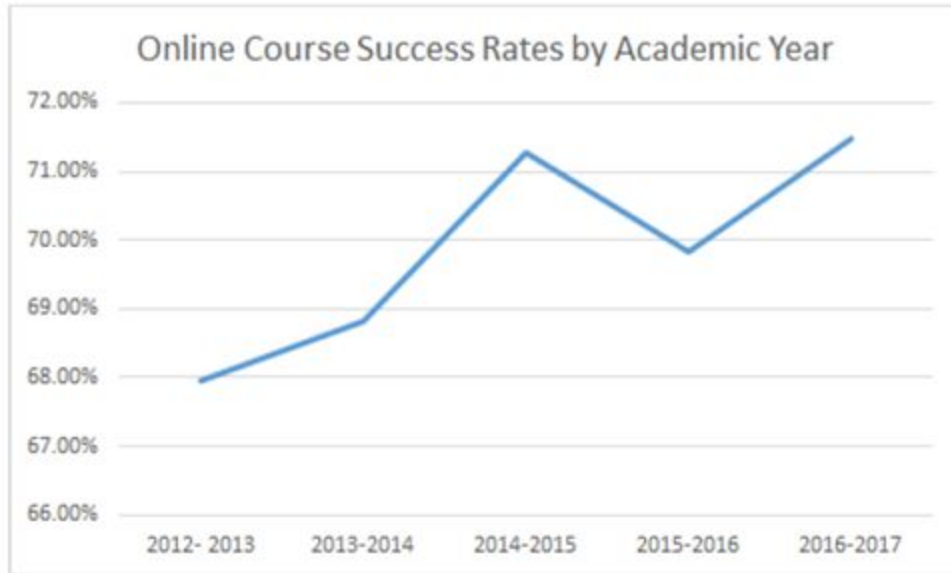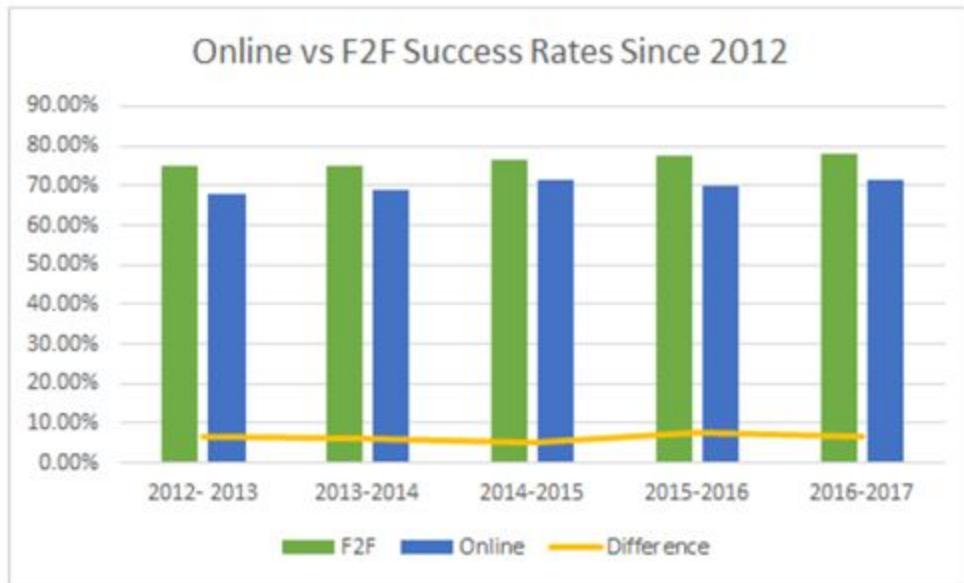
1I4: IMPROVEMENTS

An online course review process was established during 2016-17 to provide faculty with feedback on their online course design from the Educational Media Technologies (EMT) instructional design team and from their peers participating in the process. Faculty participating in a review cohort meet four times a semester to review and discuss online course design elements in the NMC Online Course Design Review Guide, and the process concludes with a showcase meeting with department chairs. The goal is to review 10-15 courses per year. In 2017, EMT began a "train-the-trainer" program to develop feedback skills with faculty members interested in helping with the review process. The goal of the "train-the-trainer" aspect of the program is to increase expertise throughout the College faculty.

In addition to the review process, EMT continues to offer TeachingSOLUTIONS, a professional development workshop for faculty addressing both pedagogy and design. The workshop is offered face-to-face every May in an intensive one-week format and online over the course of a semester. All faculty wanting to teach online at NMC must complete TeachingSOLUTIONS or provide evidence of prior online teaching training from another institution or online learning professional development organization. Faculty may also attend the week-long Course Development Institute in May.

In 2017, NMC launched a project to redesign the student orientation to online learning, including emphasis on success strategies, expectations for online learning, and resources for becoming successful at using the course management system. Ten courses participated in a Fall 2017 pilot that required students to complete the new orientation before accessing course content. Peer institutions that implemented similar requirements observed gains in their online course success

rates and reductions in withdrawals. The plan is to implement the orientation for all students new to online courses at NMC in the next 2 years.

In addition to the new orientation efforts, NMC began offering student success coaching to three online classes during the 2016-17 academic year. Initial comparative data on success rates has been positive and the practice has expanded to additional courses. Lastly, free online tutoring is available for students through NetTutor, directly linked from NMC's learning management system, providing tutoring in most subject areas taught online at NMC.

Sources

- 3.1 Faculty Catalog sample page
- Annual Program Review Data
- Articulation Agreements
- CIT Metrics-Learner Perception
- Course Eval form-F2F
- Course Outline form
- Course Syllabus Essential Criteria 2017
- Degree Requirements AAS
- Degree Requirements Policies
- English Placement flowchart
- Graduate Survey Data
- List of Degrees and Certificates
- List of Program Accreditations
- MACRAO Agreement webpage
- NISOD Criteria
- Online course success data-NCCBP report
- Online v. Face to Face Success Data
- Program Review Metrics Descriptions
- Program Review Template-Occupational
- Reverse Transfer Agreement partners
- Staff HR Policy D-762.00 Faculty Teaching Credential Requirements
- Staff HR Policy D-762.01 Faculty Teaching Credential Requirements Procedure
- Transfer Guides webpage

1.5 - Academic Integrity

HLC Overview

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES
Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS
What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT
Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

1P5: PROCESSES

1P5.1 Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The integrity of research and scholarly practice and the pursuit of truth in teaching and learning are supported by the Faculty Code of Professional Ethics outlined in <u>Staff Policy D-749.00</u>.The Collective Bargaining Agreement, <u>Article XXIV Academic Freedom</u>, also affirms the college's commitment to academic freedom. **(2.D)**

Additional policies and procedures to ensure the integrity of research and scholarly practice are described below. **(2.E.1, 2.E.3)**

1P5.2 Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

The Student Rights and Responsibilities Staff Policy D-602.01 is available in the College catalog, website, and a link is provided in every syllabus and Moodle course shell. This policy outlines prohibited behaviors (Section 5). **(2.E.3)**

Students are guided by faculty and library staff in the ethical use of information resources. Librarians instruct all students in freshman composition in Information Literacy using standards from the American College and Research Libraries. Library sessions address proper attribution and citations, and reference material for citations (by discipline) is located on the web in LibGuides. (Citing Sources Using MLA Style or APA Formatting). The composition curriculum used in all sections of freshman composition provides information about plagiarism and use of resources. The Writing Center provides additional guidance. The goal of the information literacy curriculum is to have students leave NMC responsible, ethical users and purveyors of information. **(2.E.2)**

Per policy, when a faculty member has reasonable evidence a student has cheated or plagiarized academic work, he/she may provide a written warning, reprimand, or impose course-level sanctions, depending on the severity of the incident. Faculty will also report the violation to the VP of Student Services and Technologies. If the violation is egregious, the student may be suspended or dismissed from the College. **(2.E.3)**

1P5.3 Ensuring ethical teaching and research practices of faculty (2.E.1, 2.E.3)

In addition to the Faculty Code of Professional Ethics outlined in Staff Policy D-749.00, the following policies further support ethical teaching and research practices: (**2.E.3**)

- Per Staff Policy D-506.08 Human Subject Research, ORPE gathers and monitors research requests in order to ensure the rights, privacy, dignity and welfare of human subjects (as defined by Title 45 of the Code of Federal Regulations, Part 46, Protection of Human Subjects) involved in studies conducted on or by NMC students or employees. Requests for research involving human subjects are assessed with respect to:
  - Sensitivity to community attitudes
  - Safeguarding of research participant rights and welfare
  - Institutional commitments and obligations
  - Applicable law (risk management)
  - Standards of professional conduct and practice
- Staff Policy D-506.02 Intellectual Property Rights for Courses and Course Materials for the Flexible Learning Option Program outlines standards when developing materials for Flexible Learning Options courses. The Collective Bargaining Agreement further clarifies Intellectual Property Rights for regular-appointed faculty.

In the event a faculty member is found to have violated these standards, appropriate disciplinary action is taken based on the severity of the offense (Article VII). **(2.E.1, 2.E.3)**

1P5.4 Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Since implementing Maxient in 2013, the College has developed a more deliberate system for tracking incidents of student academic misconduct (Behavioral Incident Report Team Process), as well as student complaints (Process for Collecting, Analyzing and Acting on Complaints), and has encouraged both faculty and students to use this reporting system (2.4). Records can be analyzed for patterns of student behavior, difficulties with college policies, or other issues to address systemically. **(2.E.1, 2.E.3)**

HR maintains all records on faculty personnel issues. The VP for Student Services and Technologies (VPSST) maintains records of student academic misconduct and other behavioral incidents. **(2.E.1, 2.E.3)**

1R5: RESULTS

1R5.1 Summary results of measures

Results indicate that there were thirteen cases involving cheating/plagiarism documented in the 2016-17 academic year. Data on these incidences are taken from Maxient, the College's judicial affairs tracking software used to report and process all student-related complaints and concerns.

Incidents of Cheating/Plagiarism

Year	2013-14	2014-15	2015-16	2016-17
Total Incidents	4	9	1	13
Sanctions				
Warning	1	1	1	1
Assignment Failure	0	5	0	9
Course Failure	3	3	0	3
Suspension or expulsion	0	0	0	0

1R5.2 Comparison of results with internal targets and external benchmarks

NMC strives for 100% resolution of complaints and issues in a timely manner. Processes described in detail in 2.4 (Behavioral Incident Report Team Process and (Process for Collecting, Analyzing and Acting on Complaints) have supported that outcome.

The College has received relatively few reports for academic integrity issues as shown in the table above. The number of incidents or complaints is not benchmarked or compared to external

benchmarks; however, according to research conducted between Fall 2002 and Spring 2015 by Dr. McCabe and the [International Center for Academic Integrity](#), 68% of university undergraduate students admit to some type of cheating. Other studies show similarly high numbers, which suggests our detection and reporting are both quite low.

1R5.3 Interpretation of results and insights gained

In nearly all incidences of academic dishonesty, the instructor was the person who uncovered the infraction and suggested appropriate consequences based on the details of the case. As indicated in the data, the most severe sanctions are rarely administered. Most first-time offenders are given a warning, and some may be referred to the Writing Center for further guidance. Only repeated or the most egregious of offenses result in suspension or expulsion.

The low number of cases overall is likely due to under-reporting. While the reporting system is not new, observed violations appear to be infrequent, and faculty may handle them directly with the student and not always remember to report them. In the past year, the Dean of Students has been active in reminding the college community to report even minor issues for tracking purposes, as it may reveal a larger problem to address with that student.

1I5: IMPROVEMENTS

The College educates students about academic dishonesty in multiple ways and in multiple venues (1P5). These efforts will continue as will reinforcements to staff and faculty to report cases. **(2.E.2)**

The Center for Instructional Excellence (CIE) has been periodically offering sessions on academic integrity, addressing plagiarism and cheating, through its Friday Forum series. CIE will continue to schedule training as needed based on new faculty hiring, a spike in incidents, or requests from faculty or student services. **(2.E.1)**

Sources

- 2.4 BIRT Process
- 2.4 Collecting Complaint Information Process
- CBA Article VII-Due Process-Just Cause
- CBA Article XX Intellectual Property Rights
- CBA Article XXIV Academic Freedom
- Course Syllabus Essential Criteria 2017
- ICAI Study
- Incidents of Cheating-Plagiarism
- LibGuide-APA Example
- LibGuide-MLA Example
- LibGuides webpage
- nmc-faculty-collective-bargaining-agreement-2016-2018

- nmc-faculty-collective-bargaining-agreement-2016-2018 (page number 25)
- Staff HR Policy D-749.00 Faculty Code of Professional Ethics
- Staff Policy D-506.02 Intellectual Property
- Staff Policy D-506.08 Human Subject Research
- Staff Policy D-602.01 Section 5-Academic Code of Conduct
- Staff Policy D-602.01 Student Rights-Responsibilities
- Staff Policy D-602.01 Student Rights-Responsibilities (page number 14)

Category 2 - Meeting Student and Other Key Stakeholder Needs

Introduction

Based on feedback from the last Systems Appraisal, several Action Projects have contributed to positive changes in identifying and meeting student and other stakeholder needs:

- Learning Experiences (2012-14) led to consistent early assessment and feedback.
- Enhancing Developmental Education (2012-15) created important changes to developmental math and English.
- Building Lifelong Relationships (2012-14) launched the implementation of Ellucian Recruiter for working with prospective students, Degree Works to improve the relationship between advisors and current academic learners, and Raiser's Edge for tracking and communicating with key stakeholders such as alumni and donors.

In addition, the College has shifted from separate *enrollment management* offices to an *enrollment services model* with reorganized departments. Enrollment Services now includes Admissions, Records and Registration, Financial Services and Financial Aid with four shared positions. NMC also purchased new software that will improve student success tracking and enhance the ability to analyze and benchmark student success data to identify needs and improve retention, persistence, and completion. With these changes, the College is ***moving from aligned to fully integrated*** with respect to identifying and meeting current and prospective student needs (2.1).

Currently, processes and results for collecting, analyzing, distributing, and using data on retention, persistence, and completion are ***systematic but moving toward alignment*** as the College clarifies and simplifies its targets. These measures are consistently tracked at institutional, departmental, and course levels. Results are then used to inform actions and make data-driven improvements on a daily, semester, or annual basis (2.2).

NMC's process and results for ***collecting and acting on complaint information from students are fully integrated*** within Enrollment and Student Services and crosses over into several academic processes. The systematic process of tracking complaints has been strengthened through implementing Maxient. Conversely, ***collecting and acting on complaint information from other stakeholders has been reacting***. Each department addresses complaints independently without a consistent system for tracking and identifying trends. An important improvement in the near future is to implement Maxient use across the college for capturing, tracking, and analyzing general complaint information from all stakeholders. This supports consistent documentation and tracking while allowing the College to identify trends across the organization (2.4).

Processes for determining, understanding, and meeting needs of external stakeholders are ***aligned*** (2.3). The College regularly gathers feedback from employers, the general community, feeder and placement institutions, and other stakeholders through advisory committees, surveys,

listening sessions, Board of Trustees meetings, and other methods. While feedback is considered throughout the year, data are systematically analyzed at the beginning of every planning cycle when the organization, as well as programs and departments, considers goals, strategies, and action plans for the coming year (4.2).

Through aligned planning and the addition of tracking software, NMC's processes for building collaborations and partnerships **continue to move from reacting to systematic**. Goals for partnerships are clearly established at the onset and regularly evaluated for effectiveness (2.5).

2.1 - Current and Prospective Student Need

HLC Overview
Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C and 3.D in this section.

2P1: PROCESSES
Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS
What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a

brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT
Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

2P1: PROCESSES

2P1.1 Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

NMC initially learns about individual student needs through the application and placement testing process, during orientation through conversations with advisors, financial aid, and other Enrollment Services and Student Services staff, and through self-reported support service needs. All students receive personalized attention through the admissions, orientation, and academic advising and registration processes. In this way, NMC can provide learning support, preparatory instruction, and non-academic support to address student needs. **(3.D.1)**

Once students are enrolled and taking courses, faculty, Enrollment Services, or Student Services staff may discover additional needs not identified during the enrollment process.

Prospective Students

NMC uses multiple methods to assess students' preparation for college, both academically and psychosocially. Beginning Spring 2017, academic preparation is evaluated by means of ACT or SAT test scores, high school GPA, GED scores, writing samples, and the Accuplacer placement test. English and math faculty set cut scores for determining placement into specific courses to increase the likelihood of student success. To support optimal placement, students needing help with math skills may be directed to use the Accuplacer Study App and Khan Academy, a test-prep tool and self-directed math tutoring program respectively, or a face-to-face math boot camp to review math skills. **(3.D.1, 3.D.2)**

For underprepared students, NMC offers developmental English and math courses. English and math faculty work with faculty from other program areas to create linkages and context for foundational skills. **(3.D.1, 3.D.2)**

While encouraged to take their developmental courses first, students are permitted to take credit-bearing courses, as long as they meet the prerequisites. In this way, NMC helps students build academic skills while continuing to engage them in courses relevant to their desired

programs of study. Since implementing this strategy, course persistence rates in developmental courses have improved (2R1). **(3.D.1, 3.D.2)**

Students can be conditionally admitted to NMC when their high school grade point average (GPA) is below a 2.0. These students sign a contract that they will take the Academic Study Methods course, meet with a Student Success Coach, and work to achieve a 2.0 or higher in their first college semester. **(3.D.1, 3.D.2)**

NMC partners with Michigan Works to provide Basic Adult Education to help students who do not place into the developmental level offered at the College. **(3.D.1, 3.D.2)**

Current Students

Students with a cumulative GPA below 2.0 are placed on academic probation and are required to meet with an academic advisor prior to course registration. To prepare for this meeting, students complete an assessment to aid them in understanding habits/behaviors that contribute academic performance as well as factors that will facilitate goal achievement. During the meeting, a success plan is created and referrals are made to other departments and resources as appropriate. **(3.D.1)**

2P1.2 Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Professional and faculty advisors participate in orientation where students receive one-on-one help in selecting courses for their chosen programs that match their needs, interests, and abilities **(3.D.2).** As NMC cultivates a culture of advising, an outcome of the Pathways to Completion Action Project, continuing students are encouraged to connect with their advisor throughout their college experience. A worksheet called "Preparing for Advising" is available to students prior to orientation and is provided in each advisor workbook. **(3.D.2)**

For students undecided in their program choice, NMC offers comprehensive career counseling services. Students can indicate their level of "decidedness" on the NMC application for admission, and interventions are implemented to target students at their specific stage of career decision-making. Web resources include a careers database (Career Coach), learning styles assessments, and a database of colleges and majors to help students chart a pathway toward their educational and career goals. Additionally, the College offers a variety of career or program exploration opportunities as well as a Career Exploration and Planning course (PSY 100). **(3.D.1, 3.D.2)**

Once students have selected a course of study, the college has a number of tools and strategies in place to support students in successfully completing their goals.

Tracking tools for students

- **My Academic Plan (MAP)**, the DegreeWorks module of the Banner ERP system, enables students to track progress toward their degree and identify specific courses required for completion. **(3.D.2, 3.D.3)**
- **Plans**, a resource in MAP, allows students, in cooperation with their academic advisor, to schedule several semesters in advance and ensure they are taking prerequisite courses in timely sequences. It also has tools for considering a variety of scenarios, such as changing majors. The Plans tool includes a GPA calculator as well. **(3.D.2, 3.D.3)**

- **Transcript audits**, a process in the Records Office to audit transcripts ensuring all requirements are met.

Tracking tools and intervention strategies for faculty and staff
Students Services, Enrollment Services, and faculty use a combination of Banner reports to identify students at risk of not completing their goal:

- **Mid-term Alerts**. Faculty send mid-term Alerts to any student receiving less than a 2.0 in a course, prompting a contact from Student Services:
    - Students already working with a Success Coach receive a communication from their coach.
    - Those on academic probation receive communication from the Advising Center and are required to meet with advisors prior to registering for the next semester.
    - All other students receive an email from Advising outlining steps to take for assistance.
- **Early Alerts.** Faculty can send Early Alerts to students at any time during the semester. The Coordinator for Student Success receives copies of these alerts and follows up with students individually.
- **Registration reports.** The Advising Center contacts students who have not registered for next semester courses to identify barriers and offer assistance.

NMC has purchased a new software system that will greatly improve student success tracking. It will also enhance the ability to analyze and benchmark data and identify needs. Implementation began Fall 2017.

2P1.3 Ensuring faculty are available for student inquiry (3.C.5)

Faculty serve as academic advisors and are available at orientation and throughout a student's education experience. Instructors are required to hold posted office hours for students in their classes; these are included in the course syllabus. **(3.C.5)**

2P1.4 Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Advising

Every student is assigned an academic advisor. While they are encouraged to meet with their advisors throughout their time at NMC, students placed on academic probation must meet with them before registering for classes during their first two semesters. Additionally, Advising and Records work together to reach out to students who have not registered for the next semester or who are close to graduating. **(3.D.3)**

Advising responsibilities are shared among professional and faculty advisors. Faculty advise students in their discipline while the professional advisors primarily advise students in general and transfer programs. **(3.D.3)**

Tutoring

The Tutoring Center is open M-F and is available to students for individual tutoring, drop-in tutoring, and study skills assistance. It also provides 24/7 online tutoring in most subjects. Faculty and staff can refer students to the Tutoring Center or to the Student Success Center for Academic Success Coaching. Trained coaches share strategies and tools to assist students in overcoming learning challenges, setting and working toward goals, and developing college-level study skills. Faculty members are encouraged to allow learning aids in the classroom, and coaches are available to make class presentations at the instructor's invitation. NMC also provides a Math Center, a Writing and Reading Center, and opened a Science Center in Fall 2017. **(3.D.1, 3.D.2)**

Guidance in research and information resources

Library staff teach Information Literacy as an embedded and integrated part of the freshman composition sequence. Using the standards from the American College and Research Libraries, library staff and faculty guide students in the effective use of research and information resources. LibGuides on the website offer information to students when they are not in the classroom. **(3.D.5)**

Internship and Clinical placement sites

Many occupational programs include internships such as Social Work and Computer Information Technology.   A full-time coordinator supports internships for business and technical programs. A part-time position supports these career services for all other students. **(3.D.4)**

Health occupations programs require clinical placements. The College ensures adequate placement sites by developing educational agreements with hospitals, clinics, dental practices, or other healthcare providers. **(3.D.4)**

Classroom space and equipment

To support faculty and student teaching and learning needs, NMC converted four regular classrooms to active learning classrooms designed to be flexible, interactive, and conducive to student-centered learning experiences. The Student Success Center has also added portable white boards, collaborative workstations, and bring-your-own-device stations to keep pace with student needs. (**3.D.4**)

NMC continues to assess the alignment of spaces and equipment with 21st Century learning needs. The College is currently planning for a new Innovation Center, a cross-disciplinary hub to serve resident and commuter students, community members and workforce partners. State funding is secured and groundbreaking is targeted for May 2018. **(3.D.4)**

Laboratories, equipment, performance spaces, museum collections, and other program-specific resources

College facilities include dedicated laboratories and equipment for automotive, construction technology, dental assisting, maritime technology, freshwater studies, aviation, audio technology, music, and other programs. NMC recently purchased 2.8 million dollars in technical and nursing program equipment upgrades through a CSTEP Grant. Advisory group feedback and special programmatic accreditation criteria are critical in helping to assess the quality and

appropriateness of our spaces and equipment for effective teaching and in meeting students' learning needs. **(3.D.4)**

2P1e. Determining new student groups to target for educational offerings and services

Identifying new student groups to target for educational offerings occurs through Enrollment Services, Student Services, and faculty interactions with students; through Program Review; and through student surveys (e.g., Learner Engagement).

2P1.6 Meeting changing student needs

Developing and implementing strategies to meet changing needs is part of our aligned planning and budgeting process described in 4.2.

2P1.7 Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

NMC identifies a number of student subgroups with distinct needs and recognizes the importance of supporting them beginning with the application process. For example, NMC's online application is available in different versions that ask slightly different questions based on program of study and whether the student is new, returning, a military veteran, or an international student. **(3.D.1)** NMC tracks subgroup performance outcomes in order to identify gaps in achievement and discover potential distinctive needs:

- **Students with disabilities** have a dedicated staff person available to them, and the Americans with Disabilities Act Amendments Act (ADAAA) determines protocol. Books in alternative formats, ASL interpreters, adaptive equipment, and note-takers are some of the many services available for eligible students. **(3.D.1)**
- **Students In NMC's Early College program** are eligible for the same services as our traditional students. The Early College coordinator in Admissions addresses additional needs or barriers on an individual basis working in conjunction with staff of the partner school. All Admissions personnel are trained to address the specific needs of dual-enrolled students. **(3.D.1)**
- **Veterans** are served through NMC's [Military & Veteran Services](#). The point-of-contact provides a checklist for successful transition from the military to college and hosts a veteran-specific orientation. NMC also provides two veteran-specific scholarships. Additional support includes a Student Veterans of America support group and a Freedom Lounge for all students to use as a quiet space. Licensed counselors are qualified to work with post-traumatic stress disorder (PTSD). NMC is in the top 15% of colleges in the United States designated as a military-friendly school and has been nominated as Best for Vets. **(3.D.1)**
- **NMC supports its growing international student population** through targeted admissions assistance (see [Admissions: International Students](#)) and an [International Club](#). The club's mission is to foster relations between NMC's international and domestic students, promote the idea that people from diverse backgrounds working together, contribute to the community, socialize and share knowledge and culture. The club not only provides networking and social support, it achieves its mission through a variety of events such as the annual International Dinner, International Education Week,

and [Window on the World](#) as well as opportunities for students to speak in courses to "share knowledge and culture." **(3.D.1)**

One of NMC's strategic goals is to grow the number of international students, and through a partnership with Traverse City Area Public Schools, NMC anticipates an increase of students from China. The College has added dormitory space and expanded services necessary to support these students. **(3.D.1; 3.D.4)**

- The Grand Traverse region is home to a significant **Native American population.** For the last four years, the Grand Traverse Band of Ottawa and Chippewa Indians has provided grant dollars to fund strategies for improving the success rates of NMC's Native American students. **(1.C.1, 1.C.2)** For example, the college added a Native American Student Success Coach in 2014. In addition to individual tutoring, the Success Coach launched a Native American Student Group to promote Native American cultural and community awareness. **(3.D.1)**

There are a variety of [student groups](#), with new ones regularly forming, to support a broad range of student interests and needs. Those wishing to start a new group secure a faculty or staff advisor and submit an application form to the Student Life Office, which forwards it to the VP for Educational Services for approval. **(3.D.1)**

As discussed in 1P3, because NMC's minority population is small (10%), as is our regional minority demographic (5.99%), it creates a particular challenge for these students to feel welcome, included, and safe. The College continues to explore ways to address these issues through program design (1P3) and through the hiring and training of faculty and staff (3I1 and 3I3). **(1.C.1, 1.C.2, 3.D.1)**

2P1.8 Deploying non-academic support services to help students be successful (3.D.1)

NMC offers a number of non-academic support services including personal counseling, financial aid and counseling, and a child care center. Student Life supports students through a wide variety of student groups, social activities, and intramural opportunities. Additionally, the College has access to numerous community resources for students struggling with housing, transportation, or food security issues. NMC initiated a food pantry in Fall 2017. **(3.D.1)**

2P1.9 Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

Detailed in Category 3, the College ensures positions have a clear job description outlining the education, experience, competencies and other qualifications required to fulfill the responsibilities of the position. The recruitment, on-boarding, orientation, development, and evaluation processes are all designed to ensure employees are qualified, trained, and supported. **(3.C.6)**

2P1.10 Communicating the availability of academic and non-academic support services (3.D.2)

NMC provides information about its academic and non-academic support services through its

website, orientation processes, course syllabi ([Course Syllabus Essential Criteria p.6](#)), student newsletters, NMC planners, social media, on-campus marketing (e.g. hallway monitors, flyers, sidewalk chalking) and through individual conversations with students and faculty or staff. **(3.D.2)**

2P1.11 Selecting the tools, methods and instruments to assess student needs

Annual Program Review (1P2), Annual Planning (4P2). The aligned planning process, which includes Annual Program Reviews conducted by faculty and annual assessment and planning by all student service areas of the College, provides a systematic process for evaluating how well we are meeting student needs. As departments reflect on quantitative and qualitative data (both formal and informal) and compare student success data with targets, gap analyses may reveal potential unmet needs.

The **Learner Engagement Survey** assesses student need and satisfaction with learning-support services. This survey was designed influenced by the Community College Survey of Students Engagement (CCSSE) and the NMC Service Effectiveness Survey which had been utilized in past years.

Through **other service-specific surveys**, NMC determines broad-level learning support needs related to technology, study spaces and facilities, and the library.

The **Withdrawal Survey** is administered weekly by the Office of Research, Planning & Effectiveness (ORPE) to students who drop at least one course during the semester. Results are made available to ESIMT and the Enrollment & Student Services Teams for immediate action designed to reduce further withdrawals. For students who are open to having an NMC employee contact them, Academic Chairs follow up with students for teaching-related issues, and Student Services staff follow up on all other issues noted by students. Student response data from the entire semester is aggregated in a final report to provide useful information in planning and improvement.

2P1.12 Assessing the degree to which student needs are met

Some of the same tools used to assess needs also assess the degree to which students' needs are met. Survey data, student success data, and informal feedback all provide useful feedback. Sample metrics include:

- **Survey data highlighted in 2P1.11:** Course evaluations, Graduate Survey, Transfer Survey, Withdrawal Survey, and Learner Engagement Survey.
- **Success in developmental courses and subsequent success in college level math and writing.**
- **Retention and graduation/completion rates**. Processes outlined throughout this subcategory are designed to increase student retention, persistence, and completion. These data provide vital information for annual planning and the continuous improvement of student services. In addition, Enrollment Services and Student Services leaders check these statistics daily, and the entire group reviews enrollment and retention data at their joint meeting every other week. Areas adjust strategies based on their

analyses. For example, if data show a number of students have not yet registered for their next semester courses, Student Services will implement a targeted outreach effort.

2R1: RESULTS

Course Evaluations, Graduate Surveys, and Transfer Surveys

Course Evaluations are conducted each semester and Graduate and Transfer Survey data is collected annually. Internal benchmarks use criterion-referenced framework based on the 3-year historical average. The last three years' aggregate data for learner assessment of the quality of the course (90%) was above the target (87%) while quality of instruction (77%) was below target (85%), and the most recent results for graduate satisfaction (78%) with NMC preparation was below the 90% target.

	Course Evaluations	2013-2014	2014-2015	2015-2016	2016-2017	Target
1	Quality of Course	76%	79%	81%	90%	87%
2	Number of respondents	12,266	10,424	11,342	11,593	
3	Quality of Instruction	78%	78%	79%	77%	85%
4	Number of respondents	12,266	10,213	11,180	11,376	

Chart 6. Percent satisfied/very satisfied with preparation received through NMC coursework.

Year	Percent
2013	88%
2014	89%
2015	92%
2016	92%
2017	78%
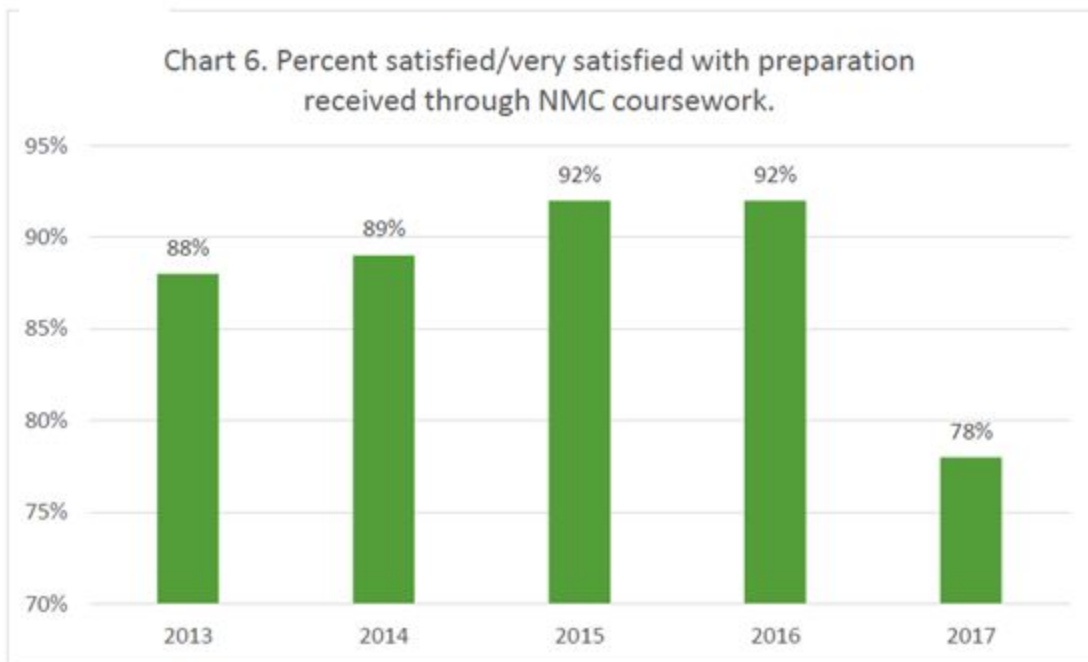
As these data are analyzed at the course and program level, instructors and academic administrators can implement improvement plans. For example, Computer Information Technology program satisfaction has been below target, and faculty have made a number of changes including adjustments to course time and integrating additional collaborative learning projects. Results show steady improvement.

CIT Program Review Metrics for Learner Perception (Survey Feedback)

Program			Infrastructure (I) CIP: 11.0901			Developer (D) CIP: 11.0201		
Level of Evaluation	Outcomes	State & NMC Target	13-14	14-15	15-16	13-14	14-15	15-16
Level 1: Learner Perception	Year End Program Enrollment (Oct. 1)		81	76	76	70	65	74
	Quality of Instruction (July 1)	87%	72%	77%	83%	← All Programs		
	Overall Quality of Course (July 1)	85%	76%	81%	88%	← All Programs		
	Learner Program Satisfaction (Nov. 1)	3.5/4	3.3	3.6	4.67	3.0	3.14	3.71

Learner Engagement Survey

The Learner Engagement (LE) Survey is administered to currently-enrolled credit students each year which allows academic areas time to analyze results and implement changes where needed. Table 8 (see next page) of the 2017 report shows respondents' levels of satisfaction with college functions and services. Results include annual comparisons.

Table 8: Please rate your overall satisfaction with the following college functions and services. If you have not used one of the following services, please choose "N/A".

Data presented in descending order according to "Very Satisfied or Satisfied"

	2015 Very Satisfied or Satisfied**		2016 Very Satisfied or Satisfied		2017 Very Satisfied or Satisfied		2018 NMC Target
	n=352 (N= 4,139)		n=626 (N= 3,942)		n= 509 (N=3,723)		
	#	%	#	%	#	%	%
Acesss to computers and/or computer labs	258	91%	425	84%	400	↑86%	87%
Attitude of faculty/staff toward students of your gender			428	86%	410	↓85%	85%
Library Resources	284	94%	405	83%	382	↑85%	87%
Attitude of faculty/staff toward students of your racial/ethnic background			402	84%	391	↔84%	84%
Testing Center			354	77%	357	↑82%	79%
Condition/appearance of buildings/grounds			415	81%	390	↓80%	80%
Attitude of faculty/staff toward students with disabilities			328	81%	325	↓79%	80%
Personal security/safety at the college			347	76%	329	↑77%	77%
Writing and Reading Center	179	89%	300	78%	277	↓77%	81%
Academic Advising	248	85%	335	69%	359	↑75%	76%
Variety of courses offered			372	74%	363	↑75%	74%
Technology Help Desk	159	88%	287	69%	273	↑73%	77%
Math Center	130	90%	228	66%	216	↑73%	76%
Financial Aid Advising	232	88%	296	69%	280	↑70%	76%
Availability of courses at times when needed			381	72%	339	↓68%	70%
Concern for you as an individual			322	65%	322	↑68%	66%
Career Counseling	124	86%	196	54%	218	↑64%	68%
Student Success Center / Coaches	92	93%	200	61%	185	↑63%	72%
Tutoring Services	129	91%	190	62%	165	↑63%	72%
Transfer Advising	138	86%	189	54%	198	↑63%	68%
Health Services	84	85%	206	59%	178	↑62%	68%
Personal Counseling	76	89%	179	57%	154	↑60%	69%
Services to Students with Disabilities	35	97%	146	58%	131	↓57%	71%
Services for Veterans			130	54%	125	↑57%	56%
Student Activities	85	73%	175	52%	179	↑57%	61%
Opportunities for on-campus student employment			176	54%	147	↑56%	55%
Cultural Opportunities	62	86%	216	54%	197	↑56%	65%
Availability of gymnasium, basketball courts, fitness center, etc.	107	84%	132	43%	123	↑45%	57%
Quality of on-campus housing			84	34%	87	↑39%	37%
Intramural sports			88	34%	85	↑39%	36%
NMC website*			416	79%			

Note. NMC Target is based upon an average of the previous 3-year rates, when available. Otherwise, the target is set to the most recent average rates.

* New item in 2016 LE Surveys

** Response options for the 2015 LE Survey included a rating scale from 1 to 10, with 10 being the highest. For

Increase from 2016 LE Survey Results
Same as 2016 LE Survey Results
Decrease from 2016 LE Survey Results

Each year, the College includes items that relate to important topics or issues. For 2017, food insecurity items (Table 6, page 16) were included as these were identified as a growing concern in our country as well as in our local area.

Table 6. Within the last 30 days, how true is each of the following? Data preented in descending order according to those who reported, "Often True"	Often True		Sometimes True		Seldom True		Almost Never True		Projected # of students who report "Often True"
	#	%	#	%	#	%	#	%	#
I couldn't afford to eat three meals per day.	27	10%	40	15%	47	17%	159	58%	368
I had to cut the size of my meals or skip meals to make my food last.	23	9%	34	13%	52	19%	158	59%	320
The food that I bought just didn't last, and I didn't have money to get more.	21	8%	42	15%	56	21%	154	56%	286
I worried whether my food would run out before I could get more.	20	7%	58	21%	50	18%	152	54%	266
I had to eat less than I needed because I had no access to a meal(s).	16	6%	30	11%	60	22%	162	60%	222

Note. N = 3,717; n= 509

Interpretation of results and insights gained

Respondents reported highest levels of satisfaction with: access to computers and/or computer labs (86%), attitude of faculty/staff toward students of your gender (85%), library resources (85%), and attitude of faculty/staff of students of your racial/ethnic background (84%). Compared to results from the 2016 LE Survey, all but six out of 30 college functions and services increased, and one did not change.

Services that increased the most in satisfaction levels were Career Counseling (+10%) and Transfer Advising (+9%). As the college has implemented a number of changes in these areas (e.g., implementing MAP and Plans, reorganization of Enrollment Services, and a number of initiatives through our work in Guided Pathways highlighted in 2.2), the increase in satisfaction suggests those changes may be making a positive difference.

The item that decreased most in satisfaction was related to the availability of courses at times when needed (-4%). The college should continue to offer flexibility in course times and may want to consider more evening and online courses.

The number of students experiencing food insecurity led NMC to launch a food pantry in Fall 2017.

Success in developmental courses and subsequent success in college-level math and writing

The Enhancing Developmental Education Action Project team (2012-2015) launched new initiatives, proposed new pilots and began to strategically analyze developmental education

data. [Results](#) show enrollee success rates increased from 67% in 2011 to 93%, 72%, and 77% in 2013, 14, and 15, respectively. Completer success increased from 75% in 2011 to 93%, 78%, and 84%, respectively. Course completions decreased from 89% in 2011 to 86%, 71%, and 82% during the same time period. Although not all initiatives resulted in increases across the three metrics, the team recognized the need to continue examining issues related to developmental education student success.

Table: Persistence Rates by Course Level

	Fall 2014		Fall 2015		Fall 2016		Targets
	Total #	%	Total #	%	Total #	%	%
College-level Course Persistence (all grades-Ws)/(all grades)	14,821	92.19%	13,654	91.47%	13,800	93.50%	93.19%
Developmental English Course Persistence	116	93.97%	123	88.62%	88	96.59%	94.11%
Developmental Math Course Persistence	623	90.21%	928	86.96%	695	90.50%	91.13%

Source. NCCBP; targets reflect the 3-year average of peers at the 75th percentile

Table: Enrollee Success Rates by Course Level

	Fall 2014		Fall 2015		Fall 2016		Targets
	Total #	%	Total #	%	Total #	%	%
College-level Course Persistence (all grades-Ws)/(all grades)	14,821	78.58%	13,654	80.56%	13,800	81.74%	81.74%
Developmental English Course Persistence	116	71.55%	123	76.42%	88	71.59%	73.89%
Developmental Math Course Persistence	623	63.56%	928	67.03%	695	65.61%	64.86%

Source. NCCBP; targets reflect the 3-year average of peers at the 75th percentile

Table: Completer Success Rates by Course Level

	Fall 2014		Fall 2015		Fall 2016		Targets
	Total #	%	Total #	%	Total #	%	%
College-level Course Persistence (all grades-Ws)/(all grades)	14,821	85.24%	13,654	88.07%	13,800	87.42%	87.42%
Developmental English Course Persistence	116	76.15%	123	86.24%	88	74.12%	82.13%
Developmental Math Course Persistence	623	70.46%	928	77.08%	695	72.50%	75.64%

Source. NCCBP; targets reflect the 3-year average of peers at the 75th percentile

Retention and Completion Data

Data are essential for making daily adjustments and ongoing continuous improvements in student services (2P1). For example, the Tutoring and Math Centers' annual metrics include a number of process measures along with a targeted outcome measure, average final grade in courses tutored. Since 2014, Tutoring has made a number of changes including implementing NetTutor, adding

Teaching Assistants in self-paced math courses, providing drop-in math tutoring and one-on-one content tutoring. Data show improvement (+.39) over the last four years.

Tutoring Metrics Sumary

Outcome/Metric	Target	2013-2014	2014-2015	2015-2016	2016-2017
# of students receiving tutoring –all centers/services (duplicated)	1500	1364	1486	1425	513
# of sessions using Smarthinking/NetTutor	50	N/A	12	22	20
# of students tutored in Res Life(unduplicated)	45	6	53	48	11
# of students tutored in Math Center (unduplicated)	650	844	780	626	260
# of students tutored in Tutoring Center(unduplicated)	650	631	641	648	350
Total # of tutoring sessions held (duplicated) **all centers	3500	N/A	N/A	3526	2834
Student Satisfaction Surveys	95%	95%	96%	96%	92%
Average final grade in course tutored-all centers	2.0	2.08	2.11	2.22	2.47

For a complete review of retention and completion metrics, see 2R2.

2I1: IMPROVEMENTS

Recent improvements

- In 2016, the College **shifted its focus from enrollment management to enrollment services and reorganized departments**; Enrollment Services now includes Admissions, Records and Registration, and Financial Services and Financial Aid. There are four shared positions (three between Admissions and Financial Aid and one between Financial Services and Financial Aid) to emphasize increasing registration. Attention is now on the full interaction with the student from first contact through credential attainment: enrollment, retention, and completion.
- **New placement process** for math and English (1P4).
- Reduced the number of non-credit hours required of developmental English students. ENG 107, the college success course, was combined with ENG 97, our most basic developmental reading and writing course. This combination brings college success strategies to our most at-risk students while also giving them two 100-level credits. ENG 99, our highest-level developmental course, was also reduced from 6 to 3 credits and then merged with ENG 108, a three-credit, college-level critical reading course.
- **Implemented the Academic Works Scholarship system.**
- **Many changes in orientation and enhancements to online registration.**
- **Implemented Recruit, MAP, and Plans.**
- **Launched the SOAR (Skills, Opportunity, Achievement, Reward) Pilot Program** to provide lifelong learning opportunities to students with cognitive or other disabilities.
- **Added new dormitory.** Lack of affordable housing has been a consistent challenge in the area, and the 2016 Learner Engagement Survey results recommended improvements

to on-campus housing. Additionally, NMC's growing international student population requires new dormitory space.

- **Purchased 2.8 million dollars in technical and nursing program equipment upgrades** through a CSTEP Grant.

In the next 1-3 years

- **Improving analytics.** The College has purchased a new software tool for identifying key trends related to student success, predictive identification of student support needs, and evaluation of the efficacy of current interventions. Implementation began Fall 2017; completion target is Spring 2018.
- **Building a new library and Innovation Center** to better meet student needs. Groundbreaking is targeted for May 2018.
- **Piloting a student food pantry** beginning Fall 2017.

Sources

- 2.1 Innovation Center Overview
- 2.1 Preparing for Advising Form
- CIT Annual Plan FY18
- Course Syllabus Essential Criteria 2017
- Course Syllabus Essential Criteria 2017 (page number 6)
- Course Satisfaction
- Developmental Ed Success Metrics
- Graduate-Survey-Report-2017
- Graduate-Survey-Report-2017 (page number 7)
- International Club webpage
- International Services and Service Learning webpage
- International Students webpage
- Learner Engagement Report 2017
- Learner Engagement Report 2017 (page number 16)
- Learner Engagement Report 2017 (page number 18)
- LibGuides webpage
- Military & Veterans Services webpage
- Perkins Core Indicator Comparison
- Student Groups webpage
- Student Services home webpage
- Student Success Center webpage
- Tutoring Metrics Summary
- Tutoring-Math Center webpage
- Window on the World webpage
- Writing Center webpage

2.2 - Retention, Persistence, and Completion

HLC Overview

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES
Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS
What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT
Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

NMC Responses

2P2: PROCESSES

2P2.1 Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

NMC collects student retention, persistence, and completion data in its student information system, Banner. To promote consistent longitudinal reporting methods, the Office of Research, Planning, & Effectiveness (ORPE) maintains detailed work instructions for each custom Banner

report. ORPE also develops and maintains work instructions for data collection through surveys and for reporting to governmental, benchmarking, and community stakeholders. **(4.C.2, 4.C.4)**

NMC conducts several internal surveys (e.g., graduate, program evaluation) that serve as qualitative measures of student outcomes and progress. Qualitative measures complement the objective success metrics of the College and follow a survey process protocol that assists in determining research priorities. ORPE collects data through electronically administered surveys and evaluations (e.g., Survey Monkey, Evaluation Kit). In some cases, phone follow-up is used to increase overall response rates. (**4.C.2, 4.C.4)**

ORPE submits student success data annually to IPEDS, Perkins, the Voluntary Framework of Accountability (VFA), and others based upon each entity's definitions and guidelines.

2P2.2 Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

The College uses a variety of data including the Perkins Core Indicators, National Community College Benchmark Project (NCCBP), VFA, Governor's Michigan Dashboard metrics, and the Integrated Postsecondary Data System (IPEDS) benchmarks, to assess how NMC is performing in relation to other institutions regionally and nationally. A review of several metrics enables the College to establish concurrent validity. **(4.C.1, 4.C.4)**

In determining which targets or benchmarks to choose, the College considers both strategic and operational benchmarks. Strategic benchmarks provide the College with longer-term targets (completion rates, graduation rates) that support student success through the College's strategic plan. Operational benchmarks inform shorter-term strategies related to student success (e.g. department/program operational plans). The PDCA cycle supports continuous improvement at the department/program level which aligns to strategic-level goals at the institutional level. **(4.C.1)**

The College also considers the purpose of the analysis or data reporting as well as the number of colleges similar to NMC in budget-size and purposes to make peer comparisons useful. For example, NMC uses VFA and NCCBP benchmarks as their success definitions reflect the part-time enrollment of many community college students.(**4.C.4)**

In 2015, the Michigan Community College Association (MCCA) approved a funding model which includes a completion component based on the proportionate share of completers, average rates of completion, and average improvement in average rates of completion using the Governor's Dashboard and IPEDS. These metrics have a significant impact on funding for colleges, so having clear and attainable success metric goals is important. (**4.C.4)**

Perkins Core Indicators provide six benchmarks related to core performance for Career and Technical Education (CTE) concentrators. These external benchmarks established by Michigan for occupational programs allow NMC to compare success metrics with a comparable peer group of colleges. (**4.C.4)**

The NMC Board of Trustees (BoT) Level Strategic Goals use eight metrics, externally benchmarked to NCCBP and VFA, to directly measure learner success in terms of persistence and completion. President's Council (PC) reviews and determines annual targets each fall as part

of the strategic-level planning process. Targets are reviewed at the BoT strategic retreat, shared with college leaders, and then posted on the ORPE website. Targets are selected to be challenging yet attainable. Factors considered in determining targets include peer comparisons, historical data (including previous year goals), and state and national comparison information. For example, the college-level course completer success metric for the College in Fall 2015 was 85.6%, slightly below the BoT Level Strategic Goal target of 85.6%, the 75th percentile of the NCCBP three-year national average. Before the college considers benchmarking at the 90th percentile (89.5%), it is necessary to reach the 75th percentile, a challenging yet attainable goal. **(4.C.1, 4.C.4)**

[Academic Program Review Data](#) use additional benchmarks that align with the four levels of evaluation of the annual program review process (described in detail in 1P2 and 1P3). These additional benchmarks reflect a criterion-referenced framework which are primarily based on the three-year historical average of the College. While external benchmarking provides a comparison of student success metrics to peer institutions, internal benchmarking allows NMC to directly compare our baseline benchmarks to new results in order to set new goals. **(4.C.1, 4.C.4)**

A summary of benchmark and target descriptions for [completion](#), [retention](#), and [persistence](#) identify the various state and national-level initiatives and agencies utilized by NMC. **(4.C.1, 4.C.4)**

2P2.3 Analyzing information on student retention, persistence and completion

A variety of methods are used to analyze student retention, persistence, and completion data extracted from Banner or the college data mart through custom reports.

ORPE uses statistical software as well as spreadsheets to analyze data through descriptive statistics (e.g., identification of trends) and inferential statistics (e.g., forecasting, decision trees, hypothesis testing, regression, and predictive analytics). For example, decision tree analysis guided student placement into appropriate-level English courses based primarily on [high school GPA](#). Once data are analyzed, findings are shared and presented in a mode (e.g., executive report, dashboard) that best meets the needs of the stakeholder. Metrics and results are then shared with NMC faculty and staff on the ORPE intranet site. This sharing not only provides access, but it gives faculty and staff an opportunity to raise additional questions for analysis.

Program retention, persistence, and completion data are analyzed each year by faculty and administrators (e.g., academic chairs, department heads). Current and three-year trends are provided to academic departments to share with their respective advisory committees to use in the program review process of continuous improvement (1.3).

In addition to annual planning, Enrollment and Student Services leaders check statistics daily through custom reports or the [Digital Dashboard](#). The entire group reviews enrollment and retention data at joint meetings every other week. Areas adjust strategies based on these analyses.

2P2.4 Meeting targets for retention, persistence and completion (4.C.1) For example, if data indicate that a number of students have not yet registered, staff implement a targeted outreach effort to help these students register for the next semester.

NMC develops initiatives such as Guided Pathways to positively impact student retention, persistence, and completion to meet strategic and operational goals [(BoT Level Strategic Goal](#)

B1). Course-level persistence and completer success targets are based on the NCCBP three-year national average of community colleges at the 75th percentile. Institutional-level persistence and retention targets are based on VFA college averages. For the past three years, NMC has met or exceeded nearly all BoT Strategic Goal targets; exceptions were "Transfer Rate" and "Total Completion/Transfer rates within six years" in Fall 2016. **(4.C.1)**

The use of performance indicators, produced for Perkins requirements, NCCBP reporting, and for internal use, allows continuous improvement at the program level in annual planning. After reviewing and analyzing data, the results are shared with respective stakeholders following a reporting process protocol. In collaboration with various campus groups, college leaders make informed decisions that align with the strategic directions of the College as ways to meet established targets. (**4.C.2; 4.C.3)**

2P2.5 Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

The College uses the PDCA model to assess retention, persistence, and completion. To support data-driven decisions regarding success metrics, ORPE provides consultation, evidence-based resources (e.g., EAB), and professional development training to individuals or department teams. Additionally, ORPE identifies evidence-based practices in data collection and analysis through active memberships in national and regional symposiums or conferences (e.g., Association of Institutional Research, EAB, HLC) and professional organizations (e.g., Michigan Community College Data and Evaluation Committee, Michigan Community College Collaborative for Accountability, Research, and Effectiveness). ORPE then shares relevant evidence-based practices and emerging trends in data collection and analysis with the College. **(4.C.3; 4.C.4)**

A tool, method, or instrument is selected based on its ability to address the research question. Operational definitions, cohorts, and targets are critical to the development of meaningful retention, persistence, and completion outcomes. Data and tables within internal databases and tools such as statistical packages, MS Excel, and Access, all support efforts for staff to analyze data. Additionally, NMC has been increasingly using tracking tools from the National Student Clearinghouse (NSC) to determine subsequent student enrollment and credential attainment after transfer from NMC. **(4.C.4)**

To collect qualitative data, ORPE distributes internal surveys (e.g., transfer, withdrawal, graduate), to gather more complete information about students' graduation and transfer experiences and to help identify possible barriers to non-completions. For example, course and program evaluations by students measure satisfaction in programs. Results provide instructors and academic administrators with information to take action within the classroom and increase probability of student success. Student withdrawal survey results are distributed regularly to the Education Services Management Team and Enrollment Services staff for review. Student response data is also aggregated in a final report.   The Learner Engagement Survey provides information related to programs and services which can affect student success. **(4.C.4)**

NMC uses many federal or state mandated student success metrics (e.g., IPEDS, Perkins); however, the college also uses success metrics from initiatives that provide more suitable comparison for community colleges (2P2.2).   At the course level, persistence metrics are benchmarked with the NCCBP at the 75th percentile. Occupational program areas use Perkins

Core Indicators in their program review to set action plans for the upcoming year. Institutional retention, persistence, and completion rates measure progress on the BoT Level Strategic Goals. While NMC has little to no input as to how many of these national metrics are defined or reported, the College benefits by using them to monitor retention, persistence, and completion for national and state peer college benchmarks and evaluate longitudinal data. **(4.C.4)**

2R2: RESULTS

The College uses multiple metrics to inform decision-making.   Results are collected for student retention, persistence, and completion.

NMC's BoT Level strategic performance indicator results show a mostly positive trending over the past three years compared to external benchmarks. Most recently, course-level completion, completion/graduation, fall-to-next term persistence, and fall-to-fall retention rates at NMC were higher than comparative external benchmarks. The college-level course completer success metric for the college in Fall 2015 was 85.6%, slightly below the target. The BoT level strategic goal for this target was set to the 75th percentile (86.8%) of the NCCBP three-year national average of community colleges. PC will review and use this information to recommend annual targets for 2018 to Board members at their semi-annual strategic study session.

FY'16 NMC Board of Trustees Level Strategic Goals
Updated: 06/08/16

STRATEGIC GOALS	KEY RESULTS, GOALS, and TARGETS
Learner Success (SD1, IE1, IE2, IE3)	
B1.NMC will improve learner success in terms of persistence and completion.	1. Implement a Guided Pathways that involves students, to (a) Connect to a pathway, (b) Enter a pathway, (c) Track Progress, and (d) Complete goal. *B1_T1*

Metrics		Fall 2013	Fall 2014	Fall 2015	Fall 2016 Targets
B1_1.	College-level Course Persistence (all grades −W)/(all grades)	91.5%	93.5%	93.4%	93.0%[1]
	College-level Course Enrollee Success Rate (2.0 and above)/(all grades)	80.6%	81.7%	80.2%	79.2%[1]
	College-level Course Completer Success (2.0 and above)/(all grades − W)	88.1%	87.4%	85.6%	86.8%[1]
	Community College Completion/Graduation rate within six years (cohorts: 2007, 2008, 2009)	12.6%	15.6%	16.3%	12.4%[2]
	Community College Transfer rate within six years (cohorts: 2007, 2008, 2009)	40.0%	38.9%	36.7%	38.0%[2]
	Total Community College Completion/Graduation/Transfer rate within six years (cohorts: 2007, 2008, 2009)	52.6%	54.5%	53.0%	50.4%[2]
B1_2.	Fall to spring persistence (all currently enrolled less dual enrolled, grads, transfer)	75.3%	77.2%	76.8%	71.0%[3]
	Retention Plan: Fall to fall persistence (all currently enrolled less dual enrolled, grads, transfer)	43.1%	53.4%	TBD	51.9%[1]

Note: Not available = N/A. Cohort tracking from the VFA began with the 2007 cohort.

[1] National Community Colleges Benchmarking Project (NCCBP), target set to the 3-year national average of community colleges at the 75th percentile
[2] Voluntary Framework for Accountability (VFA), target set to benchmarking college average
[3] Governor's Dashboard Metrics, target set to benchmarking college average

| At or above target |
| Below target |

Additional Completion Results

IPEDS data is a significant metric used in the State's performance funding model. A comparison using IPEDS six-year awards data shows that NMC's rate is lower compared to the IPEDS cohort (-2.1%). To complement IPEDS graduation data, NMC also uses VFA data. Compared to the VFA cohort, a higher percentage of NMC students received more awards for both the main and credential-seeking cohorts, while first-time-college-students (FTIC) received slightly less awards (-0.6%). To understand the lower award attainment of FTIC students, the application item related to student disclosure of FTIC was reviewed to ensure validity of the FTIC definition. As a result, a change was made to this item on the college application in the spring 2017 term. Subsequent FTIC student metrics will continue to be monitored in order to determine if additional initiatives focused on student success with FTIC are needed.

As an internal comparison, while 2016 course-level completion (+0.1%) and fall-to-next term persistence (+3.7%) were higher compared to results from 2015, completion/graduation (-1.7%) and fall-to-fall retention (-0.8%) rates decreased. In this context, it is expected that when course completion increases, students may be more likely to persist into the next term.

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-and part-time students)
All VFA College's Comparison of IPEDS graduation rate to VFA six-year outcomes*

	IPEDS Cohort	NMC IPEDS Cohort	VFA Main Cohort	NMC VFA Main Cohort	VFA Credential Seeking Cohort	NMC VFA Credential Seeking Cohort	VFA First Time in College Cohort	NMC VFA First Time in College Cohort
No Award (Transfer)	18.8%	↑25.5%	26.2%	↓24.5%	23.4%	↑25.6%	22.9%	↔22.9%
Total Awards**	19.9%	↓17.8%	23.1%	↑25%	35.3%	↑39.8%	22.5%	↓21.9%

* IPEDS Cohort Year: Fall 2009; VFA Cohort Year: 2010 (IPEDS 2010 data not available as NMC is a baccalaureate degree granting college)

** VFA Total Awards = Bachelor's degrees, Associate degrees, and Certificates

↑↓↔ indicate comparison of NMC cohort to respective IPEDS or VFA cohorts

Additional Retention Data

The Governor's Dashboard metrics allow NMC to track and compare fall-to-next term persistence and six-year completion/transfer success rates. Fall-to-next-term persistence rates for NMC have historically been above the State average.

NMC Michigan Metrics Dashboard
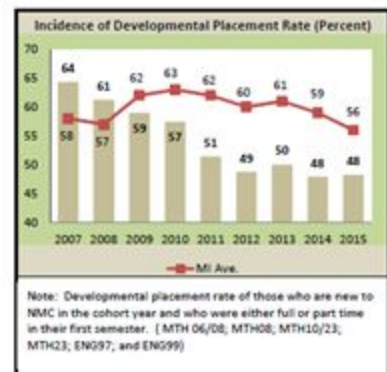
This is also true when comparing NMC to the NCCBP 75th percentile and to VFA metrics for both fall-to-next term and fall-to-fall retention. Comparatively, NMC exceeds external targets. NMC's internal metric outcomes remain relatively stable. The most notable increase occurred within the credential-seeking cohort over the past three years (+4%). Decreases in term retention were observed for the main cohort and FTIC students (-2% and -2.2%, respectively). As mentioned previously, a change in the application items related to FTIC was changed in Spring 2017. NMC will continue to monitor results for this cohort. Because the main cohort includes FTIC students, it is likely that the FTIC cohort rates are negatively affecting the overall rates.

VFA Fall to Next Term Retention

	Fall 2012			Fall 2013			Fall 2014			2014 VFA Cohort
	Total #	#	%	Total #	#	%	Total #	#	%	%
Main Cohort	1,250	985	78.8%	1,301	1,008	77.5%	1,183	909	↑76.8%	77.5%
Credential Seeking	910	828	91.0%	920	850	92.4%	797	757	↑95.0%	92.4%
First Time in College	952	763	80.1%	912	700	76.8%	782	609	↑77.9%	76.8%

↑↓↔ *indicate comparison of NMC to respective VFA cohorts*

Increase from previous year rate
Same as previous year rate
Decrease from previous year rate

Perkins Core Indicators

NMC has consistently met or exceeded Perkins targets for all metrics except for Certificate, Credential, or Degree (2P1) which was 0.96% below the State Target in 2013-14. Since that time, NMC has exceeded this target by 4.91% and 7.2% in 2014-15 and 2015-16, respectively. For NMC's non-traditional student population, NMC has significantly exceeded the State Target for the most recent reporting years. Compared to the average State Achieved, the college has also consistently met or exceeded rates for all metrics with few exceptions: for 2013-14, NMC was lower for 2P1 (-6.57%) and 4P1 (-0.55%); for 2014-15, NMC was lower for 3P1 (-1.92%). NMC will continue to monitor and evaluate NMC metrics when compared to the State Target and average State Achieved rates. (See next page.)

Perkins Core Indicators		Year	State Target	State Achieved	NMC Achieved
1P1	Technical Skill Attainment Rates	2013-14	82.80%	91.13%	95.49%
		2014-15	82.80%	91.74%	98.03%
		2015-16	91.30%	90.56%	92.12%
		2016-17**	91.70%		
		2017-18***	91.70%		
2P1	Certificate, Credential, Degree	2013-14	26.10%	31.71%	25.14%
		2014-15	27.54%	29.20%	32.45%
		2015-16	31.00%	32.77%	38.20%
		2016-17**	31.00%		
		2017-18***	31.50%		
3P1	Student Retention and Transfer	2013-14	63.90%	68.26%	71.01%
		2014-15	63.90%	67.22%	55.24%
		2015-16	71.00%	68.81%	71.90%
		2016-17**	71.00%		
		2017-18***	71.00%		
4P1	Student Placement	2013-14	63.90%	85.78%	85.23%
		2014-15	76.50%	84.87%	100.00%
		2015-16	88.10%	83.67%	92.07%
		2016-17**	88.00%		
		2017-18***	87.00%		
5P1	NonTraditional Participation	2013-14	21.60%	26.04%	29.96%
		2014-15	21.60%	25.78%	30.04%
		2015-16	26.00%	27.01%	27.96%
		2016-17**	26.00%		
		2017-18***	26.00%		
5P2	NonTraditional Completion	2013-14	18.63%	21.42%	29.09%
		2014-15	18.90%	26.26%	28.09%
		2015-16	21.00%	23.12%	26.98%
		2016-17**	21.50%		
		2017-18***	21.50%		

Corrected value for 3P1 (2014-15) is 65.30%

Source: http://www.michigancc.net/perkins/core/default.aspx

*** Data not available until 2018*

*** Data not available until 2019*

Survey Data

The [Learner Engagement Survey](#) provides information related to student success. For example, the rating for academic advising in 2017 increased by 6% from 2016 while satisfaction with the Writing and Reading Center decreased by 1%. Both academic advising and assistance provided through the Writing and Reading Center correspond to student success.   The LE Survey provides a comparison of internal results from previous years as well as an internal target based on the most recent two-or-three year averages. Because the College distributes an NMC-specific survey, items are not externally benchmarked.

[Course and Program Evaluation](#) results indicate that student satisfaction with quality of programs has exceeded the target the last three years, but that quality of instruction and course, though trending upward, have been below target over the past three years.

The 2017 [Withdrawal Survey](#) results indicate that the majority of students withdrew due to work/life/school balance. More than half indicated that there was nothing that the College could have done to keep them enrolled. Others provided feedback that the class format/time did not work, course was too difficult, tutoring was needed, or different faculty was needed.

Survey data from all sources is used by faculty, academic/administrative leaders at the course, program, or service area level to make improvements (2I1, 2I2). **(4.C.3)**

2I2: IMPROVEMENTS (4.C.3)

Guided Pathways

In Spring 2015, NMC [applied](#) and was selected as a member in the first cohort of the Michigan Center for Student Success (MCSS, part of MCCA) in the Michigan Guided Pathways (GP) Project. Selection was based on NMC's [self-assessment](#) identifying opportunities for improvement. The GP has provided the College with a strategic opportunity to share strengths with other cohort members as well as to learn from MCSS leaders and GP members. **(4.C.3)**
 After reviewing internal success metrics, a steering committee was established that began to address different aspects of [Guided Pathways](#) and to focus on efforts to increase student retention, persistence, and completion. Progress to date:

- Identified Meta majors to help guide students on programs and careers.
- Established model schedules for all degree programs.
- Implemented My Academic Plan (DegreeWorks).
- Integrated developmental education as co-requisites in English courses.

Next steps include:

- Implement new software analytics to identify key trends related to student success, predictive identification of students who need additional support, evaluation of efficacy of current interventions. Completion target is Spring 2018.
- Review course sequencing and selection based on analysis of course maps and plans.

- Identify gateway courses for each program and determine appropriate student services.

Course Evaluations

Student satisfaction with quality of instruction and course as rated on course evaluations has been relatively stagnant over the past five years with the average ratings of 81% and 82%, respectively. Reviewing the data, ORPE noted that the highest course evaluation response rate (35%) occurred in Fall 2013. Additionally, given the lengthy processing time, instructors were not able to receive results of the course evaluations until the middle of the next semester, well after course planning occurs. ORPE worked with Educational Media Technology to research options for addressing these issues, and in Fall 2016, NMC began using a new course evaluation software product, Evaluation Kit (EK). Because EK interfaces with the College learning management system, Moodle, survey distribution is easier, students receive pop-up reminders, and faculty can access results as soon as they submit final grades. As result, the course evaluation response rates have gradually increased. **(4.C.3)** The overall response rate for Spring 2017 reached 55%. The College will continue to use the PDCA model to improve response rates. Although qualitative in nature, student feedback is a significant source of information that faculty and administration can use to improve student retention, persistence, and completion at the course level.

Department/Program Improvements

Departments use operational plan results to make improvements as well. For example, Computer Information Technology (CIT) recently began to promote area-related activities and events to develop a sense of cohesion or belonging for students through various initiatives. Previous research initiated through Guided Pathways found that sense of belonging is a significant, if not the most important, non-cognitive factor relating to student retention. CIT created various students groups and developed a social media presence to provide opportunities for current students as well as recent alums. CIT is also integrating additional collaborative active learning projects in the classroom and is considering adding a boot camp. Using the PDCA model, the department will continue to refine data collection in order to more clearly and accurately refine targets/goals. **(4.C.3)**

Sources

- Academic Program Review Data-Intranet page
- BOT-Level-Strategic-Goals-FY16
- CIT 2017 Activities-Events
- CIT Annual Plan FY18
- Completion Metrics-Descriptions
- Completion Results
- Continuous Quality Improvement Overview
- Course Evaluation - Longitudinal Response Rates
- Digital Dashboard home
- EAB-webpage

- English Placement flowchart
- Enhancing Dev-Ed Action Project-Final-Report
- Governors Metrics Dashboard
- GP Application Letter
- GP Self-Assessment
- Guided Pathways Report 2017
- IE Category 1 Results
- IPEDS Data Report 2016
- IPEDS-VFA Comparison
- Learner Engagement Report 2017
- MCCA Funding Model 2016
- Perkins Core Indicator Data 2013-16
- Persistence Metrics-descriptions
- Persistence Results
- Reporting Protocol
- Retention Metrics-descriptions
- Retention Results
- Success Metrics-Developmental Courses
- Survey Protocol
- Transfer Survey Report 2015
- Transfer Survey Report 2015 (page number 6)
- VFA Fall-Spring Retention
- VFA Outcomes Internal Report 2016-17
- Withdrawal Report Spring 2017

2.3 - Key Stakeholder Needs

HLC Overview

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES
Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS
What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT
Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

2P3: PROCESSES

2P3.1 Determining key external stakeholder groups (e.g., alumni, employers, community)

NMC recognizes a number of external stakeholders--people or entities that have a vested interest in the welfare and success of the College and its learners:

- **Businesses, employers who hire our students**. Employer stakeholders (local, regional, state-wide, or national) vary by program.
- **Internship placement sites**
- **University Center partners and other receiving institutions**

- **The community.** The geographic boundary of NMC's "community," has evolved over the years. As with employers, each program has its own community of prospective students, their families, businesses, and other organizations who may benefit from, and are thus vested in, our success.
  - o Primarily regional: liberal arts programs, health occupations
  - o All of northern Michigan: technical programs, manufacturing, agriculture
  - o National: freshwater studies, maritime, culinary
- **Local school districts/feeder institutions**
- **Current students' families**
- **Prospective students and their families**
- **Donors** who provide scholarships or other resources
- **Organizations that provide grant funds**
- **Elected officials, board members**
- **Alumni**
- **Department of Education**
- **Economic development organizations**

In addition, some departments have stakeholders specific to their programs.

2P3.2 Determining new stakeholders to target for services or partnership

Potential new stakeholders may be identified through interactions with current stakeholders listed above or by participating in regional partnership meetings focused on economic development, workforce development, and other educational planning. Employers or industries may also approach the College to help address needs for qualified talent.

## 2P3.3 Selecting the tools, methods and instruments to assess key stakeholder needs

Listening to external stakeholders happens through a variety of methods, both formal and informal, quantitative and qualitative. **(1D1, 1D3)**

- **The Community Attitudes and Awareness Survey** helps discover which of NMC's offerings community members most value and probes community interest in new programs and services.
- **Community listening sessions** conducted periodically with external constituencies to gauge the efficacy of college strategic directions.
- **Through the NMC Board of Trustees.** As representatives of the community, the Board of Trustees provides important feedback on community perceptions of strengths and gaps in meeting external stakeholder needs.
- **Alumni Survey and Interviews.** The Alumni Relations program has established a biannual alumni interest survey, and the Director of Alumni Relations conducts ongoing interviews with current students and alumni.
- **Through close relationships with our feeder institutions and receiving institutions,** NMC regularly gathers information on their needs and incorporates feedback into annual action plans as appropriate.
- **Advisory groups** provide feedback on changing industry requirements and the employee skills needed in occupational areas informing programmatic and curricular changes.

Extended Education Services (EES) also relies on advisory groups for its non-credit programs and the Alumni Relations Program recently (2015) created an Alumni Steering Committee to assist with strategic and program planning.

- **Feedback from internship placement sites**.
- **Other employer feedback** is gathered through employer satisfaction surveys, focus groups, and individual conversations with employers.
- **Graduate feedback** is gathered through the annual Graduate Survey as well as informally through program coordinator or other faculty conversations with graduates.
- **Participation in state and national organizations.** NMC faculty and staff are engaged with a wide variety of state and national organizations to stay current with trends, opportunities, and regulatory changes.
- **Market analysis.** Before launching a new program or service, the College conducts a market analysis to determine the size and scope of the need and whether the College is the best entity to address the need (Market Summary Template).
- **Post event surveys/debriefs.** Departments or programs that offer services to the community gather feedback through surveys or staff debrief sessions.

Analysis of these various data typically happens immediately after results are gathered. In addition, NMC's aligned planning process, detailed in 4.2, guides departments, programs, and the whole institution in systematically analyzing the changing needs of our key stakeholder groups annually. The "grasping the situation" portion of the process outlines listening in three stakeholder categories: Learners (2P1), Employees (3P2), and the Community, our external stakeholders, as outlined above.
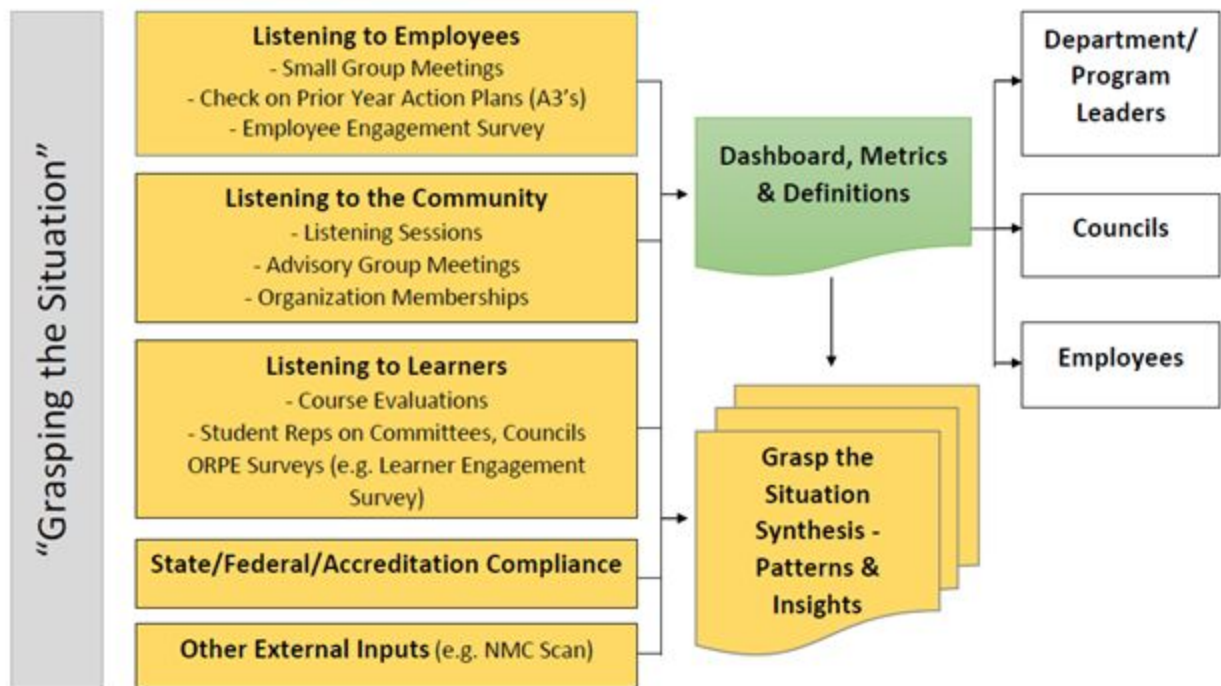
2P3.4 Meeting the changing needs of key stakeholders

Data on changing needs can trigger a variety of potential responses. Each has a systematic process for addressing change to ensure it is aligned with College Mission, Vision, and resource capabilities:

- Some changes to programs or services can be made easily **at the department level** with **little or no additional resources**. These changes are simply a part of NMC's on-going continuous improvement process of "grasp the situation" then Plan-Do-Check-Adjust.
- **Changes to curriculum** are proposed by program coordinators, department heads, or academic chairs and reviewed first by the VP of Educational Services and then by Curriculum Committee (1P3).
- Other **changes require additional human or equipment resources**. Position requests follow processes outlined in 3P1. Other resource requests are evaluated throughout the budget development cycle by Planning and Budget Council and President's Council and prioritized based on NMC's strategic priorities and available funds.
- When meeting changing stakeholder needs, consideration of **new programs or services,** requests go through the colleges four-step Decision-Making Process outlined in 4P2.

Important opportunities can arise outside the regular budgeting cycle, and NMC has at least three innovative ways to provide additional resources to achieve important and highly valued outcomes: the Board-designated Fund for Transformation, the Strategic Fund, and Innovation Grants funded through NMC's Foundation.

Recent examples of meeting the changing needs of stakeholders include:

- Revamped Engineering Tech degree due to feedback from the program advisory board and a faculty member's Return to Industry experiences
- Restructured welding program
- Conducted first Alumni Relations Program professional networking reception in 2017 based upon feedback in the 2016 Alumni Interest Survey

Additionally, the Resource Development office has implemented significant changes since the last portfolio, many triggered by the 2012-2014 Action Project, Building Lifelong Relationships:

- Restructured the department, adding Director of Alumni Relations and Database and Prospects Research Specialist positions.
- Alumni Steering Committee formed August 2015; Strategic Plan finalized January 2016, Alumni Interest Survey launched February 2016, spurring the implementation of specific initiatives and offerings ranked highly by alumni.
- Engaged multiple stakeholder groups to draft a comprehensive case for support reflecting the Colleges priority areas for philanthropic investment.
- Implemented Raiser's Edge NXT dashboarding tool.

2P3.5 Assessing the degree to which key stakeholder needs are met

Many of the same processes used to assess needs (2P3.3) are also used to determine how effectively the college is meeting those needs. For example, the Community Attitude and Awareness Survey asks respondents to rate many aspects of NMC including the how well it responds to community learning needs.

The College tracks a number of outcome measures that reflect how well programs and services are meeting stakeholder needs.

- Employment ratings of NMC graduates (Perkins Data)
- Participation in programs, credit and noncredit
- Museum attendance, membership participation
- Attendance at concerts, music program performances, International Affairs Forum, or other events
- Having clean Department of Education and Financial audits
- Meeting Gainful Employment standards
- Donor and alumni satisfaction
- Workforce training impact
- Regional economic impact

While NMC conducts regular graduate and employer surveys, many programs find the informal, face-to-face or phone conversations with students and employers much more valuable. Contacting each graduate provides in-depth information about specific aspects of programs that are most beneficial and those in need of improvement. These personal conversations also strengthen the relationship with the graduate or employer and, hopefully, increases the possibility of their seeing NMC as a partner in "lifelong learning."

2R3: RESULTS

The Community Attitudes and Awareness Survey (2P3.5), conducted every two to three years by an external research firm, is an important tool in assessing how well NMC is meeting community needs. This telephone survey interviews a stratified random sample of adult residents (18+) proportionally drawn from the six-county NMC service area. Results are shared internally and with the public through an open Board of Trustees meeting.

Results indicate a high level of satisfaction from our community members, consistently meeting or exceeding a 95% positive rating for many items. Communication, managing finances, and availability of scholarships and financial aid are somewhat below target, and the college has taken steps to address these gaps:

- There have been a number of changes in communications (4I1).
- The College has invested in the NMC Foundation with personnel, software infrastructure, and strategic planning with goals of increased donations to offset operating costs and strengthen student scholarship funding (5I2).

Other survey items explore how community values the enrichment and workforce training offered by NMC. In the most recent survey, nearly three quarters of community respondents rate the offering of organizational and workforce training as important, and about 64% rate personal enrichment courses as important.

Linked to NMC's offerings for personal enrichment courses, NMC hosts a multitude of cultural events and is the home of the Dennos Museum Center. The 2014 results (p.2) indicate that over three quarters of the respondents rate these offerings as important.

Respondents also rated how well NMC was doing in providing workforce training, community enrichment and cultural education for the community. Results indicate over 75% of respondents rated NMC as "Good or Outstanding" on these offerings. As a complement, the 2016 NCCBP report ranks NMC in the 94th percentile for cultural activities.

Workforce Training Impact

Through NMC's affiliation with the Michigan Manufacturing and Technology Center (MMTC), goals for benchmarking are established at the national level for each state and then at the state level for each region within the state. It is necessary to meet specified levels of impact on projects with manufacturers in order to maintain funding. Both the statewide center and NMC's regional center are in good standing for meeting the region's impact goals. NMC has attracted additional funding because of the high level of success in this area.

Surveys are conducted quarterly with clients who completed training and coaching projects in the past year and reported on a rolling four quarters. For the most recent rolling four-quarters (Q2 2017) NMC Training Services scored a 100 out of a possible 100 ranking it as a "Performing with Distinction" center. For $191,000 received in Federal funding the following impacts were reported by clients.

- $5.6 million-New Sales
- $44.5 million-Retained Sales
- 231- jobs created and retained
- $15.6 million-New Investments
- $4.2 million-Cost Savings
- Net Promoter Score 8.3/10

In addition, NCCBP data show significant growth in revenue in the last three reports, moving from the 14% to 81% Rank (NMC Training Data and Benchmarks).

NCCBP: Non-Credit Workforce Training	FY 2013		FY 2014		FY 2015	
	Reported Value	% Rank	Reported Value	% Rank	Reported Value	% Rank
Duplicated Headcount	416	6%	541	16%	1,201	28%
Contract Training Companies Served	21	21%	28	29%	37	40%
Total Instructional & Administrative Costs	$684,280	48%	$737,305	54%	$757,251	53%
Total Revenues	$584,188	40%	$641,344	49%	$877,442	58%
Net Revenue	$-100,092	14%	$-95,961	13%	$120,191	81%
Net Revenue as % of Total	-17.13%	19%	-14.96%	24%	13.70%	63%

Donor and Alumni Satisfaction

In addition to the Alumni Interest Survey and informal feedback from donors and alumni, Resource Development tracks:

- Conversion rates for donors moving from annual gifts, to major gifts, to planned gifts
- Number of repeat donors at each level
- Number of new donors (those not having given within five years), including from alumni

The June 2017 Donor Dashboard shows that retention last year was higher than the previous year. While current fiscal year retention is currently lower than the last two years, staff have implemented strategies to address the gap. At this point in the year, data shows a small increase in the number of new donors and a dramatic increase in revenue from new donors.

Alumni giving, as a total amount, increased significantly in FY17.

Alumni Giving					
	FY13	FY14	FY15	FY16	FY17
No. of Donors	965	1083	998	1065	940
Total Given	$270,528	$522,351	$439,168	$583,858	$1,017,475

Other Stakeholder Feedback Results
Academic Program Metrics, including Advisory Board and Employer survey results, are highlighted in Category 1.

2I3: IMPROVEMENTS

The Dennos Museum is currently undergoing a $5-million expansion adding almost 15,000 square feet. The new space will include two new permanent collection galleries, a new sculpture gallery, a larger Inuit gallery, additional classroom space, backstage storage space for musical equipment, and an improved loading dock. Improvements will:

- Allow the College to showcase its permanent collection and make it more accessible as an educational resource both on-and-off campus.
- Provide a better laboratory for music instruction and performance.
- Support growing opportunities in the digital music program related to recording and concert sound production.

Maritime Academy. Industry feedback indicates a shortage of engineers. In response, the Maritime Academy has submitted a veterans program to the U.S. Coast Guard for approval. This program will allow military veterans to apply the sea service and training they accrued while on active duty to the engineering program track, making it possible for them to complete in a shorter period of time.

Extended Education Services has focused on improving its cancellation rate, revising its business model, and streamlining processes. EES is implementing a new online registration software so staff will be able to spend less time on administrative tasks and more time on specialty program development to meet learner needs.

Training Services is applying blended learning and tablet technology approaches to new and existing courses as well as streamlining the inquiry-to-delivery process.

Sources

- 2.3 Community Attitudes and Awareness Survey- Importance
- 2.3 Community Attitudes and Awareness Survey- Importance (page number 2)
- 2.3 Community Attitudes and Awareness Survey-Rating
- 4.2 Decision Making Process
- 4.2 DM Market Summary Template
- 4.2 Grasping the Situation Process
- CAAS Overall Effectiveness
- Community-Survey-2014-Final-Report
- Donor Dashboard June 2017
- NMC Training Data and Benchmarks
- Program-Specific Stakeholders

2.4 - Complaint Processes

HLC Overview

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES
Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS
What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT
Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

2P4: PROCESSES

2P4.1 Collecting complaint information from students

The College has a systematic process for collecting and acting on complaint information from students, guided by Policy D-602.01, Student Rights and Responsibilities. The policy includes processes for addressing:

- General complaints
- Concerns about the behavior/conduct of NMC students, faculty, or staff

- Complaints about unfair grading

The policy outlines codes of conduct, possible sanctions, and the process for appealing decisions. Instructions are available for students on the website, Policy D-602.01. Note: Some occupational areas have additional professional standards mandated by program requirements and licensure (e.g., Maritime, Aviation, Health Occupations, and Law Enforcement).

General Complaints
All formal student complaints are entered into NMC's tracking software, Maxient, which allows for complaint and incident report storage, tracking, communication, and data analysis.

The primary responsibility for resolving student complaints resides with the VP for Student Services and Technologies (VPSST). Students are directed to the VPSST office from various college departments including faculty, the President's office, and the Board of Trustees. Depending on the nature of the complaint, the VPSST staff may initially refer the student to the director of the affected service area or an academic area chairperson.

If the complaint is not resolved after this first step, the student submits a written request for further resolution. The written request must include the specific nature of the complaint, reasons for filing the complaint, and the specific remedy requested. The VPSST then arranges a meeting with the student and appropriate college employees and documents the outcome in NMC's tracking system (Process for Collecting, Analyzing and Acting on Complaint Information).

Behavior/Conduct matters or Mental Health concerns
The formal complaint procedure described above is connected through Maxient to the Red Flag System, operated by Student Services and designed to address student issues involving behavioral/conduct matters or mental health concerns. NMC staff or students can submit a Red Flag Report through a link on the Campus Safety & Security homepage. The Red Flag System is monitored and managed by the Dean of Students and the Director of Residence Life/Judicial Affairs and their teams:

- The BIRT team is led by the Dean of Students along with the Director of Residence Life/Judicial Affairs, the Assistant Director of Campus Safety and Security, the Director of Health Services, the Disability Support Services Specialist, and representatives from Advising, Counseling, and the faculty.

- The Judicial Affairs team includes the Director of Residence Life/Judicial Affairs along with Dean of Students and a representative from Counseling.

All reports are assigned for investigation and addressed through a member of the Behavioral Incident Report Team (BIRT). The data from these reports are available for analysis to identify trends as well as programming and staffing needs (Red Flag/BIRT Process for behavioral incidents).

Complaints about unfair grading
As mentioned earlier, Policy D-602.01 outlines the process for protesting a grading decision. This information is available for students on the website and on all course syllabi. While most

grade disputes are resolved informally through discussions between the student and faculty member, students wanting to formally protest a grading decision follow the steps outlined in [Policy D-602.01](#) beginning with submitting a written request to the VPSST. The VPSST then arranges a series of informal conferences until the issue is resolved. If resolution is not found at this stage, the VPSST decides the issue, which can be appealed by either the student or faculty member to an Academic Review Board who makes the final decision.

2P4.2 Collecting complaint information from other key stakeholders

Collecting complaint information from other key stakeholders such as employees and members of the public tends to be departmentalized and reactive rather than systematic or integrated. Complaints from the general public may come through the Office of the President and are either addressed by the office staff or routed to the appropriate person in another area of the college. Members of the public may also voice concerns during the Public Comment portion of all Board of Trustees meetings.

As with the Office of the President, other departments receiving stakeholder complaints generally address them at the point of contact or refer them to another person or department when appropriate.

Currently, there is no systematic process for collecting or analyzing this complaint data, so this is an area for improvement, using Maxient for capturing, tracking, and analyzing complaints across the college and across stakeholder groups (2I4).

2P4.3 Learning from complaint information and determining actions

Student Services teams regularly review analytics in the Red Flag tracking system, Maxient (Judicial Affairs Committee meets once per week; the BIRT Team meets once per month). Teams identify any spikes in incident frequency, consider possible root causes, and determine appropriate action. Examples:

- After noticing that five students lost a parent during the same month, the team decided to facilitate a bereavement group.
- In 2015, NMC experienced an increase in student resident population and at the same time noticed a spike in Title IX and judicial affairs complaints. Additional staff were hired to address these issues.
- Student Services noticed a spike in complaints from nursing students. Investigation discovered the complaints were due to a change in testing required by program accreditors. Staff worked with nursing faculty to address concerns.

Implementing Maxient tracking for other stakeholder complaints will allow for broader organizational learning (2I4).

2P4.4 Communicating actions to students and other key stakeholders

Since all formal student complaints are handled through face-to-face conversations, the outcome or action is communicated directly through the final meeting. In addition, the VPSST issues the resolution of the complaint in writing after this final meeting.

Actions related to NMC's Red Flag system are communicated in writing. The Maxient tracking system sends students a formal letter outlining sanctions and sends alerts to staff on a regular basis for tracking progress of the judicial process.

As noted earlier, communication to other stakeholders regarding the outcome of their complaints is currently dependent on the actions of the person or department who received the complaint.

2P4.5 Selecting the tools, methods and instruments to evaluate complaint resolution

The College implemented Maxient in 2013, which has proved to be a valuable tool for collecting, storing, tracking, and analyzing complaint and incident data.

While successful resolution of complaints in a timely manner is always a target, it is not possible in every instance. Sometimes students or other stakeholders have expectations that are beyond what the College can reasonably provide. Other important measures of the effectiveness of our complaint procedure are whether students feel safe on campus and if they believe their concerns are taken seriously. The Campus Climate and Learner Engagement Surveys gather this student feedback.

Other methods of gathering and acting on student and stakeholder complaint information
NMC conducts ongoing evaluation of our student services through surveys and focus groups in advising, residence life, food services, records and registration, orientation, counseling, and facilities etc. After analyzing complaints, if the affected area determines there is a gap to address, an action plan is created, documented, and tracked on the area's annual planning documents.

Similarly, the College has multiple methods of listening to employee and external stakeholder needs and concerns outlined in 3.2 and 2.3 respectively. This feedback is an important component of NMC's continuous improvement process.

2R4: RESULTS

Campus Climate Survey

The HEDS Campus Climate Survey was distributed for the first time in 2016. HEDS (Higher Education Data Sharing Consortium) is a consortium of private colleges and universities that share, analyze, and use data to improve their effectiveness and advance student success.

All registered students received an email with a survey link. Results indicate that the majority of students feel safe on campus (88%) and respected by college personnel (92%). Targets will be

established after the second distribution in 2018. A [comparison with other colleges](#) who participated in the survey show NMC's ratings generally higher on relevant questions.

Campus Climate Survey 2016 (n=244)	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
Faculty, staff, and administrators respect what students think.	91.60%	5.80%	2.60%
Faculty, staff, and administrators are genuinely concerned about students' welfare.	84.80%	10.70%	4.40%
Faculty, staff, and administrators treat students fairly.	88.40%	8.90%	2.70%
I feel safe on this campus.	88.30%	6.70%	4.90%

Maxient Data

During 2016-17, 161 incidents were reported in Maxient. Almost all were conduct or behavior concerns. Thirteen involved cheating or plagiarism (1R4) and 7 were Title IX related (4R4). There were only 2 general complaints submitted to the VPSST, both were resolved.

It appears that most general complaints were resolved at the point of contact and did not escalate to the level of a formal complaint.

2I4: IMPROVEMENTS

Implementing Maxient in 2013 has not only improved gathering and analysis of student complaint information, it has enabled more consistent tracking of incidents and resulting sanctions.

Over the past five years, efforts with staff and faculty were strengthened to help employees understand Student Rights and Responsibilities and how they effectively apply to campus behavior.

In 2015, NMC added alcohol and drug policy and Title IX information during new student orientation, and the College provides additional Title IX training to our resident hall and Maritime students. At the beginning of each semester, all students receive information about identifying and reporting sexual misconduct.

An important improvement this year will be to implement Maxient use across the College for capturing, tracking, and analyzing general complaint information from all stakeholders. This will support consistent documentation and tracking and allow the College to identify trends across the organization.

Sources

- 2.4 BIRT Process
- 2.4 Collecting Complaint Information Process
- 2.4 Red Flag - Incident Reporting Form
- Campus Climate Survey 2016
- Campus Safety & Security-webpage
- HEDS 2015-16 Campus Climate Report
- HEDS webpage
- Staff Policy D-602.01 Student Rights-Responsibilities
- Staff Policy D-602.01 Student Rights-Responsibilities (page number 16)

2.5 - Building Collaborations and Partnerships

HLC Overview

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES
Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS
What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT
Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

2P5: PROCESSES

2P5.1 Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Generally, NMC selects partners for collaboration to broaden the scope and types of learning we can provide students, employers, and community members; to share resources and expertise; to provide financial aid and other support services; to increase participation or enrollment in our programs; to build the community's talent pool; and to maximize the use of community resources by reducing duplication of effort, services, or activities. Figure 2P5-1 summarizes types of partnerships, how they are developed, and how they are measured.

2P5.2 Building and maintaining relationships with partners

Partnerships are frequently developed and managed through regular participation with local, regional, statewide, and national committees and boards. Staff members are frequently assigned to represent NMC in professional associations; several NMC staff serve in leadership roles.

NMC faculty and staff members are also engaged with community organizations which help inform College work such as Rotary Club or Chamber of Commerce. NMC is part of the fabric of our community, and our staff and volunteer board members serve to maintain those essential connections.

Other partnerships develop informally and organically:

- NMC faculty or staff identify individuals or organizations with shared interests meet to explore potential areas for collaboration.
- Someone outside NMC identifies the College as a potential partner and contacts relevant individuals to explore potential collaboration.

Effective partnerships are built on trust which requires ongoing investment in the relationship through regular communication, active listening, and collaborative problem-solving. Clear communication from beginning to end of any collaborative effort is essential. Trust is also influenced by reputation; quality programs attract potential partners.

Potential conflicts of interest or other ethical concerns are addressed through partnership agreements, contracts, or MOUs. The conflict of interest policy (D-506.01) ensures proper procedures are followed. All agreements, contracts, or MOUs are managed by NMC's Business Office and comply with all federal guidelines. MOUs are typically subject to legal counsel review to ensure they address all potential ethical concerns. In addition, potential partnerships involving new programs or services are vetted through NMC's Decision-Making Process to ensure they are aligned with NMC's mission, vision, and resources, and that NMC's involvement is appropriate.

2P5.3 Selecting the tools, methods and instruments to assess partnership effectiveness

The success of virtually every program and service of the College depends on effective external partnerships. To ensure these partnerships meet the needs of the various stakeholders, NMC applies the same continuous improvement methodology of Plan-Do-Check-Adjust that it uses for all other processes. In planning a formal partnership agreement, parties clarify the purpose of the partnership and identify success measures.

When possible, partners establish targets for quantitative measures such as enrollment, learner outcomes, and cost savings. The agreement also includes a timeline for evaluating success factors including the overall effectiveness of the partnership. The frequency of the review varies depending on the nature of the partnership and its goals.

Minimally, all areas of the College formally assess the effectiveness of their programs, services and related partnerships annually through the aligned planning process (4P2).

2P5.4 Evaluating the degree to which collaborations and partnerships are effective

NMC personnel responsible for implementing various program and service partnerships are accountable for their evaluation. Quantitative data may be gathered by the departments or individuals involved in the partnership or by the Office of Research, Planning and Effectiveness (ORPE). Qualitative data and informal feedback is gathered regularly by those involved in the partnership.

For relationships with donors, alumni, and the community, NMC measures satisfaction levels through survey research and tracks direct tangible commitment in the form of financial contribution.

2R5: RESULTS

As described in 2P5, virtually every program and service at the college has developed partnerships, and each area is responsible for evaluating their effectiveness. Some collect data or gather feedback specific to their partnerships. Outcomes can be found on department planning documents. For example, **Enrollment** and **Student Services** have implemented the following:

- Partnered with Michigan Works to provide adult education on NMC Campus as an option for students who did not place into developmental courses (2P1).
- Expanded the number of consortium agreements through partnerships with University Center partners and other four-year institutions. These allow students to take some classes at NMC at a lower tuition rate, utilizing their financial aid dollars and helps them complete.

Relevant organization-level data are collected and reported regularly:

Area High School, Dual Enrollment/Early College Enrollment Data

The Fall 2017 Enrollment Report shows steady increases over the last four years in the number of students and the number of contact hours in dual-enrollment and early college programs.

Dual Enrolled/Early College/Direct Credit
Source: NMC Digital Dashboard:

Student Type	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	#Enrl	Contact Hours	#Enrl	Contact Hours	#Enrl	Contact Hours	#Enrl	Contact Hours	#Enrl	Contact Hours
Direct Credit	63	257	43	225	22	87	0	0	11	44
Early College	59	396	94	820	128	1,037	172	1,378	179	1,822
High School DE	223	1,161	308	1,672	307	1,774	331	1,780	320	1,813
Totals	345	1,814	445	2,717	457	2,898	503	3,158	510	3,679

In addition, the number of 17-20 year old enrolled in NMC courses has remained steady despite an average decrease of 3% in the number of area high school graduates since 2012.

Age Group Enrollment

Headcount

	2010	2011	2012	2013	2014	2015	2016	2017	% Change
<=17-20	2,078	2,001	2,002	2,122	2,153	2,051	2,094	2,085	0%
21+	3,362	3,175	2,845	2,605	2,394	2,222	2,073	1,871	-44%
Total	5,440	5,176	4,847	4,727	4,547	4,273	4,167	3,956	-27%

Area Graduates

Source: https://www.mischooldata.org

	2012	2013	2014	2015	2016	2017
TBAISD graduates	1,651	1,571	1,514	1,464	1,489	
		-4.8%	-3.6%	-3.3%	1.7%	

Student Services also tracks rates of enrollment from area high schools (see next page) and continually assesses and adjusts recruitment and orientation practices to meet student and high school staff needs.

Rates of Enrollment - Local High Schools

School	2016			2015			2014			2013			Total Change
	Fall2016Reg	Grads	Rate	Fall2015Reg	Grads	Rate	Fall2014Reg	Grads	Rate	Fall2013Reg	Grads	Rate	
Alba High School	2	10	20.0%	6	10	60.0%	2	9	22.2%	3	16	18.8%	1.3%
Bellaire Public High School	2	27	7.4%	9	31	29.0%	10	45	22.2%	4	29	13.8%	-6.4%
Benzie Central High School	27	85	31.8%	26	95	27.4%	28	131	21.4%	26	112	23.2%	8.6%
Buckley Community High School	8	21	38.1%	6	26	23.1%	9	25	36.0%	12	36	33.3%	4.8%
Cadillac Senior High School	11	138	8.0%	12	183	6.6%	19	190	10.0%	21	202	10.4%	-2.4%
Central Lake High School	5	24	20.8%	9	19	47.4%	3	24	12.5%	9	36	25.0%	-4.2%
Elk Rapids High School	25	79	31.6%	38	106	35.8%	29	88	33.0%	31	104	29.8%	1.8%
Forest Area High School	7	36	19.4%	9	32	28.1%	14	41	34.1%	14	35	40.0%	-20.6%
Frankfort High School	11	40	27.5%	5	30	16.7%	6	30	20.0%	6	37	16.2%	11.3%
Glen Lake Secondary School	13	62	21.0%	15	65	23.1%	15	52	28.8%	21	65	32.3%	-11.3%
Grand Traverse Academy	29	56	51.8%	14	37	37.8%	18	30	60.0%	14	34	41.2%	10.6%
Kalkaska High School	27	86	31.4%	22	85	25.9%	39	104	37.5%	29	110	26.4%	5.0%
Kingsley Area High School	33	88	37.5%	32	93	34.4%	27	91	29.7%	44	99	44.4%	-6.9%
Leland Public School	12	32	37.5%	8	30	26.7%	6	24	25.0%	6	37	16.2%	21.3%
Mancelona High School	15	55	27.3%	14	54	25.9%	13	63	20.6%	13	66	19.7%	7.6%
Manton Consolidated	14	58	24.1%	15	65	23.1%	12	62	19.4%	7	59	11.9%	12.3%
Mesick Consolidated High	12	42	28.6%	4	33	12.1%	9	51	17.6%	9	33	27.3%	1.3%
Northport High School	2	11	18.2%	2	13	15.4%	3	7	42.9%	3	10	30.0%	-11.8%
Suttons Bay High School	17	34	50.0%	10	54	18.5%	17	66	25.8%	17	58	29.3%	20.7%
Traverse City Central	75	309	24.3%	94	317	29.7%	98	299	32.8%	113	296	38.2%	-13.9%
Traverse City High School	9	47	19.1%	9	34	26.5%	6	33	18.2%	8	31	25.8%	-6.7%
Traverse City West	119	364	32.7%	131	358	36.6%	147	376	39.1%	148	388	38.1%	-5.5%
	475	1704	27.9%	490	1770	27.7%	530	1841	28.8%	558	1893	29.5%	-1.6%
% Change from previous year		-3.73%			-3.86%			-2.75%					

Transfer Data

NMC's relationship with other post-secondary institutions is focused on a smooth transfer experience for students and on increasing transferability of courses. Results indicate that NMC has met or exceeded its target (90%) for transfer student satisfaction.

Transfer Student Satisfaction with transfer credit from NMC to transfer institution				
	2014	2015	2016	Target
% satisfied with number of credits transferring	90%	95%	90%	90%
# Responding	133	162	152	

NMC currently has 12 Reverse Transfer Partnerships and has awarded 102 associate's degrees since 2013 through these partnerships.

# of Degrees awarded through Reverse Transfer Agreements	
2013	31
2014	22
2015	22
2016	15
2017	12 (as of Oct 1)

Advisory Committee Satisfaction

The Advisory Committee Survey is administered electronically on an annual schedule as part of the Academic Program Review process. Respondents rate the effectiveness of NMC in building collaborative relationships. Employers who serve as members of NMC's programmatic advisory groups have consistently rated their partnership with NMC faculty as above average or excellent. As the 2016-17 average shows a slight drop, individual program survey results can be used to identify and address concerns.

Advisory Committee Rating of Program-Faculty Partnership	Excellent or Above Average				
	2013-14 (n=101)	2014-15 (n=126)	2015-16 (n=107)	2016-17 (n=110)	Target
NMC's level of effectiveness in building collaborative relationships with program advisory committees	91.10%	92.80%	90.70%	88.20%	90%

Friend-raising/Fundraising

Direct measures of our community partnership include friend-raising and fund-raising. Those data can be found in 2R3.

2I5: IMPROVEMENTS

Over the next 1 to 3 years:

Educational Services would like to strengthen partnership/collaboration with area high schools. Academic leaders and faculty, primarily in math and English, had been meeting regularly with math and English instructors from the high schools to align curricula and high school performance with college readiness standards. These meetings have not been happening due to time constraints on Traverse City Area Public Schools personnel. The College remains optimistic that discussion will be renewed at some point in the future.

Dennos Museum

Through major donor contributions, the Dennos is undergoing a substantial expansion that will allow the College to showcase its permanent collection on an ongoing basis, making it more accessible as an educational resource both on and off campus. The improvements to Milliken Auditorium will provide a better laboratory for music instruction and performance and will support the growing opportunities in the audio tech program related to recording and concert sound production.

The ***Music Department*** anticipates expanded partnerships, and Audio Tech seeks a four-year partnership to provide a bachelor's degree track for students.

Sources

- 2.5 Internship-Training Agreement form
- 2.5 Summary of Partnerships
- 4.2 Decision Making Process
- Advisory Committee Program Evaluation form
- Advisory Committee Survey Results
- Articulation Agreements
- Dual Enrolled/Early College Participation
- Enrollment Report Fall 2017
- Enrollment Report Fall 2017 (page number 2)
- Enrollment Report Fall 2017 (page number 3)
- Enrollment Report Fall 2017 (page number 4)
- Reverse Transfer Agreement partners
- Staff Policy D 506.01 Conflict of Interest
- Transfer Student Satisfaction

Category 3 - Valuing Employees

Introduction
Due to the work of the Talent Action Project (2009-2017), processes in this category continue to improve.

NMC's processes for attracting and hiring candidates with the required credentials, skills, and values are ***aligned*** as the College has embedded the organization's Competency Model into workforce planning, recruitment, selection, and orientation. Implementing job description software prompted a thorough review and standardization of job descriptions, clarifying required credentials and competencies (3P1).

Processes for Ensuring the institution has sufficient numbers of faculty and staff are ***aligned*** as the College built workforce planning into the annual aligned planning and budgeting process: identifying programmatic needs, tracking enrollment patterns, and benchmarking course loads and classroom efficiency. Staffing levels are reviewed on an ongoing basis, adjusting as necessary to changes in enrollment and areas of student need (3P1).
Processes and results for evaluating and recognizing performance and contribution to the institution are at varying stages of maturity (3P2).

Performance evaluation is ***becoming systematic*** with implementation of new evaluation processes for adjunct and regular faculty. All employees will be using the same software system for documenting reviews and goal plans, allowing for greater accountability, shared learning, and process improvements. These processes are expected to move from systematic to aligned or integrated in the next few years. An important area for improvement is to strengthen the tools to verify competency demonstration and growth for staff (3I2; 3I3).

Processes for employee recognition overall are ***systematic***. While the College has a number of formal and informal processes in place, employee feedback is mixed regarding the degree of meaningfulness. A newly charged Employee Recognition Committee is working to create a more strategic approach to recognition that supports employee engagement and retention.

Compensation and benefit systems are ***becoming aligned*** led by the work of the Talent Action Project Phase III (3.2). Goals in this phase were to ensure compensation and benefit systems were "externally competitive and internally equitable" as well as meet other organizational values. Project outcomes included implementing a number of changes including revising the adjunct faculty pay plan, benchmarking all other faculty and staff to the mean or median of their respective markets, revising the staff classification plan, and revising several details in the NMC benefits package to provide greater internal equity. The College is checking and adjusting these changes to ensure they meet the goals of attracting and retaining talent.

Processes and results for training, educating and supporting employees in their professional development are ***becoming aligned*** through embedding the NMC competency model into development planning, the addition of a Talent Development Coordinator, implementation of

learning management software for tracking, and strong collaboration between the Professional Development Institute (PDI) and the Center for Instructional Excellence (CIE). As mentioned earlier, strengthening the process for verifying and tracking competency growth and demonstration is an important area for improvement, providing more objective outcome measures for both performance and professional development processes.

3.1 - Hiring

HLC Overview

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES
Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS
What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT
Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

3P1: PROCESSES

3P1.1 Recruiting, hiring and orienting processes (3.C.6)

To ensure NMC has faculty and staff who possess required qualifications, skills and values to achieve its mission and vision and to ensure high-quality programs and student support services, the College continues to hone its workforce planning, recruiting, hiring, and orienting processes as well as its development and evaluation processes (3P2, 3P3).

Workforce planning

Identifying needs

Workforce planning addresses new needs identified in the strategic plan and aligned planning processes as well as current or anticipated needs due to projected retirements, turnover, or enrollment changes. While current needs are dealt with as vacancies occur, new and anticipated needs are addressed during the annual planning and budgeting process to address competencies needs, retirements/turnover, and enrollment data. **(3.C.1, 3.C.2, 3.C.6)**

Position request and approval process

Once departments identify a need, position requests and approval involves the following:

1. The manager/director/academic chair (hiring manager) evaluates the departmental structure for needed competencies and capacity and reviews this assessment with her executive. They explore opportunities to leverage capacity from other areas of the College or to collaborate across organizations. The goal is to meet needs while making best use of talent resources. **(3.C.1)**
2. If the executive and hiring manager decide to pursue a position, the hiring manager works with HR to create or update a job description clarifying key responsibilities and required credentials and experience. **(3.C.2; 3.C.6)**
3. The hiring manager submits the appropriate form (NMC Faculty Personnel Request and NMC Staff Personnel Request) outlining the position and rationale.
4. The request routes to HR for budget information, to the appropriate VP for signature, and then to the VP Group (VPG) for review.
   - **Replacement requests** can happen any time of year. If a request is recommended by the VPG, it is presented to Planning and Budget Council (PBC) for information purposes.
   - **New position requests** go through PBC's position prioritization process, and PBC forwards its recommendations to the President.

Determining credentials-staff (3.C.6, 5.A.4)

NMC's Competency Model helps identify the specific skills, behaviors, values, and credentials required for staff and administrators in three categories:

1. Foundational Competencies (p.1) essential for everyone and aligned with NMC's Values.

2. [Functional Competencies (p.4)](#) necessary for most, but skill level will vary by role.
3. **Technical Competence/Expertise relative to the specific role** addressing the specific credentials required for each position. Role-specific credentials are determined through HLC guidelines and industry-specific standards.

Determining credentials-faculty (3.C.2)

NMC Faculty credentials draw from the following three sources: the HLC, industry-specific requirements, and NISOD. The College used a set of constructs from the 1997 NISOD International Conference and criteria cited in Vandermast's "Hiring Faculty for the Next Century," in Innovation Abstracts, 20(19), to define [characteristics of an outstanding instructor at NMC](#). **(3.C.2)**

NMC Criteria for NISOD Teaching and Leadership Excellence	
Professionalism: · Models exemplary professional behavior · Demonstrates expertise in subject matter · Gives generously of self – often invisibly · Is involved in college and community activities	**Relationships with Students:** · Enjoys positive rapport with students · Shows respect for students · Acts as role model · Inspires students
Commitment to Learning: · Displays passion for teaching · Creates enthusiasm for learning · Effectively achieves teaching and learning outcomes · Flexibly responds to diverse learner needs · Promotes academic vitality	**Relationships with Colleagues:** · Enjoys positive rapport with colleagues · Shares ideas and resources · Shows respect for colleagues · Performs as role model · Inspires others

Communicating Credentials

Qualifications for all positions are communicated through [job descriptions](#) and [job postings](#). **(3.C.2, 3.C.6, 5.A.4)**

To further clarify qualifications for instructors, a catalog specific to hiring faculty lists each credit course offered at NMC along with specific requirements to teach that course. These requirements apply whether the instructor is full-time or adjunct and includes those in dual credit, contractual, and consortial credit programs. This catalog is accessible to the public through NMC's [Employment Opportunities web page](#) and internally on the HR Intranet page ([sample page](#)). **(3.C.2)**

Recruiting, selecting, and hiring

Once a position is approved, the recruitment process involves two key phases: attracting applicants and evaluating applicant qualifications and organizational fit.

Recruiting

Job postings and advertisements communicate requirements and provide potential candidates information to assess fit. Applicants for instructor positions can access requirements for all teaching assignments by following the link on the Employment Opportunities web page. **(3.C.2; 3.C.6, 5.A.4)**

Selecting and hiring

The process for selecting and hiring all regular faculty and staff is designed to assess and verify the applicant's credentials, experience, and competencies.

Search Team Selection and Training
Search team members are selected to represent a mix of people from both inside the department and those who interact with the position to ensure differing perspectives. Teams receive training on interviewing/hiring guidelines. The team also reviews job qualifications, selection criteria, and interview questions created to assess those targeted skills, experience, credentials, and competencies.

Initial Screening of Candidates
Team members independently review the refined list of applicants' application packets and assess strengths using a position-specific evaluation matrix. Together the team determines candidates for phone interviews. **(3.C.2; 3.C.6, 5.A.4)**

Phone interviews assess candidates according to selection criteria, and a final subset of applicants is brought to campus for in-person interviews. **In-person interviews** address skill and foundational competencies, and organizational fit through interview questions, portfolio review, teaching demonstrations, presentations, or other skills evaluations (Interview Question Templates for faculty and staff). **(3.C.2; 3.C.6, 5.A.4)**

There is a second interview with the academic chair and area vice president for faculty positions. For staff positions, teams occasionally schedule second interviews with the hiring manager and area executive. For some executive-level positions, open interviews with finalists allow all interested campus community members to assist in vetting. **(3.C.2; 3.C.6, 5.A.4)**

Selection
After interviews, the search team recommends a finalist and acceptable alternatives for hire to the responsible executive. HR conducts background checks and requests official transcripts, while the hiring manager conducts employment reference checks. The executive approves and recommends a finalist to the President. **(3.C.2; 3.C.6, 5.A.4)**

Verifying qualifications
All regular and adjunct faculty and regular staff are required to provide official transcripts to verify their academic credentials as well as other official licenses and certifications. Hiring managers validate experience during the reference check process. **(3.C.2 and 3.C.6, 5.A.4)**

Once hired, all faculty and staff names, titles, and credentials are posted on NMC's website ([Catalog p.160](#)).

Note: NMC also has processes to ensure all faculty and staff maintain required credentials and certifications (3.3) **(3.C.2)**

On-boarding and Orientation (3.C.2, 3.C.6, 5.A.4)

NMC has standardized on-boarding and orientation. A New Hire Checklist ensures consistency, and the entire on-boarding process is available and tracked through NMC's on-boarding software. The initial online component includes NMC's history, Mission, Vision, and Values, and compliance training required for NMC and for their position**.** Day one begins with a meeting with HR, then the hiring manager begins the process of orienting new employees to their department. The first two weeks include meeting with a tech liaison and an introduction to NMC systems.

The *New Employee Orientation* and the *New Faculty Institute* are offered two times a year to coincide with peak hiring times.

The ***New Employee Orientation*** is a one-day event that includes meeting with executive staff; an introduction to our CQI processes and AQIP accreditation pathway, and ending with a campus tour highlighting new program and service innovations. **(3.C.2, 3.C.6, 5.A.4)**

The *New Faculty Institute,* a one-day event, is for new faculty and adjunct members and is led by the Center for Instructional Excellence (CIE). The Institute orients new faculty to NMC's common learning outcomes and faculty's role in the assessment of student learning. Those new to NMC's learning management system, Moodle, can participate in a Moodle workshop. Other content of the New Faculty Institute varies depending on the composition and needs of the group. **(3.C.2)**

Other role-specific orientation and development for faculty

All new faculty are on provisional status for three years. During that time they are required to attend two conferences per year, one in their discipline and one focused on teaching. New faculty are also expected to attend monthly Friday Forums and the three professional development days per year sponsored by CIE. Beginning in Spring 2017, new faculty were invited to join the New Faculty Learning Community. **(3.C.2)**

Other role-specific orientation and development for staff

Based on work from the Talent Action Project, the College launched a new process for staff in 2015.

Similar to faculty, the first three years for new staff begin in the "Learning Zone," the first three steps on the staff pay scale. The Talent Development Coordinator works with new employees and their supervisors to create a Learning Plan tracked through NMC's goal-setting and performance software.

Similar to faculty movement from provisional to regular status, once the Learning Plan is completed and assessments indicate the new employee is meeting all expectations of their role, hiring managers recommend movement to the "Experienced Zone." This indicates the person is meeting all key responsibilities and demonstrating essential competencies. This process is

designed to ensure all staff and administrators possess the required qualification, skills, and values. **(3.C.6, 5.A.4)**

Planning for knowledge transfer

Beginning in 2014, the College started making a deliberate practice of timing new hires to allow cross-training with retiring employees in key positions. Documenting key processes and standard procedures in the college's learning platform, Moodle, has also been a useful knowledge-transfer tool. **(3.C.2, 3.C.6, 5.A.4)**

3P1.2 Ensuring the institution has sufficient faculty (3.C.1)

NMC ensures it has sufficient numbers of faculty members to serve students both in the classroom and in non-classroom roles by tracking enrollment patterns and benchmarking course loads and classroom efficiency. As the Educational Services Instructional Management Team (ESIMT) assess enrollment trends to determine if there is sufficient qualified faculty to teach the projected number of courses; if not, academic chairs implement a recruitment strategy. **(3.C.1)**

NMC's Faculty Load Policy D-736.00 sets the normal full-time load at 30-32 contact hours of instruction per year for a two-semester faculty member and 45-48 contact hours per year for a three-semester faculty member (15-16 contacts per semester). This is consistent with the industry standard in Michigan and allows time for the non-classroom responsibilities of instructors. Faculty are provided release time for extensive non-classroom programs and activities such as serving as academic chair or CIE Director, leading an Action Project, or other work beyond typical non-classroom responsibilities. **(3.C.1)**

3P1.3 Ensuring sufficient staff to provide student support services

As part of each year's planning and budgeting process, leaders review departmental metrics and ask if the right number of support service personnel are in positions to meet student needs, align with projected enrollment, and meet strategic goals. If not, leaders explore re-allocating resources and/or initiating the position request process outlined in the Workforce Planning.

3P1.4 Tracking outcomes/measures utilizing appropriate tools

NMC assesses the effectiveness of hiring, on-boarding, and orientation processes by tracking a number of process and outcome measures.

- Feedback from new employees and hiring managers, both informally and through surveys automatically sent through NMC's talent management software
    - o Feedback on Hiring Process
    - o Feedback on First Day
    - o 6-week Supervisor
    - o 6-Week Employee
- Monthly recruitment and attrition reports

3R1: RESULTS

Feedback on Hiring, Orientation

Quantitative data from 2016/17 show positive ratings from supervisors on the hiring process (100%). Feedback on training and support in legal guidelines and in using the software system improved significantly over the last three years. Data also show that new hires generally found resources available before and during their first day valuable. Meeting with a tech liaison received mixed feedback, but this is understandable given that people enter the organization with varied technology backgrounds. Open comments confirm that some find this very valuable.

Supervisory Pre-hire Survey	FY 2014/15 N=4			FY 2015/16 N=5			FY 2016/17 N=7		
	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1
How do you rate the usability of the Open Hire system? (1= not very useful; 5 = very useful)	100%	0%	0%	80%	20%	0%	100%	0%	0%
How do you rate the training and support of the Open Hire system? (1= not very supportive; 5 = very supportive)	50%	25%	0%	80%	20%	0%	100%	0%	0%
How do you rate the training and support for the legal guidelines of the hiring process? (1= not very supportive; 5 = very supportive)	50%	25%	0%	100%	0%	0%	100%	0%	0%
How do you rate the general overall support from HR during the search process? (1= not very supportive; 5 = very supportive)	75%	0%	0%	80%	20%	0%	100%	0%	0%

New Employee Feedback on your First Day Survey	FY 2014/15 N=20			FY 2015/16 N=35			FY 2016/17 N=15		
	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1
How helpful was the information you received prior to your first day? (1= not very helpful; 5 = very helpful	100%	0%	0%	91%	9%	0%	93%	7%	0%
Meeting with Human Resources (1= not very valuable; 5 = very valuable)	90%	5%	0%	86%	14%	0%	100%	0%	0%
Meeting with a Tech Liaison (1= not very valuable; 5 = very valuable)	45%	15%	15%	71%	14%	2%	53%	20%	0%
Meeting with supervisor and staff? (1= not very valuable; 5 = very valuable)	100%	0%	0%	94%	2%	0%	100%	0%	0%

[Supervisor feedback](#) on how new hires are learning their roles and adapting to the culture show almost all are as expected or faster than expected (95%). Data suggest an opportunity to improve online orientation resources.

Supervisor 6-week Survey	FY 2014/15 N=102			FY 2015/16 N=130			FY 2016/17 N=43		
	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1	% 4 or 5	% 3	% 2 or 1
How would you rate the speed at which the new employee in your area is learning his or her new role? (1= slower than expected; 5 = faster than expected)	81%	15%	1%	80%	14%	2%	70%	16%	5%
The new employee in our area is quickly becoming an active part of the NMC culture. (1= strongly disagree; 5 = strongly agree)	65%	27%	5%	71%	18%	3%	65%	26%	0%
How helpful were the on-line resources in navigating and completing the orientation process? (1=not very helpful; 5=very helpful)	20%	30%	4%	49%	38%	5%	58%	33%	0%

While the quantitative data provide internal benchmarking, HR finds the open-ended comments in surveys and the frequent face-to-face feedback most useful in addressing concerns and making adjustments. For example, in 2016 when feedback from applicants suggested that the "application takes too long to complete," the application was streamlined.

[Recruitment Reports](#), [Attrition Reports](#)

Over the last year, HR has been tracking recruitment and retention data in monthly reports. These data are useful in workforce planning and in evaluating NMC's ability to attract and retain talent.

3I1: IMPROVEMENTS

Implemented since 2013

NMC has made the following improvements:

- **Human Resources portal and website update** in 2015 provides easier access to information, forms, and other resources.
- **Application review and update**.
- **Revised search team training to strengthen diversity information.**
- **Updated recruitment methods.** In 2014, HR started using contemporary direct-sourcing methods such as LinkedIn and professional resume banks when recruiting for hard-to-fill positions. As this is a relatively new strategy for the college, there is little conversion-number data, but early results appear promising. **(3.C.1)**
- **Embedded the Competency Model** into workforce planning, recruitment, selection, and orientation. **(3.C.2, 3.C.6, 5A.4)**
- **Implemented job description software** allows greater consistency in job descriptions across the College. These standardized job descriptions are becoming increasingly useful

in workforce planning, recruitment, selection, and orientation as well as evaluation and development. (See 3.2 and 3.3.)

- **Implemented employee learning management software** provides easy access to online resources and other professional development essential for new staff learning plans.
- **Increased the strategic focus of workforce planning. (3.C.1)** Feedback from the 2014 Portfolio Assessment as well as internal feedback underscored the need to move workforce planning from a predominantly reactive process to a more strategic one. Several changes have been implemented:
    - Adjusting hiring timing to allow cross-training with a retiring employee in key positions.
    - Ensuring replacement position requests are evaluated rather than automatically filled by building a review requirement into the position request process.
    - Building workforce planning into the annual aligned planning and budgeting process. Both faculty and staff leaders consider enrollment trends, department goals, and other relevant data as they assess staffing needs.

Process Improvements for the next one to three years

- **Continuing to strengthen the strategic focus of workforce planning. (3.C.1)** Increasing the diversity of faculty and staff is important in supporting the goal of ensuring students are prepared to live and work in a global society. The 2016 NCCBP report indicates that while the percentage of minorities living in the college service area is low (5.99%), the percentage of minority NMC employees is even lower (3.09%). The college's percentage of minority credit students is 9.48%, substantially higher compared to the service area.
- **Standardizing work process documentation. (3.C.2, 3.C.6, 5A.4)** Some areas of the college demonstrate excellent work in documenting processes for easy transfer of knowledge to new hires. This practice needs to be consistent across the organization.
- **Strengthening use of data and benchmarking in continuous improvement efforts.** In 2016, the College clarified metrics useful in assessing all aspects of our talent management system. Identifying external benchmarks where relevant and developing internal targets is an important next step.

Sources

- 3.1 Competency Model
- 3.1 Competency Model (page number 1)
- 3.1 Competency Model (page number 4)
- 3.1 Employment Opportunities webpage
- 3.1 Enrollment Trend Data
- 3.1 Faculty Catalog sample page
- 3.1 Interview Questions Phone
- 3.1 Interview Questions In-Person-Faculty

- 3.1 Interview Questions In-Person-Staff
- 3.1 Job Description-Faculty
- 3.1 Job Posting example
- 3.1 Personnel Request form Faculty
- 3.1 Personnel Request form Staff
- 3.1 Selection Matrix
- 6 Week Feedback form-employee
- 6 Week Feedback form-supervisor
- F2F Orientation-August 2017.pptx
- Feedback on Hiring Process-supervisor
- Feedback on your first day-employee
- Hiring-Orientation Summary Report
- Hiring-Orientation Summary Report (page number 2)
- HR-Attrition-Report
- Monthly Recruitment Report Sample
- NISOD Criteria
- NMC Catalog 2017-18 Faculty-Staff
- nmc-faculty-collective-bargaining-agreement-2016-2018
- Staff HR Policy D-736.00 Faculty Load

3.2 - Evaluation and Recognition

HLC Overview

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES
Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS
What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT
Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

3P2: PROCESSES

3P2.1 Designing performance evaluation systems for all employees and aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services.

During the Talent Action Project Phase III (2012-2014), the Compensation Review Work Group gathered campus input and developed the following purpose statement for NMC's performance and recognition systems:

NMC will recognize and support high performance, work effectiveness/competency, leadership development, and exemplifying College values. We will celebrate the contribution to/achievement of College goals. Our systems will ensure accountability at all levels. We will honor years of service to the College, recognizing experience and achievements.

Over the years, HR and Talent Action Project teams have worked to design and refine processes intended to fulfill that purpose and to align individual goal-setting and performance objectives with organizational mission and strategy.

Aligned Planning
Described throughout this portfolio, NMC has a [regular cycle of refining strategy, goals and targets, developing and implementing action plans, and evaluating results.](#) This process happens at the organization, department, and individual levels.

To support evaluation and continuous improvement, it is the intent that all goals are written with clear targets and timelines.

Success in achieving targets is evaluated through learner and other stakeholder feedback, surveys, focus groups, advisory boards, and additional data collected by departments and the Office of Research, Planning and Effectiveness (ORPE) (Categories 1, 2, and 4).

Regular checks at individual, department, and organization level

Checks on goal progress are to be conducted regularly in order to:

- Recognize and celebrate accomplishments
- Adjust course by addressing barriers and shifting priorities
- Provide feedback on performance gaps
- Capture and share learning

Frequency of checks varies depending on the needs of the department or team. President's Council has established monthly checks on strategic plan goal progress.

Performance Improvement Process

To support high performance it is essential that employees receive regular feedback. If a performance gap is not resolved through feedback or if there is a serious violation of policies or

procedures, then the employee will have a documented Performance Improvement Plan that clearly outlines:

- The standards that must be met
- An action plan with timeline to meet the standards

The purpose of the Performance Improvement Plan is to get the employee back on track, to support their success in the organization (Performance Improvement Process).

3P2.2 Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

Annual reviews are designed to summarize the checks that have happened throughout the year:

Experienced Staff
Experienced staff and administrators follow the MyPDCA process. All goals and reviews are documented in the College's performance software system. New staff also follow MyPDCA and in addition have an individualized learning plan designed to ensure they meet the following criteria:

- Perform all aspects of the job effectively and independently
- Consistently exhibit the desired knowledge, skills, and competencies
- Knowledgeable about NMC culture and processes
- Contribute to organizational health; exemplify NMC values

New staff generally have three years to complete this learning plan, complete a Zone Adjustment Packet (ZAP) and submit for review and signature.

This process for staff evaluation mirrors the provisional faculty process and ensures staff have the essential skills and values to be effective in their roles. **(3.C.6, 5.A.4)**

Regular Faculty* (3.C.3)
Faculty reviews are similar to staff reviews. The process has been revised as of August 2017 and now includes the following:

- Faculty members complete a self-review based on:
  - Classroom observations
  - Written feedback from peers
  - Student evaluations and feedback
  - Satisfactory Professional Standards
- Faculty member and supervisor meet to discuss the review and potential goals for the following year.
- Both sign the updated review and submit it to HR through NMC's talent management software.

Provisional Faculty* (3.C.3)
Provisional faculty follow the same annual review process; however, they are observed more

frequently, receive more frequent student feedback, and have additional professional development requirements.

These reviews (p.6) are used to support the Chair's recommendation to continue employment after each of the provisional status semesters, to move the provisional faculty member into regular status at the conclusion of the third year, or to terminate employment at the conclusion of any one of the provisional status semesters.

Adjunct Faculty (3.C.3)
Adjunct faculty reviews currently happen at the end of fall semester for those who do not teach in the spring, and at the end of spring semester for all other adjunct faculty.

3P2.3 Soliciting input from and communicating expectations to faculty, staff and administrators

Developing and communicating expectations to faculty, staff, and administrators happens through job descriptions, on-boarding and orientation, employee guides, collective bargaining agreements, and goal-setting/performance review processes.

Ongoing conversations between the supervisor and employee provide opportunities for clarifying expectations and for modifying goals or job descriptions when appropriate.

3P2.4 Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Employee recognition systems

NMC's recognition systems include a mix of formal and informal recognition strategies designed to recognize high performance, exemplifying NMC Values, and goal achievement. There is also a system for honoring years of service.

In August 2013, the Compensation Review Work Group conducted an employee survey to understand the kinds of personal, team/department, and College-wide recognition employees find meaningful. While current programs had value for some, others found them "not very meaningful." There was work to do in strengthening current systems as well as clarifying and supporting the supervisor's important role in recognition.

In Fall 2014, the Employee Recognition Committee was recharged with new membership and a new purpose:

> *To ensure Northwestern Michigan College's recognition systems are meaningful, support NMC's Mission, Vision, and Values, and promote the ability to attract, develop, and retain talent for the College through quality recognition programs.*

> *NMC's recognition program will recognize high performance, work effectiveness/competency, leadership development, and exemplifying NMC's Values. We will celebrate the contributions and achievement of College goals, and honor years of service to NMC, recognizing experience and achievements.*

The group first examined survey results and decided to begin its work reviewing and revising the Kudos program, as almost 70% of the employees who responded rated it as *meaningful*. Changes included clarifying the purpose, increasing communication and awareness, and increasing access

to tools. A temporary increase in Kudos submissions occurred; however, the long term impact on value has not been assessed.

The committee is now working to identify a more strategic approach to recognition to assist in employee engagement, retention, and recognition of performance. To support this effort, the committee is looking to increase supervisor participation in its work.

Compensation and benefits systems

Also during Talent Action Project Phase III (2012-2014), the Compensation Review Work Group reviewed all aspects of pay and benefits, gathered broad input across the organization, and developed the following value statements regarding pay and benefits:

> **Pay:** *Within the bounds of financial feasibility, employee compensation will be externally competitive and internally equitable. Our pay system will recognize experience and support competence. It will support longevity linked to increased skill, experience, and organizational contribution.*

> **Benefits:** *NMC's benefits will be externally competitive and internally equitable; all full-time employees will receive the same benefits; part-time employees' benefits will be prorated.*
> *As individual life circumstances vary and change, employees will have a choice of benefit options where possible.*

The Work Group used these value statements to evaluate current systems and made recommendations to revise the Adjunct Faculty pay plan using the top 20% of Michigan Community Colleges as the benchmark based on an analysis of their relative responsibilities, benchmark other faculty and staff pay at the mean or median of their respective markets, revise staff salaries in alignment with the new classification plan, and revise several details in the benefits package to provide greater internal equity.

3P2.5 Promoting employee satisfaction and engagement

NMC promotes employee satisfaction and engagement through meaningful work, participation in planning, continuous improvement efforts and decision-making (Categories 4 and 5), support of ongoing learning and development (Category 3.3), leadership development, working to ensure salary and benefits are externally competitive and internally equitable, and other strategies that contribute to a quality work environment.

3P2.6 Tracking outcomes/measures utilizing appropriate tools

NMC uses both qualitative and quantitative measures to assess the effectiveness of its performance and recognition systems:

- Participation in the individual review process is tracked through NMC's performance software.
- Participation in NMC's formal recognition programs is documented and posted on the internet and/or intranet.

- Employee feedback on some aspects of supervisor effectiveness in providing performance feedback and recognition is gathered formally through the Employee Engagement Survey.

Ultimately, the success of NMC's performance and recognition systems is measured through: 1) the quality of programs and services, 2) the success of learners, and 3) the engagement of employees. Outcome measures for the first two are described in Categories 1 and 2, and the Employee Engagement Survey provides both quantitative and qualitative feedback on employees' overall satisfaction and engagement.

3R2: RESULTS

Participation in Individual Review Process

The Talent Development Coordinator creates reports for each area indicating which reviews are completed and which are still in process. These provide useful information for supervisor follow up to ensure completion. Currently, data extracted from the software is not easily accessible in aggregate format. HR is working to improve the software's reporting function (3I2).

Employee Engagement Survey

The Employee Engagement Survey is conducted regularly with all full and part-time regular employees, adjunct faculty and supplemental staff to examine levels of engagement within their areas as well as across campus and to inform areas for improvement. ORPE collaborates with external institutions to administer the survey. In turn, NMC receives de-identified data to maintain the anonymity of respondents. An email with an embedded survey link to the survey is sent to current NMC employees.

2016 Survey results show agreement levels on some items were higher than in 2013, e.g., "I am aware of how my role can improve persistence and completion" (+7%) and "I regularly work to develop my skills" (+19%), some were about the same, and others were lower, e.g. "I have the support I need to do my job" (-14%) and "My work is valued at NMC" (-10%). See Appendix A next page.

Appendix A: Comparison of results to prior engagement surveys

Data presented in descending order according to those who "Strongly Agree or Agree" for the 2016 Engagement Survey items

2016 Engagement Survey Items	Percent Agreement			2012 and 2013 Engagement Survey Items
	2016	2013	2012	
I am aware of how my role can improve student persistence and completion.	89%	82%	85%	I have made changes in my work during the last year in order to improve persistence and completion
I offer suggestions to improve daily tasks or processes.	85%	68%	72%	I review the measures and targets for our goals in order to make improvements
I share good news about NMC outside of work.	83%	*	*	*New Item
I provide input to my departmental A3 (e.g., goals, metrics, lessons learned).	74%	76%	79%	I provide input into my departmental goals
College communications keep me informed about what is happening on all NMC campuses.	70%	*	*	*New Item
Based upon my experiences at NMC, I would recommend NMC as an employer.	67%	71%	90%	

2016 Engagement Survey Items	Percent Agreement			2012 and 2013 Engagement Survey Items
	2016	2013	2012	
I am committed to continuous improvement in my work.	98%	97%	98%	
I regularly work to develop my skills.	96%	77%	79%	I am encouraged to continuously develop my skills
I access NMC information so that I have accurate information needed to do my job.	89%	*	*	*New Item
My job makes good use of my skills and abilities.	84%	84%	88%	
I know where to access college information that I need to do my job.	82%	87%	86%	
I am able to devote time to the most important aspects of my job.	76%	*	*	*New Item
I have the support I need to do my job.	73%	87%	80%	
My work is valued at NMC.	63%	73%	79%	
I am involved in the decisions that impact my work.	62%	70%	72%	

2016 Engagement Survey Items	Percent Agreement			2012 and 2013 Engagement Survey Items
	2016	2013	2012	
holds me accountable for my performance.	89%	83%	87%	
recognizes my achievements.	81%	*	*	*New Item
effectively addresses issues as they arise.	79%	70%	74%	effectively confronts issues before they become major problems
provides useful performance feedback.	74%	67%	73%	

The timing of the 2016 survey coincided with the negotiation of the first faculty collective bargaining agreement, a process with inherent conflict. It is hoped that through committed work in shared governance, engagement will strengthen. An Action Project was launched in May 2017 to evaluate and clarify our shared governance structure, and a newly-charged Leadership Group consisting of department chairs and directors; committee, council, and employee group chairs; project chairs and executive leaders has started meeting monthly to improve communication, engagement, and operational alignment (4I3).

3I2: IMPROVEMENTS

HR is working to improve the report generation function of its software, and over the next 1-3 years the college will focus on:

- Implementing the new faculty evaluation process effectively
- Continuing to strengthen supervisor development
- Strengthening the process for verifying competency demonstration and growth for staff and tying competency demonstration to the annual review process (3I3).

Sources

- 3.2 Adjunct Faculty Review Process
- 3.2 Completing the Zone Adjustment Packet (ZAP)
- 3.2 Faculty Evaluation Process
- 3.2 Faculty Evaluation Process (page number 4)
- 3.2 Faculty Evaluation Process (page number 6)
- 3.2 MyPDCA Process-Staff
- 3.2 MyPDCA Process-Staff (page number 2)
- 3.2 NMC Recognition Systems
- 3.2 Staff Performance Review Status
- 3.2 The Performance Improvement Process
- 4.3 Leadership Group Intranet page
- Continuous Quality Improvement Overview
- Declaration-Shared Governance Action Project
- Employee Engagement Measures
- Employee Engagement Survey 2016
- Employee Engagement Survey 2016 (page number 38)

3.3 - Development

HLC Overview

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES
Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS
What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT
Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

3P3: PROCESSES

3P3.1 Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

NMC is committed to providing professional development opportunities and ranks in the 95th percentile in the National Community College Benchmark Project (NCCBP) for professional development expenditures per full-time-equated employee. To achieve the purposes outlined in Policy D-753.00, the College consistently allocates 2.25% of general fund salaries and wages for professional development in accordance with Resource Guidelines. In addition, the College offers tuition benefit, and after seven full-time years of service, faculty and executive, administrative, and professional staff may apply for Sabbatical Leave according to Policy D-753.02 or per the Faculty Collective Bargaining Agreement Article XVIII. **(3.C.4, 5.A.4)**

Through the annual review process (3.2), all regular employees set professional development goals. To meet these, faculty and staff engage in a variety of activities such as workshops, conferences, webinars, reading, memberships and participation in professional associations, or other professional development strategies (Policy D-753.01). **(3.C.4, 5.A.4)**

The allocation of professional development funds varies. Each department budgets according to the development required to achieve operational goals of the unit and maintain required certifications. **(3.C.4, 5.A.4)**

3P3.2 Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

The Center for Instructional Excellence (CIE) plans faculty-wide professional development initiatives. In addition to the New Faculty Institute described (3.1), CIE offers monthly Friday Forums, a monthly Coffee Club, and three professional development days per year. Beginning in Spring 2016, CIE launched faculty learning communities as an opportunity for shared learning as well as a Sharing Showcase, a collection of in-house professional development videos. **(3.C.4)**

CIE also allocates funding for faculty professional development requests through the annual planning process. **(3.C.4)**

Regular Faculty
As part of the annual performance assessment and planning process (3.2), full-time faculty members submit an Annual Plan that includes professional development goals to ensure they are current in their fields and pedagogical processes and that they maintain any required licensure or certification.

Provisional Faculty
Provisional faculty are required to participate in CIE-sponsored professional development and two conferences/year (3.1).

Adjunct Faculty
Adjunct instructors are also supported with training specific to their discipline. Requests are

submitted through the academic chairs. Adjunct faculty are invited to all CIE events and are compensated for their participation.

Additional support to ensure faculty are current in pedagogical processes

The Educational Media Technology department works with CIE to design resources to provide NMC instructors with current strategies for teaching with 21st century teaching skills. **(3.C.4)**

- TeachingSOLUTIONS, NMC's professional development program for 21st Century teaching and learning with technology, addresses key components of successful use of technology for teaching and learning. Core activities are centered on existing NMC instructor requirements such as teaching and assessing the General Education Outcomes, and on student persistence and retention.
- CIE & EMT Newsletter provides relevant technology and professional development information.
- Teaching@NMC, "An online resource for all NMC instructors," includes tutorials, forms, a professional development calendar, technology and teaching resources, instructional design help, and blog posts written by NMC faculty.

3P3.3 Supporting student support staff members to increase their skills and knowledge in their areas of expertise (3.C.6)

Professional development needs of staff are identified at least annually through NMC's performance planning and assessment process (MyPDCA). These needs are determined after reviewing the individual's personal job responsibilities as well as department and organizational goals (3.2). Some positions require specific professional development to maintain certification. In addition, as student and other stakeholder needs evolve, organizational and departmental goals, strategies, and competencies required to meet those needs also evolve, so ongoing growth and development of staff competencies is essential. Aligning training or professional development with departmental or organizational needs ensures that the College will have the competencies necessary to execute short- and long- range organizational goals. **(3.C.6)**

NMC also encourages employees to be active in state and national professional organizations related to their area of employment. Many student support staff not only attend these organizations' conferences but serve in a leadership capacity as well.

3P3.4 Aligning employee professional development activities with institutional objectives

As professional development planning is part of the same annual planning process that addresses strategic and operational goals, alignment with department and organizational objectives is integrated by design.

The College established the Professional Development Institute (PDI) in 2013 to develop and align internal professional development opportunities with the NMC Competency Model. With an advisory team of employees across roles and departments, PDI serves as an umbrella for all internal professional development, working closely with the long-established CIE. During Fall 2016, NMC held its first Faculty & Staff October Professional Development Day open to all regular staff, faculty, and adjunct faculty. The event allowed collaboration across departments

and employee groups centered around the theme: Increasing Student Success. It is now an annual event due to its success. The 2017 NMC Fall Conference theme was Innovation and Collaboration. **(3.C.4, 5.A.4)**

Strategic-level professional development in innovation, leadership and continuous quality improvement, is further supported by NMC's membership in the Continuous Quality Improvement Network (CQIN). Additionally, academic leadership has engaged in team-based strategic professional development by participating in the Michigan Student Success Summit since 2014 and attends the Chair Academy, the annual conference of the American Association of Community Colleges, and/or the League for Innovation annual meeting in Spring 2018.

3P3.5 Tracking outcomes/measures utilizing appropriate tools

The College tracks outcomes through its annual review process. Departments are responsible for tracking staff and faculty required certifications.

3R3: RESULTS

Currently, professional development outcomes are tracked at the department level making aggregate reports difficult to create. Accountability lies with executive leadership in each functional area. HR is working to address this reporting gap (listed as an improvement in 3I2). The new faculty evaluation system launched Fall 2017 (3P2) has all data posted through the talent management software, so by next year, aggregate data will be available.

3I3: IMPROVEMENTS

Addressing new HLC guidelines

A priority for CIE faculty professional development funding for the next few years is to ensure faculty meet the new HLC educational requirements. NMC conducted an audit to identify any qualifications gaps. If an instructor's master's degree was not in the specific area of the general education course they teach, the courses on his or her transcripts were reviewed by the instructor, the academic chair, the VP for Educational Services, and Human Resources to determine if 18 graduate credits were in the appropriate content area.

- If yes, the rationale supporting the instructor's qualifications were placed in their transcript file.
- If no, the rationale supporting how many master's-level credits were in the correct content area were documented and placed in their transcript file. The team determined how many credits are still needed. **(3.C.4, 3.C.2)**

Those not meeting the HLC guidelines are on a learning plan to bridge credential gaps. The plan identifies the number and types of courses that must be completed and the institution where those credits will be obtained. Course completion is documented in a transcript file for each

instructor.   All must be enrolled and working on those credits no later than August 2017. Faculty will be reimbursed at 80% for the courses they complete. **(3.C.2, 3.C.4)**

3I3.2 Strengthening competency growth/attainment tracking

As mentioned in 3I2, strengthening the process for verifying and tracking competency growth and demonstration is an important area for improvement, providing more objective outcome measures for both performance and professional development processes. Competency development is an essential element of growth within a role as well as preparation for future roles, if desired. As staff job descriptions were refined in 2014, managers refined the list of required and preferred qualifications. While staff are not hired unless they meet required qualifications, the preferred qualifications (if not yet met) could be built into developments plans going forward.

3I3.3 Strengthening diversity training

Because there is a relatively small number of minority students on NMC's campus requires extra attention to ensure these students feel welcome, included, and safe (1P3). In addition to providing culturally-sensitive programming (1P3) and increasing the number of minority employees (3I1), the College recognizes the need for increased diversity training for all employees.

Sources

- 3.1 Competency Model
- 3.3 Teaching@NMC webpage
- 3.3 TeachingSOLUTIONS Overview
- 4.2 Resource Guidelines
- CBA Article XVIII-Sabbatical Leave
- CIE-EMT Newsletter sample
- nmc-faculty-collective-bargaining-agreement-2016-2018
- nmc-faculty-collective-bargaining-agreement-2016-2018 (page number 12)
- Staff HR Policy D 753.00-Prof Dev
- Staff HR Policy D 753.01-Prof Dev Procedure
- Staff HR Policy D 753.02 Sabbatical-Staff
- Staff HR Policy D 753.03 Sabbatical-Faculty

Category 4 - Planning and Leading

Introduction

Processes and results for developing, communicating, deploying, and reviewing NMC's mission and vision are *integrated*. Mission and vision are confirmed by policy and provide the foundation for annual aligned planning, budgeting, and decision-making for new programs and services. The College gathers regular feedback on its mission and vision through surveys, advisory boards, small group discussions with internal and external stakeholders, and through environmental scanning (4.1).

While leadership processes are *aligned,* the College is currently evaluating and clarifying the shared governance system. As noted in our 2013 Systems Portfolio, feedback in both the 2012 and 2013 NMC Employee Engagement Surveys indicated a need to review both the overall effectiveness of our structure and communications. In addition, the staff classification system was changed in 2015 making the current system of representation somewhat obsolete. An Action Project was launched in May 2017 to evaluate and clarify the shared governance structure, and a newly-charged Leadership Group consisting of department chairs and directors; committee, council, and employee group chairs; project chairs; and executive leaders has started meeting monthly to improve communication, engagement, and operational alignment (4.3).

Prior to 2013, processes for developing leadership skills and abilities had been reactive; however, with the development of NMC's leadership competency model, the launch of the Professional Development Institute, and the implementation of learning management software, processes and results are *moving toward systematic*(4.3).

NMC's annual *aligned* planning process connects mission, vision, and values with strategic planning and with operational planning at the organizational, program or department, project, and individual levels. Internal horizontal alignment is supported through cross-functional planning meetings of the Leadership Group and through shared governance councils and committees. The use of data and performance information *ranges from systematic to integrated* within the annual planning process. Department and program outcomes data drive operational improvements and informs strategic planning. Feedback from external stakeholders and environmental scanning also informs planning and may lead to proposals for new programs and services. Market research and business modeling for new programs and services informs the metrics and action plans. Continuous improvement initiatives operationalized by programs, departments, or action project teams stem from strategic plan goals. Budget allocation processes are designed to reflect these priorities. All these processes are monitored for improvement opportunities. The 2017 Institutional Effectiveness Survey data indicate gaps in some areas of the College with respect to communication, training, and implementation. Monthly Leadership Group meetings will be a valuable platform for clarifying and closing those gaps (4.2).

NMC has woven the concept of ethical behavior into many different processes beginning with our value statements. Ethical behavior is one of the foundational competencies listed in job descriptions and thus embedded in hiring and performance assessment processes. In addition,

policies, work procedures, and trustee, faculty, staff, and student codes of conduct communicate standards for ethical behavior. The College measures perceptions of ethical behavior and we assess ethical behavior directly. As such, these processes and results are *integrated* by design (4.4).

4.1 - Mission and Vision

HLC Overview

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES
Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1,1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS
What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT
Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

4P1: PROCESSES

4P1.1 Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

NMC's mission, vision, and value statements were developed through broad-based participation of executive leadership, faculty, staff, governance councils, the Board of Trustees, the community, and external stakeholders. All are approved by the Board of Trustees (Board Policy A-106.00). **(1.A.1)**

The Mission, Vision, Values, Purposes, Strategic directions, and Institutional Effectiveness Criteria work together to clearly articulate that providing lifelong learning is NMC's primary purpose. The Purpose and Strategic Directions statements further clarify who we serve and how we serve them. **(1.D.2)**

The College reviews the Mission, Vision, Values, Purposes, Strategic Directions, and Institutional Effectiveness Criteria as part of the strategic planning process (4P2). Information gathered by listening to students, the community and other stakeholders, and through environmental scanning may indicate a need for change. In Spring 2013, NMC's Purposes, revised by the Board of Trustees, include providing Bachelor's degrees in select areas. This change was a direct result of feedback from students, industry, and a change in State of Michigan law. **(1.D.3)**

4P1.2 Ensuring that institutional actions reflect a commitment to its values

Strategic and operational plans are anchored by the College's Mission, Vision, and Values. The Strategic Directions and Institutional Effectiveness Criteria set direction for the College to guide organizational and departmental planning and to delineate priorities of the College (see Guiding Principles Map).

NMC's Mission and Values are embedded in a four-phase decision-making process (Policy D-502.02) for new programs and services. In the Idea Summary phase, proposers are asked to describe the new program or service's fit with the organizational Mission and Strategic Directions. The planning and budgeting processes also reinforce NMC's Mission and Values. Departments requesting additional resources during the budgeting cycle must justify the request with an analysis of performance metrics, a description of how the resources will support the operational and strategic plan goals, and a consideration for potential collaborative partnerships.

NMC's Strategic Directions and the elevation of the Institutional Effectiveness Criteria to Board Ends policy (Board Policy C-104.00) ensures that NMC's Values are embedded into planning and decision-making processes.

4P1.3 Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

NMC publicly articulates its Mission, Vision, Values, Purposes, Strategic Directions, and Institutional Effectiveness Criteria on its website. Together these documents explain the College's priorities and identify what NMC does for whom. **(1.B.1-3)**

New employees learn about NMC's Mission, Vision, and Values during orientation. Framed copies of these statements are in all conference rooms and serve as a reference during meetings.

4P1.4 Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

NMC's stated Mission is to provide lifelong learning opportunities to our communities. Our portfolio of offerings include College for Kids, Extended Education non-credit courses, credit programs in liberal arts and sciences and occupational studies, organizational and customized training for business and industry, and Life Academy ("lifelong learning for age 50 and better"). The College also sponsors the International Affairs Forum, TEDx Conferences, and a host of other community learning opportunities. These programs, services, and enrollment profiles are all consistent with NMC's Mission. (**1.A.2**)

As described earlier, proposals for new programs or services are vetted through a four-phase decision-making process in which proposers describe the new program or service's fit with the organizational Mission and Strategic Directions. (**1.A.2**)

4P1.5 Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

As shown in the Guiding Principles Map, NMC's Mission, Vision, and Values are the foundation for our planning and budgeting. As an aligned process, College-wide and department goals, activities, and budgeting decisions must reflect our Mission of providing lifelong learning to our communities. Each year, Planning and Budget Council reviews, President's Council recommends, and the Board of Trustees approves guidelines for financial planning and budgeting that reflect the Mission and Values of the College. See Resource Guidelines. (**1.A.3**)

The Capital Outlay Allocation Team (COAT) oversees the allocation of capital funds, which help ensure NMC's evolving technological infrastructure and any capital purchases keep pace with needs in the classroom and in support services. The Center for Instructional Excellence (CIE) Director works in conjunction with the CIE Advisory Board to determine and plan faculty-wide professional development initiatives and allocate funding for faculty professional development requests (3P3).

NMC actively listens to the community through leadership by our elected Board of Trustees, by gathering feedback from the community on the Community Attitudes and Awareness Survey, and through community participation on the Foundation Board and advisory groups. Results help us discover which NMC offerings community members value most as well as gauge community interest in programs and services for feasibility. (**1.D.1**, **1.D.3**)

4P1.6 Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

NMC tracks the effectiveness of its developing, communicating, reviewing, and aligning its Mission, Vision, and Values through a variety of feedback mechanisms (e.g., surveys, scans, advisory boards, and leadership group feedback). Feedback methods are detailed in 2.3.

NMC's Strategic Plan includes performance tracked on the metrics dashboard on the Office of Research, Planning, and Effectiveness (ORPE) intranet site. Results provide information used in

planning and budgeting to advance the Mission and Vision (4.2). Additionally, the College tracks its effect on regional economic development through economic impact research.

4R1: RESULTS

Community Attitudes and Awareness Survey (CAAS)

Conducted by an external research firm, CAAS is an important tool in assessing how well NMC is meeting its Mission of providing lifelong learning by sampling residents in the six-county NMC service area. Results are shared internally and with the public through an open Board of Trustees meeting and on NMC's website.

Key findings from 2014:

- Northwestern Michigan College continues to receive strong ratings for overall favorability, overall performance, and for performance in specific program and service areas.
- Residents who are more familiar with the College provide higher ratings than those who are less familiar with NMC.
- Providing high school students access to college credit, skilled-trade career training, preparing students to transfer, and providing access to other four-year colleges and universities, providing Associate's and Bachelor's degrees, and college prep courses are the most important programs or services to local residents.

Ratings also indicate an opportunity to improve how NMC communicates with the community.

Economic Impact Study

One of NMC's stated Purposes is "regional economic development." Economic Impact studies, conducted by an external research firm, provide an estimate of the economic contribution NMC makes to the surrounding region.

In the 2014 study, NMC was identified as a vital economic asset for the regional community in that the programs offered through the College are advantageous to both employers and residents. NMC's education and training build the skills and knowledge that enhance productivity and employability. Many local employers partner with the College through internships, advisory committees, or in other ways which promote retention of community residents by providing good employment opportunities.

NMC also has an impact on the local average annual income and employment rates. Individuals with an Associate's degree is 30 percent higher compared to those with a high school diploma. Individuals with a Baccalaureate degree typically earn 25 percent salaries compared to those with an Associate's degree. Additionally, those with an Associate degree (3.9%) face lower unemployment rates than those with a high school diploma (15%).

EMSI, Inc. is currently processing the 2017 NMC Report.

4I1: IMPROVEMENTS

Feedback from the CAAS indicate the College has work to do in communicating how to deliver its Mission. While a lot of great work is happening, the community is not necessarily aware of it. Recent changes include:

- **Launch of Nexus** magazine to raise awareness of the good work of the College and better engage key stakeholder groups. The inaugural issue was mailed January 10 to 27,178 recipients.
- **Subscriptions to NMC Now** newsletter**,** our main email marketing campaign, increased by 60% (404 subscribers in 2016; currently 655 subscribers). Engagement continues to be high, with 50% of subscribers opening the most recent issue, almost three times the industry average of 17%, and 4.6% clicking on an article, more than twice the industry average of 2.2%.
- **Development of new brochures, view-book**
- **Enlisting expertise in legislative communication** to tell the NMC story in Michigan and Washington resulting in secured state funding for the new NMC Innovation Center (2.3).
- **Increased communication and outreach with alumni** (2.3).

In the next 1-3 years the college expects to:

- **Create an integrated marketing communications plan** to strengthen the College's public relations, marketing and communications efforts.
- **Improve internal communication** around Mission and Vision through the shared governance project highlighted in 4.3.
- **Launch a public fundraising campaign** to increase broad philanthropic support of the College. Currently, the NMC Foundation is in the leadership phase of a significant comprehensive campaign with a working goal to raise $35 million. In Fall of 2019, we plan to host a major launch event to roll out the public campaign. The College and Foundation will plan to strengthen public relations in preparation for this public launch seeking broad philanthropic support.

Sources

- 4.1 NMC Webpage-Mission, Vision, Values, Purposes, Strategic Directions, IE Criteria
- 4.2 Decision Making Process
- 4.2 Guiding Principles Map
- 4.2 Resource Guidelines
- Board Policy A 106.00 Items for Board Approval
- Board Policy C 104.00 IE Criteria
- Community-Survey-2014-Final-Report
- Economic Impact Study 2014
- Staff Policy D 502.02 Decision Making

4.2 - Strategic Planning

HLC Overview

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES
Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS
What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT
Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

4P2: PROCESSES

4P2.1 Engaging internal and external stakeholders in strategic planning (5.C.3)

NMC's [Aligned Planning Process](#) engages internal and external stakeholders in all phases of planning.

The first step, "[grasping the situation](#)," focuses on understanding the current conditions with respect to learner success, progress on department and strategic goals, finances and other operations, as well as changes in the local or global environment. While this process occurs throughout the year, data are systematically analyzed at the beginning of every planning cycle. Key inputs include:

- Formal and informal feedback gathered from students, employees, the NMC Board of Trustees, the community, our partners, and external stakeholders, described in Categories 2 and 3.
- Analysis of College performance metrics. NMC uses national benchmarks, where applicable, in determining targets.
- Emerging issues related to technology, demographics, globalization, and trends in higher education discovered through the NMC Scan **(5.C.3-5).**

The NMC executive team considers these analyses as it reviews the College's mission, vision, values, purposes, strategic directions, and institutional effectiveness criteria, developing a draft strategic plan with input from leaders across the College ([Guiding Principles Map)](#). The plan includes updated goals, metrics, and targets. Through an annual planning retreat, the Board of Trustees provides input to the draft plan and identifies the most important goals and metrics to monitor in the current plan year. This ensures that the Board is spending its time on the most important priorities to preserve and enhance the College. **(5.C.3)**

Once refined, the new plan becomes the basis for operational planning at both the organization and department levels. A summary of organizational involvement and a calendar outlining the timing of key events are posted on the College intranet ([Summary of Planning Involvement](#); [Planning Calendar)](#). **(5.C.3)**

4P2.2 Aligning operations with the institution's mission, vision and values (5.C.2)

Departments consider both organization-wide strategic goals (anchored by NMC's mission, vision and values) and area-specific goals in developing annual operational plans. For example, academic areas conduct annual program reviews to identify strengths as well as opportunities to improve student or program success (Category 1).

Similarly, other departments review their operation-specific success metrics and targets to identify opportunities for improvement. All academic areas and departments capture their annual plans on a one-page document ([A3 Template)](#) that summarizes metrics, targets, goals, and action steps. Goals are coded to identify the Institutional Effectiveness Criteria and/or Strategic

Direction to target. Leaders identify budget and resource implications of the annual plans, which inform budget requests (A3 Template p.2). **(5.C.2)**

4P2.3 Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

NMC supports internal vertical and horizontal alignment through cross-functional meetings of the Leadership Group, including Academic Chairs, directors, council chairs, Action Project chairs, and other leaders from across the College, as well as Planning and Budget Council, Policy Council, and President's Council (Staff Policies D-502.00 and D-502.01) **(5.B.1-3).** This cross-functional planning helps identify potential resources, gaps, and areas for collaboration.

Once goals are clarified, the College develops its budget to ensure that the allocation of resources is aligned with the College's mission and priorities. **(5.C.1)**

4P2.4 Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

As described earlier, the aligned planning process begins with a thorough review of data on learners, employees, and the community, as well as an environmental scan of external drivers. Additionally, the Office of Research, Planning, and Effectiveness (ORPE) tracks performance metrics. These data help identify strengths and opportunities as well as potential threats and shortcomings to inform strategy and operational planning across the College. **(5.C.3-5)**

NMC considers shifts in technology and funding, developing its budget model based on anticipated enrollment, projected revenue from tuition and fees, state aid, property taxes, and other sources as well as projected costs (Budget Considerations). The Cost to Educate model, available on NMC's digital dashboard, provides an understanding of NMC's current capacity and helps anticipate economic fluctuations. Each monthly Board of Trustees meeting includes a review of budget to actual financial results. During each planning and budgeting cycle, NMC develops and evaluates multiple scenarios based on all these inputs before making a final fiscal year budget recommendation. **(5.C.4-5)**

While NMC's plan is based on the sustainability and stability of current capacity, planning is also intended to take advantage of growth opportunities. One strategic direction is to "establish national and international competencies and provide leadership in select educational areas connected to the regional economy and assets" such as Freshwater, Applied Technology, Arts and Culture, Innovation/Entrepreneurism, and Value-Added Agriculture. Within these areas of expertise, NMC further explores opportunities to provide value and increase revenue. The College distinguishes among service levels within program offerings:

- **Portfolio A:** Academic offerings priced through our standard College tuition rates.
- **Portfolio B:** Offerings of programs and services that can be priced outside the standard rate system and marketed to individuals who may not be normally served by the traditional community college. These learners include those who are seeking state, national and international credentials based on the College's specialty areas.

- **Portfolio C:** Offerings utilizing intellectual property that may be related to College offerings but are held by partner organizations. The partners work together to market offerings.

These strategies allow NMC to anticipate and respond to the possible impact of fluctuations in standard sources of revenue. **(5.C.4-5)**

4P2.5 Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

A review of NMC's budget planning ((Budget Considerations) highlights the many factors the College considers in budget development. As revenue growth from property tax is limited by statute and state funding, revenue has declined as a percent of revenue sources, and the percentage of budget relying on tuition and fees has steadily increased. To minimize tuition increases, NMC has implemented a number of strategies. In addition to recruitment and retention efforts described in 2P1 and workforce planning strategies described in 3P1, resource development planning is an essential and highly successful strategy for bolstering economic strength, capitalizing on assets, and increasing capacity to meet our mission, vision, and future needs. (**5.C.1, 5.C.4**)

NMC continues to explore revenue potential with unique programs. The College participates in a statewide economic development strategy through the Michigan New Jobs Training Program, has developed programs such as our International Summer Flight Experience, and has been a service provider for grant-funded research such as the National Park Service and Sleeping Bear National Lakeshore coastal assessment project. The College has also expanded its use of differential tuition in high-cost occupational programs as a way to sustain both these programs and the College as a whole. (**5.C.1, 5.C.4**)

In recent years, the College has invested in the NMC Foundation with personnel, software infrastructure, and strategic planning with goals of increased donations to offset operating costs and strengthen student scholarship funding. This investment is yielding significant results in FY 2017:

- Annual Fund raised = $565,472 (Goal $275,000)
- Total dollars raised = $ 8,072,686 (Goal $3,350,000)
- Number of donors =10.04% above FY16

Additionally, the College, through the NMC Foundation, has launched a comprehensive campaign to increase philanthropic resources available for the development and sustainability of all programs. The campaign focuses on three areas: scholarships, programs, and facilities and the current working goal is $35 million. To date, the campaign has raised more than $12 million including several seven-figure gifts to all three priority areas. (**5.C.1, 5.C.4**)

4P2.6 Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

NMC tracks outcomes at the organizational, project, and departmental level. All are posted on the ORPE intranet site:

- **Organizational level.** Strategic Plan performance metrics are tracked on the institutional metrics dashboard. NMC incorporates national benchmarks in determining targets.
- **Project level.** Each Action Project team determines outcome and process targets, checks their work and performance results with project sponsors and steering teams, and makes adjustments accordingly.
- **Program/Department level.** The annual planning document (A3 Template) is designed so individual programs or units identify metrics and targets reflective of their specific operational goals. Prior outcomes are posted in the document and inform the next cycle of goal-setting. Annual plans are posted on the ORPE intranet site, though departments may maintain more detailed, real-time dashboards within their departments.

When evaluating results, NMC uses "stoplight" color coding to show where goals are meeting target (green), not meeting target but trending in the right direction (yellow), or not meeting target and trending in the wrong direction (red).

The use of data and performance information is aligned within the annual planning process. Environmental scanning informs the strategic plan and goal setting, which leads to proposals for new programs and services. Market research and business modeling for new programs and services informs metrics and action plans. Continuous improvement initiatives operationalized by action project teams stem from strategic goals so the College is always working on its top priorities. Budget allocation decisions reflect these priorities. **(5.C.1-2)**

4R2: RESULTS

Organizational Strategic Plan

The current Board-level strategic plan with metrics, targets, and stoplight coding is posted on the ORPE intranet site.

Operational Plans

Results of operational planning for all departments are found on the ORPE Intranet.
Plans document how program and institutional data is used to develop improvement goals for the following year and the progress made on previous year's goals.

Institutional Effectiveness Survey

Approximately every two years, the College gathers feedback from Leadership Group members on many aspects of continuous improvement, including planning processes, through the Institutional Effectiveness (IE) Survey. For the 2016-17 Survey, the College received 38 completed responses out of the possible 50 members (76%). Typically, the College uses a three-year average of survey responses to assess current results. Internal targets help the College track performance over time to inform continuous improvement.

2016-17 results show a significant decrease in three measures and just moderate (57-66%) agreement with three new measures related to the planning process. Open comments suggest that while planning processes are working very well in some parts of the organization, they are

not functioning as designed in other departments. Clarifying and understanding those gaps is critical to the success and improvement of planning efforts.

	2016-17 Strongly Agree or Agree		2014-15 Strongly Agree or Agree		2016-2014 Percent Difference
	#	%	#	%	%
We link our organizational planning systems with our continuous improvement efforts.	26	68%	37	86%	-18%
Our processes use the plan, do, check, and adjust (PDCA) cycle of continuous improvement.	28	74%	37	86%	-12%
My department Operational Plan A3 guides continuous improvement.	28	76%	37	86%	-10%
*New items to the 2017 IE Survey					
The planning process at the college is broad-based.	25	66%	*	*	*
The College researches and identifies the learning needs of its student population and provides appropriate programs and support services to address those needs.	23	61%	*	*	*
NMC's communication effort (e.g., planning calendar, tutorials, training, templates) equips me to lead planning within my department or group.	21	57%	*	*	*
Source. NMC Institutional Effectiveness Survey					

4I2: IMPROVEMENTS

The College started to better utilize the Leadership Group. Formerly, the group met once or twice a year to review strategic work plans and identify areas for collaboration. With new membership and clarified purpose, the group has started meeting monthly to:

- Review the alignment of the strategic plan with operational plans of departments and programs.
- Discuss linkages among all unit plans and initiatives to find opportunities for better coordination of work and resources to meet common goals.
- Address College-wide issues raised by institutional research reports and other sources
- Serve as the primary College-wide group to enhance communication and engagement among units and between the unit leadership and the executive staff.

Sources

- 4.2 A3 Template
- 4.2 A3 Template (page number 2)

- 4.2 Aligned Planning Calendar
- 4.2 Aligned Planning Process
- 4.2 Budget Considerations FY18
- 4.2 Grasping the Situation Process
- 4.2 Guiding Principles Map
- 4.2 Resource Guidelines
- 4.2 Summary of Planning Involvement
- 4.3 Leadership Group Intranet page
- BOT-Level-Strategic-Goals-FY16
- IE Survey Report 2017
- IE Survey Report 2017 (page number 13)
- Institutional Effectiveness Survey-questions related to planning
- Operational A3s-Program Reviews Intranet Page
- Staff Policy D-502.00 Governance
- Staff Policy D-502.01 Governance

4.3 - Leadership

HLC Overview

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES
Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS
What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT
Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

4P3: PROCESSES

4P3.1 Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

In NMC's shared governance model, the Board of Trustees delegates day-to-day management of the College to the President (Board Policy B-100.00). **(2.C.4)**

The College begins to establish a relationship with Trustees in the weeks leading up to the election when candidates are provided with an information packet from the President's Office and invited to an informational session with the Board Chair, College President, and executive staff. New trustees participate in an orientation session, and the College schedules a Board of Trustees retreat shortly after the beginning of the new year with Trustees, the President, and executive staff.

Trustees are supported and encouraged to attend professional development conferences through organizations such as the Association of Community Colleges Trustees and the Michigan Community College Association to better understand their roles within the College leadership structure as well as state and national issues pertaining to community colleges.

4P3.2 Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

NMC's governance model, including purpose, structure, and processes, is outlined in Policy D-502.01. Board policies and procedures guide the board in meeting its legal and fiduciary responsibilities (Board of Trustees Policies).

Along with the Board of Trustees and President, three internal Councils comprise NMC's shared governance model (Policy D- 502.01). Council membership includes administration, faculty, staff, and students. **(5.B.2)**

Council	Purpose	Membership
President's Council	Meets weekly. Serves as primary administrative advisors to the president. Ensures college policies and procedures are implemented, planning initiatives are achieved, and the budget is managed effectively and efficiently.	Executive staff
Planning & Budget Council	Meets every two weeks. Makes recommendations to the President regarding the development of the general fund budget, prioritizes new position requests. A sub-committee reviews COAT recommendation. PBC also reviews and recommends changes to the College's Resource Guidelines.	Employee group representatives, the Vice Presidents, and a student government association representative
Policy Council	Meets monthly to review institutional staff policy for recommendation to the President. Ensures wide dissemination and input of proposed policy changes via public hearings. All staff policies are reviewed at least every five years.	Employee group representatives and a student government association representative

To facilitate appropriate board oversight and ensure the Board of Trustees is knowledgeable about the College, monthly board agendas include specific standard topics such as financial and enrollment reports, Foundation reports, and legislative issues. The *Faculty Report* highlights academic accomplishments, innovation, and topics relevant to student learning and success. The *Program Focus* agenda item provides an opportunity for the Board learn more about the wide range of College programs and services (Sample Agenda). In addition, sub-committee meetings, participation in College events, and involvement in planning, advocacy, and other community functions ensure the governing board is knowledgeable about the institution. **(5.B.1)**

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties by following Open Meetings Act guidelines embedded in Board Bylaws (Board Policy A-100.00) and by adhering to its conflict of interest policy (Board Policy A-102.01). If board members have a conflict of interest with a topic under discussion, they will recuse themselves from voting. **(2.C.3)**

4P3.3 Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Board members oversee the College through monthly board meetings by reviewing and analyzing institutional reports and financial statements and by acting on policy changes and budgetary or property decisions consistent with their role and responsibilities. The Board delegates day-to-day operational decisions to the President (Board Policy B-100.00). The President's performance of these obligations is reviewed and evaluated by the Board of Trustees annually (Board Policy A-102.00). The President delegates to members of the executive team the oversight of their respective areas. Day-to-day operational decisions are made at the departmental management level. Department leaders use unit operational goals on annual

planning documents to guide decision-making, ensuring alignment with NMC's goals and directions. **(2.C.4)**

Academic administrators depend on faculty to carry out daily operations of instructional programs while offering support and high-level oversight of academic matters. Each academic department is staffed with an Academic Chair who is responsible for recommending and ensuring faculty are observed, directing program development, working with advisory committee members, and assisting in scheduling full-time faculty and course sections. Faculty are responsible for the oversight of program curriculum and course content. **(2.C.4)**

Curriculum Committee, a subcommittee of Faculty Council, is responsible for recommending, monitoring, and reviewing the academic curriculum including adoption of programs; adoption, modification, and deletion of courses; revision of degree requirements; curriculum standard or related issues brought to the Committee; and making recommendations to the VP for Educational Services. **(2.C.4)**

4P3.4 Ensuring open communication between and among all colleges, divisions and departments

The approach for decision-making among the shared governance councils is to gather input from broad perspectives, formulate a recommendation based on discussion and consensus, and communicate the results of discussions through committee minutes and memos made available on NMC's Intranet site and via email. Additionally, multiple College-wide committees operate with specific charges and share work on the Intranet. **(5.B.2)**

4P3.5 Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

NMC's Governance Councils, committees, and organizational structure enables the Board, faculty, staff, and students to be involved in setting academic requirements, policy, and processes. Curriculum Committee works with the VP for Educational Services and Academic Chairs to set academic requirements. Policies and processes to support requirements are developed, reviewed, and approved through shared governance structures, which are then implemented and evaluated through faculty and staff in Educational and Student Services. New programs as well as changes to degree requirements are subject to Board approval (Board Policy A-106.00). **(5.B.3)**

4P3.6 Providing effective leadership to all institutional stakeholders (2.C.1 and 2.C.2)

As previously mentioned, each regular monthly Board of Trustees meeting agenda typically includes reports on programs, teaching and learning, enrollment, finances, the Foundation, and legislative issues, as well as Board Chair and Presidential updates. This ensures the Board is knowledgeable about NMC's current operations and emerging opportunities and challenges. In addition, the Board reviews progress on the Board-level goals during semi-annual meetings. Standard procedures ensure the Board is spending its time on the most important priorities to preserve and enhance the College. **(2.C.1-2)**

The Board receives input from community constituents at its monthly meetings through Public Comment and from student groups who periodically present at Board meetings. Individual Board members engage the community in service or other organizations, and three serve on

the NMC Foundation Board. These activities ensure that the Board of Trustees considers multiple internal and external constituency interests in its decision-making. **(2.C.2)**

4P3.6 Developing leaders at all levels within the institution

As part of the Talent Action Project (2011-2013), the College developed a leadership competency model identifying the skills, knowledge, and attributes necessary for effective leadership at NMC. An underlying assumption of the model is that everyone has leadership roles and responsibilities, though they vary depending on position (Competencies by Role). Competencies are developed through a combination of coursework, conferences or seminars, learning from others (coaching/mentoring), and on-the-job learning.

Coursework, conferences, seminars

Described in 3.3, the Professional Development Institute was launched in 2013 to provide a mix of online courses, face-to-face workshops, and cohort learning experiences to support leadership competency development (NMC's Leadership Development Programs).

In addition, each year academic department chairs choose a national conference to attend as a team (e.g., The Chair Academy, American Association of Community Colleges annual meeting). Executive staff members as a team choose professional development opportunities that align with accomplishing the strategic goals. Board members are encouraged to attend the professional development sessions provided by the Association of Community College Trustees at its annual meeting.

Mentoring, on-the-job learning

There are both formal and informal coaching/mentoring opportunities, and the College supports on-the-job leadership development through cross-training, participation in cross-functional teams, committees, governance councils, and a variety of informal leadership roles.

4P3.7 Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

When a Trustee or the Board as a whole receives requests or communications from an external stakeholder, the College follows this protocol:

1. The information is shared with the President and all Trustees.
2. The President works with the executive team to provide an accurate response.
3. The response is sent appropriately from either the President and/or Board Chair and copied to the entire Board.

When external parties advocate for a particular program or service, they may be directed to work with the appropriate area VP to complete an Idea Summary for submission through the College's Decision-Making Process. This four-step review ensures proposals are aligned with NMC's mission, vision, and resources, and that NMC's involvement is appropriate. **(2.C.3)**

4P3.8 Tracking outcomes/measures utilizing appropriate tools

NMC measures its performance in governance and leadership in several ways. The Board of Trustees evaluates the College's work annually as part of the president's performance

evaluation. These evaluations are shared publicly and posted on the web. Employees evaluate components of governance and leading through the Employee Engagement Survey.

4R3: RESULTS

Employee Engagement Survey

The Supervisor Index is trending in a positive direction, suggesting that leadership development efforts may be starting to have an impact. At the same time, some questions in the engagement index were lower in 2016. Two items were identified as opportunities for improvement in both the 2012 and 2013 Employee Engagement Surveys: (1) the usefulness of our communications from our shared governance structure; and (2) our shared governance structure is an effective way to lead the organization.

Engagement Survey Measures	2010	2013	2016
Supervisor Index	69%	77%	81%
Q My supervisor effectively addresses issues before they become major problems.	61.2%	69.6%	79%
Q My supervisor provides useful performance feedback.	N/A	67.2%	74%
Q My supervisor holds me accountable for performance	75.5%	82.7%	89%
Q My supervisor positively motivates my performance	62.8%	70.6%	N/A
Q My supervisor recognizes my achievements	N/A	N/A	81%

President Performance Review

The President's performance is evaluated annually by the seven-member Board of Trustees for core competencies and key responsibilities. The 2017 Report shows composite scores of 3.85 (core competencies, p.9) and 3.76 (key responsibilities, p.17) . The metrics have been relatively stable over the past three years. Changes from last year to 2017 ranged from 0.0 - 0.6 on a 4.0 scale.

President's Performance Review		2015 (n=7)	2016 (n=7)	2017 (n=7)
Core Competencies				
1	Communication	3.43	3.57	3.6
2	Teamwork	3.50	3.64	3.7
3	Productivity	3.64	3.79	4.0
4	Dependability	3.78	3.83	4.0
5	Quality	3.71	3.79	3.8
6	Problem Solving	3.36	3.57	3.8
7	Ethical Behavior	3.86	3.79	4.0
8	Shared Governance	3.43	3.29	3.9
9	Total Weighted Score	3.59	3.85	3.85
Key Responsibilities				
10	Maintain Community Relations	3.36	3.50	3.6
11	Maintain Effective Strategic Planning Processes	3.50	3.57	3.6
12	Ensure the Fiscal Health of the College	3.64	3.79	3.7
13	Develop Employee Base to Meet the Needs of the College	3.29	3.43	3.6
14	Ensure the Physical Assets of the College will Meet the Needs	3.57	3.79	4.0

The most significant increase, +0.6, relates to Shared Governance. Open review comments (p.8) from Board members recommended a review and clarification of the College shared governance structure. Along with other factors related to shared governance, the College decided to address this through an Action Project (4I3).

4I3: IMPROVEMENTS

Shared Governance Action Project. As noted, multiple factors (employee engagement survey feedback, change in staff classification in 2015, unionization of faculty in 2016, and Board feedback) indicated a need to review current structure and processes. The Shared Governance project was launched in Spring 2017. To date, the team participated in a *Building Trust into the Culture* session at the Continuous Quality Improvement Network conference in August, has

gathered employee feedback through a survey and a series of small group meetings and is engaged in a complete review of our shared governance structure.

In addition, a newly-charged Leadership Group consisting of department chairs and directors; committee, council, and employee group chairs; project chairs and executive leaders has started meeting monthly to improve communication, engagement, and operational alignment ([Leadership Group Intranet Page).](#)

Sources

- 4.2 Decision Making Process
- 4.3 Board Agenda Sample
- 4.3 Competencies by role
- 4.3 Leadership Development Programs
- 4.3 Leadership Group Intranet page
- 4.3 President Evaluation 2017
- 4.3 President Evaluation 2017 (page number 8)
- 4.3 President Evaluation 2017 (page number 9)
- 4.3 President Evaluation 2017 (page number 17)
- 4.3 President Evaluation Historical data
- Board Policy A 100.00 Bylaws
- Board Policy A 101.00 Responsibilities
- Board Policy A 102.00 Governing Style
- Board Policy A 102.01 Conflict of Interest
- Board Policy A 106.00 Items for Board Approval
- Board Policy B 100.00 Delegation to President
- Board Process Policies
- Declaration-Shared Governance Action Project
- DM Idea Summary Template
- Employee Engagement Survey 2016
- Employee Engagement-Survey Supervisor Index
- NMC Council Membership
- Staff Policy D 502.00 Governance
- Staff Policy D 502.01 Governance

4.4 - Integrity

HLC Overview

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES
Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS
What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT
Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

4P4: PROCESSES

4P4.1 Developing and communicating standards

Communicating standards to all employees begins with NMC's values which were developed through a campus-wide strategic planning process in 2006 and 2007. One value statement in particular asserts: "Our actions are governed by the highest degree of ethics, integrity and personal responsibility, exhibited through transparency, openness and trust." All new employees are oriented to NMC's values at the New Faculty and Staff Institute and also through the online orientation process (3P1). **(2.A)**

Ethical standards are also communicated through Foundational Competencies, developed through focus group input during Talent Action Project Phase II. These appear in job postings and job descriptions, and through the performance planning and assessment process (3P2), supervisors can incorporate these into reviews.

Two formal policies state NMC's position regarding conflict of interest: Conflict of Interest Board of Trustees Process (A-102.01) and Conflict of Interest Staff Policy (D-506.01). Executive staff and Board of Trustees are required annually to affirm that they follow the College's conflict of interest policies. **(2.A)**

NMC's policies on academic honesty and integrity are documented in the Faculty Code of Professional Ethics and in the Student Rights and Responsibilities Policy D-602.10 section 5, Academic Code of Conduct. Faculty members include a statement on the syllabus stating policies related to academic honesty. See Course Syllabus Essential Criteria p.4. This syllabus language is preloaded on all Moodle course shells. **(2.A)**

Guidelines on the appropriate use of computer and network systems are outlined in Staff Policy D 506.06.

NMC's hiring processes were developed based on federal and state guidelines and NMC policies. As outlined in 3P1, the College ensures these guidelines are followed through hiring manager and search team training, close monitoring of search team activities by the Recruitment Specialist, and the inclusion of Human Resource representatives in all final decision meetings. In addition, all search team materials and notes are collected, reviewed, and maintained consistent with NMC's document retention policy. **(2.A)**

Beginning in Spring 2017, students cannot register for classes without first reading and agreeing to abide by alcohol, drug, and Title IX policies.

4P4.2 Training employees and modeling for ethical and legal behavior across all levels of the institution

All employees receive initial training on FERPA, Title IX, Sexual Harassment, and Alcohol and Drug policies and procedures as part of the on-boarding process. Annual refresher training is conducted on Title IX and alcohol and drug policies as required by federal guidelines. Additional

FERPA training is provided on an as-needed basis (e.g. changes in laws, policies, or procedures). **(2.A)**

To further protect external access to personal identifying information or other sensitive information, NMC required comprehensive online/network security training for all employees beginning in 2015. Our Systems and LAN Management department assesses long-term effectiveness of the training by sending mock phishing messages, determining additional training needs. **(2.A)**

The College requires the following training related to ethical handling of money/payments: **(2.A)**

- Cash Handling for anyone receiving money. Training includes proper money handling instructions, applied FERPA training, etc.
- Federal Student Aid Coach Training for all Student Financial Services employees during their department orientation. Overview includes Federal Student Aid regulations and College responsibilities.
- Annual Payment Card Industry (PCI) Data Security training for anyone who uses credit cards.
- Purchasing Card training for all assigned an NMC credit card.
- Budget Manager Training for all budget managers.

4P4.3 Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

NMC ensures ethical practices by intentionally designing work processes so that duties involving payroll processing and purchasing are handled by different people and require levels of review and approval. Procurement card guidelines define specific use and the steps taken to monitor such use. The purchasing policy (D-504.02) states the allowable limits on purchases by employee classification. The shared governance system (D-502.01) contributes to a check system for many College processes. **(2.A)**

External audits, such as the annual financial audit, review the College's practices in light of ethical guidelines. **(2.A)**

NMC's Board of Trustees operates according to the Policy Governance Model and multiple policies outlining board processes. Transparency and openness is exhibited through public access to Board of Trustee meetings, minutes and video recordings, annual financial audits, academic program accreditation status and costs. NMC recognizes that as a public institution, most information can be obtained through the Freedom of Information Act. This public accountability encourages clarity in record-keeping and procedures and supports reporting transparency, consistency, and accuracy. **(2.A)**

Specific staff members have oversight for creating contractual agreements with organizations that supply materials and services, subject to Board of Trustee or Presidential approval. The threshold for Board-level approval for vendor contracts is $35,000. If over $35,000, NMC's Board of Trustees evaluates the contract and the soundness of decision-making in the recommendation to engage a vendor. If below $35,000, contractual relationships are carried out as defined in the request for proposals and the College's purchasing policy and procedures.

Procedures are available to the campus on the intranet and are presented in Budget Manager's training from the Finance and Administration area. **(2.A)**

As noted in 2.5, the College addresses potential conflicts of interest or other ethical concerns through our partnership agreements, contracts, or Memorandums of Understanding (MOU's). All are managed by NMC's Business Office and comply with all federal guidelines as well as NMC's conflict of interest policy (D-506.01). MOU's are typically subject to legal counsel review as well to ensure they address all potential ethical concerns. **(2.A)**

Extended Education Services (EES) has developed checks and balances to manage potential conflicts of interest in those cases where community members, consultants, or small business owners may bring an idea for a community enrichment course with an embedded sales pitch. To address this potential problem:

1. All instructors sign independent contractor contracts. These are managed by the Business Office and comply with all federal guidelines.
2. EES Program Coordinators set clear expectations: the purpose of this course offering is to provide learning, to teach people something. It is not a sales pitch. EES carefully monitors courses both through staff attending classes and through participant feedback to ensure instructors are adhering to those guidelines and that participants do not feel any pressure to purchase specific products or services. **(2.A)**

Monitoring behavior to ensure standards are met

Compliance training completion is tracked through NMC talent management software. Reports are sent to supervisors to follow up with any employee that has not completed required training.

In addition to training, the College uses the following processes to ensure standards are met: **(2.A)**

- **Leader observation**. As leaders work with their teams, they are responsible to address any ethical concerns in a timely manner as outlined in NMC's Performance Improvement Plan process. Minor violations may result in feedback, coaching, and documentation; more serious violations may lead to immediate termination.
- **Student feedback.** Students can provide feedback on unethical behavior of faculty, staff, or other students informally and through more formal channels such as course evaluations or NMC's Red Flag system (2.4)
- **Faculty feedback to students**
- **Annual financial audits**

4P4.4 Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Information about each academic program's requirements, costs, and accreditation relationships is available on NMC website and its online catalog. In addition, prospective students and the community can find a list of all faculty and staff members, their role, and their credentials in the Faculty and Staff section of the Online Catalog. **(2.B.)**

4R4: RESULTS

Financial Audits. The College consistently receives a clean opinion with no findings. This is the highest opinion that an audit can receive. **(2.A)**

Annual Title IX Report. During the 2016-2017 academic year, NMC was put on notice for 7 different incidences of behavior that potentially fell under what is prohibited under Title IX (behavior that is harassing in nature based on one's sex or gender, gender or sex-based discrimination or violence that prevents a student from receiving their education). Details of how those incidences were addressed can be found in Annual Title IX Report. **(2.A)**

Cases of criminal conduct were rare, but were addressed promptly when they occurred. A recent incidence of alleged embezzlement led to immediate dismissal. It also prompted additional training for all purchase card holders. **(2.A)**

4I4: IMPROVEMENTS

The Implementation of Talent Management software makes it easier to implement just-in-time training to all employees and track completion to ensure all are receiving important information.

In the last two years, NMC has strengthened its Title IX training for students and for all employees. Faculty and staff received new online training in 2016 and 2017. In addition, the College scheduled face-to-face sessions with a content expert in August 2017; two members of our Board of Trustees, about 50 staff and administrators, 25 adjunct faculty, and more than 90 faculty participated.

NMC continues to provide training and supervisor support to ensure all ethical standards are met.

Sources

- 3.1 Competency Model
- 3.2 MyPDCA Process-Staff
- 3.2 The Performance Improvement Process
- Annual Financial Audits-webpage
- Annual-Title-IX-Report
- Board Policy A 102.01 Conflict of Interest
- Board Process Policies
- Course Syllabus Essential Criteria 2017
- Course Syllabus Essential Criteria 2017 (page number 2)
- Course Syllabus Essential Criteria 2017 (page number 4)
- Staff HR Policy D 749.00-Faculty Code of Professional Ethics
- Staff Policy D 502.01 Governance
- Staff Policy D 504.02 Purchasing

- Staff Policy D 506.01 Conflict of Interest
- Staff Policy D 506.06 Computer Use
- Staff Policy D 602.01 Section 5-Academic Code of Conduct
- Staff Policy D 602.01 Student Rights-Responsibilities
- Staff Policy D 602.01 Student Rights-Responsibilities (page number 14)

Category 5 - Knowledge Management and Resource Stewardship

Introduction

NMC's processes for selecting, organizing, analyzing, and sharing data and performance information as well as using data in decision-making are in various stages of maturity. Processes for collecting, analyzing, and sharing data are *systematic*. The Office of Research, Planning, and Effectiveness (ORPE) works with Information Technology Services (ITS) to regularly collect, compile, manage, and distribute information and performance data. The ORPE Intranet site serves as the main access point for institutional performance information. ORPE has made significant improvements to make data easier to find and understand. Analyzing and using data in decision-making is *systematic* within units and *aligned* in many aspects of annual planning and budgeting; however, the use of data in decision-making is not yet fully integrated. Some units have difficulty aligning their performance metrics with organizational targets.

Improvements in campus-wide communication efforts to help make NMC's overall performance targets even more usable is an important opportunity for the College. In addition, despite substantial investments in data management systems, feedback indicates that the usability of those systems is not sufficient for some departments. ORPE and ITS have been gathering data needs from leaders as an important first step in finding solutions (5.1).

The College maintains an established, stable process for annual budgeting along with a well-developed model for future budget scenario development that is *integrated* with annual strategic and operational planning processes. Proposals for new programs or services go through a four-step decision making process that analyzes fit with mission, strategic agenda, market, and resources. The College maintains working capital reserves and additional reserve funds for building projects, technology, program advancements, and other significant purchases of products and/or services. The NMC Foundation is one of the top twenty foundations in the country and was recently recognized with a CASE Circle of Excellence award for overall performance. The Foundation works to provide philanthropic resources for scholarships, programs, and facilities, aligned with the College's strategic directions. Results are *integrated* as the College monitors financial thrivability by tracking Primary Reserves ratio, Composite financial index, and Net Operating Ratio. The Office of Finance and Administration provides monthly financial reports to Planning and Budget Council, President's Council, and the Board of Trustees. In addition, the college contracts with a third party to conduct annual financial audits (5.2).

The processes and results for designing, maintaining, and communicating safety and security information and procedures have *moved from systematic to aligned*. Since the last portfolio, NMC updated the phone alert system, initiated a new lockdown training procedure, installed security film and blinds on all interior windows, increased the number of security cameras, and implemented more robust safety training for students and employees. NMC communicates time-sensitive information to our entire community through email and voicemail broadcasts, audio broadcasts to phones and speakers, text messages, computer desktop alerts, and local

media. Processes promote close coordination among institutional and community units. All incidents are recorded in the NMC's tracking software, Maxient, allowing for trend analysis and intervention planning (5.3).

5.1 - Knowledge Management

HLC Overview

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES
Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS
What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT
Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

5P1: PROCESSES

5P1.1 Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

The data and information required to measure NMC's overall performance is guided by the strategic plan and the Board of Trustees-approved metrics and targets. The executive team as well as individual instructional and non-instructional units select performance data based on the strategic goals of NMC at the institutional level and the Office of Research, Planning, & Effectiveness (ORPE) distributes data in the form of dashboards on the Intranet for the College to use in planning and decision-making:

- Learner persistence and completion
- Employee Engagement
- Community Attitude and Awareness Survey data
- Primary Reserves ratio, Composite financial index, Net Operating Ratio

Performance targets are set based on historical trend analysis or established external benchmarks described throughout the Systems Portfolio.

5P1.2 Determining data, information and performance results that units and departments need to plan and manage effectively

ORPE works with unit leaders to determine departmental needs regarding performance information and to assist with measurement. Each unit has a series of metrics to measure its effectiveness and inform action plans for the upcoming year in support of the strategic plan. For example, all academic program planning is informed by several common metrics determined by the Academic Program Review Action Project team and detailed in 1P2. Common metrics are reported in each program review document, and data are available on ORPE's Intranet site, which can be aggregated to measure performance at the institutional level.

Service units follow the same protocol. Some use common, organizational metrics for planning; they may also select and monitor their own key outcomes and metrics tailored to the specific work conducted in their departments. Additionally, ORPE works with units requiring ad hoc research through the research design and implementation processes: articulating a clear research question, determining the appropriate methodology for the research, and collecting and analyzing the data.

At the Action Project level, Steering teams charter each cross-functional project determining the overarching objectives for the project and measures to assess progress or success. A member from ORPE participates as part of each action project team to provide guidance in measuring outcomes. Again, project progress as well as process and outcome measures are reported on the ORPE Intranet site.

5P1.3 Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements.

Information to support planning and improvement efforts is compiled, managed, and distributed primarily by Information Technology Services (ITS) and ORPE, who collaborate to meet information needs of departments and areas. Departments submit help-desk requests directly to ITS or ORPE for prioritization.

ORPE overseas the research agenda of the College, assists units with department research, and its Intranet site serves as the clearinghouse for the institutional performance information and data:

- Academic Program Review data
- All program and service planning documents (A3's)
- All reports and research conducted as a part of the institutional research agenda
- Board-approved metrics and targets supporting NMC's strategic goals
- Environmental Scans, Survey Research and Reports
- Gen ed Outcomes assessment data and rubrics
- NMC's Decision-Making Process and templates
- Organizational measures and performance targets for each of the AQIP Categories
- Resources from the VFA and EAB
- Strategic Planning documents and tools

ORPE has been working to enhance various performance dashboards to make data easier to find and understand.

ITS creates operational reports in our enterprise system that users run as needed, and maintains an interactive web-based [Digital Dashboard](#) providing real-time information for formative decision-making in enrollment services and in managing classroom and instructional delivery:

- Cost to Educate model
- Course efficiency data
- Financial aid disbursements
- Recruitment statistics such as the number of inquiries, applicants, admits, and registrants

Information regarding individual employee goals, performance reviews, and professional development plans and records is available through [NMC's Talent Portal](#) through the employee Intranet homepage. The status of hiring, on-boarding, and orientation is also available through the Talent Portal. Other information used in human resource planning and in the continuous improvement of talent management (Category 3) is located in customized Banner reports accessed through HR personnel.

5P1.4 Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

Processes for timeliness, accuracy, reliability, and security of information are aligned with multiple operational processes and are centrally managed by ITS.

Many of NMC's information systems follow a one-piece flow process which supports timeliness and accuracy. For example, timeliness of student information is assured because data is entered into the system as it is received through on-line applications and registration. When students enter their data, there is greater likelihood for admissions accuracy. Data in NMC's Ellucian Banner software system is constantly being updated and refreshed.

Other information system processes follow a batched process flow for data entry which may challenge timeliness but increases accuracy and reliability. For instance, ORPE coordinates most of the external accountability reporting and can monitor data accuracy and reliability.

Personal data is updated at the request of students and employees. Each semester, the online registration system prompts students to update personal information, such as major, to ensure accuracy.

The security and reliability of our information systems are ensured in a number of ways:

1. The network room has an uninterruptible electrical power supply, entrance security protection, fire, water, and smoke detection with automatic reporting to a monitoring station, and an automatic fire suppression system. A firewall and intrusion prevention system also protects NMC's systems.
2. NMC maintains policies for password changes and for the use of personally identifiable information (Staff Policy D-506.06). Access to specific data is monitored by security points of contact in finance, human resources, student services, and financial aid. These individuals authorize access as required and set up the security measures, consistent with FERPA regulations, for each set of data.
3. NMC backs up information systems daily or hourly depending on the priority and level of importance of the system.
4. NMC provides network security training to all employees, safeguarding personally identifiable student or employee information.
5. A third-party conducts an audit of the security of NMC's information systems annually.

5P1.5 Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

The Ellucian Higher Education Banner Enterprise System is the primary platform for storing student, employee, and financial data. ITS uses existing Banner components, such as Recruiter, Degree Works, and Banner Self Service, or customizes reports for tracking outcomes/measures.

While having one integrated system has advantages, creating customized reports can be labor-intensive, creating a backlog of report requests. The College is exploring technology solutions that would interface well with Banner and make it easier to create user-friendly custom reports.

Other platforms used in tracking outcomes/measures:

- Datamart (Oracle database tables).
- Raiser's Edge is used for resource development.
- Resource 25 tracks scheduling and facility use.

- SilkRoad Recruiting, Performance, and Learning platforms and HRToolbench form the Talent Portal for Human Resources information.
- The Help Desk Ticket system documents the types and volume of requests and provides a record of how problems have been resolved.
- The Moodle learning platform provides storage for and access to student success data, including gen ed outcomes assessments.

Other information-sharing tools

- **NMC's Intranet** is another tool for providing data and information for employees. NMC's content management system lets individual departments manage the content on their Intranet site to be agile and responsive to user needs.
- **Google applications** have become increasingly useful to committees and cross-functional teams.
- The College also supports knowledge sharing through standard work procedures, flowcharts, and document templates stored on the intranet and/or shared drive.
- The Learning Resources & Technologies staff uses a wiki- based system to share information about the configuration and management of NMC's enterprise systems.

Continuous Improvement of Knowledge information systems

ITS and ORPE determine data collection, storage, and accessibility needs through conversations with executives and unit administrators. NMC also measures the effectiveness of knowledge management system through the Institutional Effectiveness Survey.

5R1: RESULTS

Survey Feedback

On the 2016 Employee Engagement Survey 82% agreed with "I know where to access College information that I need to do my job." On the other hand, feedback from Leadership Group members via the 2017 Institutional Effectiveness Survey indicated 55% agreement with the statement, "We have systems in place to provide data that inform improvement," and 58% agreed, "We do a good job of creating a culture of evidence (e.g., documented processes and results) as it relates to continuous improvement." These are areas for improvement.

5I1: IMPROVEMENTS

In the last year, the College has taken several steps to improve accessibility of information:

- Modifications to the ORPE website
- Creation of a Talent Portal providing one point of access for hiring information, job description management, and learning and performance management.

- Purchase of new software analytics to improve student tracking, analysis and benchmarking of student success data, and needs identification. Implementation has begun with a target completion of Spring 2018.

Institutional Effectiveness Survey comments suggest that despite substantial investments in data management systems, the usability of those systems is not sufficient for some departments. ORPE and ITS have been gathering data needs from leaders as an important first step in finding solutions.

In addition, some units express a challenge in aligning their performance metrics with organizational targets. Clarifying, and perhaps simplifying, NMC's overall performance targets is an important opportunity for the College. The newly-charged Leadership Group provides a forum for addressing such issues.

Sources

- 4.3 Leadership Group Intranet page
- Digital Dashboard home
- Employee Engagement Survey 2016
- IE Survey Report 2017
- Staff Policy D 506.06 Computer Use
- Talent Portal

5.2 - Resource Management

HLC Overview

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES
Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS
What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT
Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

5P2: PROCESSES

5P2.1 Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

The College has excelled at preparing resources in advance of implementing plans, ensuring fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. Consistent with Board-approved

Resource Guidelines, NMC has budgeted conservatively and built reserves to address potential reductions in state funding, fluctuations in expenses, and provide resources for innovation and improvements to existing programs and infrastructure In addition, NMC created a Technology Plant Fund, funded by a student technology fee, to finance ongoing technology-based initiatives such as replacement or upgrade of computers or other technology needs (NMC Resources Guidelines p. 2). **(5.A.1)**

5P2.2 Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

As shown in the Guiding Principles Map, NMC's mission, vision, and values are the foundation for our planning and budgeting. As an aligned process, College-wide and department goals, activities, and budgeting decisions must reflect the mission of providing lifelong learning to our communities.

A3 templates used throughout the College support linking operational goals with organizational strategy by asking plan authors to identify the IE Criteria and/or strategic direction directing the goal or activity (A3 template p.2). Since planning precedes budgeting, there is also a column (p.2) in the A3 action plan section which identifies budget considerations for a specific goal or activity. Budget impacts, with rationale, then carry over to the departmental budget request. If a budget request is not granted, the A3 is revised to reflect the impact of lessor or different resources. VPs are able to restructure resources within their area of responsibility to execute action plans efficiently and effectively. **(5.A.3)**

As described in Category 4, proposals for new programs or services go through a four-step decision-making process that analyzes fit with mission, strategic agenda, market, and resources. Any new program or service that advances to step four (Implementation Planning) will have resources assigned prior to launch. **(5.A.1-3)**

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

Each year Planning and Budget Council reviews, President's Council recommends, and the Board of Trustees approves guidelines for financial planning and budgeting that reflect the mission and values of the College (Resource Guidelines). **(5.A.3)**

NMC regularly evaluates our deployment of resources relative to our strategic and operational priorities. President's Council regularly checks and adjusts the strategic plan. The Council may adjust goals mid-year should resources become constrained or the need for resources to achieve a goal increases beyond what was planned. **(5.A.5)**

NMC's planning budgeting has allowed agility in responding to market opportunities without adversely affecting current programs. To ensure funding for NMC's educational purposes is not adversely affected by elective resource allocations to other areas, the College created two funds expressly for funding needs outside of regular operational budget: the Strategic Fund and the Fund for Transformation. The former is managed by the President and is intended to help fund strategic initiatives that do not yet have resources available through the regular budget. The Fund for Transformation is a Board-designated fund for transformation initiatives. **(5.A.2)**

NMC benefits from the support of the NMC Foundation. The NMC Foundation is one of the top twenty foundations in the country and was recently recognized with a CASE Circle of

Excellence award for overall performance. The Foundation works to provide philanthropic resources for scholarships, programs, and facilities, aligned with the College's strategic directions. As part of the annual fund, the Foundation raises resources to award Innovation Grants to fund innovative ideas and opportunities that emerge through the year. **(5.A.1-2)**

Tracking outcomes/measures utilizing appropriate tools

The College monitors financial thrivability by tracking Primary Reserves ratio, Composite financial index, and Net Operating Ratio. The Office of Finance and Administration provides monthly financial reports to PBC, President's Council, and the Board of Trustees. In addition, the College contracts with a third party to conduct annual financial audits. **(5.A.5)**

5R2: RESULTS

Financial Measure	FY14	FY15	FY16	Target
Primary Reserves Ratio	0.32	0.34	0.34	0.20-.040
Composite financial index	2.82	4.09	1.61	3.0-5.0
Net Operating Ratio	1.00%	5.75%	1.48%	>0

The primary reserve ratio has stayed consistent. The net operating ratio has declined which corresponds with a decrease in enrollment. NMC's composite index declined in correlation to the net operating ratio decrease and added debt. The increase in debt is planned activity that supports the strategic plan to increase out-of-state and international enrollment.

For financial audits, NMC consistently receives a clean opinion with no findings. This is the highest opinion that an audit can receive.

5I2: IMPROVEMENTS

As revenue growth from property tax is limited by statute and state funding has declined as a percent of our revenue sources, the percentage of budget relying on tuition and fees has steadily increased. To minimize tuition increases, NMC has implemented a number of strategies. In addition to recruitment and retention efforts described in 2P1 and workforce planning strategies described in 3P1, the College has:

- **Invested in the NMC Foundation** with personnel, software infrastructure, and strategic planning with goals of increased donations to offset operating costs and strengthen student scholarship funding. This investment is yielding significant results in FY 2017:
    - Annual Fund raised = $565,472 (Goal $275,000)

- o Total dollars raised = $ 8,072,686 (Goal $3,350,000)
- o Number of donors to the annual fund = 10.04% above FY16
- **Explored revenue potential with unique programs.** The College has launched several initiatives including the New Jobs Training Act, International Summer Flight Experience Programs, and as a service provider for grant-funded research projects.
- **Expanded use of differential tuition in high-cost occupational programs** as a way to sustain both these programs and the College as a whole.

The College will continue to pursue these three strategies. Currently, the NMC Foundation is in the leadership phase of a significant comprehensive campaign with a goal to raise $35 million.

Sources

- 4.2 A3 Template
- 4.2 A3 Template (page number 2)
- 4.2 Decision Making Process
- 4.2 DM Implementation Plan Template
- 4.2 Guiding Principles Map
- 4.2 Resource Guidelines
- 4.2 Resource Guidelines (page number 2)
- Annual Financial Audits-webpage

5.3 - Operational Effectiveness

HLC Overview

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES
Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS
What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT
Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

NMC Responses

5P3: PROCESSES

5P3.1 Building budgets to accomplish institutional goals

NMC maintains an established, stable process for annual budgeting along with a well-developed model for future budget scenario development, maintained by the Finance & Administrative Services (FAS) department (Budget Considerations FY18). Each year, FAS provides training

and online resources to budget managers and department heads in the procedures of budgeting. NMC utilizes electronic budget submission for increased efficiency and data accuracy. **(5.A.5)**

Planning & Budget Council (PBC), a key component of our shared governance model, reviews and provides feedback to all key inputs (revenues and expenses) to the budget, engages in a prioritization of new position requests consistent with NMC's strategic plan, and reviews the Capital Outlay Allocation Team (COAT) recommendation. PBC also reviews and recommends changes to the College's Resource Guidelines. PBC submits budget recommendations to the president. The Board of Trustees ultimately approves NMC's General Fund operating budget each summer. **(5.A.5)**

5P3.2 Monitoring financial position and adjusting budgets (5.A.5)

Once approved, FAS closely monitors the budget providing monthly actual-to-plan summaries to PBC, President's Council, and the Board of Trustees. The Board of Trustees meeting agendas, materials, and minutes are available publicly (BOT Homepage). President's Council regularly evaluates the deployment of resources relative to strategic and operational priorities and ensures operational goals are achievable given the resources at hand. The Council may adjust goals mid-year. **(5.A.5)**

5P3.3 maintaining a technological infrastructure that is reliable, secure and user-friendly

NMC created a Technology Plant Fund, funded by a student technology fee, to finance ongoing technology-based initiatives such as replacement or upgrade of computers or other technology needs. To aid in planning, the College distributed a Student Technology Use Survey in Fall 2016. Technology staff also analyze Help Desk Ticket data and meet with department leaders and faculty to understand needs. **(5.A.1)**

5P3.3 Maintaining a physical infrastructure that is reliable, secure and user-friendly

In 2012, the College conducted a comprehensive facilities assessment and update to the master plan. As outlined in NMC's Resource Guidelines, NMC maintains a Physical Plant Major Maintenance and Future Buildings fund to ensure resources are available for infrastructure maintenance and improvements. **(5.A.1)**

NMC's Capital Outlay Allocation Team (COAT) oversees the general fund allocation so evolving technological infrastructure and other capital purchases keep pace with needs in the classroom and in support services. Department leaders annually submit requests along with a statement of the level of importance for funding, and a committee of peers selects projects to fund within the level of resources allocated for capital for the coming year. All COAT recommendations require the approval of PBC before final recommendation to the president. **(5.A.1; 5.A.5)**

5P3.4 Managing risks to ensure operational stability, including emergency preparedness

Operating in a volatile, uncertain, complex, and ambiguous environment (VUCA) makes assessing and addressing risk in our planning processes difficult, yet essential. Budget scenario modeling allows the College to test multiple scenarios around key variables such as enrollment, retention, revenue sources, and operating costs. As described in 5.2, the College budgets conservatively, adjusting as actual enrollment and revenue figures become available. **(5.A.5)**

As the College aligns plans with budgets, risk is addressed in several ways. It begins by setting priorities given resource availability, pursuing key strategies within the window of opportunity, and placing less time-sensitive goals in a pool for future consideration. At the operational plan level, the A3 template contains sections where plan authors analyze and justify activities and resource needs. These can inform discussions with executive leaders regarding potential impact as well as risk. NMC's four-step decision-making process guides those proposing new programs or services, as well as those reviewing those proposals, through a risk-assessment process. Through market research (step two), business model development (step three), and implementation planning (step four), sponsors and decision makers can understand potential risks and determine ways to reduce or manage them. In addition, NMC takes steps to mitigate risk by maintaining a Working Capital Reserve Fund and establishing additional reserves for building projects and other significant purchases of products and/or services (Resource Guidelines, page 2). **(5.A.1-3; 5.A.5)**

Emergency Preparedness

Designing procedures and/or support information starts with identifying the needs of internal and external stakeholders. Campus Security provides public links on the NMC website with the most pertinent information for students and employees, including the "Red Flag" Information Reporting System. The Emergency Management Team (EMT), in collaboration with local authorities, designs the Emergency Response Plan. The team regularly reviews the status of our safety and security systems, identifies issues, sets priorities, and evaluates changes. Select members of the team sit on a regional task force to ensure coordination of first responders.

In the event of an emergency, the Incident Command Team (ICT) will immediately evaluate the emergency and assess the ongoing threat to campus. This information is relayed to the Policy Team, led by the president, who manage all external affairs of NMC during and after the emergency. During an emergency, the following individuals will be kept informed at all times: Directors of Campus Security, Facilities, Public Relations, and the President. ICT will respond to the incident under the advice of, and in coordination with, the Policy Team (Emergency Management Org Chart).

NMC communicates time-sensitive information to our entire community through email and voicemail broadcasts, audio broadcasts to phones and speakers, text messages, computer desktop alerts, and local media. EMT shares documentation for handling emergencies in both written and electronic formats. Safety training for students and employees is accessible through videos in NMC's content management system. The College regularly conducts fire and lockdown drills. All academic courses show a 12-minute security video to students at the beginning of the semester.

For early intervention in behavioral issues, NMC implemented the Behavioral Incident Report Team (BIRT) in 2008 (also referenced in Category 2). For integration of information, several members of EMT are also on the BIRT. BIRT meets on a systematic schedule and as needed. All incidents are recorded in the NMC's tracking software, Maxient, allowing for trend analysis and intervention planning (BIRT Process flowchart).

Tracking outcomes/measures utilizing appropriate tools

The College tracks outcomes related to managing operations in a variety of ways:

- Monthly financial reports (made public through Board of Trustees meetings)
- Annual financial audits (posted on web)
- Student and community feedback through the Learner Engagement, Community Attitude and Awareness, and Campus Climate Surveys
- Emergency Management data (posted on web)
  - Daily Crime Log
  - Annual Title IX Report
  - Clery Report, an overview of campus safety and security including a summary of crime and fire statistics

5R3: RESULTS

Community Attitudes and Awareness Survey

The Community Attitudes and Awareness Survey (2P3), conducted by an external research firm, is an important tool for gathering community feedback. The survey is distributed to residents from the six-county NMC service area. Results are shared internally and with the public through an open Board of Trustees meeting.

Responses related to NMC's operations (see next page) show the college has exceeded its target of 95% in all but two areas: managing finances and tax dollars received 89% approval ratings. Though still a positive rating, we look to strengthen those scores through improved communications (4I1) and changes in Resource Development (5I2).

Community Attitude and Awareness Survey questions related to Operations

Community Attitude and Awareness Survey				
	2009 (n=445)	2011 (n=601)	2014 (n=400)	Target
NMC Overall campus appearance	95%	98%	97%	95%
Overall reputation of NMC in the community	97%	98%	97%	95%
Value of an NMC education	98%	98%	97%	95%
Overall academic reputation	92%	97%	98%	95%
Job NMC does responding to learning needs of community	95%	95%	95%	95%
Job NMC does managing finances	93%	93%	89%	95%
The job NMC does in managing tax dollars	N/A	92%	89%	95%

Campus Climate Survey

In Spring 2016, enrolled students participated in the HEDS (Higher Education Data Sharing Consortium) Campus Climate Survey. A safety question provided on the HEDS survey is comparable to a similar item found in the NMC Learner Engagement (LE) Survey, the difference being agreement and satisfaction. Compared to student satisfaction with safety at the College (76% on the LE Survey), students agreed that they feel safe on campus (88% on the Campus Climate Survey). Although no external benchmarks have been set for subsequent Campus Climate surveys given a first-time distribution, the internal benchmark for this item on the 2018 on the LE Survey has been set for 77%, which will be the third year for this item to appear on the LE survey.

		Strongly Agree or Agree		Neither Agree nor Disagree		Strongly Disagree or Disagree	
		#	%	#	%	#	%
CC	I feel safe on this campus	198	88%	15	7%	11	5%
		Very Satisfied or Satisfied		Neutral		Not Very or Not at all Satisfied	
		#	%	#	%	#	%
LE	Personal security/safety at the College	347	76%	87	19%	21	5%

Source: 2017 Learner Engagement Survey (LE); 2017 Campus Climate Survey (CC)

5I3: IMPROVEMENTS

Safety and Security. In recent years, NMC has made the following improvement to its safety and security systems:

- Initiated a new lock-down training procedure
- Updated the phone alert system
- Increased the number of security cameras
- Implemented more robust safety training for employees
- Launched expanded Title IX training for all students and employees beginning in 2016
- Installed security film and blinds on all interior windows
- Has been installing new locks on campus doors that can be locked remotely (targeted completion Fall 2017)
- Hired a consultant to review building security on all campuses

In addition, the executive team has standardized an end-of-semester meeting with the Dean of Students to review safety and security incidents, trends, impact of intervention strategies, and other relevant security issues.

Physical and Technological Infrastructure. As noted in other sections of the portfolio, NMC opened a new dormitory in Fall 2017 and is breaking ground on a new Innovation Center. The College also intends to replace campus apartments, though there is no target date set at this time.

Sources

- 2.4 BIRT Process
- 2.4 Red Flag - Incident Reporting Form
- 4.2 A3 Template
- 4.2 A3 Template (page number 2)

- 4.2 Budget Considerations FY18
- 4.2 Decision Making Process
- 4.2 Resource Guidelines
- 4.2 Resource Guidelines (page number 2)
- Annual Financial Audits-webpage
- BOT Homepage.docx
- Campus Safety & Security-webpage
- Community Survey questions related to Operations
- Community-Survey-2014-Final-Report
- Emergency Mgt. Org Chart
- Fall 2016 Student Technology Use Report
- HEDS 2015-16 Campus Climate Report
- HEDS webpage
- Intranet page-Budgeting
- Safety Survey Comparison

Category 6 - Quality Overview

Introduction

Continuous Quality Improvement is *aligned* at NMC through a Plan-Do-Check-Adjust framework which has become part of the DNA of the college and happens at all levels: organization, program or department, project, and individual. Plan-Do-Check-Adjust is the foundation for aligned planning, identifying specific areas for improvement through Action Projects, and daily incremental improvements in the classroom, service areas, and administrative units (6.1).

NMC recognized early in its quality journey that the organization should not use different processes for identifying AQIP action projects than it uses for determining other College priorities. Thus, action projects are a subset of the College's priorities, informed by gaps identified in the Systems Portfolio and Institutional Effectiveness Criteria measures and intentionally monitored on the strategic plan (6.1).

NMC's processes and results for developing and documenting evidence of performance and learning from its operational experiences are ***moving from systematic to aligned***. Regular Check-Adjust happens at all levels, though recent feedback on employee surveys suggests there is an opportunity to strengthen employee involvement in some areas. Further, to become fully integrated, the Shared Governance Action Project (4I3) is addressing the need for more effective ways of sharing our learning across units (6.1).

The College has worked hard to create robust, aligned quality systems. Multiple Action Projects and countless hours have gone into building and improving our culture of quality (6.2). Many elements received consistently high marks in initial assessments. However, in the 2017 IE Survey, scores were significantly lower on a number items compared to 2014. Open comments suggest that IE systems are working well for some areas or departments; however, for some, there is clearly a disconnect between how the systems are supposed to work and how they are actually working. This is a critical area for the College to understand and address. An important step in this effort is the recent launch of a newly-charged Leadership Group that meets monthly to:

- Discuss and review the alignment of the College's strategic plan with the operational plans of each of the College's departments and programs.
- Address college-wide issues that are raised by institutional research reports and other sources.
- Discuss linkages among all unit plans and initiatives to find opportunities for better coordination of work and resources to meet common goals.
- Serve as the primary college-wide group to enhance communication and engagement among the College's units and between the unit leadership and the executive staff.

6.1 - Quality Improvement Initiatives

HLC Overview

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES
Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS
What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1: IMPROVEMENT
Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

NMC Responses

6P1: PROCESSES

6P1.1 Selecting, deploying and evaluating quality improvement initiatives

NMC recognized early in its quality journey that the organization should not use different processes for identifying Action Projects than it uses for determining other College priorities. Thus, Action Projects are a subset of the College's priorities, informed by gaps identified in the Systems Portfolio and intentionally monitored on the strategic plan.

The process for selecting, deploying, and evaluating **all quality improvement efforts** follows the same steps: Grasp the situation, Plan, Do, Check, Adjust.   (See Overview.)

While a small process adjustment may need only moments to complete these steps, College-wide initiatives such as strategic goals or Action Projects require months to years.

Selecting CQI initiatives begins with "grasping the situation" by reflecting on:
- Portfolio Assessments, Comprehensive Quality Reviews
- Institutional Effectiveness Criteria assessments, Strategic Plan metrics
- Environmental Scans
- Listening to:
    - Learners (informal and formal feedback)
    - The Community (surveys, advisory boards, informal feedback)
    - Employees (Employee Engagement Survey, small group meetings)
- End of year reviews at all levels in the Aligned Planning Process
    - Individual goals
    - Department goals, Program Review
    - Organization goals

Potential CQI initiatives are identified then vetted through the Aligned Planning and Decision-Making Processes:

- Which best fit the mission, vision, values of the College?
- Which will have the greatest impact?
- Which are the first priorities given windows of opportunity and available resources?

Those selected for implementation are deployed at the appropriate level (organization, department, or action project) and all follow a similar Plan-Do-Check-Adjust (PDCA) process.

PDCA Process	

Plan	• **Determine a SMART goal**
	  ○ Exactly what are we hoping to accomplish?
	  ○ How will we know we are making progress? What will we measure? What is our target? Is there a useful benchmark to guide our planning?
	  ○ What is the timeline?
	  ○ Is the goal realistic?
	• **Determine who is responsible for the initiative**
	  ○ Executive sponsor and team
	  ○ Department
	  ○ Action Project Team
	• **Document the initiative at the appropriate level**
	  ○ Organization Strategic Plan
	  ○ Department level Annual Plan (A3)
	  ○ Action Project Charter

Do	• **Launch the work** • **Use A3's, Project Plans to document tasks and progress**

Check, Adjust	• **Check progress according to:**
	  ○ Regular checks at the department or organization level built into
	  ○ the Aligned Planning Process
	  ○ Checks outlined on the Action Project Charter
	• **Adjust resources, timeline, or goal as needed**

Throughout PDCA, CQI initiative sponsors or teams continue to grasp the situation:
- What's happening? What are we learning?
- Are conditions changing? What new information or opportunities are we seeing?
- What further adjustments should we consider?

In addition to ongoing checks during implementation, each CQI initiative is **ultimately evaluated based on outcomes.** Did we achieve the goal? Did we meet our target? If not, why not? What did we learn? The evaluation is documented in the Systems Portfolio, Action Project reports or other HLC reports, or on department or program review A3's.

The CQI Activities Table summarizes CQI Activities, who is involved in selection and deployment, and how the activity is evaluated.

CQI Activity	Who Selects	Who Deploys	Evaluation Process
Strategic Goal	Executive Team with input from departments and Board of Trustees	Varies: could be department or cross-functional team	Outcome measures identified on strategic plan. Tracked and documented on ORPE website and through reports to Board of Trustees.
Department or Program-level improvement	Department members. May require support or approval from executive leader.	Department members	Department establishes outcome measures before beginning, tracks progress; documents outcomes and lessons learned on A3.
Action projects Selected from Systems Appraisal opportunities, Strategy Forum, or strategic plan	President's Council (PC)	Cross-functional team	Outcome measures identified on Team Charter. Reported to campus community, the Board of Trustees, and to the HLC.
CQIN Team participates in conference with learning partners outside higher ed.	PC determines which CQIN Conferences to attend and selects team members based on content.	Team	Team debrief.
Strategy Forum	Team (President, BoT rep, campus leaders, content reps)	Team	Team debrief

6P2.2 Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Organizational measures and performance targets for each of the AQIP Categories are posted on an Intranet dashboard. These measures and targets are informed by the IE System - the Systems Portfolio, Action Projects, and Strategic Planning. A review of these longitudinal measures helps inform a project pool for continuous improvement and other strategic, program, or department-level goals.

6R1: RESULTS

Following is a summary of major CQI activity since the 2013 Portfolio:

- **Strengthening the evaluation and alignment of General Education Outcomes** and expanding analysis to the course level. Through the Learning Outcomes Team Action Project (2014-2017), there has been significant progress. This will continue to be an area of focus (1I1).
- **Improving how data/information is communicated.** The Office of Research, Planning, and Effectiveness has made critical changes to its Intranet to make data/information easier to access and understand. Data/information management continues to be a challenge; next steps are described in 4I3 and 5I1.
- **Identifying the needs of underprepared students.** The Enhancing Developmental Education Action Project (2012-2015), Learning Experiences Action Project (2012-2014), and NMC's participation in Guided Pathways resulted in changes to processes for identifying and addressing student learning needs. Work continues on increasing retention and completion for all students (2I1 and 2I2).
- **Developing a more robust peer benchmarking process** and using the results for future improvement. Since 2014, the College has expanded its use of NCCBP benchmarking and has joined the AACC's Voluntary Framework of Accountability for benchmarking student success data. Descriptions of how the College uses benchmarking are found throughout the Portfolio.
- **Continuing to strengthen and align processes in Category 3**. Due to the work of the Talent Action Project (2009-2017), improvements have been made to workforce hiring, orientation, evaluation, and development. A thorough review of benefits and compensation systems led to changes intended to improve internal equity and external competitiveness: continuous improvement is ongoing. Ensuring meaningful recognition continues to be a challenge; therefore, a newly-charged Recognition Committee is working to create a more strategic approach to recognition across campus.

6I1: IMPROVEMENTS

In addition to ongoing work cited in 6R1, the College has launched the following Action
Projects:

- **Shared governance.** Multiple factors pointed to a need to review current structure and
  processes. An Action Project was launched in May 2017, and a newly-charged
  Leadership Team has started meeting monthly (4I3).
- **Experiential Learning.** An Action Project was launched in March 2017 with a goal to
  expand the use of experiential learning so that all NMC learners will be touched by this
  pedagogy, not just in the classroom, but in student/staff touchpoints as well.

Sources

- 4.2 A3 Template
- 4.2 Aligned Planning Process
- 4.2 Decision Making Process
- Continuous Quality Improvement Overview
- CQI Activities Table
- PDCA Process

6.2 - Culture of Quality

HLC Overview

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES
Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS
What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT
Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

NMC Responses

6P2: PROCESSES

6P2.1 Developing an infrastructure and providing resources to support a culture of quality

An important early infrastructure investment to support a culture of quality was creating the Office of Research, Planning & Effectiveness (ORPE) in 2008. ORPE oversees the research agenda of the College, and its Intranet serves as a central source for data, reports, and other essential quality information. ORPE personnel continue to make improvements to dashboards and reporting capabilities.

NMC implemented its aligned planning process in 2011 (4P2). Aligned planning has improved communication both horizontally and vertically, resulting in operational action plans that are better aligned with the College's strategic goals. The Plan-Do-Check-Adjust (PDCA) process underlying aligned planning has infiltrated NMC culture so that it is present in virtually all processes.

All new employees receive orientation to NMC's culture of continuous improvement (3P1). Additionally, the Professional Development Institute provides a mix of online and face-to-face training in aligned planning, measuring results, continuous improvement and problem solving, as well as an orientation to specific training in lean processes and tools. While open to all employees, many of these courses are now a required part of new supervisor orientation.

The College further supports continuous improvement with standardized tools such as A3 Templates and Project Charter templates used for operational plans, program review, and project planning. To support Action Projects, the College may provide release time for faculty or staff to ensure adequate time to accomplish project goals.

6P2.2 Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

PDCA is the foundation for aligned planning, for identifying specific areas for improvement through Action Projects, and for daily incremental improvements in the classroom, service areas, and administrative units. All employees are involved in CQI efforts, at the individual and department level, and many are part of cross-functional teams. Requiring all employee, department, Action Project, and organization-wide goals to be specific, measurable, achievable, realistic, and timely (SMART) and to have clear outcomes, helps assumptions, evaluate the impact of their efforts, and adjust as needed. Documenting outcomes and reflections/learning points is built into all CQI efforts. **(5.D.1)**

In the most recent Employee Engagement Survey, 98% of respondents Strongly Agree or Agree that "I am committed to continuous improvement in my work." while 85% agreed with "I offer suggestions to improve daily tasks or processes."

6P2.3 Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The discipline of reflection on learning is systemic, supported by standardized processes and tools. All continuous improvement planning and report documents have a space to record reflections. Project teams record lessons learned as part of closing the project. Departments capture learning points from the prior year as they plan for the coming year (A3 Template). Individuals document lessons learned as they evaluate goal progress and set new goals during annual reviews. The College has worked to emphasize that learning from failure is just as important as learning from success. **(5.D.2)**

Sharing that learning across the organization happens informally through committee meetings, conversations with colleagues, and learning communities and more formally through reports to the Board of Trustees, Fall Conference sessions, the Foundations of Leadership cohort sessions, and through all-campus orientation tours. **(5.D.2)**

6P2. 4 Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

NMC chose the AQIP Pathway in 2005 because it supported the College's commitment to quality and its efforts to build a culture of continuous improvement. Requiring annual reports, on-going Action Projects, and more frequent comprehensive assessments has truly helped move the college from a "business-as-usual-then-scramble-every-ten-years" organization to one

grounded in continuous improvement. PDCA has become part of the DNA of the College and happens at all levels.

6R2: RESULTS

Evidence of results in NMC's quality improvement efforts over the last four years can be found in President Reports to the Board of Trustees, Action Project Reports, and throughout Program Review and Department A3 Planning documents **(5.D.1)**. Here is a small sample:

- Retention, Persistence and Completion results show a mostly positive trending over the past three years (2R2).
- Exceeding external benchmarks for Technical Skills Attainment in all but one program area (1R2).
- Consistently meeting or exceeding a high 95% satisfaction target with "academic reputation" "responding to the learning needs of the community," "overall reputation" and "value of an NMC education" (2R3).
- Among 15% of colleges in the United States designated as a military-friendly school and nominated as one of the top five "Best for Vets" community colleges nationwide (2.1).
- Developed a number of nationally-recognized programs drawing learners from around the world, e.g. a BS in Freshwater Science and Sustainability, the only degree of its kind in the United States, through a unique partnership with Western Michigan University (1.3).
- The College has consistently received a clean opinion with no findings in annual financial audits, the highest opinion an audit can receive (5R2).

Institutional Effectiveness Survey

The College has gathered feedback on IE systems through a survey administered to members of the Leadership Group in 2012, 2014, and 2017. Many elements received consistently high marks in initial assessments. However, in the 2017 IE Survey, scores were significantly lower on a number items compared to 2014. Open comments suggest that while IE systems are working well for some areas or departments, there is clearly a disconnect between how the systems are supposed to work and how they are, in fact, operating for some. This is a critical area for the College to understand and address.

6I2: IMPROVEMENTS

The College recently launched a newly-charged Leadership Group that meets monthly to:

- Discuss and review the alignment of the College's strategic plan with the operational plans of each of the College's departments and programs.
- Address College-wide issues that are raised by institutional research reports and other sources
- Discuss linkages among all unit plans and initiatives to find opportunities for better coordination of work and resources to meet common goals.
- Serve as the primary College-wide group to enhance communication and engagement among the College's units and between the unit leadership and the executive staff.

We expect this process to have a significant impact on strengthening our culture of quality.

Sources

- 4.2 A3 Template
- 4.2 Aligned Planning Process
- 4.3 Leadership Group Intranet page
- Continuous Quality Improvement Overview
- Employee Engagement Survey 2016
- IE Survey Report 2017
- IE Survey Report 2017 (page number 11)
- Operational A3s-Program Reviews Intranet Page
- Project Charter Template