

Assurance Argument
Kalamazoo Valley Community
College - MI

2/22/2016

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Mission Statement

The Mission of Kalamazoo Valley Community College is:

We are committed to enriching the lives of our students and communities through quality educational programs and services.

To accomplish these ends, we will:

- Support student goal achievement through access to learning experiences and assessment.
- Support a balance between a comprehensive curricular base and innovations in education, personal development and technology by strategically utilizing resources.
- Provide curriculum and supportive services relevant to the needs of individuals, enterprise and government.
- Maintain a learning environment built upon the inclusivity of ideas of all cultures and ethnic backgrounds.
- Support economic vitality and stability through development of a skilled local workforce. Integrate the components of campus-based instruction, M-TEC and the Kalamazoo Valley Museum to support student and community needs.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The mission statement at KVCC was developed using a collaborative process with representation from a broad range of the College community including students, staff, faculty, and administrators. This process was representative of the institutions nature as a center of inquiry and respect for a wide range of thoughts and ideas in its search for functional and effective policies and processes. Following the creation of the Mission Statement, it was reviewed and approved by the Board of Trustees and is now an official Board Policy.

2. The institution's academic programs, student support services and enrollment profile are consistent with the stated mission.

KVCC offers a wide variety of educational opportunities ranging from enrichment or lifelong learning opportunities, short-term academy training, and transfer preparation for matriculation to advanced degree granting institutions.

The wide variety of academic programs offers our students opportunities to receive quality education in a broad range of career and professional pathways. It also allows new incoming students, who may be undecided as to their career directions, to explore a wide variety of options to determine those for which they are best suited. Students have the opportunity to explore options in a more economically friendly environment than that of a university. Additionally, student support services are closely aligned with academic programs to ensure the best opportunity for student success.

KVCC offers a broad base of student support services ranging from academic counseling, financial aid, veterans services and more, which are housed in a central location to provide easy access based on students particular needs. A vital aspect of the student experience at KVCC is the close relationship between members of the faculty and their students, providing a very personal approach to the educational process. Many students feel this is a particularly important part of their academic success and helps to develop a lifelong desire to learn, beyond the walls of KVCC.

The wide constituent community serviced by the College is clearly represented in its enrollment. Traditional students pursue transfer degrees to further their education at universities, students pursue "school to work" options that provide them with a strong academic foundation along with vocational skills which make them marketable to the local workforce and students seek certificates or other credentialing for specific employer needs in areas such as welding, police and fire service, EMT, Automotive and other technical pathways. In addition, KVCC has 74 international students representing 29 countries.

KVCC also offers non-credit inservice training opportunities for both private sector employers as well as public sector service needs. These opportunities range from training updates for local law enforcement agencies to public utilities training. Clearly, this wide range of enrollment is representative of the comprehensive community that the College serves. KVCC's Facts at a Glance illustrates this.

3. The institution's planning and budgeting priorities align with and support the mission. (See Criterion 5.C.1)

Sources

- BP 400 Mission
- fastfacts

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans or institutional priorities.

KVCC clearly articulates its Mission in multiple ways to ensure students, faculty, staff and community members have access to and knowledge of the Mission. For instance, it is available on the home page of our website in the "About" section, and on the Board of Trustees web page which also identifies our vision and values. In addition, the Mission Statement is included in the following College documents which are also accessible through our website: the strategic plan, the faculty instructional manual, and on the Institutional Learning Outcomes form. Finally, the Mission Statement is also reproduced in various posters which are available for general viewing.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purposes.

The Mission Statement and documents are current. On a regular basis, the College Mission Statement is reviewed and revised as needed by a representative group of faculty, staff and administrators. The review process is open-ended, with ideas accepted from and built upon by all. The final document is reviewed by the President and then submitted to the Board of Trustees for formal acceptance. The most recent review of the KVCC Mission was adopted on October 12, 2004. The Mission is periodically reviewed by the Cabinet and continues to guide the direction of the College.

The strength of the KVCC Mission Statement lies in its components and how they are reflected in college culture and initiatives.

A. Supporting student goal achievement through access to learning experiences and assessment.

As the College Course Catalog illustrates, there are a rich variety of classes offered to students. This includes both those who plan to transfer to a four year degree program and those who seek a specific career in fields such as health care or the industrial trades.

In order to evaluate student's learning experiences, the College has established a formal assessment process for Institutional Learning Outcomes which include: effective written and oral communication; ability to think critically and to solve problems; ability to work in groups; information, numeric and technology literacy; a highly developed sense of ethics; respect for diversity; a global perspective; and strong personal management skills.

B. Supporting a balance between a comprehensive curricular base and innovations in education, personal development and technology by strategically utilizing resources.

Three recently initiated programs which support a balance between a comprehensive curricular base and innovations in education include Guided Learning Workshops in the math department, the Accelerated Mainstreaming Program in the English department and a First Year Experience class in the Transitional Studies department. In the workshops, students in specific developmental math sections are required to attend an additional session with a tutor to provide more practice with problems covered in the class session. Tutors also attend the class, so they are able to emphasize what the instructor covered during the class session. In the Accelerated Mainstreaming Program, students register for both a section of Fundamentals of English and College Writing. The same Instructor teaches both sections and in the fundamentals class provides additional and individual support to students to master the material covered in the College Writing class. As a result, in the Fall Semester of 2014, seventy-four percent of students enrolled simultaneously in both sections and passed both courses. In the First Year Experience class, students are able to broaden their knowledge and enhance abilities necessary for college success. Topics include academic planning, civility, financial planning for college, health and wellness, interpersonal skills, technology awareness, personal empowerment and time management.

Two programs which support a balance between a comprehensive curricular base and personal development include Cougars Creating Community (sponsored by Phi Theta Kappa) and Students Strength Development. Cougars Creating Community is an intensive one day program in which students and faculty provide service to local community agencies. In follow-up sessions students connect their service experience to the College's Institutional Learning Outcomes. In the Students Strengths Development program, students complete an assessment which helps identify their existing strengths and talents. Following this, a Strengths discussion provides detailed information regarding a student's unique Strengths and how to constructively use them to develop their potential in both academic and career pursuits. Beyond these two specific programs, the College supports a full range of student organizations which also promote personal development.

A comprehensive curricular base is also supported through technology resources that provide a twenty-first century teaching and learning experience. This includes the availability of a computer in every classroom along with a projection system, the availability of iPads and laptop computers for classroom use, a wireless network recently upgraded to provide more efficient

service to students, and an online instructional management system. The College offers degrees and certification in new media including animation and game art, and graphic design. In addition, the College offers both online and hybrid classes across the curriculum.

C. Provision of curriculum and support services relevant to the needs of individuals, enterprise and government, and support of economic vitality and stability through development of a skilled local workforce.

A wide range of curriculum and support services are offered to individual students under the auspices of the Student Success Center. This includes career services, academic counseling, advocates who provide one-on-one support to help improve academic performance and attitude toward school, assistance to students transferring to Michigan colleges and universities, tutoring, and special services for students with disabilities.

The College recently initiated a Middle College program in partnership with local area high schools. The program will allow students to earn a degree or certificate from Kalamazoo Valley Community College during a "thirteenth grade" in high school.

In addition, services are offered to enterprises and government through The Groves Center which works closely with business to ensure that its services align with the needs of the region. This includes workforce training and corporate training along with career specific academies such as police, wind turbine technician and mechatronics. Specifically, a seminar entitled Children and Divorce is offered in cooperation with the local county District Court. This service targets parents with minor children who are in the process of divorce.

In order to support economic vitality and stability through the development of a skilled local workforce, the College also offers a variety of career focused degrees and certificates in both health careers and the industrial trades. In addition, the College partners with local high schools as part of an Employment for Education program which offers career and technical education classes to students in the tenth to twelfth grades. Classes are held in multiple locations including high school buildings, on College campuses, and at actual business and industry sites.

D. Maintenance of a learning environment built upon the inclusivity of ideas of all cultures and ethnic backgrounds.

The College offers an International Studies certificate and AA degree. In addition, there are over 200 courses which include a global module that provide an international perspective through course content.

As a result of ongoing interest in the area of inclusivity, the College recently created the position of Director of Inclusivity and Diversity. This newly developed position has been incorporated into the President's Cabinet and is the process of assembling an advisory committee.

Both the Arcadia Commons Campus and the Texas Township Campus have committees which host special events and programs focusing on issues related to diversity.

E. Integration of the components of campus-based instruction, and the Kalamazoo Valley Museum to support student and community needs.

The Museum offers programming with a special focus on science and history. It provides an Educator newsletter to assist teachers in identifying the relevance of both standing and current exhibits to curriculum. Schools can arrange tours for groups of students and many changing exhibits are relevant to college courses.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The college Mission Statement clearly identifies the nature, scope and intended constituents of the College. This includes traditional students, the community, enterprises and government. As the previous section indicates, there is a full range of courses and specific programs which provide both academic and support services to a variety of constituent groups. This includes the following: traditional students pursuing an associate degree, or transfer to a four year program; non-traditional students pursuing career or job enhancement, personal enrichment, or more convenient coursework offered online; business or government agencies seeking employee training and workforce development or parents and children going through the divorce process.; high school students seeking an early beginning toward a college program, or a particular trade; and children visiting the Kalamazoo Valley Museum with a school group or parents seeking to learn more about science and history.

Sources

- BP 400 Mission
- KVCC Institutional Learning Outcomes Assessment Tool

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. The institution addresses its role in a multicultural society.

KVCC understands the critical role it plays in fostering diversity and inclusiveness in society. The concept is fundamental to the mission of the College. The commitment to diversity and inclusion is evidenced through the articulation, continuous communication, and implementation of the mission, policies, and activities of the College. It is also evidenced through measurements of diversity and inclusivity. Finally, ongoing strategies and efforts to continually improve demonstrate that we will adapt to the changing cultures and communities we serve.

From a policy perspective the breadth of institutional focus at KVCC is reflected in its mission. This mission focuses on all of the students and communities that are served through "quality educational programs and services." The mission further specifies the importance of including, respecting, and serving all students, regardless of ethnicity, culture, or special need through an inclusive learning environment built upon relevant curriculum and supportive services.

2. The Institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Operationally, the idea of inclusivity is expanded through cabinet operating policies, specifically CMOP 4080 – Inclusivity. This policy specifically defines inclusivity as encompassing race, religion, color, gender, weight, height, marital status, veteran status, disability, national origin, handicap, gender identification, sexual orientation, age, political affiliation, economic circumstance, physical or mental ability, physical or mental characteristic, and philosophy.

Diversity and inclusivity is also addressed in Board Policy 301 – People Treatment, which stresses the importance of not treating people in an inhumane, unfair, or undignified manner.

In February 2013 KVCC Board formally adopted the KVCC Nondiscrimination Policy, which specifies the individual responsible for responding to inquiries.

The Board and Cabinet level policies and procedures, as well as the Non Discrimination Policy are communicated to students, employees, and the community through media, including website, newspaper, student publications, applications, and marketing materials.

The institutional commitment to diversity and inclusivity is reflected in its service structure as well as a broad array of activities and initiatives. Structurally, this commitment is central to the core concept of open door admission. Other areas of the College closely tied to diversity and inclusivity are: 1. Respect for Diversity, and Global Perspective included as Institutional Learning Outcomes measured as part of course evaluation process, 2. Special Services for Students with Disabilities, which include but are not limited to Advocates, Apprenticeship, Career & Employment Services, Clubs and Organizations, Computer Lab, Counseling, Facilities, Financial Aid, Internship, Life Resources, Prior Learning, Public Safety Registration, and Tutoring, 3. Student Success Center Services such as Life Resources, Advocates and Advising, Student Strengths Development, Tutoring, and FOCUS Program (supporting transfer).

As with all institutions of higher education, KVCC offers students the opportunity to engage in many activities and initiatives. Some of these related to diversity and inclusivity are: 1. Mosaic (Formerly Gay Straight Alliance) – Lesbian, Gay, Transgender, Ally, & Questioning (LGBTQAQ), 2. American Sign Language Honor Society, 3. French Language Club, 4. Spanish Club, 5. KVCC Campus Crusade for Christ, 6. Phi Theta Kappa Honor Society, 7. Student Veterans of America, and 8. Multicultural Student Organization.

Other services aimed at students include: 1. Non-traditional student financial aid (vocational trades and healthcare), 2. Veterans Office/Assistance/Veteran Friendly Campus Designation, 3. Artist Forum concerts introduce students to diverse and eclectic music, and 4. Unisex bathrooms to serve all regardless of gender identity.

While all college services have support of the student experience at their core, some services are aimed primarily at faculty and staff development. These include: 1. Midwest Institute (international studies), 2. Universal Design – Ongoing training for Faculty (designing course instruction), 3. Diversity Committee - All campuses (open to students, faculty, staff & public), 4. Sexual harassment training (required for all new staff and faculty), 5. Ally training for Faculty (available to support LGBT community).

Centering on a different audience of faculty and staff, the Kalamazoo Valley Museum also supports diversity and inclusivity programmatically. A sampling of diversity and inclusion focused programs and exhibits at the Kalamazoo Valley Museum within the last 10 years are as follows: 1. African Americans in World War II (Photographs), 2. Celebration of Souls (Day of the Dead), 3. Eat Well Play Well (bilingual), 4. From Here to Timbuktu, 5. Great Lakes Native Quilting, 6. Jump to Japan (Manga), 7. RACE: Are We So Different? , 8. Ramptown (archaeology of the Underground Railroad in Michigan), 9. Spirit of the Mask (artist's interpretation of many mask-making cultures), 10. Uneasy Years: Michigan Jewry During Depression and War, 11. Identity and the American Landscape (Wing Young Huie photography), and 12. Voices for Social Justice (an oral history project of the KVM in partnership with the Racial Healing Initiative of the Southwest Michigan Black Heritage Society).

These exhibits have formed the backdrop for a number of programs that are supported and promoted by the Arcadia Commons Committee for Cultural Understanding (ACCCU); responsibility for the design and implementation of these programs is shared by staff from the

College and museum. Most of the programs take place over the lunch hour in the Kalamazoo Valley Museum's Mary Jane Stryker Theater. Targeted audiences are staff, faculty and students, though the public are invited to attend as well. In recent years, ACCCU has partnered with the Racial Healing Initiative of the Southwest Michigan Black Heritage Society, and therefore these lunch programs have attracted more attendance by the community beyond KVCC.

The programs' speakers or facilitators are drawn from staff and faculty at KVCC/KVM and from the general community. Topics have ranged from lectures on other cultures (Timbuktu history and contemporary issues; the experience of climbing Mt Everest and meeting indigenous people along the way), to discussions about issues of race and equity in Kalamazoo.

Typically, these programs, held monthly during the fall and winter/spring terms, attract anywhere from 20 to 40 people. When instructors assign a class to attend, the theater, with a capacity to seat 85, is filled. There has been a steady rise of non-KVCC attendees and those numbers are expected to increase as the KVCC community continues to pursue diversity and inclusion in all aspects of its operation.

As a specific expression of its commitment to diversity and inclusivity, the College hired Vicki Rosenberg and Associates in 2014 to assess the current institutional environment for inclusion and to develop a set of recommendations to carry us forward into the future. As part of the process, the College leadership and stakeholders developed and adopted an Inclusivity statement and goals, which were communicated throughout the institution through a special Presidential address:

KVCC Inclusivity Statement: KVCC believes that inclusivity encompasses, but is not limited to, race, religion, color, gender, weight, height, marital status, veteran status, disability, national origin, handicap, gender identification, sexual orientation, age, political affiliation, economic circumstance, physical or mental ability, physical or mental characteristic, or philosophy in its programs, services, or activities. (CMOP 4080)

Goals/Outcomes for Inclusion:

1. Provide all who live, learn and work at KVCC the opportunity to actively participate in a vibrant, intellectual community that offers a broad range of ideas and perspectives.
2. Embrace access to success for all; treating all members of the Kalamazoo Valley community with respect and dignity.
3. Take individual and shared responsibility to guard against behaviors that demean or otherwise harm individuals in our community.

During 2014 Vicki Rosenberg and Associates held a series of focus groups and performed assessments studying the current College environment. The assessment and recommendation will be carried forward by a recently hired Director of Inclusivity, who reports directly to the President.

Finally, the College expresses its commitment to diversity and inclusivity through the population it serves. One perspective on this is offered by comparing the KVCC student population to that

of the local service area. This comparison reveals that the College student population is comprised of a higher percentage of minorities than that of the local community.

	KVCC	Kalamazoo County	
All Races	100%	100%	
White/Caucasian	74%	82%	
Black/Non-Hispanic	14%	11%	
Hispanic	4%	4%	
Other	8%	4%	
Source for Kalamazoo Valley Community College Students - Fall 2014 IPEDS Official Submission			
Source for Kalamazoo County - U.S. Census Bureau, 2010 Census, Demographic Data			

Other pertinent measures of student body diversity (information from 2014 Facts at a Glance) include: 1. 39% of students are first generation to attend college, 2. 50% of students receive financial aid, 3. 64% of students attend Part Time, and 4. 52% of students are Women

In addition to ongoing measures above, in 2013 KVCC successfully completed a Federal Civil Rights Audit review. The Civil Rights compliance certification is independent federal validation of the inclusive nature of policy, procedures and facilities.

Sources

- BP 301 People Treatment
- BP 400 Mission
- Clubs and Organizations - Kalamazoo Valley Community College
- CMOP 4080 Inclusivity
- fastfacts
- history artists forum
- Non Discrimination Policy
- UniversalDesignGuidelines

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The KVCC mission statement "We are committed to enriching the lives of our students and communities through quality educational programs and services," is a direct expression of a "commitment to the public good." Moreover, the following mission components demonstrate how our mission is enacted: 1. Provide curriculum and supportive services relevant to the needs of individuals, enterprise and government, 2. Support economic vitality and stability through development of a skilled local workforce, 3. Integrate the components of campus-based instruction, Groves/M-TEC and the Kalamazoo Valley Museum to support student and community needs.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

In addition to the many educational contributions KVCC makes to the community, it also takes very seriously the contributions it makes to community vitality, development and growth. Together, these contributions define the College as an integral member of the community, playing a central role in its current and future successes. Some of these contributions tie to how the College provides continuing education programming for leisure, wellness, personal enrichment, or professional development. Examples of these contributions include: 1. Community Mental Health agency peer to peer services, 2. Library open to the public, 3. college-wide Wi-Fi, 4. ROADS program (retiree tuition discount program), 5. the Kalamazoo Valley Museum Sunday Afternoon lecture series for children, and 6. Dental Hygiene and EMS continuing education offerings.

The community college also serves the public by operating or sponsoring opportunities for community members to engage in activities that promote leisure, wellness, cultural or personal enrichment such as community sports teams, theater or musical ensembles, or artist guilds. Examples of these contributions include: 1. Center for New Media and Kalamazoo Valley Museum serving as an Arts Council of Kalamazoo monthly Art Hop venue, 2. Alumni Art Show, 3. Artist Forum Concert Series which is open to public, 4. free and open to public Visiting Writers series, 5. since inception in 1986, the Kalamazoo Valley Community College's

Artists' Forum Performance Series has exposed the Kalamazoo community and the students of Kalamazoo Valley to a widely diverse array of musicians, artists, writers, actors, singers, dancers and social commentators, 6. American Sign Language cultural activities, 7. campus band & community chorus, 8. creative expression workshops, and 9. Opportunities for Education Keynote Speaker Event

The college serves the public by operating public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, performing arts centers, museums, art galleries, or television or radio stations. Examples of these contributions include: 1. Kalamazoo Valley Museum, 2. KVCC Texas Township Campus and the Arcadia Commons Campus have numerous computers available for public use, 3. Center for New Media Arcus Art Gallery, and 4. corporate rentals at The Groves Center (MTEC) facility.

The college operates public facilities to promote leisure or wellness activities for community members, including gymnasiums, athletic fields, tennis courts, fitness centers, hiking or biking trails, or natural areas. Examples of these facilities include: 1. Texas Township Campus track, tennis courts, and athletic facilities that are used for charity events and accessible for personal leisure, 2. Community 5K events, 3. area high schools and community groups use facilities for cross-country meets and soccer games, 4. Texas Township Campus is a designated hazardous event shelter site, and 5. Texas Township Campus swimming pool is used for community swims.

The college promotes, sponsors, or hosts community service types of activities for students, staff, or community members. Examples of these include: 1. college facilities frequently used by community organizations for programs of general interest, 2. law enforcement/regional homeland security meetings, 3. Children and Divorce (w/circuit court) program, 4. Dental Hygiene Clinic (open to the public), 5. semi-annual community electronics recycling program, 6. American Sign Language culture workshops, 7. MPRI transition team meetings (prisoner re-entry), 8. KVCC represented on "Girls on the Run" and annual Kalamazoo Marathon steering committee, 9. Red Cross and MI Blood Drives, 10. Groves Center (MTEC) facility is a voting precinct, 11. public meetings held at Groves Center, 12. KVCC Administrators serve on multiple community boards, 13. hosting annual Veterans Resource Day activities, and Kalamazoo Valley's award-winning Cougars Creating Community (a community-wide effort to create a "pass it forward" atmosphere in Kalamazoo).

Finally, in accordance with the agreement between KVCC and the KVCC Faculty Association, faculty are involved in professional development and activities, and community service, equal to five days of service.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As a public community college located in the state of Michigan, KVCC is overseen by an elected and independent Board of Trustees. This governance system is clearly focused on educational responsibilities and has no connections to external interests or organizations.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

As an active member of the community, KVCC engages in a variety of outreach activities. These activities include both formal and informal arrangements and include both educational and non-educational segments of the community. Some of these activities include active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, direct credit, early/middle college, or academy programs. Examples of these activities include: 1. active dual credit articulation agreements with Allegan Area ESA, KRESA, and Van Buren ISD, 2. Education for Employment partnership and articulation agreements with Allegan Area ESA, KRESA, and Van Buren ISD, 3. dual enrollment offering in several area high schools and ISDs (Comstock, Schoolcraft, Gull Lake, and Van Buren), 4. the Superintendent of Regional Educational Service Agency sits on The Groves Center Advisory Board, 5. Van Buren Early College Health Alliance, 6. Phoenix High School, Kalamazoo Public Schools, Van Buren Intermediate School District Cadet Teacher Academy, 7. actively working with KRESA on development of a Middle College, and 8. cooperative programming with the Education for the Arts program and the KVCC Center for New Media.

The college also reaches out to the community by hosting, sponsoring, or participating in enrichment programs for area K-12 students including summer or after-school programming and science Olympiad. Other examples of K-12 connections include: 1. annual hosting of Science Olympiad, 2. Greater Kalamazoo area College Night for students and parents, 3. Kalamazoo Public School grade 7/KVCC partnership, 4. Gull Lake Community Schools Spark Series, and 5. hosting an annual High School Counselors' Breakfast.

The college is involved with programming to promote successful transitions to college for traditional age students, including grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers. In many cases they initiatives include working with area partners and include: 1. Kalamazoo Area College Access Network, 2. Kalamazoo Promise summer orientation, 3. The Learning Network of Greater Kalamazoo, 4. Vicksburg High School/Vicksburg Rotary/KVCC STRIVE awards programs, and 5. Allegan Area College Access Network.

In a similar vein, the College provides, supports, or participates in programming to promote successful transitions to college for new or reentering adult students, such as adult basic education, GED preparation, GED testing, or recruiting, advising, or orientation activities specific to adults. Some of these activities include: 1. partnering with Kalamazoo Adult Literacy Program (KVCC serves as a site for adult literacy training), 2. outreach and support services through our Student Success Center for students enrolling at KVCC through the Michigan Prisoner Re-entry Program (MPRI), 3. the Veterans' Success Program Center, including a unique "in processing orientation" for military service members and veterans, 4. a Special Needs Student Services Advisor, and 5. Partnering with the Hispanic American Council Education Liaison Program, the Douglass Community Association, the Adult Learning Collaborative Board, and the Kalamazoo Literacy Council.

The college also has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements or operation of a university center. A few of these include: 1. KVCC Focus Program (a partnership with Western Michigan University offering assistance to those who have completed a two-year degree and wishing to transfer to a four-year institution), 2. articulation agreements (including reverse transfer agreements), 3. the Transfer Resource Center, 4. prior learning credit opportunities, and 5. Michigan Transfer Agreement (MTA).

Many of KVCC's community connections are directly related to the instructional process. In these cases, it is clear that the connection to community groups and organizations offers direct benefits to both parties. Some of these include: 1. allied health agreements with Bronson Health, Borgess Hospital and other nursing/healthcare facilities for clinical training, internships and externships for our healthcare programs and academies. In addition to providing educational opportunities for students, these same organizations serve on industry advisory committees to review our programs and direct the creation of industry-driven healthcare career academies, 2. active industry advisory groups for numerous academic disciplines, including, but not limited to Business, Law Enforcement, the Kalamazoo Valley Museum, the Center for New Media, and all of the Industrial Trades, 3. a thriving apprenticeship program, held in partnership with the Department of Labor, to serve approximately 130 apprentices from 40 sponsor companies, including Perrigo, Stryker, Esper Electric, A&O Mold, Metal Technologies, Parker-Hannifin, and Summit Polymers, to name a few, and 4. representation from local employers on The Groves Center Advisory Board (Stryker, Parker Hannifin, American Axle, Bronson, Western Michigan University, and the regional educational service agency.

Finally, The Groves Center has developed key partnerships with several regional agencies with a strategic focus on addressing the skill gaps necessary to meet local business needs and increase local employment. These collaborations include: 1. Southwest Michigan First – the area's regional local economic development agency, 2. Michigan Works! (state employment agency), and 3. The Advanced Manufacturing Career Consortium, made up of 165 local Manufacturing Employers and 12 Economic & Workforce Development and Educational Partners.

Sources

There are no sources.

1.S - Criterion 1 - Summary

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

Summary

Conceptually, as the KVCC mission connects students and the community to educational programs and services, it offers a succinct description of what is the core of everything KVCC. Considered along with its related components, the mission provides an operational starting point for educational opportunity in the form of academic programs and supportive services. These include both traditional and non-traditional students and modes of instruction.

The Mission is also reflected in the College Vision and Values, as well as other publicly available documents. As with the Mission, the Vision and Values are integrated into the College fabric in the form of formal board policies and serve to provide direction to what the College will do (Vision) and how it will go about doing it (Values).

An interesting aspect of the KVCC Mission is its components. Ranging from a direct focus on student achievement to economic development, the mission components illustrate the intentionally multi-dimensional institution that is KVCC.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

At both the policy and operational levels, Kalamazoo Valley Community College places a strong emphasis on integrity. This is reflected in not only Board Policies but also in the Value Statement (Board Policy 402) that identifies integrity as one of five core values that guide all policies and practices of the Institution.

From a legal perspective, the Board of Trustees governs Kalamazoo Valley Community College in accordance with the Constitution of the State of Michigan and the State of Michigan Community College Act. Consistent with the KVCC Mission, the Board acts in the best interest of the Institution and the community as a whole. The Board is committed to excellence, ensuring that the educational programs and other services of the Institution are of high quality and available to all constituents.

To address its responsibilities in a manner consistent with Board policies, the Board of Trustees follows an agenda which addresses its Ends Policies, and continually improves its performance through attention to board member education and to enriched input and deliberation. This is accomplished within the structure of the Board Bylaws.

Financial Statements are prepared under Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) standards for consistent and transparent reporting. The College financial statements are audited by an independent CPA firm to ensure compliance and fairness of the statements. Kalamazoo Valley Community College has received positive unqualified opinions of audited financial statements for more than two decades. The annually audited financial statements are presented to the Board of Trustees for review and approval. Interim financial statements are presented to the Board, at least quarterly, for review. Annual budgets are developed by the Vice President for Finance and Business, reviewed by the President's Cabinet and presented to the Board for approval.

Kalamazoo Valley Community College seeks out best practices in public policy and requires that proper licensing/certifications for specific job descriptions are current. Some examples include:

Public Safety

Policies are in compliance with the Crime Awareness and Campus Security Act of 1990 to maintain a safe and secure learning and working environment. Public Safety officers are certified through MCOLES (Michigan Commission on Law Enforcement Standards) annually. In accordance with the Clery Act, this department publishes crime statistics and maintains a Public Safety activity log which is available to the public. Public Safety also maintains material safety data documentation for potentially hazardous materials used in all areas of college operations.

Athletics

Kalamazoo Valley Community College operates athletic programs guided by the policies of the AACJC (Accrediting Commission for Community and Junior Colleges). The Athletic Director, In accordance with the Equity in Athletics and Disclosure Act and the Student Right-To-Know Act, makes available to students, prospective students, and the public, specific information regarding athletics at Kalamazoo Valley Community College.

Operating Policies

Operational policies are set by the Cabinet members of Kalamazoo Valley Community College through operating guidelines referred to as CMOPs (Cabinet Member Operating Policies). These guidelines ensure fairness in purchasing practices, curriculum review, intellectual property, facilities use and travel, to name a few, and that no conflicts of interest exist in transactions with outside parties. The Cabinet meets weekly with the President to review and discuss Institutional matters.

Academic

Kalamazoo Valley Community College operates with integrity in its academic affairs. In compliance with FERPA (Federal Educational Rights and Privacy Act), Kalamazoo Valley Community College does not release confidential information, either verbally or in writing, about applicants or students, unless it is expressly allowed within the Act or the student has signed an authorization for release of information. Documents provided to Kalamazoo Valley Community College from an outside organization or individual are considered the property of the College, are intended for internal use only and will not be released to the student or anyone else unless compelled to do so by court order. In addition, the College does not provide lists containing current and/or former students' names and addresses to anyone unless compelled to do so by local, state and/ or federal laws.

FERPA states the College may release information that is defined as directory information, i.e. information that is generally not considered to be harmful or an invasion of privacy, without a student's written consent, unless the student requests a confidential hold of this directory information. Kalamazoo Valley Community College has designated the following as directory information: name, address, telephone number(s), date of birth, major field of study, class level, enrollment dates, full or part time status, degrees, awards, honors conferred and dates received, participation in officially recognized activities and sports, weight and height of members of athletic teams and previous educational institutions or agencies attended. If a student does not want the College to release their directory information, the student must inform the Admissions, Registration and Records Office in writing.

Personnel

A grievance procedure, applicable to all employees, articulates steps employees follow to address claims and concerns. Any person who believes that Kalamazoo Valley Community College or any part of the organization has inadequately applied the principles and/or regulation of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, and (4) Title II of the Americans with Disability Act of 1990, may bring forward a complaint to the Civil Rights Coordinator. Kalamazoo Valley Community College has identified the Executive Vice President for Instructional and Student Support Services as the Civil Rights Coordinator.

It is the intent of Kalamazoo Valley Community College to provide a learning environment that fosters the respect and dignity of each person. To that end, Kalamazoo Valley Community College is committed to maintaining a working environment free of unlawful discrimination, harassment or intimidation based upon a person's race, color, gender, weight, height, marital status, veteran status, disability, national origin, handicap, gender identification, sexual orientation, age, political affiliation, economic circumstance, physical or mental ability, physical or mental characteristic, philosophy, religion or any characteristic protected by law. An employee who believes he/she has been the victim of unlawful discrimination is directed to make a report to the Vice President for Human Resources.

Auxiliary

Kalamazoo Valley Community College has three auxiliary operations including food service, the bookstores, and the Kalamazoo Valley Museum (operating under a designated millage). Food service is operated by a vendor external to the College. Typically, food service is bid out every five years. The bid process may take place more frequently if concerns arise and/or the vendor chooses to end the contract prematurely. Revenues from the bookstores are used to offset the cost of operating a full-service cafeteria.

Sources

- Board Policy 100-Board Bylaws
- BP 400 Mission
- BP 402 Values
- Cleary Report 2014
- CMOPs
- Kalamazoo Valley Community College Audit 061415 Final
- Schedule Notice
- SRTK
- Strategic Planning - FY 2014

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Kalamazoo Valley community College strives to maintain clear and accurate communication with outside and internal audiences using a number of documents to communicate about the Institution's programs, requirements, faculty, costs and accreditation relationships. These documents include the website, programs of study - printed and online Programs of Study, class schedule - printed and online Class Schedule, online Student Handbook, the Alumni+ Newsletter, marketing materials and admissions materials. These documents are drafted with mindfulness of our mission and each of these documents undergoes review and edits to ensure its accuracy and integrity as outlined below.

Website and Social Media

The Kalamazoo Valley Community College website is the primary public medium for external audiences to gain access and information about Kalamazoo Valley Community College and is widely used by students, staff and faculty. In 2010 the College went through an RFP process to find a vendor to update the website. After reviewing all of the proposals, a decision was made to have Administrative Computing and Marketing redesign our website. Input was sought from all the stake holders, students, staff and faculty on what information should be available on the website and how best to access that information. The entire site re-development was completed in 2013. Making the College's web pages accessible on mobile devices was completed in 2014.

Administrative Computing works closely with other units of the College in developing and maintaining the website. The appropriate units/departments within the College are responsible for maintaining content.

Many units/departments of the College use social media to communicate with prospective and current students. The use of social media on behalf of the College is governed by a Cabinet Member Operating Policy entitled Prescribed use of Social Media (CMOP 5050). The college also has an Acceptable Use Policy (CMOP 5010) that student, staff and faculty electronically sign annually.

Programs of Study

The Programs of Study book is printed annually in late spring and is also available online. The Programs of Study book provides information on the types of degrees and certificates available at Kalamazoo Valley Community College, number of credit hours required for each program and the graduation requirements.

Class Schedule

The Class Schedule is printed twice a year and is the result of collaboration with Instructional Services, Student Services and Marketing. The printed copy released in March contains the upcoming summer and fall schedule. The printed copy released in October covers the winter semester. The online Class Schedule is kept current as courses may be added or dropped to meet the needs of students and the Institution. The Class Schedule and website contain a wealth of additional information to help prospective and current students' access College resources, e.g. Student Success Center, Financial Aid and the College payment plan. The Student Success Center provides orientation sessions, academic counseling, success advocates, life resources, transfer resource, services for student with disabilities, internships, career and student employment, internships and veteran services. Information about the College payment plan, allowing students to pay for their tuition in installments, is also available in both the Class Schedule and on the website.

Student Handbook

The Student Handbook is no longer printed; it is maintained online. Primary responsibility for keeping the Student Handbook current is with the Director of Athletics and Student Relations. The handbook is reviewed annually and updated throughout the year as appropriate. Most recently, this handbook was updated in the fall of 2014 to reflect the change in the College's smoking policy that became effective on January 1, 2015.

College Relations

College Relations, working with other units of the Institution, develops and updates an institutional marketing plan annually. College relations is responsible, in collaboration with appropriate units, for developing the printed version of Programs of Study, Class Schedule, Alumni +, videos, audio messaging, banners and posters.

Alumni+

Alumni+ is published and mailed to approximately 2,000 alumni 2 times per year and posted on the College website. The semi-annual publication helps keep alumni informed of what is happening at the College and features Kalamazoo Valley Community College alumni and their accomplishments.

Institutional Research

Institutional Research is an important component of the Institution as it is the source of all data used for reporting to external agencies. Institutional Research also makes available College data and the Institutions Strategic Plan on the College's Intranet.

Institutional Characteristics

Accreditation status is listed on our website. Individual accreditations for Respiratory Care, Dental Hygiene, EMS, Medical Assisting and Automotive are posted both on the website and in the Programs of Study. Tuition and fees are published in the Class Schedule as well as the website. Only fees listed on the website are assessed. Students are provided access to a Net Price Calculator to help them determine the total cost of attending KVCC.

Sources

- Alumni+ Newsletter Fall 2014
- BP 106 Board Members' Code of Conduct
- CMOP 5010 Acceptable Use Policy for the Internet and the KVCC Network
- CMOP 5050 Prescribed Use of Social Media
- Programs_of_Study_Final2014-15_Web

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Kalamazoo Valley Community College Board of Trustees provides oversight of the policies and operations of the Institution. Beginning with fiscal responsibility, the board oversees the operating and capital budgets successfully. Relatively recent decisions illustrate farsighted initiatives undertaken by the Board to enhance institutional impact on students and the community.

On October 15, 2013, the board approved a partnership with Bronson Methodist Hospital and Kalamazoo Community Mental Health to create a fourth campus. The campus will host a culinary/allied health building, food innovation center, and a mental-health facility. This will allow Kalamazoo Valley Community College to launch several new cutting-edge curriculums that will benefit both the students and the community.

During the Board of Trustees meeting on December 13, 2013, in an effort to further enhance the safety of our campuses and preserve its integrity, the board voted to create a Public Safety Department.

Also, in March of 2014, in an effort to further enhance the healthful environment of our campuses, the board voted to ban tobacco use on campus.

The Board of Trustees utilizes an annual planning document, the Kalamazoo Valley Community College Strategic Plan, to provide intentional guidance to the College. For the past several years, Institutional Planning at Kalamazoo Valley Community College has centered on a broad range of institutional measures. These measures have included, for example, passing rates for courses

offered under alternative delivery strategies, recruitment, program review, developmental education and staff development.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As an example of the Boards responsiveness to external interests, the Kalamazoo Valley Community College Groves Center Advisory Board (overseen by the Board of Trustees) includes representation from local employers and manufacturers such as Stryker, Parker Hannifin, and American Axle. It also includes representation from Bronson Methodist Hospital and Western Michigan University.

In October of 2014, the Board was made aware of Public Act 196 of 2014 which authorizes community colleges annual appropriations to be based on performance, related, in part, to the College's local strategic value, economic and business/industry partnerships, educational partnerships and community services. In December 2014, the Board was endorsed a plan to apply for the CCSTEF (Community College Skilled Trade Equipment Fund) grant which was made possible through PA 196.

In April of 2014, the Board of Trustees approved new tuition rates which included charging by contact hours rather than credit hours. Charging by contact hour distributes tuition costs in a manner consistent with actual instructional costs.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Board members are subject to Board Policy 106, Code of Conduct. Annually each board member completes and signs a Conflict of Interest Statement.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees follows the Carver Model (adopted in 1999), which clearly articulates Board Members' responsibilities and those of the College President. In short, this model establishes Board and executive responsibilities in the form of end states, supported by policy.

Our President has successfully led the Institution for over three decades within the parameters mandated by the Board of Trustees. This model has worked well for the College and community it serves.

Sources

- Board_of_Trustees_Minutes_10_15_2013_Special_Meeting
- BP 106 Board Members' Code of Conduct

- KVCC 2014 Strategic Plan
- KVCC Board of Trustees April 2014 Regular Meeting Minutes
- KVCC Board of Trustees December 2014 Regular Meeting Minutes

2.D - Core Component 2.D

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

Argument

Kalamazoo Valley Community College has long been committed to freedom of expression. In fact, Academic Freedom is guaranteed for full-time faculty and adjunct faculty as evidenced by the contractual language addressing this topic and found in the Collective Bargaining Agreement (page 6) between KVCC and the KVCCFT (full-time faculty). Excerpts from the contractual language include...."full freedom of inquiry and teaching shall be maintained and encouraged.....Faculty members are entitled to freedom in the classroom in discussing their subjects.....and shall not without just cause restrain a student from independent action in the student's pursuit of learning, and shall not without just cause deny the student access to varying points of view.....when faculty speak or write as citizens, they shall be free from institutional censorship or discipline."

Kalamazoo Valley Community College recognizes the fundamental right of staff members to exercise their right of free speech whether such communications are written, oral or posted on various media sites, e.g., Twitter, Facebook, blogs, etc. The Employee Handbook, Communications Procedures (page 18), outlines the procedures developed in support of CMOP 4020, Communications. It is clear that no employee shall have expressed, implied or apparent authority to speak on behalf of the Institution unless authorized to do so by the President. The Open Meetings Act guarantees the right of every person to attend and participate in open sessions of the Board of Trustees. Employees avoid representing to persons outside of the institution that the employee's personal views are the views of the institution. The Communications Procedures identifies the President or other person he/she designates as having responsibility for communicating with attorneys, regulatory and governmental agencies and other external parties.

Kalamazoo Valley Community College's social media presence is intended to provide the college community, employees and students with a venue to share thoughts, ideas and experience through discussions, postings, photos and videos as described in CMOP 5050, Prescribed Use of Social Media. Additionally, the College fosters a spirit of free inquiry and diversity and encourages timely discussion of a wide variety of issues as sanctioned by CMOP 6030, Outside Speakers. Guest lecturers are invited into individual classrooms as arranged by faculty members. Outside speakers are brought in on a regular basis by faculty, staff and student organizations, and such presentations are open to the College community. The College recognizes that student publications are valuable aids in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration in accordance with CMOP 6080, Student Publications. Student organizations are another avenue students have to both express and listen to different points of view. The College's library/learning resources program enriches, supplements and supports the educational programs of the Institution and aids in the pursuit of learning in accordance with CMOP 1010, Library Resources. Outcomes for the

academic years, 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14 are delineated in the document Library Outcomes 2013-14. A significant investment in learning is demonstrated by the data contained under Acquisitions, Circulation, Periodicals, Voyager and Systems.

Procedures for the implementation of CMOP 2070, Use of Facilities, are in place. These procedures apply to members of the College community and those external to the College. The procedures outline a mechanism whereby information providers and protestors can obtain a “use” permit to be carried while on campus. Areas are designated outside of the buildings where information providers and protestors must remain.

The College has extensive and sophisticated electronic technology which is available to students, faculty and staff. CMOP 5010, Acceptable Use Policy for the Internet and the KVCC Computer Network governs the use of the internet and the KVCC computer network. Users of KVCC equipment are responsible for utilizing technology for facilitating learning and enhancing educational information exchange consistent with the educational mission of the College.

Faculty development funds are available and used for departmental and inter-departmental development activities. Individual faculty attend workshops, seminars, conferences, short courses and present papers, all activities funded by the College. See Faculty Development Grant Funds, Faculty Instructional Manual. The College has a Faculty Success Center which meets twice a semester and has 23 members. According to the stated mission, the Faculty Success Center is committed to nurturing and supporting all full-time and adjunct faculty as they strive for continuous instructional improvement and to providing on-going professional development opportunities which support full-time and adjunct faculty as they seek to create the most meaningful and effective learning experiences for Kalamazoo Valley Community College students.

Sources

- CMOP 1010 Library Resources
- CMOP 2070 Use of Facilities
- CMOP 4020 Communications
- CMOP 5010 Acceptable Use Policy for the Internet and the KVCC Network
- CMOP 5050 Prescribed Use of Social Media
- CMOP 6030 Outside Speakers
- CMOP 6080 Student Publications
- FTFacultyContract2014-18
- Library outcomes 1 30 15

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Kalamazoo Valley Community College supports the research and scholarly practice of its faculty, staff and students through CMOP 3050, Intellectual Property Rights. Developers retain full rights of ownership and equity for all of their independently created works. To this end, developers may use Kalamazoo Valley Community College office space, libraries, make local phone calls, and reasonably use College owned computers.

The Intellectual Property Review Committee (IPRC) agrees with developers to manage and assign rights to works created using College resources in excess of those outlined above. The IPRC consists of three administrators, two Cabinet appointees, and four faculty members.

Kalamazoo Valley Community College has exclusive ownership rights over any works created under the College's direction as part of the developer's employment responsibilities. Students retain ownership rights over any works created in fulfillment of their academic responsibilities.

CMOP 3050 also requires developers to adhere to all applicable copyright law in the creation of such works.

Kalamazoo Valley Community College does not conduct research which involves human subjects. However, the office of the Director of Institutional Research oversees research that is conducted by faculty seeking a higher educational degree that requires a research component.

2. Students are offered guidance in the ethical use of information resources.

The Kalamazoo Valley Community College Student Handbook guides students in the ethical use of information resources. Students are prohibited from gaining unauthorized access or otherwise tampering with Kalamazoo Valley Community College systems. Students must not gain unauthorized access to, read, or copy confidential information. Other violations of the Student Handbook include duplicating or reproducing copyrighted documentation and software, as well as using College resources to view or publish obscene or illegal material, or engage in

cyberbullying. These policies are in accordance with CMOP 5010, Acceptable Use Policy for the Internet and the KVCC Computer Network.

Violations of this policy are reported to the Student Relations Coordinator (SRC). The SRC maintains a list of offenders. Upon the second offense, the SRC will hold a meeting with the student and have the student sign a behavioral agreement prohibiting future such conduct. A third violation will result in loss of access to College computers as well as possible future sanctions up to and including dismissal from the institution.

As part of their College Writing course (ENG 110), students are taught how to use the libraries and appropriately cite works. Students have access to the Learning Center which includes a writing lab, in support of these activities. Access to this service is found on the Kalamazoo Valley Community College homepage, access portal Services/Tutoring.

The Kalamazoo Valley Community College homepage also identifies the College's Library portal. Within this portal is "Information & Services for Instructors", aiding faculty in multiple areas. A wide variety of services are offered to students who access the Library Homepage, e.g., Citation Guides/Noodle Tools, Ask a Librarian 24/7 (a telephone service) and Cougar Catalog.

College librarians conduct library instructional sessions in the classrooms on both the Texas Township and Arcadia Commons campuses. According to the Library Outcomes 2013-14 report, together, the Texas Township and Arcadia Commons libraries provided 222 instructional sessions during 2013-14 with more than 4,100 students participating in these sessions. The sessions cover the proper use of library tools, how to find appropriate sources for academic work and how to properly cite works. Reference questions handled by the Texas Township and Arcadia Commons staff (in person, by phone, and e-reference) totaled 12,178 hours during 2013-14.

3. The institution has and enforces policies on academic honesty and integrity.

Kalamazoo Valley Community College has adopted an Academic Dishonesty Policy. It is explained to students in the Kalamazoo Valley Community College Student Handbook. Prohibited conduct includes cheating, fabrication, plagiarism and other academic misconduct. Students who violate the policies face sanctions from receiving no credit on an assignment (first offense), to failing the course (second offense), and, finally further consequences as determined by the Vice President for Academic Services and the Student Relations Coordinator (third offense).

Faculty monitor adherence to this policy on assignments and in the classroom. Upon detecting a violation, faculty are expected to complete a Notice of Academic Dishonesty form and submit it to the appropriate Dean. In turn, the Dean forwards the form to the Vice President for Academic Services who determines if it is a first, second or third offense. Within ten (10) business days of detecting the violation, the faculty member returns the original form to the student.

Students may appeal any academic dishonesty charges to the Vice President for Academic Services.

References:

- KVCC Student Handbook
- Notice of Academic Dishonesty Form
- Master Syllabus – ENG 110 College Writing I
- CMOP 3050 – Intellectual Property Rights
- CMOP 5010 – Acceptable Use Policy for the Internet and the KVCC Computer Network
- Kalamazoo Valley Community College Home Page – www.kvcc.edu
- Library Outcomes 2013-14

Sources

- CMOP 3050 Intellectual Property Rights
- CMOP 5010 Acceptable Use Policy for the Internet and the KVCC Network
- Library outcomes 1 30 15
- Notification of Academic Dishonesty

2.S - Criterion 2 - Summary

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

Summary

Kalamazoo Valley Community College operates with a high degree of integrity that is an outgrowth of the the public trust that it enjoys. Functional integrity is driven not only by adherence to established guidelines, but also by its success in responding to external oversight and review. The integrity of the financial function is supported by the unqualified audit opinions that the College has received for over two decades. The integrity of other areas of the College is also supported through their compliance with legal mandates. These areas include: 1. academics, 2. public safety, 3. athletics, 4. personnel, and 5. auxilarily services.

KVCC reinforces its strong internal and external presence with a variety of media. The KVCC website provides a comprehensive array of connections to varieties of information and services available through the College. Social media is a growing entity at KVCC, these efforts are located in individual departments and units across the College, providing accurate and timely responses to inquiries.

A more traditional form of communication with students is provided via the KVCC Programs of Study Book. This publication provides a very organized presentation of KVCC degrees and programs, including required courses and credit hours necessary for graduation. The college also produces the traditional class schedule and Student Handbook. The departments of College Relations, Alumni Relations, and Institutional Research also provides information to students and the public.

As an independently elected entity, The KVCC Board of Trustees establishes college priorities and the means to achieve them. These priorities range from single issue initiatives, such as moving to a tobacco free campus, to the establishment of an entirely new campus. In the case of the later initiative, the board played a pivotal role in representing the College to various community partners. This was possible due to board relationships with community constituents as well as the clear demarcation between board and operational roles.

As a community college, research in the traditional sense does not play a large role among faculty. However, other types of scholarly work does take place and falls under the auspices of intellectual property rights. Further, as a professional courtesy, the Office of Institutional Research does support faculty research as it pertains to the seeking of an advanced degree or other professional development.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

1. Courses and programs are current and require levels of performance by student appropriate to the degree or certificate awarded.

All courses/disciplines/programs are reviewed minimally every 4-5 years. A part of this in-depth review process requires discipline-specific faculty to assess multiple metrics within their discipline to include the relevancy of student learning outcomes. Courses may be reviewed more frequently in response to changes associated with course transferability and/or emerging changes within a discipline.

Courses reviewed and approved through the course and curriculum committee process require an analysis of their impact on other courses within the curricula.

Transfer degree programs of study are aligned with those offered at four-year colleges and universities. In some cases articulation agreements, facilitated by the academic counselors, are created, updated, and used to guide and direct course offerings.

Occupational programs, in addition to the program review process previously mentioned, utilize advisory committees to solicit input and feedback regarding the corresponding program of study, course offerings, job opportunities, competency requirements, graduate performance, and practice changes. In addition to advisory committee input, occupational programs (where appropriate and/or required) follow external accreditation standards and/or state required reviews

(PROE-Faculty, Student, Advisory Committee). External accreditation requirements and credentialing systems such as board performance outcomes, industry based certifications, and state licensure exams provide information on the relevancy of content and program rigor.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post baccalaureate, post-graduate, and certificate programs.

Kalamazoo Valley Community College offers undergraduate degrees for transfer and occupational programs of study. This includes the Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Certificate, and a Certificate of Achievement (COA). Program specific courses are aligned to build each program of study and include general education courses.

The AA degree requires completion of 62-credit hours and is granted to students who complete the curricula in education or liberal arts. This degree allows students to follow a general program of interdisciplinary study in the liberal arts or a combination of liberal arts and career courses. Students planning to transfer to a four-year college or university will generally meet all the requirements for admission to the junior year; however, students are encouraged to consult with a counselor and their chosen transfer institution.

The AS degree requires completion of 62 credit-hours and is normally granted to students who complete the curricula in pre-engineering or pre-science. Much like the AA degree, these students will generally be admitted as juniors to baccalaureate degree-granting institutions. The AS degree programs of study do require close examination and alignment of the appropriate curricula at the specific chosen transfer institution.

The AAS degree generally requires completion of a minimum of 62 credit-hours and is granted for various curricula that are occupational in orientation and are designed to prepare graduates for immediate employment. In many cases these curricula can also apply toward an advanced degree, but are dependent on the specific baccalaureate degree-granting institution and are not the prime consideration in the design of the curricula. The curricula for these degrees are developed with the assistance of advisory committees that are knowledgeable in the specific career field. Requirements are frequently updated as knowledge and skills in the career fields change.

A Certificate is a one-year program of study requiring completion of minimally 30-credit hours preparing the graduate for a specialized occupation. The Certificate programs are normally reserved for the development of an employment skill set or particular employment goals. Requirements are frequently reviewed and updated as knowledge and skills in these areas change.

A COA requires fewer courses than a regular certificate program of study providing training in a specific set of job or employment skills. These programs meet the demand of employers and require more than three but less than 30 credit-hours.

The Programs of Study publication presents program completion requirements for each degree, certificate, and certificate of achievement and their related requirements. The booklet is categorized under six Career Pathways: Arts & Communication; Business, Management, Marketing, & Technology; Engineering/Manufacturing & Industrial Technology; Health Sciences; Human Services; and, Natural Resources & Agriscience. This publication is created annually and is closely tied to the college's curriculum process thus ensuring current and accurate information to students and the community. Of note, only a sampling of AA and AS transfer programs are listed in the Programs of Study booklet.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements or any other modality).

All sections of a course operate within the delineated major learning outcomes as identified in the specific "master syllabus." These are considered guiding documents within the curriculum process and are carefully reviewed. Critical content included within the master syllabus are the course name, instructional strategy (lecture/discussion, composition, standard lab, open lab, online, blended, clinic, and field work), student learning outcomes, class assessment approaches, general education outcomes (a.k.a. institutional learning outcomes), and instructor competencies.

The master syllabus applies to all of the course sections taught at on-campus or off-campus locations, by all instructors, and those sections using a variety of teaching/learning strategies. While still allowing some variability of specific instructional approaches to the content of multiple course sections, the master syllabus ensures that the major objectives are being addressed. Depending on the discipline, some courses go beyond this approach and provide a faculty agreed upon framework of detailed content and classroom assessment approaches. Specific approaches for each course are shared with students using the "class assignment schedule."

Sources

- 2009-2018 ProgDisc Review Schedule
- Animation Festival
- Articulation Agreement
- Center for New Media - Home - Kalamazoo Valley Community College
- Clubs and Orgs - Kalamazoo Valley Community College
- College Band - Kalamazoo Valley Community College
- Cougars Creating Community
- GE Outcome Definitions - Modified 2-3-2015
- KVCC Choir - Kalamazoo Valley Community College
- Master Syllabus Template
- PROE Advisory Committee
- PROE Faculty Survey
- PROE Student Survey

- Programs_of_Study_2015-16
- The Ron Miazga Memorial Award for Descriptive Writing

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. The general education program is appropriate to the mission, education offering, and degree levels of the institution.

General education requirements are included with the AA, AS, and AAS degrees. In some cases the general education requirements may be embedded within the AAS, Certificate, and COA programs of study; and may also be a part of co-curricular learning. The successful completion of all course requirements are specified in each program of study. Below is a listing of suggested general education and program specific minimum credit requirements in each category for the AA, AS, and AAS programs of study.

Category	AA	AS	AAS
English/Communication	6	6	6
Math/Science	8	12	4
Political Science	3	3	3 – OR
Social Science	6	6	3
Humanities	6	6	0
Wellness/Physical Education	2	2	2
Related Studies			

Required and/or elective courses	16	12	15
Career or discipline studies	15	15	32
Minimum Total	62	62	62

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Kalamazoo Valley Community College provides a high-quality education for its students and ensures that graduates have the necessary knowledge, skills, and abilities to function effectively in their personal and professional lives. Graduation competencies are the core knowledge, fundamental skills, and attributes that the College has identified as necessary to being an educated person and a life-long learner. A quality educational experience at KVCC prepares an individual to:

- Achieve a level of competency appropriate for a one-year certificate or two-year associate degree;
- Prepare for advanced work and life-long learning;
- Effectively enter the workforce and be a well-educated member of the community; and,
- Transfer to a baccalaureate degree-granting institution.

Kalamazoo Valley Community College has endorsed eight general education outcomes (a.k.a. Institutional Learning Outcomes - ILO) as its framework for students graduating with the AA, AS, or AAS degree. ILOs have been included as part of every credit-bearing course at the College and all ILOs are addressed within its program of study curricula. Each course is designed to address one or more of the ILOs. As students progress through their program of study, the competencies are collectively developed through a variety of courses and experiences. The KVCC ILOs are:

- Effective written and oral communication;
- Ability to think critically and to solve problems;
- Ability to work in groups;
- Information, numeric, and technology literacy;
- A highly developed sense of ethics;
- Respect for diversity;
- A global perspective; and,
- Strong personal-management skills.

Initially, the general education disciplines/departments assessed ILOs targeting high enrollment courses within their discipline (e.g. the English department assesses one or more of the ILOs in ENG 110; Communications assesses one or more ILOs in COM 113). The AA and AS degrees

include general education requirements in political science, social science, humanities, math/science, English/communications, and wellness and physical education.

3. Every degree program offered by the institution engages the students in collecting, analyzing and communicating information, in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments

Every degree program offered by KVCC, through its program specific curricula, engage students in collecting, analyzing and communicating information, mastering modes of inquiry or creative work; and, developing skills adaptable to changing environments. Each of these areas are incorporated through teaching and learning strategies identified through various means such as the master syllabi, class assignment schedules, course offerings, institutional learning outcomes aligned with the course offerings, and where appropriate student outcomes on state and/or nationally recognized board outcomes, and/or externally validated accreditation criteria reviews (e.g., Automotive; Heating, Ventilation, and Air Conditioning; Nursing; Emergency Medical Technology; Respiratory Care Practitioner; Dental Hygiene; and, Medical Assistant Technology). In some cases specific outcomes are measured using nationally recognized assessment tools (e.g., Welding, Electrical Technology, and Business).

4. The education offered by the institution recognizes the human and cultural diversity of the world in which the students live and work.

Classroom activities as well as co-curricular experiences explore cultural diversity and global perspectives through a variety of approaches including, but not limited to:

- Cougars Creating Community (C3)
- Student clubs
- Internships
- Externships
- Field Work
- Clinical experiences
- Global sections of designated course offerings
- Community engagement requirements/service learning
- International studies concentrations

Students enrolled in designated courses that have respect for diversity as one of its targeted ILOs develop an appreciation for the rich and varied cultural backgrounds of fellow students and the global community. They study the role that culture and the environment play in individual behavior and the importance of respecting individual differences.

Students enrolled in courses that have a global perspective ILO are expected to achieve a broader understanding of global interdependence and the impact of historical, geophysical, political, economic, and socio-cultural forces on nations and people. These courses are designated in the course schedule with a "global" (GL) type attribute.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their program and the institution's mission.

Students are required to the extent possible to contribute to scholarship, creative work, and the discovery of knowledge through their course work and available co-curricular activities. This is accomplished using a variety of venues such as writing assignments, capstone projects, group projects, art exhibits and juried shows, internships, portfolios, performances, formal presentations, and project-based assignments. In some cases students are exposed more specifically to research and may be required to conduct “novice-level” research through basic data collection and reporting of observations to meet, in part, course specific requirements. Examples of the above include:

- Ron Miazga Essay contest
- Campus Chorus
- Campus/Community Band
- Student art shows
- Kalamazoo Animation Festival
- Development and construction of two functional wind turbines
- Cougars Creating Community
- Service learning opportunities
- Internship assignments

Faculty are strongly encouraged to contribute to scholarship, creative work, and the discovery of knowledge at the College as evidenced by a variety of opportunities such as, active participation on college committees, department meetings, attendance at approved faculty development activities, faculty seminar days, presentations at local, regional, and national conventions/seminars, professional development plans (PDP), sabbatical leaves and the subsequent sabbatical report, contributions to textbooks, poetry readings, faculty spotlights, community involvement/engagement, employer and advisory committee feedback, and Faculty Success Center offerings and sharing of best practices. Each of the above provide faculty the opportunity to contribute to improving student learning experiences at KVCC in accord with its mission.

Sources

- Animation Festival
- Center for New Media - Home - Kalamazoo Valley Community College
- Clubs and Organizations - Kalamazoo Valley Community College
- College Band - Kalamazoo Valley Community College
- Cougars Creating Community
- GE Outcome Definitions - Modified 2-3-2015
- KVCC Choir - Kalamazoo Valley Community College
- The Ron Miazga Memorial Award for Descriptive Writing

3.C - Core Component 3.C

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

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

Argument

1. The institution has sufficient numbers and continuity of faculty members to carry out both classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

KVCC employs both full-time and adjunct faculty to carry out classroom and non-classroom expectations. Full-time faculty by virtue of their role are expected to work a minimum of 30 Instructional Units (IU) per academic year. These IUs address in-classroom and non-classroom expectations including office hours, course preparation, curriculum enhancements, student outcomes, and instructional competencies. At the institutional level full-time faculty are actively involved in assessing student learning outcomes as defined by the Institutional Learning Outcomes Committee and Academic Assessment Team. For example, faculty serve on several college committees that address classroom and non-classroom roles such as, the Course and Curriculum Committee, Faculty Success Center Advisory Team, Institutional Learning Outcomes Committee, Academic Assessment Team, and the Academic Leadership Council. For the fall 2014 semester, 57.9% of the top 30 credit-bearing courses (excluding WPE classes) were taught by full time faculty. In some cases the contracts between KVCC and the KVCC Faculty Association and the KVCC Federation of Teachers provide additional clarity regarding classroom and non-classroom expectations.

Adjunct faculty are held to different expectations by virtue of their “limited” role at the College. These key faculty are expected to follow the master syllabus for each assigned course offering and conduct office hours. Adjunct faculty are encouraged to be actively involved within their department(s), provide feedback on curriculum, student outcomes, textbook adoption, and instructional competencies. Adjunct faculty are considered integral to assessing student learning outcomes and are being integrated into the process at the departmental level.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

KVCC has adopted the following policy with regards to faculty qualifications consistent with the Higher Learning Commission’s assumed practice standard.

Full-time and adjunct faculty at Kalamazoo Valley Community College will hold a relevant academic degree and/or equivalent professional experiences for courses they are assigned to teach. To the extent possible, the academic degree will be at least one level above the level they teach. Exceptions can be made in programs of study for terminal degrees or when equivalent professional experience is established.

In terminal degree programs of study, faculty members should possess at a minimum the same level of degree they teach.

Specific instructor competencies are delineated within each course master syllabus and include the minimum academic degree required and/or, in some cases, relevant equivalent experience(s).

Faculty teaching general education courses commonly intended for transfer to a four-year college or university will typically hold a master’s degree or higher in the discipline or related field. In situations where a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he/she is teaching, he/she should have completed a minimum of 18 graduate credit hours in the discipline or related field taught.

In cases where a faculty member does not have the requisite graduate degree or the minimum 18 graduate credit hours in the discipline or subfield he/she is teaching, an undergraduate degree in the discipline or subfield he/she is teaching is required. In addition, relevant equivalent professional experience(s) is/are required. Examples of relevant professional and/or academic experiences can include but are not limited to: documented history of work experiences directly related to the subject matter; and/or documented research and publication; and/or nationally recognized rating of proficiency; and/or industry recognized certification; and/or demonstrated breadth and depth of experiences equivalent to graduate course work in the discipline/subject matter.

Full time faculty hired to teach general education courses commonly intended for transfer to a four-year college or university will hold a relevant master’s degree or higher in the discipline or related field.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

All full-time and adjunct faculty are evaluated in accordance with KVCC policies, procedures, and criteria as may be negotiated in collective bargaining agreements.

Full-time faculty in the Term Appointment process are evaluated on an annual basis using a variety of established measures. Term appointment requirements include:

- Year One – Orientation to the College and Department; course/program development; Community College Teaching Seminar (semesters 1 and 2); IDEA student ratings of instruction; classroom observations (fall and winter); and a year one self-assessment and improvement initiatives proposal for Year Two.
- Year Two – Continue course/program development; consult with development specialist as needed; external peer evaluation of teaching portfolio (3 external peers); IDEA student ratings of instruction; professional activities; college service; Year Two self-assessment and improvement initiatives for Year Three; and, evidence of improvement.
- Year Three – Continue course/program development; consult with development specialist as needed; IDEA student ratings of instruction; classroom observations (fall and winter); use of technology to enhance learning; professional activities; college service; Year Three self-assessment and improvement initiatives proposal for Year Four; evidence of improvement; and, additional peer review may be required if the Year Two peer evaluation was below an acceptable level.
- Year Four – Continue course/program development; consult with development specialist as needed; external peer evaluation of teaching portfolio (3 external peers); IDEA student ratings of instruction; professional activities; college service; Year Four self-assessment and improvement proposal for continuing appointment; and, evidence of improvement.

Full-time faculty in continuing appointment status are formally evaluated every three years once the term appointment process has been satisfactorily completed. The evaluation criteria for these faculty include: demonstrated teaching effectiveness; demonstrated use of knowledge for the benefit of students or other clients of non-instructional faculty; effectiveness in other professional responsibilities; and, evidence of personal and professional growth and development.

For adjunct faculty, teaching effectiveness is evaluated using the following criteria: classroom observation(s); IDEA student evaluations; and to the extent necessary student complaints. Newly hired adjuncts will be observed each of the first two semesters taught, excluding summer. Adjuncts only teaching during the summer semester will be observed one time each in their first two summer semesters. Beginning with the third semester, adjuncts will be observed once a year for two calendar years, after which observations will be conducted every three years. When necessary, and with appropriate notice, adjuncts may be scheduled for additional observations. In all cases adjuncts will be provided with a written evaluation by the Evaluator and a formal meeting will be established to discuss the evaluation and suggested adjustments, if any.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Instructors are provided multiple avenues to remain current in their disciplines and adept in their teaching roles in the following ways:

- Professional development is strongly encouraged and supported by the College through faculty development funding allocated to each division for faculty within that division. Faculty are also encouraged to pursue professional development as a component of their continuing appointment process.
- Additional faculty development opportunities are provided through the Faculty Success Center whose goal is to facilitate faculty development catering to faculty requests and building programs based on input from the advisory team.
- Prior to each fall and winter semester full-time faculty are required to attend faculty seminar days, a two-day series of developmental and informational sessions for faculty. Adjunct faculty are invited to participate but are not required to attend.
- Professional development plans (PDPs) serve as another process faculty can use to remain current in their discipline and further their pedagogy.
- Sabbatical leaves can also be used to support professional development furthering the teaching/learning process.
- The term appointment process includes a major emphasis on teaching in the community college environment.

5. Instructors are accessible for student inquiry.

Faculty (full-time and adjunct) are required to conduct office hours. Specific expectations regarding the scheduling of office hours is delineated in each collective bargaining agreement. In some cases students may make an appointment with a faculty member if the scheduled office hours conflict with a student's schedule. Faculty are also available through email (My Valley), Moodle (Learning Management System), special events, and through faculty-led student organizations.

Service learning opportunities and various co-curricular activities also provide a venue for students to access instructors. Opportunities include but are not limited to Cougars Creating Community, the Honors Program, Student Nurses Association, Veterans, and Phi Theta Kappa. These are all examples of co-curricular opportunities that foster student inquiry outside the classroom.

6. Staff members providing student support services such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Each staff hired into a position that provides student support services is expected to meet the minimum posted qualifications consistent with the job description. These positions encompass tutoring services, financial aid advising, academic advising, career resources, life resources,

advocates, strengths, special services, reference aides, circulation aides, admissions, etc. Newly hired staff are provided onboarding that is specific to their areas of responsibility coordinated through Human Resources and the assigned supervisor. In some cases staff may be required to attend external conferences/workshops to remain effective in their role.

All staff have access to staff development dollars as budgeted for continuing professional development. To access these dollars staff must submit an application through their supervisor. If endorsed, the supervisor is responsible for reviewing the application and endorsing or denying the request. The request would then be reviewed by Human Resources. Ongoing development is also available and provided through the Staff Development Office. Staff are also permitted to attend development opportunities offered through the Faculty Success Center

Sources

- classroom_observation_form
- F14_Total

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

1. The institution provides student support services suited to the needs of its student populations.

Over the last 10 years KVCC has elevated its student support services and has made it a key component in developing and retaining students by establishing comprehensive Student Success Centers. Housed in a recently completed new extension of the Texas Township Campus that was designed expressly for meeting the needs of its constituents as well as at a central location at the Arcadia Commons Campus, the KVCC Student Success Centers meet a variety of learners' needs through the following programs and services:

- **Success Advocates:** The Student Advocacy Program is a mentor and referral-based program designed to connect students with the services of the college community and provide students with a mentor, coach, and guide through their college program of study. Students meet with assigned Student Advocates three times throughout the semester in order to set goals, evaluate progress, reflect on accomplishments, and set follow-up goals for future semesters.
- **Counseling Services:** Counselors are available to students throughout their academic journey for help with both academic and career goal fulfillment and for assistance with personal concerns and resource discovery. Counselors are located at both the Texas Township and Arcadia Commons Campuses.
- **Learning Center:** The Learning Centers provides tutoring help to students in a variety of academic disciplines including math, reading, writing, business, sciences, and study skills. The Learning Center includes the Math Center and Writing Center, where special attention to tutoring in these areas are provided to students.

- **Transfer Resource Center:** The Transfer Resource Center provides students with resources to help them in their search for continued education at other colleges and universities. The Center provides peer mentors, campus visits, transfer workshops, and other informational resources such as catalogs, view books, brochures, and website resources.
- **Focus Program:** The Focus Program is a collaborative effort between KVCC and its neighboring four-year institution, Western Michigan University (WMU). It provides academic and student support services to students transferring to WMU after completing their educational goal at KVCC.
- **Special Services:** The Special Services office provides individualized assistance and academic accommodations for students with documented physical, learning, or mental health disabilities. This office provides advocacy on behalf of students with faculty and staff, assistance with academic scheduling, planning, counseling, and referrals to community resources.
- **Student Strengths Development:** The Student Strengths Development office uses the Gallup Strengths Quest tool to help students discover their “Top Five” strengths and apply those strengths in academics, career planning, and personal goal setting.
- **Veteran’s Services:** This office serves as the central point of contact for students who have served or are serving in the United States Armed Forces. This office also hosts programs for student veterans, such as interview preparation and military resume training, a community and state resources directory, in-processing orientations for new student veterans, and a unique vet-to-vet mentorship program.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

New students are required to submit ACT scores or complete the Compass Placement Test. Students must meet with an Academic Counselor to review and discuss their results and determine an academic plan. Based on these results students are directed to courses that align with his/her level of preparation.

All students are strongly encouraged to utilize the services and resources offered at KVCC and discussed in 3D. 1 (Success Advocates, Focus Program, Transfer Services, Learning Center)

The KVCC Student Orientation is required for all new students. During the course of the year multiple orientation sessions are offered and communicated to students that have expressed an interest in attending KVCC. The orientation sessions are intended to expose each student to KVCC, its programs of study, and available services.

The Career Services Office provides personalized assistance with the career decision-making process. A Career Advisor helps students identify their talents, interests, and values and set clear educational goals. The ultimate goal is a satisfying, meaningful career.

The Computer Labs at KVCC are located at the Texas Township Campus and the Arcadia Commons Campus (Anna Whitten Hall and Center for New Media). Access to the Computer

Labs requires a valid student card. Staff support is made available to students and faculty to facilitate instruction in the classroom. Student support needs will vary based on abilities.

Students testing into developmental courses are required to successfully complete the course with a grade of 2.0 or greater before moving to the next course in sequence. Learning support is provided through the Learning Center.

In addition, KVCC has adapted the Accelerated Learning Program out of Baltimore County Community College for its highest level developmental English course (ENG 098) and paired it with a college level English course (ENG 110). Student outcomes from the first five-semester are promising. Cumulatively, students enrolled in the KVCC Accelerated Matriculation Program (AMP) have achieved success rates (grades of 2.0 or greater) in ENG 098, 17.1%, and ENG 110, 5.8%, greater than students in non-AMP offerings. Withdrawal rates in the AMP ENG 098 pilots were on average 8% below the non-AMP ENG 098 sections and 6% less in the AMP ENG 110 when compared to the non-AMP ENG 110 offerings.

KVCC has also developed Guided Learning Workshops (GLW), or supplemental instruction, in several of its developmental mathematics sections (MATH 079, MATH 094, and MATH 096). Students enrolled in the GLWs are required to attend tutor lead workshops each week in addition to the regular classroom instruction. These students are also required to meet minimum attendance expectations. Since implementation, KVCC has demonstrated the following outcomes: MATH 079 – Success rate (grade of 2.0 or greater) was 64% with a withdrawal rate of 23%. When compared to the non-GLW MATH 079 section success rate of 61% and a withdrawal rate of 13%.

MATH 094 – Success rate was 72% with a withdrawal rate of 20% compared to the non-GLW MATH 094 offerings success rate of 66.2% and a withdrawal rate of 9.6%

MATH 096 – Success rate was 69.4% with a withdrawal rate of 17.2% compared to the non-GLW MATH 096 sections success rate of 56.9% and a withdrawal rate of 16.5%.

The College implemented a process to assess the appropriateness of prerequisite enforcement based on five key measures (Total Passing, Total Completers, Completers Passing, Withdrawals, and Average Grade). The review process is initiated by faculty or academic administrators. Once a prerequisite is required a follow-up assessment is scheduled to be completed to assure appropriate enforcement. In many cases several semesters may elapse before a reassessment is complete to accumulate a sufficient data set.

In 2014 a Universal Design and Accessibility Committee was established at the College. The committee facilitates the development, application, and evaluation of systems that are equally accessible for all. The committee assesses and prioritizes the implementation of universal design recommendations, establishes budget implications, and communicates implementation strategies consistent with accepted Universal Design principles.

3. The institution provides academic advising suited to its programs and the needs of its students.

Academic advising occurs in a variety of venues at the College. The bulk of the advising is addressed by Academic Counselors who provide students with information regarding programs and services; assist students in defining and accomplishing academic, personal, and career goals; work with faculty in developing, informing, and communicating programs of study; assist faculty with students as needed; provide classroom visits for developmental courses at the beginning of each semester and at mid-semester; provide in-class advising; advise students to ensure requirements are being met to transfer to their college or university of choice; attend program advisory committee meetings to provide input and feedback to the membership; and meet on a regular basis as a group to ensure everyone is aware of service updates and changes. Meetings include input from other departments, faculty, and administrators. Each full-time Academic Counselor serves as a liaison to specific academic departments and are responsible for keeping all counselors abreast of program updates and changes and conducting classroom visits in key courses within the related curriculum. All counselors advise for all programs of study. One counselor serves as the point of contact for maintaining transfer guides with counterparts at other colleges and universities.

The college also provides academic advising through its Special Services office as well as Career Advising, the FOCUS Program, and Transfer Services. The Student Success Connection can be used by faculty to refer at risk students to a counselor for follow-up.

Informally, departmental and program faculty and staff are also responsible for advising students throughout their academic pathway. This occurs as a component of a new student's orientation/introduction to a program of study or through office hours, special events, student club activities, in the classroom, etc.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technological Infrastructure

KVCC's computer labs provide faculty and students with convenient access to the latest technologies. The labs are located at the Texas Township Campus, Anna Whitten Hall, and Center for New Media. Lab hours are liberal and reflective of the College's hours of operation. A system for scanning student identification cards helps staff track the frequency and volume of lab use. From this data, the lab determines the services needed. Annually, a survey is distributed by Information Technology to students, faculty, and staff to ascertain level of satisfaction and potential opportunities for improvement. The data is shared with the IT department and Cabinet and improvement plans initiated.

Computers including printers and scanners are routinely replaced on a three to four-year rotating cycle depending on level of use and ability to provide support. The replacement cycle includes classrooms, labs, libraries, common areas, and faculty offices. Software is likewise updated and/or replaced reflective of available support and industry changes.

The Faculty Success Center (FSC) provides technological instruction and assistance for faculty. The college's learning management system is Moodle which is supported by a dedicated FTE out of Computer Services. The FSC provides an orientation, updates, and support to faculty using Moodle as a component of their teaching/learning strategy. Prior to using Moodle, students are required to complete an online orientation.

Scientific Laboratories

KVCC's science laboratories are accessible to biology, chemistry, geology, physics, and brewing students during supervised times. Each lab is equipped with the necessary equipment and supplies to facilitate the student learning experience and meet learning outcomes.

Labs for health care and occupational programs provide equipment and supplies for student practice and competency assessments. Clinical affiliation agreements provide students with access to area health care experiences enabling students to apply skills learned in the laboratory setting to the real-world. KVCC's libraries and computer centers offer complementary and supportive resources to health care labs and clinics.

Libraries

KVCC's libraries provide easy access to online databases, print materials, and audio-visual resources. Students seeking a quiet place to focus on their studies, a place to meet classmates for group-work, a fast internet connection, or assistance with research enjoy easy access at either the Texas Township Campus library or the Arcadia Commons Campus library. Both libraries inventory materials with the goal of expanding and enhancing the classroom experience and meeting the needs of students. Materials are purchased based on recommendations from faculty, staff, students, and librarians.

The KVCC libraries have a well-organized website that offers information about the libraries and provides access to thousands of online magazines and electronic books. Students, faculty, and staff can access subscription databases from off campus by logging into My Valley. Student identification cards facilitate access to library resources and record usage. At least one librarian is available for students 24/7. The libraries offer tutorials, instructor services, and research guides to students. Librarians are frequently invited by faculty to classes to provide instruction on accessing and using library services.

Performance Spaces

One of the purposes of the Student Commons is to engage students in learning activities that nurture mind, body, and spirit. This environment promotes a sense of community, balance, and enriched learning in a high tech, high touch, and relaxed atmosphere.

The Commons is a place for students to relax and engage in unmediated learning activities. Student-driven programming and activities are encouraged with only the imagination limiting the possibilities. The Commons includes a forum, lyceum, theater, and public spaces. The forum is a versatile space that can be used for student meetings, displays, presentations, and workshops. It

contains mobile screens, whiteboards, rolling tables, and several types of chairs. The lyceum is an open, round stage, with built-in sound and lighting. It is perfect for public speaking, small theatre activities, live music, debates, and public forums. The theatre has been used to showcase movies, public speaking, and workshops/conferences.

Museum Collections

Accredited by the American Association of Museums, the Kalamazoo Valley Museum (KVM) has a 60,000 square foot state-of-the-art museum facility. Its mission is to “preserve and interpret the heritage of Southwest Michigan and provide life-long learning opportunities to engage children and adults in history, science, and technology.”

The Museum seeks to develop cultural, historical, and scientific literacy through innovative exhibits, special exhibitions, planetarium programs, educational programs, and weekend family events. It is used periodically by KVCC faculty to supplement instructional strategies. From pioneer artifacts to Egyptian antiquities and historical photographs, the collection contains a wide variety of significant items preserved for exhibition, education, research, and publication. While most of the Museum’s objects are tucked away safely in storage, awaiting their day in the exhibition spotlight, one can enjoy a large number of the museum’s unique and interesting artifacts through the searchable database 24/7.

The searchable database of over 40,000 individual records is a work in progress and is continually being updated. The information provided is streamlined for the web and is not a complete catalog of the collection. Every effort has been made to ensure the accuracy of each record. Input is solicited from web visitors if records are found to be incomplete or if visitors have additional information about specific records.

All data and images are copyrighted by the KVM and its governing body, KVCC. The images are low-resolution intended for reference use only. Images and data may not be reproduced for commercial purposes or compiled for re-use without the written permission of a collections staff member at the KVM.

5. The institution provides to students guidance in the effective use of research and information resources.

The KVCC libraries (Texas Township Campus and Anna Whitten Hall) offer instruction in proper research and information-seeking techniques. In-classroom teaching sessions are conducted by a librarian within the library during regular classroom meeting times. There are standalone training modules any student may use, via Moodle, the library website, and in conjunction with online offerings.

Information is also available through one-on-one sessions at the reference desk. A variety of handouts and other documents are available in-person and on the library’s website. Subject guides, social media, email, phone, and 24/7 chat-reference services provide students with additional options when accessing information or guidance from library staff.

KVCC Career Services teach research skills for students exploring career options and job searches. Career Cruising is a self-exploration and career planning software program that provides students with career assessments; information on occupations, including multimedia, workplace photos, and sample career paths; and the ability to save assessment results and conduct career research. Career Services also facilitates research skills in Onet and the Occupational Outlook Handbook.

Students are expected to be honest and forthright in their academic endeavors. Faculty are responsible for dealing with academic dishonesty or cheating in their classes. Faculty policies relative to academic dishonesty are clearly stated in the class assignment schedule. It is also important that faculty take responsibility for educating students about academic dishonesty and plagiarism.

Sources

- AMP 201610
- MATH-GLW, Carnegie, ALEKS
- Museum
- The Student Commons

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

See below.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

KVCC has over 25 student clubs and organizations that are suited to the institution's mission of enriching the lives of our students and communities through quality educational programs and services.

The collective mission of the student clubs is to create a community of individuals that is inclusive of our diverse community, open to the many opinions the membership holds, and is safe for all individuals. Their goals are to support, educate, advocate, engage, and plan meetings and programs that empower and unify students with the surrounding universities and community. The learning outcomes include connecting to each other and KVCC, communication skills, and leadership capabilities. For example, one of the professional organizations, the Association of Information Technology Professionals (AITP) is dedicated to helping students further their careers as IT professionals. Students from this organization have the opportunity to attend the national conference each year and compete in a variety of areas with other colleges and universities. KVCC students are very competitive often bringing home multiple awards for their efforts.

Another organization, KVCC's Phi Theta Kappa chapter, provides students with opportunities to: develop their skills in leadership and service; exchange ideas and ideals in an intellectual climate; participate in lively fellowship with scholars; and, stimulate interest and continued academic excellence. One of the major events sponsored by PTK is Cougars Creating Community. This event is meant to create a pass-it-forward atmosphere in Kalamazoo by involving students, faculty, staff, and community members in completing both random acts of kindness and providing assistance at community agencies. Following the day's activities,

students share their experiences and identify their connection to the Institutional Learning Outcomes such as effective written and oral communication; ability to think critically and to solve problems; ability to work in groups; and, a respect for diversity.

KVCC has five athletic teams, men's baseball and basketball and women's softball, basketball, and volleyball. Each team supports the health and well-being of our students.

The Veteran Support Office at KVCC assists veterans in their transition back to school by providing a support network and access to resources at the College and the community.

The college offers an Honors Program which is a reading and writing intensive learning community that aims to prepare graduates to transfer to leading colleges and universities. Students are required to spend fifteen hours each semester providing community service. In addition, they write weekly summaries of articles selected from The Economist magazine.

The college offers a variety of activities that provide students the opportunity to demonstrate their artistic abilities and apply their learning.

The college sponsors both a Campus Band and Chorus. Students as well as community members participate. The band and chorus offer public concerts as well as perform at the bi-annual commencement ceremonies (December and May).

There is an annual Poetry Prize Contest named after Ned Foskey, a previous tutor in the Writing Center. All winners and honorable mentions are invited to read their submissions at one of the monthly Art Hop community events showcasing artistic work in a variety of mediums and venues.

Each year the Communication Arts Department sponsors a Writing Contest to showcase student work. Awards are given for narrative essays, descriptive essays, persuasive/argumentative essays, research essays, response to literature essays, essays from 200-level literature courses, other essays, and The Ron Miazga Memorial Award for Descriptive Writing.

KVCC hosted the first Digital Storytelling Festival on June 5, 2015. The event included a juried exhibition of digital stories, printed multimedia, and audio created by KVCC students. Students research, write skits, and attend workshops that are designed to boost their skills needed when they leave college. It also helps students learn more about themselves and the creative process.

The Center for New Media, part of the Arcadia Commons Campus, maintains five galleries which showcase student artwork, designs, and projects including the Arcus Gallery which displays student work in multimedia and digital stills as well as the Central, Momentum, South, and Upper East Galleries which display still art, digital, and traditional media.

The college's mission includes the goal of maintaining a learning environment built on inclusivity of ideas of all cultures and ethnic backgrounds. In meeting that goal the International Studies program organizes multiple presentations each year with speakers who discuss various regions, countries and cultures. Recent examples include: Argentina, China, El Salvador,

Ecuador, Haiti, India, Japan, Kenya, Mexico, Mali, Russia, South Africa, Southeast Asia, Swaziland, and Turkey.

Sources

- Center for New Media - Home - Kalamazoo Valley Community College
- Clubs and Organizations - Kalamazoo Valley Community College
- College Band - Kalamazoo Valley Community College
- Honors Program _ Kalamazoo Valley - Kalamazoo Valley Community College
- KVCC - 013015 n Student Digital Storytelling Contest Whats Your Story
- KVCC - Third Annual Ned Foskey Poetry Prize
- KVCC Chorus
- PTK
- The Ron Miazga Memorial Award for Descriptive Writing
- Veterans THANK YOU FOR YOUR SERVICE - Kalamazoo Valley Community College

3.S - Criterion 3 - Summary

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

Summary

Kalamazoo Valley Community College is a comprehensive community college offering board-approved awards at the associates, certificate and certificate of achievement levels. Transfer degrees are offered at the two-year level in both the arts (Associates of Arts) and sciences (Associates of Science). The Associates of Applied Science is built around occupational programs in the areas of business, health and trades and traditionally carries a 62 credit hour requirement. Some occupation programs are offered at the Certificate level which requires fewer credit hours to complete, traditionally 30 credit hours. Some more focused programs fall under an award called the Certificate of Achievement. Required credit hours for this award fall between 3 and 29 credit hours. All programs are reviewed in-depth on a four to five year cycle.

Program quality lies at the core of KVCC and a large part of that quality is linked to consistency of instruction. This is possible due to the central role played by the specific Master Syllabus in place for each course. These syllabi not only specify learning and general education outcomes, but also course structure and instructor competencies. Close adherence to the Master Syllabus, allowing for some variability in instructional approaches, ensures that major objectives are being addressed.

Central to the experiences of all KVCC students are the eight Institutional Learning Outcomes (ILO). These are based on a strong base of faculty input and are reviewed on a regular basis. ILOs are included as a part of all credit-bearing courses and are fully covered in each instructional program. Of particular interest are the ILOs addressing respect for diversity and a global perspective. These ILOs are addressed from both curricular as well as co-curricular perspectives. Co-curricular programs include student clubs, community outreach activities and service learning. Curricular activities include internships, clinical experiences and field work.

At the heart of KVCC's quality programs are faculty. These highly qualified individuals not only deliver instruction and are accessible to students but also have a broad range of classroom and non-classroom responsibilities. In addition to a full-time teaching load, full-time faculty manage curriculum, develop courses, serve on committees and oversee monitoring of learning outcomes assessment. The work of full-time faculty is supplemented by adjunct faculty who play a critical but more "limited" role in many areas. However, the majority of instruction is provided by full-time faculty. As part of collective bargaining agreements, full-time and adjunct faculty are evaluated in accordance with KVCC policies and procedures as negotiated. The term appointment process for full-time faculty is based on a four-year cycle of professional development and improvement. Faculty on continuing appointment are formally evaluated on a three-year cycle. Adjunct faculty are evaluated for teaching effectiveness once each of their first two semesters of teaching. Following their second semester, evaluations are conducted annually

for two years and every three years following. Feedback is provided following each evaluation. Professional development of several types is offered to full-time and adjunct faculty. As well, adjunct faculty are invited to participate in Seminar Days at the beginning of each semester.

Along with faculty, KVCC's substantial and growing commitment to student services is key to the connection between the College and its students. There is no better illustration of this commitment than the KVCC Student Success Center. Organizationally and physically designed to meet a broad range of student needs, the center is located on both the Texas Township and Arcadia Commons campuses. All students are encouraged to make full use of these services.

Students with developmental needs are also the focus of KVCC services. These services begin with placement testing, a large portion of which is coordinated with local high schools as they use state managed and nationally normed testing instruments. Test results are paired with data driven course pre-requisites to place students in appropriate level developmental courses. Data driven course pre-requisites are also used in college level courses, especially where course sequencing is part of curriculum design.

Technological resources at KVCC are second to none. College-wide, computers are deployed for use by students, faculty and staff. These computers are updated on a three to four year cycle. User level support is offered for all users appropriate to their needs. Highly focused support is offered to faculty as they make extensive use of Moodle, KVCC's learning management system. As expected, science laboratories and Libraries are carefully managed to provide students with the resources necessary to succeed in college. Unique to KVCC, however, are the performance spaces in the Student Commons as well as the collections in the Kalamazoo Valley Museum.

Finally, KVCC provides a broad array of co-curricular opportunities for students. These include more academically oriented activities such as the local Phi Theta Kappa chapter and the challenging Honors Program. Also with curricular connections are the Band and Choir Programs, the multi-faceted Communication Arts Department annual Writing Contest, the five galleries associated with the Center for New Media and the Digital Storytelling Festival. Combined with many of the remaining 25 student clubs and organizations housed at KVCC, there is no shortage of opportunities for campus involvement.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The institution maintains a practice of regular program reviews.

Each instructional program/discipline is reviewed on a 4-year rotating cycle a process which was initiated in 2009 – 2010. Over the years, the process has been updated and, to the extent possible, provides data trends over time.

As of 2015, the 4-year program/discipline review process addresses alignment, assessment and outcomes, organizational and operational impact, stakeholder feedback, and ongoing relevance. The program/discipline review is further informed using a variety of internal reports such as the Instructional Databook generated out of the Institutional Research Office. This databook presents direct instructional cost comparisons by discipline over time addressing direct instructional expenditures, staffing, and grade distribution (by discipline and overall).

Programs/departments, through the department chair and dean of instruction, are made aware of the scheduled review each fall semester. To the extent possible, reviews of go-to-work programs of study coincide with the scheduled Program Review in Occupational Education (PROE) reviews. This process is completed once every five years and involves feedback from students, faculty, and advisory committees. The state approved occupational programs are required to complete the Program/Department review template as revised, submitting their report to their assigned dean of instruction. The dean of instruction is responsible for providing an overview of the findings and submitting a response to the Vice President for Academic Services. The VP for Academic Services is responsible for sharing pertinent findings and recommendations to the Cabinet to be used in future planning.

In some cases, programs (e.g., Automotive, Dental Hygiene, Emergency Medical Technology, Medical Assistant Technology, Nursing, and Respiratory Care) accredited by external discipline-specific agencies are used to further inform regular program reviews. Many of these disciplines require yearly reports identifying performance on board exams, retention, and job placement.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

Transcripts submitted by students from other colleges and universities for KVCC credit are reviewed by the Degree Auditor and applied, as appropriate, to their identified KVCC program of study.

Credit for Advanced Placement (AP) courses is awarded by KVCC, but only after receipt of an official transcript from AP and for scores of 3 or greater on the national standardized test. International Baccalaureate (IB) coursework is aligned with KVCC credit offerings as well. Students enrolled in an IB program must provide official transcripts which are reviewed by the Degree Auditor. Similarly, students using the CLEP and/or DSST Exams (Dantes Subject Standardized Tests) for college level credit are reviewed upon receipt of official scores. For the CLEP a minimum credit of 50 is required for credit to be awarded. The minimum credit granting score for the DSST exam is 400. KVCC Course equivalencies for AP, IB, CLEP, and Dantes have been reviewed and approved by faculty within specific disciplines and have been compared to other similar colleges and universities, including transfer institutions. These scores recently underwent a comprehensive review.

To be eligible for Prior Learning Credit, a student must have a KVCC application on file and be actively seeking a certificate or degree. Before meeting with the Prior Learning Assessment (PLA) Office, a student must first meet with an Academic Counselor to establish a Program of Study. Credit for Prior Learning is only available for courses which are in the student's current Program of Study.

The PLA Office will advise students of PLA options and help them select which assessment option is best. The PLA Office will uphold PLA policies and coordinate the process between the student, Faculty, and the Admissions, Registration and Records Office.

KVCC follows the academic standards of the Council of Adult and Experiential Learning (CAEL) when assessing prior learning experience with the following considerations:

The determination of competence levels and credit awards are made by academic experts in the field of the specific subject matter.

- Prior learning credit is awarded for college level learning not for experience.
- Knowledge learned must have a balance, appropriate to the subject, between theory and application.
- Prior learning credit is appropriate to the academic context in which it is accepted.

Prior learning credit may be specific course credit, an elective credit in a specific area or it may be a general elective. Program requirements should be reviewed to determine how PLA credits will apply toward graduation.

Successful completion of a portfolio or proficiency exam will result in appropriate course credit posted to the student's transcript. A credit grade (CR) will be awarded for proficiency exams and a numeric grade will be assigned for portfolios evaluated at a 2.0 or better grade level.

PLA credit will be awarded by semester based on when the completed portfolio is submitted or the proficiency exam is requested. The semester the credit is earned will be determined following the time frame listed below.

Submission Dates

Semester Credit is Awarded

July 1 – October 31

Fall

November 1 – March 31

Winter

April 1 – June 30

Summer

Students will be allowed up to 45 prior learning credits toward an Associate Degree and up to 15 prior learning credits for a Certificate. Students must complete 15 credit hours of registered classes at KVCC to be awarded a Certificate or Associate Degree.

The credits awarded are granted toward a KVCC degree. KVCC does not guarantee the credits awarded through the Prior Learning Assessment method will transfer to other institutions. All institutions reserve the right to review credits to determine how awarded credits apply at their own institution.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Only official transcripts will be evaluated for credit. Incoming transcripts that have appropriate signatures and seals and have been mailed directly or delivered unopened from an issuing institution will be accepted and evaluated for transfer credit.

The college accepts in the transfer process credits. That is, grades are not entered on the official transcript or calculated in the cumulative grade point average. A minimum grade of a C or 2.0 is required. KVCC also accepts a S (Satisfactory) or CR (Credit) if the originating institution indicates the S or CR grade are equivalent to a C (2.0) or greater.

A maximum of 45 credits acquired through transfer, training, or examination programs are accepted and evaluated toward the Associate Degree. The credit value for each course accepted and evaluated in transfer will not be greater than the equivalent course at KVCC.

If a determination cannot be made on what credit the student should receive the student will obtain a copy of the course description from the transferring institution. The Degree Auditor will then contact a discipline-specific faculty member for determination.

Transfer credit granted will be shown on the student's transcript. If KVCC does not offer an equivalent course in a discipline a 999 course number designation is assigned. Some courses are listed as general elective (ECR 999) if no similar program is available at KVCC.

All veterans having a certified DD214, AARTS, or SMART transcript will be granted 2 credits of Wellness & Physical Education credit and 2 credits of Safety and First Aid. Veterans who have taken other educational programs during military service may receive additional credit. The Guide to the Evaluation of Education Experiences in the Armed Services by the American Council of Education is used as the standard for determining these credits.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Course prerequisites, rigor, student learning expectations, and outcomes are faculty-driven. These are documented on the master syllabus for each course and may be further delineated within class assignment schedules.

The master syllabus provides the course number, course title, credit hours and accompanying approved strategy, contact hours, a detailed description of the course, enumeration of the major student learning outcomes, assessment options, general education outcomes/institutional learning outcomes, grading criteria, other course requirements, prerequisites, co-requisites, instructor competencies, disability statement, academic dishonesty policy, and transferability of the course.

The official master course syllabus developed by faculty in individual departments identifies any appropriate prerequisites. Course prerequisites can be recommended or required. In order to

enforce (require) a prerequisite, in general education courses is evaluated using the following standards:

- As able a minimum sample size of 500 student data points is necessary, which may cover multiple semesters.
- When the difference in student success in a subsequent course is greater than or equal to 10% on any or all of the following measures the course prerequisites may be required:
 - o Percentage of total enrolled students who passed the subsequent and prerequisite courses with a grade of 2.0 or greater compared to the percentage of total enrolled students who passed the subsequent course and did not pass or did not enroll in the prerequisite course.
 - o Percentage of students completing and passing the subsequent and prerequisite courses compared to the percentage of students completing and passing the subsequent course that did not pass or did not enroll in the prerequisite course.
 - o The average subsequent course grade of students that passed the prerequisite course compared to the average subsequent course grade of students that did not pass or enroll in the prerequisite course.
 - o Withdrawals of students from the subsequent course that did not complete the prerequisite course as compared to the withdrawals of students that had completed the prerequisite.
 - If a student has not taken a prerequisite (or its equivalent) and believes he/she has the requisite knowledge necessary to enroll in the subsequent course he/she will be required to demonstrate competency of the prerequisite materials through a CLEP or DSST. If one of these tools is not available a competency/mastery assessment will need to be identified by the subsequent course discipline and approved by the appropriate dean.

Cohort based programs of study (occupational) utilize a lock-step sequence of course taking based upon content. Effectiveness is determined by professional standards, board performance scores, competency, and employer feedback.

Students are made aware of course prerequisites through the printed schedule book which lists each course offering, strategy, credit hours, contact hours, course description, and if appropriate, recommended and/or required prerequisites. Through Banner students are not permitted to register for courses without meeting the required prerequisites.

When the master syllabus is initially proposed, it must first be approved by the department chair and aligned Dean of Instruction. It is then reviewed by the Course and Curriculum Committee, presented to the Academic Leadership Council for endorsement, and finally the Vice President for Academic Services presents it to the President for action by the Board of Trustees.

Course rigor is determined by faculty who are guided by the master syllabus. The information from the master syllabus is shared by faculty with students in the accompanying class assignment

schedule. The rigor of courses is assured through the requirements for course development and the approval process. As stated earlier, the course syllabus, in part, includes a course description, expected student learning outcomes, assessment strategies, and grading criteria. Thorough guidelines for creating a course have been developed by Academic Services. These include consideration of stakeholders, advisory committee expectations along with national and state guidelines for accrediting agencies, if appropriate. Department chairs, in consultation with their respective Dean of Instruction assist the institution in the development and assessment of the curriculum, recommending and submitting curricular changes following the curricular review and approval process, coordinating the effective implementation of course content, including syllabi review and update, and participating in college and departmental assessment initiatives, program reviews, and accreditation requirements.

More detailed expectations for student learning are communicated to students through a class assignment schedule prepared by faculty for each course that they teach and distributed to all students in the class. The Faculty Instructional Manual identifies required information which includes a course philosophy/description, expected learning outcomes, course requirements, faculty office hours, daily and weekly assignments, measurements of learning, a grading strategy, and required texts and materials.

Faculty are responsible for assigning grades which must be entered at the end of the marking period for each student enrolled in their class(es). In all cases, students will be assigned one of the following on their KVCC transcript for each enrolled class: 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0.0, I, ID, W, V, S, NS, CR, or NC.

An Academic Probation Policy has been developed for implementation in summer 2016 that identifies a three step process including appropriate protocols, consequences, and interventions. Initially a student will be placed on Academic Probation when he/she has completed a minimum of 12 credit hours with a cumulative grade point average less than a 2.0. A student will subsequently be placed on Academic Warning when the Academic Probation protocol is met and the semester grade point average during this period is less than a 2.0. A student will be placed on Academic Dismissal when the Academic Warning protocol are met and the semester grade point average during Academic Warning Status is less than a 2.0.

Measurement tools used in courses to assess learning outcomes are specific to faculty and in some cases disciplines. These include but are not limited to: analytical synthesis, capstone projects, case studies, class presentations, collaborative learning activities, creative/artistic productions/performances, departmental exams, embedded question(s), laboratory exercises, pre/post-tests, portfolios, research papers, self-directed learning activities, simulations, and/or writing samples.

The college maintains a full range of resources and supports for student learning. Institutional authority over these resources is maintained through the leadership of the Executive Vice President of Instruction and Student Support and Vice President for Academic Services. These services include but are not limited to: tutoring, learning lab, libraries, advocates, strength coaches, career counseling, academic counseling, computer lab, and the testing center.

Academic and Student Services staff and administrators meet regularly and receive input from committees of academic and student service administrators. Monthly, the Academic Leadership Council meets to address academic and student service issues. This council is represented by department chairs as well as non-voting academic and student service administrators.

KVCC's faculty qualifications target the Higher Learning Commission's Assumed Practice criteria as revised. Specific qualifications can be found within each course master syllabus. These qualifications will differ by discipline and within disciplines depending upon the course and in some cases the program of study. What is listed on some of the Master Syllabi does not necessarily match the most recently approved HLC guidelines. However, we are working towards the revised guidelines in a deliberate and thoughtful manner.

The following was endorsed by Academic Services on April 20, 2015 to further guide and direct KVCC's process for selecting qualified faculty and evaluating current faculty qualifications. These guidelines are taken from the Higher Learning Commission, Assumed Practices Policy (2015):

Full-time and adjunct faculty at Kalamazoo Valley Community College will hold a relevant academic degree and/or equivalent professional experiences for courses they are assigned to teach. To the extent possible the academic degree will be at least one level above the level they teach. Exceptions can be made in programs of study for terminal degrees or when equivalent professional experience is established.

In terminal degree programs of study, faculty members should possess at a minimum the same level of degree they teach.

Specific instructor competencies are delineated within each course master syllabus and include the minimum academic degree required and/or, in some cases, relevant equivalent experience(s). These same standards are applied to dual credit courses offerings.

Faculty teaching general education courses commonly intended for transfer to a four-year college or university will typically hold a master's degree or higher in the discipline or subfield. In situations where a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he/she is teaching, he/she should have completed a minimum of 18 graduate credit hours in the discipline or subfield taught.

In cases where a faculty member does not have the requisite graduate degree or the minimum 18 graduate credit hours in the discipline or subfield he/she is teaching, an undergraduate degree in the discipline or subfield he/she is teaching is required. In addition, relevant equivalent professional experience(s) is/are required. Examples of relevant professional and/or academic experiences can include but are not limited to: documented history of work experiences directly related to the subject matter; and/or documented research and publication; and/or nationally recognized rating of proficiency; and/or industry recognized certification; and/or demonstrated breadth and depth of experiences equivalent to graduate course work in the discipline/subject matter.

Full-time faculty hired to teach general education courses commonly intended for transfer to a four-year college or university will hold a relevant master's degree or higher in the discipline or subfield.

For college courses taught in area high schools "KVCC is responsible for assigning faculty teaching in the discipline, overseeing KVCC course selection, and implementation in the high schools to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation, competency, assessment, and faculty evaluations are applied in all venues where KVCC offers courses. KVCC will monitor the quality of instruction in order to assure compliance with the standards established by KVCC, the State, the Higher Learning Commission, and the School District/KRESA" (Memorandum of Understanding Kalamazoo County Early Middle College Program, April 14, 2015).

"Instructors must meet KVCC's minimal faculty qualifications as set forth in KVCC's Academic Policies and Procedures Manual. Instructors that wish to teach KVCC courses for credit must possess the requisite qualifications in their subject area, including the appropriate graduate degree as well as such teaching credentials, experience, documentation, and approvals as required by KVCC" (Memorandum of Understanding Kalamazoo County Early Middle College Program, April 14, 2015).

KVCC courses taught at area high schools follow the associated KVCC Master Syllabus and will use the same teaching materials, including textbook(s), used for the same course taught on any one of KVCC's campuses. High school teachers vetted to teach a KVCC course at the high school are assessed as any other KVCC adjunct faculty which includes a classroom observation by the department chair or assigned dean of instruction. Feedback is subsequently shared with these instructors.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Specialized accreditation is maintained for the following programs of study:

- Dental Hygiene – Commission on Dental Accreditation; February 8, 2011; next site visit is tentatively scheduled for 2017. Annual reports are submitted to meet ongoing accreditation.
- Emergency Medical Technician/Paramedic – Commission on Accreditation of Allied Health Education Programs; January 10, 2014; next site visit is tentatively scheduled for no later than 2019. Annual reports are submitted to meet ongoing accreditation.
- Medical Assisting – Commission on Accreditation of Allied Health Education Programs; March 22, 2010; next site visit will be scheduled no later than August 2019. Annual reports are submitted to meet ongoing accreditation.
- Nursing – Department of Licensing and Regulatory Affairs, Michigan Board of Nursing; 8-year review last completed November 3, 2011; the next full review is scheduled for November 2019. Annual reports are submitted to meet ongoing accreditation. Currently pursuing ACEN Accreditation.

- Respiratory Care – Commission on Accreditation for Respiratory Care; March 24, 2012; next site visit scheduled for March 2022. Annual reports are submitted to meet ongoing accreditation.
- Automotive – National Automotive Technicians Education Foundation, Inc.; April 14, 2014; next site visit planned for in May 2019.
- Kalamazoo Valley Museum – American Alliance of Museums; November 15, 2012; next self-study submission deadline is November 1, 2021.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

All program graduates are surveyed by the Institutional Planning, Research, and Assessment Office at Kalamazoo Valley Community College. Specific results by academic year can be found at the KVCC Institutional Planning and Research and Assessment website. In addition, supplemental graduate follow-up surveys are used in many of the programs with specialized accreditation.

These survey approaches include basic demographic information, employment information, student goals, and evaluation of services. Graduates are asked if the College may contact their employer and are reported on the same website. For the most recent graduate data available, 91.5% of respondents stated that they had met their educational goal. As it applies to transferability, 94.3% stated they experienced no difficulty transferring courses and 87.7% described their coursework at KVCC as being “Excellent” or Satisfactory” in preparing them for their continued education. Alumni also rated highly their course work of “immediate and direct” or long term “direct” relevance (87.6%) in terms of their career paths.

The employer follow-up survey data includes skill ratings, general affective attributes, and employment outlook information. Eighty-one percent of employer respondents rated graduates as “good” or “very good” in terms of overall training.

Each go-to-work program of study (AAS and/or Certificate) is further informed by an Advisory Committee made up of area employers, educators, experts, current or past students, and faculty. The purpose of KVCC Advisory Committees is to provide input and make recommendations to KVCC programs of study addressing performance objectives representative of key competencies required for successful entry-level employment; and, maintain lines of open communication that address KVCC’s responsiveness to meeting the training needs of the workforce consistent with changing job practices and technology.

Sources

- 2014-15 Grand Total Grade Distribution

- Memorandum of Understanding
- New 5 Year Direct Instructional Expenditures for 2014-15
- New 5 Year Staffing Data Sheets for 2014-15

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

KVCC provides a high-quality education for its students and ensures that graduates have the necessary knowledge, skills, and abilities to function effectively in their personal and professional lives. Graduation competencies are the core knowledge, fundamental skills and attributes that the College has identified as necessary to being an educated person and life-long learner. A quality educational experience at KVCC prepares an individual to:

- Achieve a level of competency appropriate for a one-year certificate or two-year associate degree;
- Prepare for advanced work and life-long learning;
- Effectively enter the workforce and be a well-educated member of the community;
- Transfer to a baccalaureate degree-granting institution.

KVCC identifies student learning outcomes at the course, program and institutional level and developed by faculty. At the course level student learning outcomes are articulated on the Master Syllabus. More specific student learning outcomes are identified in the individualized class assignment schedule. These student learning outcomes can be assessed using a variety of methods including, but not limited to writing assignments, collaborative projects, presentations, case studies, formative and summative assessments, and problem solving activities. Specific assessment methods will be delineated in the class assignment schedule and are faculty directed.

In addition, each course is required to identify institutional learning outcomes (also known as general education outcomes) that will be assessed in the specific course. The eight board approved institutional learning outcomes are:

- Effective written and oral communication skills

- Ability to think critically and to solve problems
- Ability to work in groups
- Information, numeric, and technology literacy
- A highly developed sense of ethics
- Respect for diversity
- A global perspective
- Strong personal management skills

Over the last three years, through our affiliation with the HLC Assessment Academy (1) (2) (3) (4), KVCC has focused on developing, implementing, and assessing its institutional learning outcomes within the general education departments. Our initial project goals encompassed the development and implementation of a comprehensive and standardized process for documenting, reporting, and improving learning through Institutional Learning Outcomes (ILO). Our project focused on three key concepts: structure, measurement and utilization, and culture. Consequently, the desired outcomes are expected to reflect the creation of a cohesive institution-wide assessment process integrating student learning, program initiatives, and effective instructional strategies that support the ILOs. These efforts have resulted in KVCC receiving a recommendation of Genuine Effort as recorded on the HLC document Quality Initiative Report Panel Review and Recommendation Form.

Prior to the 2015/2016 academic year, each general education department submitted its institutional learning outcomes assessment plan with accompanying outcome data on an annual basis. Course specific institutional learning outcome assessment plans and outcomes were reported to the ILO Assessment Committee (composed of faculty, staff, and academic administrators) using the Institutional Learning Outcome Assessment Tool. Over time this tool has undergone several revisions and is intended to guide a discipline in creating its plan of action and reporting subsequent outcomes. When completed the tool is submitted to the ILO Assessment Committee to be reviewed by an ILO Assessment Committee team. Once reviewed, the team provides the discipline with feedback using the KVCC ILO Assessment Feedback Tool . Outcomes from the course reviews are shared within the discipline and, if appropriate, improvement plans developed and implemented. Findings are expected to be shared with discipline specific stakeholders. On occasion discipline specific outcomes are shared with faculty as a component of an assessment session as part of Faculty Seminar Days.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

As stated earlier, KVCC's assessment efforts include course, program, and institutional-level learning. The majority of our focus has been on assessing the institutional-level learning outcomes within the general education disciplines. Starting with the 2015/2016 academic year this focus expanded to include the "go-to-work" programs of study. These disciplines are required to develop plans to report institutional learning outcomes in select program specific courses. As well, with the 2015/2016 academic year a new process was established whereby all disciplines would follow a four-year assessment cycle.

In Year One (2015/2016) each discipline submits an assessment plan and measurement tool to the ILO Assessment Committee for review and feedback. In Year Two (2016/2017) the disciplines will collect data. In Year Three (2017/2018) the data will be analyzed, an action plan developed, and implications identified (e.g., resources, teaching/learning strategies, development opportunities, etc.). And finally, in Year Four (2018/2019) changes are implemented.

At the program-level, learning outcomes are assessed based on a variety of factors, including graduation rates, exam pass rates, employment, graduate feedback, employer feedback, transfer rates, retention rates, IDEA feedback, advisory committee feedback, and success rates.

For example, in developmental education several course offerings have been piloted over the last two academic years using alternative strategies (Guided Learning Workshops - Math, Carnegie and ALEKs software - Math, Rapid Reviews, 8 X 8, and Accelerated Matriculation Program - English). Results, to date, have been promising requiring the institution to assess additional offerings in developmental English and math to facilitate broader student access. For specific outcomes please see English and Math Outcome Reports.

Over the years, each general education discipline has become more comfortable with the development, implementation, evaluation, and reporting of student learning outcomes assessment. This process has been driven by faculty and staff on the Institutional Learning Outcomes Assessment Committee and the Assessment Academy Team. Each group and members within groups have taken on a broader role of ownership to guide and mentor other disciplines in the process.

In all of KVCCs healthcare programs (Dental Hygiene, Emergency Medical Technology, Medical Assistant Technology, Nursing, and Respiratory Care Practitioner) student learning outcomes are tracked and reported to aligned accreditation agency. This includes tracking pass/success rates on national licensure exams, retention rates, feedback from employers, students, and advisory committees, etc. As a condition of ongoing accreditation each discipline is responsible for reporting annual outcomes.

At the direction of students and faculty staff advisors in KVCCs chapter of Phi Theta Kappa, a college-wide event called Cougars Creating Community was developed in 2013. The purpose of this co-curricular event was to reach out to various segments of the community providing volunteer services as part of a "Pay it Forward" campaign. The event tied into the Institutional Learning Outcomes and required participants to reflect on their day long activity and their relationship to the ILOs. Students, faculty, and staff returning to the campus shared their stories with the entire college community.

Although not directly linked to learning outcomes in curricular and co-curricular areas, additional assessments have been undertaken focusing on student engagement and satisfaction. For the last three years, KVCC has participated in the Community College Survey of Student Engagement (CCSSE). Trends have been identified and further shared with the Academic Leadership Council, Academic Services Leadership Team, and a multidisciplinary team from student services, faculty, staff, and administrators. To date, no specific action plans have been developed, but the College will be conducting the Faculty Survey of Student Engagement during

the spring 2016. Our plan is to correlate the data from the faculty survey with that of the student engagement survey to ascertain relationships and potential intervention strategies in collaboration with faculty, staff, and administration.

In two of the last three years KVCC has conducted the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). Outcomes have subsequently, been shared broadly with faculty and student services. In collaboration with a consultant from Ruffalo Noel Levitz action plans were developed based on the outcomes of the inventory. In year one KVCC developed interventions to address the following areas:

- Learning Communities/Bridging Program
- New Student Orientation
- Mandatory Advising
- Academic Probation Policy
- First Year Experience

Over the following 18 months each team was responsible for developing an action plan for implementation. Each team periodically provided updates to the college community as part of college-wide meetings as well as reporting progress at Retention Committee meetings.

In early January 2016 the college community participated in an additional exercise conducted by our Ruffalo Noel Levitz consultant based on the most recent outcomes from the Student Satisfaction Inventory conducted in November and December 2015. Based on the data, new strategic retention initiatives were identified by faculty, staff, students, and administrators to be addressed in the upcoming calendar year.

3. The institution uses the information gained from assessment to improve student learning. and 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. (combined)

KVCC uses the information gained from assessment to improve student learning through a variety of processes. This is accomplished at the course level through the assessment of institutional learning outcomes. Outcomes are shared at the department level with the expectation that improvement plans be developed to address areas of concern. The assessment tool developed by the ILO Assessment Committee walks faculty through the process of evaluating and measuring the success of an identified course in meeting KVCC ILOs.

Under the category of Institutional Learning Outcome by Course each department must identify the ILO from the course syllabus that will be assessed in the course. Specific course objectives are then listed that support the ILO selected. Departments are then required to select a measurement tool to be used in the courses to assess the learning objectives identified. Once completed an Effectiveness Issue is requested in which the department is required to describe what they are attempting to measure and describe the changes implemented from the previous cycle (if appropriate). The next area requires the department to establish a benchmark or what they would consider a measure of success. Departments must describe what student will be able

to do or achieve, describe the threshold for success in terms of lowest acceptable score, list the percentage of students in the course that the department would like to have meet the threshold and at what level of accuracy (if appropriate). Following this is the Action Plan which describes what the department did, sections assessed and when the assessment took place. The next step requires the department to complete a data collection chart adapted from Blinn College. Following data collection is an Evaluation of Findings to report achievement of the benchmark (met/unmet) and variables/trends found in the data, noted changes in findings semester to semester (if appropriate), and the feedback techniques used to share the results. The final step in the process is to Identify an Action Plan for Improvement to suggest evidence of informed change(s). This includes describing changes made in the curriculum, teaching and/or learning strategies, and the follow-up required.

Other areas where KVCC assesses improved student learning are through implementation of similar departmental examinations or embedded questions within one or more departmental examinations, pre-post testing, student retention and completion, subsequent course success rates, competency assessments (commonly found in lab-intensive course offerings), portfolio reviews, case studies, capstone activities, and improved outcomes on national licensure/certification examinations are but a few examples. Each of these provides the reviewer with critical information that addresses improved student learning. In some cases improved learning is measured by a final evaluation assessment.

KVCC's internal formal assessment of student learning processes and methodologies were developed collaboratively and informed based on quality management practices. Faculty on the ILO Assessment Committee were instrumental in the development of the ILO Assessment and Feedback Tools. The college as a whole and more specifically academic services is moving toward more data informed decisions and believe our efforts in assessment of student learning outcomes using the tools developed are critical to improving student learning outcomes.

Implementing our current assessment process has taken several years and required an ongoing culture shift for the organization. Many faculty have embraced the process and provided valuable input to improve and streamline expectations. Other faculty were far more pessimistic and required additional attention. To stress the importance of formalizing assessment in instruction, as a part of fall and winter Faculty Seminar Days, one to two (or more) hours are dedicated to the work of assessment. This requires all faculty attend and participate in a keynote presentation, led by faculty and/or administration, regarding assessment followed by departmental time to work on their specific assessment plan.

Our process requires input from a variety of stakeholders beyond faculty on the ILO Assessment Committee, other departmental faculty, students, staff, and administrators are included. Key to this is the inclusion of our Institutional Research Office. The Director of Institutional Research is a member of the Assessment Academy Team and the Institutional Learning Outcomes Assessment Committee. He sits on numerous other college committees providing the organization with its data needs. The office of Institutional Research is responsible for collecting and reporting data as part of KVCCs involvement in CCSSE, National Benchmarking, Clearinghouse, employer and graduating student feedback, Gainful Employment, Student Satisfaction Inventory, and meeting other state and national reporting requirements.

Students provide valuable feedback to the College to not only celebrate our accomplishments, but to identify areas for improvement. Students are asked to complete surveys and questionnaires as part of CCSSE and the SSI. In many cases, students participate in focus groups to provide the organization with additional insights on strategic priorities and organizational policy. Students also complete the IDEA survey each semester in every class. The data reported provides instructors with valuable feedback about the learning environment and specific teaching strategies.

KVCC is currently planning to expand its assessment of Institutional Learning Outcomes beyond instruction to the instructional support areas (e.g., Student Services, Business and Finance, Financial Aid, Records, Registration, and Admissions, Libraries, Facility Services, etc.). We recognize the significant impact each of these areas have on students and their learning. To that end we recognize the need to formalize their work as a critical member of the learning community to improve student learning outcomes.

KVCC is also developing a webpage dedicated to assessment of student learning outcomes. Currently, only a shell exists, but the plan is to include an Assessment Library, Assessment Reports, Assessment Application, definitions of Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), and Institutional Learning Outcomes (ILO). The site will include a purpose statement of assessment from the perspective of KVCC and should include the ideas of assessment, learning, implementation of learning and resultant changes, and the desire for continuous improvement. The site will be made available to students, faculty, and staff.

Sources

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- Assessment Tool_F_NEW_distributed
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- Collaboration Network Activity Summary
- ENGLISH Accelerated Matriculation Program Fall 15 Number Minus Instructors
- Feedback Tool_N_Enabled
- GE Outcome Definitions - Modified 2-3-2015
- GE Outcomes Grid - Blinn-KVCC
- Kalamazoo Valley Community College-Quality Initiative Report Review Form
- MATH-GLW, Carnegie, ALEKS
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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Since KVCC's inception, the formation and review of degree and certificate programs of study have been paramount to the success of this institution. In order to ensure the continuity of the work being conducted, the goals for student retention, persistence, and completion are all aligned with the mission of the College.

One such example of the planning in action is referenced in the Board Strategic Priorities and Planning Worksheet (2014) and associated narrative. The document details the institutions core values, passions, board goals, and commitments. The document also demonstrates the execution of these endeavors. As part of this comparison, the execution of these goals and expectations all have specified metrics, which illustrate expectations, results, and the positive or negative change associated with previous trends.

Within Board policies, documentation is provided on the defined goals made explicit by KVCC leadership, via the board of trustees. This information specifically outlines the transparent work that needs to be provided in each area pertaining to student retention, persistence, and the completion rates relative to KVCC's Degree and Certificate programs of study.

In addition to the internal measures that have been taken to ensure continuity of goals relative to KVCC's programs of study, external measures have also been employed. The consulting firm

Ruffalo Noel Levitz has performed both static and ongoing inquiries related to Board-defined goals and the measurement of these values. Lastly, KVCC's strategic planning narratives use the goals and missions outlined by the College to publicize their vision for goals required for 4.C.1 and to lay the groundwork for measurement in future reporting initiatives.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

To ensure student success, KVCC has developed and implemented initiatives to help with student retention, persistence, and completion of programs of study using what we have learned from our data. The Student Success Center was created to serve as a "one-stop" location, where students have access to academic counseling, career advising, crisis counseling, Veterans and Service Members support, success advocacy, transfer information, tutoring, special services, student activities, student organizations, prior learning assessment, apprenticeships, internships, life resources, multicultural services, and Strengths development staff who help students determine their natural strengths using StrengthsQuest. These resources provide assistance to students with educational support in order to strengthen learning and engagement for retention and persistence.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The 2013-2014 Strategic Plan states that planning drives the college mission and operates on an institution-wide basis. Operational planning supports the core college business that forms a strong foundation for students' success. Strategic initiatives provide a framework for focused planning at KVCC. Two strategic initiatives directly support KVCC's commitment to educational improvement through ongoing attention to retention, persistence, and completion rates.

Strategic initiatives provide the framework for focused planning at KVCC. These have been adapted from work done at Arizona State University and provide a strong basis for coordinated strategic actions.

Strategic Initiative 1: Increase participation in postsecondary education and ultimately increase associate degree and certification production.

KVCC is committed to providing an accessible higher education experience to a diverse constituency. However, community college students often find themselves contending with influences that impact their academic success. These influences range from inadequate preparation for college level coursework to competing family responsibilities. Ultimately, these factors impact student success at the course, program, and completion levels. To offset these challenges, KVCC is committed to providing targeted services aimed at supporting students' pursuit of academic success.

Strategic Initiative 2: Improve the quality of education.

Equal in importance to accessibility is the quality of education at KVCC. This focus is reflected in an emphasis on educational outcomes as well as supportive academic services. In terms of educational outcomes, program content/relevancy is reviewed on a rotating schedule and third-party assessments are used to evaluate student learning. Academic supportive services are offered to KVCC students in the form of developmental education, tutoring, etc.

At the center of students' non-academic experiences are the various components of student services. These services include core functions such as registration, financial aid, counseling, etc. Serving as a link to academics are student services aimed specifically at increasing the likelihood of students' academic success.

Strategic measures provide a picture of targeted long-term actions and include their success or lack of success. To this end, the following goals and outcome measures were reported:

Goal 1: Provide enriched educational opportunities to students to support accessibility and success – Online and blended course success rates were measured.

While success rates for blended and online courses demonstrate substantial student achievement, some differences were discovered. Students successfully completed online courses less frequently than students enrolled in blended offerings. However, the success rates of online students has shown some improvement over the last three years.

Goal 2: Retention – Total Entry Cohort, Degree Seeking Entry Cohort, and Course Retention were measured.

The end measure of retention efforts is reflected in graduation rates. Federal criteria measure retention on first-time/full-time entry cohorts. Federal criteria are examined at a point within 150% of normal time to program completion. While these rates are based on full-time status of first-time in any college at time of initial enrollment, the 150% benchmark is used for KVCC strategic planning purposes with all new KVCC students for consistency purposes. Graduation rates using this criterion have been low for KVCC compared to other institutions.

Other types of retention measures are those used by Ruffalo Noel Levitz. In this case, retention is measured semester to semester (or next term) and fall to fall. Illustrating improvement in retention, a semester to semester retention rate of 70% in Fall 2010 steadily increased to 72% in Fall 2013. Another method of assessing retention is through fall to fall retention. On a fall to fall basis, fall 2010 to fall 2011 retention was 44.4%. When compared to the fall 2013 to fall 2014 retention rate of 46.4%, there was an increase of 2.0%.

A third measure of retention at the College examines course completion. In this case the measure is the percentage of withdrawals comprised of grades awarded with a grade of 2.0 or greater being considered successful. Of the number of grades awarded for those students enrolled in 2014-2015, 9.8% of students withdrew from one or more classes while 5.4% received a grade less than a 2.0. This measure has demonstrated stability over the last three years, consistent with the enforcement of required prerequisites starting in 2014.

Goal 3: Student Progress – Full-time and Part-time.

Student success is reflected in the progress of students persisting through their programs. A measure of this progress is the number of credit hours completed by students per year. This measure has shown moderate but steady progress when compared to previous years, with recent improvements in the area of full-time students.

Strategic Initiative 2: Improve the quality of education.

Goal 1: Improve the quality of education – Annual program reviews and learning outcomes assessment of healthcare and vocational programs of study using externally developed measures as well as student perception of satisfaction and usefulness of general education goals.

It is important to understand the range of inputs impacting quality of education. In addition to those listed previously, instructional program reviews are completed each year. Instructional program reviews are conducted on each program/department/discipline, at a minimum, every 4-years. Areas of focus in the review include: Program/Discipline Purpose; Program/Discipline Goals; Overview; Course Additions and Inactivations; Instructional Strategies; Human Resources; Facility Requirements; Enrollments; Credit Hours; Impact on Other Programs/Disciplines; Student Retention; Operational Costs; Capital Purchases; Academic Performance; Assessment of Student Learning Outcomes; Core Indicators; Graduate Survey's; Employer Survey's; PROE Feedback (if appropriate); Community Demand; Advisory Committee (if appropriate); Focus Groups (if appropriate); Accreditation (if appropriate); and, Future Plans.

The percentage of healthcare and vocational graduates from programs of study with externally developed outcome indicator measures demonstrated a success rate of over 90% for the 2013/2014 academic year as reported in 2014/2015.

Historically, four General Education Outcomes (Institutional Learning Outcomes) have received satisfaction and usefulness ratings in the annual General Education Survey of Student Perceptions of the eight ILOs. The ILOs respect for diversity, ability to think critically, strong personal management skills, and effective written and oral communications were rated higher in satisfaction and usefulness by students. Minor variations in ratings have surfaced over the years, but these differences were not substantial.

Goal 2: To provide support services and courses that assist students in achieving academic success in developmental education.

The total size of our entering cohort of students has decreased 5.4% over the last three years. The percentage of the total entering cohort requiring developmental instruction has increased by 5.7% over the last three years, with the greatest increase experienced most recently. The percentage of students completing remedial and college-level coursework within two years reflects the transition purpose of development education. This measure of success has increased steadily over the last three years.

Over the last two years the College has integrated a variety of developmental education pilots to address student success and progression. The alternative offerings have been integrated within the current course structure and driven by evidence based best practices. English has developed the Accelerated Matriculation Program (AMP) using the Accelerated Learning Program (ALP) out of Baltimore County Community College as its model. As well, the English department has implemented a Rapid Review program as part of their ENG 078 offerings. Math has built a model for success in select developmental offerings based on imbedded tutors. These classes are referred to as Guided Learning Workshops (GLW). In both English and Math, developmental pilot data is collected and reported on enrollments, withdrawals, student success, and persistence and subsequently compared to outcomes for students in traditional versions of these courses.

In addition to the strategic planning initiatives which have been adopted to build upon our retention and degree completion efforts, the College engaged the consulting firm of Ruffalo Noel-Levitz to provide additional direction and expertise. From this, a Retention Plan for 2013-2015 was created (Kalamazoo Valley Community College Retention Plan 2013-2015). In that plan, targets for retention were identified and six retention strategies were developed. An updated report on the progress of each strategy was completed in March 2015 and further revised in January 2016.

As described, KVCC has set retention goals and is establishing a “culture of completion” based on tracking of entry cohorts. Data on student retention, persistence, and completion have been used to develop a variety of initiatives within academic and student services (often through collaborative efforts across departments). Over the past two years, departments embarked on several initiatives to boost completion rates in developmental (pre-college) level courses through the use of accelerated, integrated coursework (Accelerated Matriculation Program) and intensive test preparation (Rapid Review) in English and the use of required workshops with imbedded tutors and adaptive software for students in math (Guided Learning Workshops, Carnegie, ALEKS). Success rates of students, especially those in courses just below college level have improved by over 20% compared with cohorts of students possessing similar backgrounds enrolled in “traditional” sections. These initiatives have linked instructional efforts (e.g., mandatory attendance policy and aligned workshop requirements) to student support services initiatives (e.g., tutoring and academic advising services) and where appropriate, pilots have begun to be scaled. See AMP 201610.pdf and MATH-GLW, Carnegie, ALEKS.pdf.

The college has also begun to pilot a first-year-experience (FYE) course, new career planning coursework, fast-track preparation courses, and a summer bridging program for students considered at-risk academically. Data on academic course backgrounds and success rates of students in specific programs have also been used to refine placement testing and ACT/COMPASS entry requirements as well as required versus recommended course prerequisites.

4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to

their student populations, but institutions are accountable for the validity of their measures.)

Retention data for first-time-in-any-college (FTIAC) and returning students have been used to develop new policies related to registration and add/drop dates, “guest” student status, and academic warning/probation. Programs have also used data from surveys of students (CCSSE, Graduate Feedback) and employers (Perkins, Program Advisory Committees, and Employer Feedback) to develop departmental-level policies and initiatives to engage students and assist them through completion. Historically, KVCC has also tracked student retention, persistence, and completion in select populations (Kalamazoo Promise, Focus Program, Veterans, and student athletes). A promising new tool, called Enrollment Comparison Retention Report, has been developed. This tool is extremely flexible relative to targeting cohorts and should strongly support evaluation of retention efforts.

In mid-2015 the College began to learn more about Guided Pathways. In December 2015, KVCC faculty and staff members participated in a state-wide institute with 11 other community colleges to begin the process of implementing a Guided Pathways model at KVCC. KVCC has determined its “meta-majors” and determined its initial focus for implementation. Over the next few years through Guided Pathways and other focused initiatives KVCC will positively impact student retention, persistence, and completion.

Sources

- 2014-15 Grand Total Grade Distribution
- AMP GLW ALEKS CARN CRNs 2015-16 list
- ENGLISH Accelerated Matriculation Program Fall 15 Number Minus Instructors
- F14 - F15 ERC
- Goals 20150106
- Grad and Transfer Rate 2010- 2012 cohorts
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4.S - Criterion 4 - Summary

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

Summary

KVCC employs effective systems in support of educational quality, learning, and support services. At the heart of these systems is the regular review of instructional programs and disciplines. These reviews take place over the course of a 4-year cycle and address alignment, assessment, impact, feedback, and ongoing relevance. Further, several programs are accredited by external agencies that add clarity to the ongoing review process.

Records of transcribed credits from external sources are carefully managed by the KVCC Degree Auditor. The auditor uses established standards and procedures to evaluate official transcripts from other institutions. The auditor uses other standard criteria to evaluate other types of credit in the areas of: Advanced Placement, International Baccalaureate, CLEP, and DSST. The Prior Learning Assessment Office serves to support recognition of student learning that has taken place outside of the classroom. This is available to students actively seeking an award and only applies within the student's program of study. Criterion used to recognize non-classroom learning follow the standards of the Council of Adult and Experiential Learning. In all cases, students must complete 15 credit hours of registered classes to be awarded an Associate Degree or Certificate.

Veterans are eligible to receive credit consistent with standards found in The Guide to the Evaluation of Educational Experiences in the Armed Services, supported by the American Council of Education.

As faculty are responsible for managing curriculum, they are responsible for the course-level Master Syllabus. This document addresses the areas of prerequisites, rigor, student learning expectations, and outcomes along with other areas. Course prerequisites may be recommended or required and are established after meeting a clear and stringent set of data based criteria. Prerequisites are presented to students in the printed schedule book and students are not allowed to register without meeting required prerequisites. Instruction offered both on and off-site follow the Master Syllabus.

An Academic Probation Policy has been developed and will be implemented in Summer Semester 2016. A student will initially qualify for academic probation after completing a minimum of 12 credit hours with a cumulative grade point average of less than 2.0.

Instructional leadership occurs at two levels at KVCC. The first level is that of Academic and Student Services Administrators. This group meets regularly and receives input from other administrative and staff committees. The second level of instructional leadership is provided by

the KVCC Academic Leadership Council. This group is comprised of departmental chairs as well as non-voting academic and student services administrators.

All students receiving awards are surveyed seeking information regarding their experiences prior to and following graduation. The survey looks at both employment as well as transfer experiences. It also asks graduates to share their perceptions of both courses in their major field and of the college services they used while attending KVCC. Building on information gathered in the Graduate Survey, an Employer Survey is also conducted.

The College has identified learning outcomes at three levels: course, program, and the institutional levels. Additionally, eight (Board Approved) Institutional Learning Outcomes are assessed at the course level. Recent activity in this area has been carried out through KVCC's affiliation with the HLC Assessment Academy. These activities have centered on the structure, measurement, and utilization of Institutional Learning Outcomes and have resulted in KVCC receiving a recommendation of Genuine Effort from the Assessment Academy. Starting with the 2015/16 academic year, the assessment focus on Institutional Learning Outcome expanded to include "go-to-work" programs. In addition, outcomes assessment occurs in healthcare programs where learning outcomes are tracked and reported to accrediting agencies. Finally, learning outcomes have been linked to the community service activities of the KVCC chapter of Phi Theta Kappa. This group organized a community volunteering program named Cougars Creating Community based on a "pay it forward" model where experiences were linked by participants to Institutional Learning Outcomes.

Use of information gained through the outcomes assessment process occurs through a variety of processes. Beyond connecting Institutional Learning Outcomes to specific courses, departments are also required to specify a measurement tool as well as a benchmark for success. This is followed by development of an Action Plan which specifies what a department has done and areas for improvement.

Student feedback is also sought more directly in the form of the Community College Survey of Student Engagement (CCSSE), focus groups, and end-of-semester IDEA surveys.

In recognition of the impact that instructional support has on student achievement, KVCC is currently planning to expand outcomes assessment beyond instruction into those areas. This will entail an expanded conception of the role of supportive services in the learning community.

The central planning document, the Board Strategic Priorities and Planning Worksheet, provides a connection between institutional values, board goals and metrics designed to address these values and goals.

The College has developed and implemented a variety of initiatives aimed at retention, persistence, and completion of instructional programs. The most notable of these is the Student Success Center which serves as a "one-stop" location for a variety of student services.

Developmental education has served as a central focus of the KVCC planning process over the last two years. To this end, pilot projects have been established in both English and math using

approaches such as imbedded tutors, accelerated and integrated coursework, intensive test preparation, workshops, and adaptive software. Where appropriate, pilots have begun scaling up.

Retention data has also been used to inform policies related to registration dates, guest students, and academic warning/probation.

One of the most exciting and promising initiatives currently under development at KVCC is the Guided Pathways initiative. This initiative will have a direct impact on graduation and completion by providing an increased level of support for students as they navigate through their higher educational experience. KVCC has joined with 11 other Michigan community colleges as an institute in pursuit of implementing this instructional delivery model.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal and Human Resources

KVCC has a long-standing history of maintaining a resource base aimed at supporting core instructional functions. From a financial perspective, the College operates with a total budget of \$68,212,378 (2016). With tuition as a dominant driver, institutional revenues have been impacted concurrent with recent enrollment decreases. From a high of 243,617 credit hours in 2009/10, 2014/15 ended with a total of 177,388 credit hours. Through careful budgeting, the College has managed to close-out each year without a budget deficit. Further, a philosophy of targeted reduction has maintained program and service development as an alternative to across-the-board cuts. Other major funding sources for KVCC are property taxes and state aid. Although property taxes have declined 6.1% over the past five years, as taxable values of properties have fallen, in 2015 they stabilized and showed a slight increase. KVCC's property tax is based on a charter millage (perpetual) of 2.5 mills reduced to 2.4089 by Headlee rollbacks

as well as a designated (perpetual) millage used for operation of the Kalamazoo Valley Museum. State aid has increased 5.2% since 2009/10.

Information regarding instructional credit hours and other operational college data is available via the KVCC Factbook on the Planning, Research, and Assessment website. Further information regarding instructional operations is included in the KVCC Instructional Data Book (Staffing, Instructional Expenditures, Grades), the State of Michigan Activity Classification Structure (ACS) (1) (2) Data Book and the audited Financial Statements.

Staffing represents the greatest portion of college expenditures. With credit hours decreasing 27.2% between 2009/10 and 2014/15, adjustments in staffing have been necessary. In 2009/10, the College employed 137 full-time faculty. By 2014/15, full-time faculty numbered 127, a decrease of 7.3% over 2009/10. This illustrates that, through careful budgeting, the College has decreased the number of full-time faculty at a rate less than the enrollment decrease. This was accomplished by the delayed replacement of full-time positions, reallocation of high demand courses among remaining full-time faculty, and judicious use of part-time faculty. However, instruction delivered by full-time faculty exceeded 55% (Fall 2014).

From an expenditure perspective, funding priority has been assigned to the areas of instruction, instructional support, and student services. As credit hours decreased, between 2009/10 and 2014/15 expenditures increased a total of 10.5% in these three student-centered areas combined. During the same time period, total expenditures in public services, institutional administration, and physical plant (facilities and maintenance) increased 4.7% combined.

Currently, KVCC has four campuses: Texas Township Campus, Arcadia Commons Campus, Groves Campus and Bronson Healthy Living Campus.

Designed by Alden B. Dow, a student of Frank Lloyd Wright, the Texas Township Campus is located near the I-94 and U.S. 131 interchange. Expanded several times over the last 50 years, the 550,000-square-foot complex features modern classrooms, a comprehensive library and computer capabilities, two gymnasiums, a swimming pool, ball fields, tennis courts, a running track, two auditoriums, food services, free parking in expansive lots, and fully equipped labs for science, industrial and manufacturing technologies.

Located in downtown Kalamazoo, the Arcadia Commons Campus includes Anna Whitten Hall (built in 1994), the Kalamazoo Valley Museum, and the Center for New Media. The campus serves as a hub for a community, business and education partnership that renovated and revitalized a significant portion of the historic downtown area.

The Kalamazoo Valley Museum, which spotlights the history, culture, science and technology of Southwest Michigan, was opened in February 1996 and recently celebrated its 2 millionth visitor. Its construction was financed entirely by \$20 million in private contributions. Governed by KVCC, the museum houses an interactive planetarium, the Mary Jane Stryker Theater for films and performances, a Children's Landscape for preschoolers, hands-on exhibits, the best available nationally traveling exhibits, and a Challenger Learning Center for simulated space exploration.

The Center for New Media (financed entirely by private contributions) is located in the historic W. S. Dewing Building in the heart of the city. It offers career-based, industry-standard instruction for all aspects of digital media. Three floors of state-of-the-art Mac and PC classrooms, two drawing studios, a photography studio with audio sound booth and five art galleries comprise this innovative and exciting campus.

Originally opened in 2001 as one of 18 M-TEC facilities across the state, the Groves Center was financed by a \$5 million grant from the Michigan Economic Development Corporation, plus \$6 million in matching funds provided by area companies and foundations.

The Groves offers fast-track training programs that were designed with input from local employers. Available career academies include the Wind Turbine Technician Academy, which was initially launched in 2009 and has quickly earned a reputation as the premier training source for wind industry professionals. Other career academies offered at The Groves include Animal Technician Academy, Corrections Academy, Cell Tower Technician Academy, CNC Operator Academy, Hospitality Academy, Mechatronic Technician, Patient Care Academy and the Police Academy. In addition, the Groves also offers customized workforce development training for area employers.

In 2013, a partnership was announced between Bronson Healthcare (Bronson), Kalamazoo Community Mental Health and Substance Abuse Services (KCMHSAS), and Kalamazoo Valley Community College (KVCC). The College is in the final stages of fund raising to finance the facilities on this campus. The partners are developing an urban campus focused on food, health and sustainability. The campus, named in 2015 as the Bronson Healthy Living Campus, will be a catalyst for urban revitalization, community health, and workforce development through sustainable food education, training, production, distribution and preparation. Located on approximately 14 acres of unused land, planned facilities include the KVCC Center for Culinary Arts/Health Careers, the KCMHSAS Mental Health Clinic and the KVCC Center for Food Sustainability, Production and Innovation.

Technology

The College produces a five-year Master Plan to review use of resources and potential upgrades required to meet institutional programming. A new Master Plan is scheduled for 2016/17 to realign resources with new initiatives following the move of several Allied Health programs to the new Bronson Healthy Living Campus.

On an ongoing basis, KVCC has adopted a centralized model to deploy a complete array of institutional technology resources. This model addresses computing needs in the classroom as well as in administrative areas. The model also includes integrated voice and video to support instruction and enhance staff collaboration.

Of particular note are the initiatives designed to have a direct impact on student learning. These include online/blended learning, mobile learning initiatives, alternative teaching/learning strategies, and innovative classroom technologies which are illustrated by the healthcare simulation facilities planned for the new Bronson Healthy Living Campus.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Resource Allocation

The college has a long-standing history of careful fiscal management practices. This has been possible by developing and practicing a culture of spending oversight that emphasizes the demonstrated benefit of new initiatives prior to potential incorporation into the college general fund. There is no better illustration of this than the long-standing Innovative Thinking Grants. After a careful vetting process, these grants are offered for a maximum of three years, but renewed annually. A recent example is the Student Success Center which is designed to meet a broad array of student needs.

As a public community college in the state of Michigan, there is not an entity superordinate to KVCC, primary oversight is provided by its Board of Trustees.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Mission, Vision and Values

The commitment of the Board of Trustees and the College to the College Mission, Vision, and Values is demonstrated by their incorporation as the first three formal Board Policies (BP 400, BP 401, and BP 402). Of particular note is the Mission (BP 400) focus on students and the successful achievement of their goals. This is accomplished through leveraging resources to balance a comprehensive curriculum with innovation. Further illustrating a student focus is reference to inclusivity as it pertains to an effective learning environment. Combined with a commitment to community vitality, this student-based focus provides a crucial yardstick against which to assess the appropriateness and value of college initiatives.

Providing guidance to the execution of the College Mission are its formally stated values (BP 402). These provide a context for the interactions that take place in the course of conducting college business as well as reflecting a culture of public stewardship.

4. The institution's staff in all areas are appropriately qualified and trained.

Staff Qualifications

As with all institutions of higher education, KVCC has developed and maintains a formal system of basic and preferred job qualifications for the broad array of college positions. These qualifications are used to fill positions as they become available and modified as required to emphasize strategic shifts in operations. Many staff positions are defined in a standardized manner to the extent that skills are of a generic quality. Other positions carry varying degrees of specialized skills or content knowledge in order to effectively perform. These are represented by the professional or administrative categories. Falling between these two types of employees are

faculty, which require both general instructional qualifications as well as specialized content knowledge. In all cases, administrative and faculty positions are filled using a team selection process involving individuals of similar classification or with related work responsibilities.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Budgeting Processes

While centrally managed, Kalamazoo Valley Community College's budget process is built using a fund accounting model organized within the established organizational structure.

Comprising the greatest portion of the institutional budget, salaries and fringe benefits are centrally managed. Beyond salaries and fringe benefits, individual administrators and budget supervisors are charged with managing expenditures within budget parameters. However, periodically throughout the year, the Budget Analyst meets with administrators to review their budgets and spending. This provides the administrator and the finance office an opportunity to see trends that might impact the budget.

Review of continuing budgets is carried out annually and suggested modifications are carefully examined. This is done by executive leadership of the College (President and Vice-Presidents) who meet to review requirements for their departments that may lead to a rebalancing of resources.

Budget information is shared with the KVCC Board of Trustees on an ongoing basis.

Sources

- 2014-15 Grand Total Grade Distribution
- 2016 - Five Year Facility Master Plan
- Academic Year Credit Hours
- acs 13-14
- acs 13-14 companion
- Annual Budget 201516
- BP 400 Mission
- BP 401 Vision
- BP 402 Values
- F14_Total
- financial stmt 063010
- financial stmt 063015
- Human Resources 09-10
- Human Resources 14-15
- innovative thinking proposal
- New 5 Year Direct Instructional Expenditures for 2014-15
- New 5 Year Staffing Data Sheets for 2014-15

- Operating Expenditures

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

As an independently elected governing board the KVCC Board of Trustees has chosen to operate under a clearly defined role set following the Carver model. This has resulted in a set of policies focused on what are designated as "ends". This refers to the importance of the outcomes of policies, or ends, as opposed to associated procedures. Specifically, board oversight is focused on effective organizational management by the chief executive as evaluated by meeting of financial, academic, legal and fiduciary responsibilities. In practice, the Board of Trustees addresses these responsibilities through a series of structured reviews.

The Audit Committee is comprised of three members of the KVCC Board of Trustees whose primary charge is review of the annual college audit. This subcommittee of the Board reports to the full Board summarizing audit findings and bringing forth recommendations for acceptance of the audit.

The Budget Committee is responsible for reviewing recommendations of the President and Executive Leadership and making the budget recommendation to the full Board of Trustees. By law, the full Board is responsible for adoption of the annual college budget.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

By mandate, the Board of Trustees is engaged in institutional-wide governance. However, involvement in governance occurs at all levels. Representing all levels of college operations, the

Cabinet operates in a range of capacities ranging from budget development to consideration of new initiatives. Operational policy development takes place at this level. Administrators meet several times per year for planning and informational purposes. Staff members with common responsibilities also meet on a regular basis. Other activities involve a cross-section of employees, such as the Budget Task Force. Perhaps most directly involving students with college governance are the variety of student organizations and the linkages their advisors provide to college leadership. Of the many student organizations at KVCC, most are organized around a specific topic or area of interest. However, some student organizations are focused on broader issues that link directly to the College at large. These include Student Veterans of America, Student Leadership Association, Phi Theta Kappa, Multicultural Student Organization, Mosaic (LGBTAQ), and Active Green Committee.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

While overall responsibility for all areas of college operations lies with the chief executive, on the instructional side operational involvement extends across the College. As with most institutions of higher education, faculty are seen as owning the curriculum. This is an acknowledgement of their professional judgment as well as content knowledge. It is at the faculty level that programs are developed, and courses are maintained. The work of faculty is reviewed by Deans, Vice-Presidents, and the President. As a reflection of the centrality of curriculum to the College, the Board of Trustees reviews and approves all changes in curriculum as a regular agenda item.

Beyond curriculum, the KVCC Student Success Center is directly involved with supporting student achievement of their educational goals. Services are offered at the earliest point in their college experience (orientation, counseling, advocacy, testing, etc.) through the point where they are moving onto other endeavors (graduation, placement, job pursuit, transfer, etc.). The business of the College is handled by a variety of other offices; the traditional student services such as registration and financial aid, as well as financial services.

Sources

There are no sources.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. The institution allocates its resources in alignment with its mission and priorities.

The KVCC Mission is clearly focused on student success including curriculum and supportive services. The greatest portion of key resources, staffing and dollars, are aimed at this focus.

Annual Board Goals are also highly focused on student success. For FY 2014/15 these student goals include success in developmental courses, retention, and assessment of learning outcomes. Also related to the student experience is an emphasis on diversity/inclusion as well as program and service review. Remaining Board Goals are tied to supporting the economic vitality of the community through development of the Bronson Healthy Living Campus as well as responding to the nationally known Kalamazoo Promise.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The KVCC Budget Task Force is co-chaired by Vice-President for Academic Services, who is responsible for assessment of learning outcomes, and the Vice-President for Finance and Business, with responsibilities for budgeting. Together these individuals share responsibility for evaluation of operations along with other members of the President's Cabinet. Also sitting on the Budget Task force is the Director of Planning, Research and Assessment who oversees the college planning function.

In practice, all members of the President's Cabinet share responsibility for operations, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The annual planning process is executed in the various functional areas of the College in ways that are often unique to the operation of that area. For instance, instructional planning takes place at the departmental or unit level as needs, and associated budget requests, are developed by faculty members and passed through their department chair to the appropriate Dean. A cross section of instructional personnel also sits on other committees, such as the Budget Task Force. Input from staff in other functional areas is managed through supervisors and departmental directors. Given differences in numbers of staff in departments, input is usually provided through staff meetings either as an agenda item or a specially scheduled meeting.

Following aggregation of budget requests, the President's Cabinet is charged with prioritizing requests following the identified priorities for capital (new or replacement), manpower, and operations. Feedback to requestors is provided.

In addition to internal planning procedures, input from external groups is also solicited. This can take a variety of forms from program advisory committees, including local companies and organizations, other educational institutions (secondary and post-secondary) and external committees with focused interests, such as the many community groups with interest in the new Bronson Healthy Living Campus.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Currently, funding for KVCC comes from three major sources: tuition revenue (41.2%), state appropriations (23.3%), and local property taxes (35.5%). Over the last six years, state appropriations have increased 5.2% and property tax revenues have decreased 6.1%. The college has very little capacity to affect these sources of revenue, leaving only tuition revenue to fill emerging needs. Unfortunately, enrollment has also decreased substantially since 2009/10. In 2009/10 a total of 243,617 credit hours were generated. Just five years later, in 2014/15, credit hour enrollment decreased 27.2% to 177,388. Current indications are that this decrease is moderating and trends, combined with intensified college efforts in the areas of recruitment, retention and student support, should lead to a leveling out of enrollment trends in the near future.

In order to address these trends of decreased enrollment and revenues, the College has reduced expenditures in areas based on variable costs. Part-time staff and faculty have been adjusted to partially account for this new reality. However, the College has chosen to meet these challenges head-on by focusing upon what we do best; serving students by helping them to achieve their educational goals. This is being accomplished by initiatives such as refocusing curriculum to help students complete in a shorter time period and at less cost, expanding supportive services to include a very personalized Student Success Center with a broad range of supportive services, and, of course, development of the new Bronson Healthy Living Campus with its broad range of innovative programs.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

In addition to addressing the emerging issue of reduced revenue, the College is encountering changes on a variety of fronts. While often seen as the answer for doing more with less, leveraging technology to meet emerging student needs carries its own challenges. This is especially the case in the community college where many students need, at least initially, a hands-on approach to help them get started. In this case, judicious use of technology is required. This is no better illustrated than in the case of placement testing where the opportunity for student success is maximized by placing them into a learning situation where they are likely to succeed. This is effectively accomplished at KVCC by using scores from placement test administered in high school, independently or in-house at the College. These scores are then tied to course prerequisites that have been determined to align with student success in the particular course.

Another example of using technology to leverage student success is in the planning stages to be incorporated into the new Bronson Healthy Living Campus. This is the technology of simulation that will be used to support planned health career program instruction as well as food related programming.

From a demographic perspective, the number of high school graduates in Michigan is expected to decrease approximately 20% in the ten years between 2010 and 2020. This shift clearly suggests a decrease in the traditional college student coming directly out of high school. The college has recently begun discussions on how to expand its reach to young adults in their early twenties, both to maintain market share as well as to better serve students who may have been left behind by the recent recession.

Although supported as a district based community college, KVCC has long placed value on incorporating an international element into the instructional process. One way this is expressed is the identification of a “global perspective” as an established goal of general education. These are specifically addressed in current assessment initiatives.

Sources

- mi grad decrease

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1. The institution develops and documents evidence of performance in its operations.

Driven by annual board goals as well as the institutional mission, vision and values, KVCC prepares an annual strategic plan. With the intent to present plan contents as a working document, it is entitled the KVCC Planning Worksheet. It is driven by a series of strategic initiatives tied to board goals and associated performance expectations. Within each strategic initiative are a series of metrics tied to specific working goals. These metrics are designed to reflect the various dimensions of each strategic initiative. For the 2013/14 year, these strategic initiatives include:

1. Increase participation in postsecondary education and ultimately increase Associate Degree and Certificate production. Associated metrics include: passing rates for alternative delivery courses, graduation measures, course retention, student progress to degree, and recruitment measures.
2. Improve the quality of education. Associated metrics include: program review completion, program assessment outcomes, general education outcomes and developmental education measures.
3. Recruit and retain faculty and staff. Associated metrics include: employee strengths development as well as development and training.
4. Enhance and improve local impact and social imbeddedness. Associated metrics include: career academies, globalization, urban strategy (Health Focused Campus), High Throughput Screening and museum measures.

Data for each metric includes: two years of measure history, a historical change measure, current year data and performance expectations.

This document is shared with the Board of Trustees to inform board-level planning.

The college also undergoes a series of annual financial audits.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

KVCC has a strong history of learning from operation experiences. This learning is evident in several recent initiatives and reflects an understanding of the need to expand as well as contract. Several examples of these initiatives are included below.

University Center

In recognition of the difficulties students experience transferring to four-year institutions, KVCC has established a university center. This center will provide a point of continuity for KVCC transfer students by ensuring a connection between students and receiving institutions. In an effort to fully support student transfer, memoranda of understanding stipulate credits transferring equating to program requirements where appropriate.

Guided Pathways

KVCC has recently affiliated with a Guided Pathways initiative sponsored by the Michigan Community College Association. This was done in recognition of the varieties of influences that detract from students accomplishing their educational goal of graduation. The central tenant to Guided Pathways is removal or modification of barriers to student success. These can take the form of structural barriers, such as confusing or complex degree requirements, to more operational issues, such as courses functioning as “gatekeepers” to program completion that may serve to inhibit progress. Other Michigan community colleges, as well as many nationally, are moving in the direction of Guided Pathways.

Financial Aid

In order to minimize the college’s exposure to bad debt resulting from financial aid recipients not establishing attendance in their courses, it was decided to distribute Federal Title IV Student Financial Aid based on attend hours rather than enrolled hours. This has shown to be an effective method of managing exposure while providing support to students.

High Throughput Screening Center

The KVCC High Throughput Screening Center was designed to accommodate the testing of small batch drugs during initial stages. While the center was highly successful and utilized for several years, recent years have witnessed a decline. For this reason the center has been closed and dollars re-allocated.

Disease Management Program

In order to mediate the increasing cost of health care, the College is implementing a unique cost-containment program. Entitled the Disease Management Program, systems are in the planning stages which will provide support from nurses and health coaches for employees, who are not proactive, in managing their chronic conditions.

Space Allocation

While KVCC has a long standing history of effective facility utilization, recent changes in the Library are notable. These changes focus on increasing the college's support of student level interaction and relationship building by providing more individual and group study areas. This has been accomplished by removing outdated equipment and converting a "computer room" to a large capacity group study room.

International Students

Since inception, KVCC has enrolled international students. These students have brought a cultural diversity to campus and supported the general education objective of developing a global perspective. While enrollment of these students has fluctuated over the years, it has not grown substantially. In order to support a recent campus initiative centered on diversity and inclusion, it was decided to expand KVCC's emphasis on enrollment of international students. Recognizing the connection between diversity and international students, oversight of the effort to increase enrollment of international students will be provided by the Director of Diversity and Inclusion. This individual will manage the interaction of these emerging areas and will also coordinate the educational experiences of international students with an area university.

Energy Conservation

In recognition of the increasing energy costs associated with large facilities, KVCC began an ambitious energy oversight program that has been in operation for several years. This program is based on infrastructure enhancements related to lighting, control systems and boiler/chiller units. It also contains elements of cultural changes related to facility scheduling and building usage. This has resulted in a 39% reduction in energy costs compared to the baseline year.

These examples provide a perspective on the breadth of initiatives reflective of KVCC learning through operational experiences. This is done in recognition of the need to both be effective managers of public dollars and to demonstrate the value of learning that is central to the College.

Sources

- financial stmt 063015
- PlanningWorksheetProject_201314_z

5.S - Criterion 5 - Summary

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

Summary

Central to resource deployment at KVCC is support of core instructional functions. This focus has been challenged by recent decreases in enrollment, but effectively countered by targeted reductions that have maintained program and service development. This is illustrated by credit hour decreases over a recent six year period that have totaled 27.2%. However, through careful management, during the same time period the number of full-time faculty has only decreased 7.3%. Further, the areas of instruction, instructional support, and student services have experienced an actual expenditure increase of 10.5% as compared to public services, administration and physical plant which increased at less than one-half that rate.

Technology has also played a supportive role in the instructional process. Initiatives aimed at supporting instruction include online/blended instruction, mobile initiatives, and alternative teaching/learning strategies. Perhaps most notable among these initiatives is the planned healthcare simulation facilities incorporated onto the new Bronson Healthy Living Campus.

Another example of the degree to which KVCC is focused on instruction is the emphasis placed on instructional support. There is no better illustration of this commitment than the relatively recent deployment of the KVCC Student Success Center which provides an extremely broad array of supportive student services.

The budgeting process which supports effective resource management is a combination of central control and local day-to-day management. As salaries and fringe benefits comprise the greatest portion of college expenditures, these are centrally managed. Other expenditures are managed within budget parameters by assigned administrators.

At KVCC, governance occurs at several levels including the Board of Trustees, Cabinet, faculty and administrators. Perhaps most interesting are the several student organizations whose interests are tied to the College at large, as opposed to more focused interests. These organizations center on veterans, student leadership, academic honors, multi-culturalism, inclusivity, and environmentalism.

While planning begins in the various functional areas of the College in ways that are unique to those areas, in the end final decisions take place at the Cabinet level along with operations and budgeting. This includes responsibility for managing and prioritizing budget requests.

As an institution with a long history of effective management, KVCC's experiences have served to influence the directions of new initiatives. This is no more evident than the decision to

enhance student's progress to completion through the emerging Guided Pathways model. This is expected to have not only a tremendous impact on student success but also affect the structure and operations of the College.

Sources

There are no sources.