



**Metropolitan Community College - Kansas City – MO**

**Assurance Argument**

**October 14, 2015**

Blue River | Business & Technology | Longview | Maple Woods | Penn Valley



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Dear Members of the Higher Learning Commission Review Team:

Welcome to Metropolitan Community College of Kansas City (MCC). We are looking forward to your visit and are eager to share with you all the good things happening on the five campuses of MCC. To begin, I would like to share a bit of the rich 100-year history of our institution and its significance to the communities of Greater Kansas City.

Metropolitan Community College is the oldest and largest public institution of higher education in the Kansas City, Missouri area and the fourth largest in the state of Missouri. MCC was founded in 1915 as the Kansas City Polytechnic Institute and has since built upon an extraordinary academic foundation laid by the faculty who taught that inaugural class of 234 students. In 1919, the college became the Junior College of Kansas City and distinguished itself as being one of the first colleges in the nation to award the associate degree.

A century later, in April 2015, MCC hosted a Centennial Celebration with nearly 1,000 civic and business leaders, alumni, employees and students gathering to honor the history and service of the institution and to pay tribute to notable alumni who credited their success to their MCC education. Though too many to list, these MCC alumni include corporate CEO's, state and local political leaders, chiefs of public safety agencies, professional athletes, U.S. Olympians, educators, engineers, nurses and other successful graduates numbering in the hundreds of thousands who call Greater Kansas City home.

Over the years, MCC evolved into a complex community college system of five campuses — MCC-Blue River, MCC-Business & Technology, MCC-Longview, MCC-Maple Woods, and MCC-Penn Valley — strategically positioned throughout the Kansas City metropolitan area. The college sits on nearly 550 combined acres and currently serves about 33,000 students a year in more than 47 buildings.

With over 400 articulation agreements with colleges and universities throughout the nation, MCC is highly sought out for academic collaborations and transfer agreements. Our quality academic programs combined with the work of the MCC Institute for Workforce Innovation (IWI) — which works with businesses to deliver customized workforce certificate programs — make MCC a recognized regional

academic institution and economic engine focused on our mission of “Preparing Students, Serving Communities, Creating Opportunities”.

Like most publicly funded colleges, MCC faced many financial challenges fomented by the great economic recession of 2008-09. State appropriations for MCC were reduced a cumulative 17 percent over a three-year span. In 2010, analysis reflected that MCC’s cash reserves would be depleted by FY 2015, if significant changes in longstanding policies and practices were not made. Recognizing the changing dynamics and urgency of the matter, we embarked upon a steady course of proactively re-engineering the institution to pursue the new strategic plan. This plan focuses on improving quality, increasing nimbleness, enhancing relevance and redirecting resources to our top priority: helping students achieve success in their academic and career goals.

In 2011, MCC began implementation of a strategic plan focused on student success comprised of five priorities: Degree Completion, Student Learning, Enrollment Management, Academic Climate, and Resource Prioritization ([www.mcckc.edu/explore/whatdrivesus/plan/overview.asp](http://www.mcckc.edu/explore/whatdrivesus/plan/overview.asp)). Each priority includes strategic objectives and key performance indicators by which to measure progress and effectiveness. In pursuit of being a recognized “best practices” institution, MCC launched a number of quality improvement initiatives, most notably:

- Being selected in the second cohort of HLC Pathways, participating in the Assessment Academy, and completing the HLC Open Pathway Quality Initiative thus creating, expanding, and sustaining a culture of assessment at MCC.
- Gaining recognition as the only college in the country awarded three U.S. Department of Education Title III grants totaling \$12 million within weeks of one another. These grants are being used to identify and implement transformational changes in the delivery of best-practice developmental education at MCC in an initiative we call Fundamentals for Outcomes, Completion, Understanding and Success (FOCUS).
- Establishing a faculty-led task force that revamped the MCC Associate of Arts degree, reducing completion obstacles for students and ensuring curricular alignment with the seven most-utilized four-year transfer universities awarding baccalaureate degrees in the region.
- Partnering with universities, local school districts, and industries to create two unique early-college programs: the Missouri Innovation Campus (MIC) and the Northland Center for Advanced Professional Studies (CAPS). These innovations resulted in a visit from President Obama to draw attention to this innovative instructional delivery model and MCC being selected as a top-10 national finalist for the Bellwether Award for innovation in higher education.

- Creating the Institute for Workforce Innovation (IWI) to develop customized workforce training programs and delivery of industry-recognized “stackable” credentials serving the needs of area businesses and industries as well as the career goals of students.
- Implementing a centralized student enrollment and call center to serve all five campuses, gain efficiencies, and improve consistency of face-to-face service on the campuses.
- Implementing military veteran support services on all five campuses, resulting in MCC being recognized in the top 15 percent of colleges and universities and awarded the distinction of being a “Military Friendly School.” Creating the position of executive director of inclusion and engagement as a direct report to the chancellor to advance the many diversity programs and initiatives begun since 2011, most notably the campus commissions on diversity and inclusion.
- Launching MCC’s first major-gifts campaign based on community priorities of creating a Workforce Transformation Center to better serve the region’s workforce, economic development, and entrepreneurial needs; establishing Student Success Centers on the five campuses to help students reach their academic goals; and increasing scholarship funds.

In preparation for the next century of service to our community, MCC embarked on a new strategic planning process in Spring 2015 involving employees, students, and representatives from the community. Five priorities — Climate and Culture, Targeted Degrees, Closing the Achievement Gap for Students, Process Improvement, and Developing a Strategic Budgeting Model — have been identified in this grassroots effort as the core of this new strategic plan.

In response to the “Climate and Culture” priority identified in the new strategic planning effort, MCC conducted a shared governance workshop in September 2015. “Shared Governance in Times of Change” was led by Dr. Stephen Bahls, a recommended facilitator of the Association of Governing Boards of Universities and Colleges. MCC’s Board of Trustees, administration, and governance group leaders all participated as equals in this unprecedented conversation with a shared goal of developing a common vision for shared governance that is universally recognized, understood, and practiced by all parties. This renewed unity of effort will pave the way to even greater accomplishments by MCC in preparing students, serving communities, and creating opportunities into the next 100 years.

Sincerely yours,

Mark S. James

Chancellor

**Metropolitan Community College -  
Kansas City – MO  
Assurance Argument**

10/14/2015

## 1 - Mission

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

### 1.A - Core Component 1.A

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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

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Metropolitan Community College's mission is *preparing students, serving communities, creating opportunities*. This statement is broadly understood within the institution and guides all of its operations including enrollment services, academic programs, and student support services. MCC's budgeting and planning priorities focus on achievement of its mission.

### Mission Development Process

The mission statement was revised prior to the last accreditation visit. With input from employees, working through MCC's shared governance systems, followed by receipt of approval from the Chancellor's Cabinet and finally from the Board of Trustees, the new mission statement was approved and put in place in the spring of 2005 ([Board Approval Minutes](#)). The mission statement was approved throughout the governance of MCC ([1435 Continued Accreditation-Team Report 20060306](#)).

The mission revision reduced the number of words from 40 to six. The reduction allowed all constituencies to understand and focus on what the college does. It can be spoken without hesitation. The succinct mission statement is guided by the vision and purpose statements: MCC is dedicated to serving the educational needs of the community.

### Philosophy

*Metropolitan Community College is dedicated to serving the educational needs of the community. The college programs are intended to help students understand themselves, the society of which they are a part and the universe in which they live.*

*At the same time, MCC provides opportunities for students to develop occupational skills. Faculty and administrators cooperate to create an environment that stimulates intellectual growth and nurtures academic freedom for students and instructors alike. The programs offered are intended to encourage lifelong learning.*

*Finally, the MCC employees are committed to providing equal opportunity for all persons regardless of age, creed, race or gender.*

## **Mission**

MCC's mission embraces the power of simplicity, focusing on what the institution does at its core: *Preparing students, serving communities, creating opportunities.*

*In order to accomplish this mission, the board of trustees has empowered the Chancellor, as executive officer, to implement its policies. The chancellor, with the other officers of the District, will provide leadership in the implementation of the mission and goals of the District.*

## **Vision**

*Learning is the focus of everything we do at Metropolitan Community College. Student learning is central to our mission; employee learning is key to our strength; and organizational learning is the foundation for innovation and growth. Learning is a lifelong process. Learners are whole persons with intellectual, physical, emotional, spiritual, social, ethical, vocational, and economic dimensions. As learners, as facilitators of learning, and as an organization, we accept responsibility to:*

- *Manage learning and commit the time and energy that meaningful learning requires.*
- *Encourage free, open, and respectful exchange of ideas as a natural part of change.*
- *Synthesize tradition and innovation in order to enhance academic achievement.*
- *Design and implement structures and processes that promote learning.*
- *Draw on diversity to influence and inform learning.*
- *Engage in continuous assessment, reflection, and adaptation.*
- *Create a physical, social, and intellectual environment that supports learning.*
- *Build partnerships that promote individual, institutional, and community betterment.*

## **Purpose**

*In pursuit of MCC's mission, the District:*

- *Provides courses and associate degree programs that prepare students to transfer to four-year colleges and universities to complete bachelor's degrees.*
- *Provides courses, certificates and associate degree programs to prepare students to enter the work force in skilled jobs and careers.*
- *Provides courses, certificates and associate degree programs to assist adult workers to upgrade their job skills, change careers, or advance in their careers.*

- *Provides instruction in core academic skills that prepare students to succeed in college-level courses and programs.*
- *Provides student development and support services to assist students to achieve their academic, career and personal goals.*
- *Provides and supports activities to enhance student learning outside the classroom.*
- *Provides a range of services and accommodations to help all prospective students overcome barriers to access college programs and opportunities*
- *Provides courses and other educational and cultural activities to enrich the lives of members of the community.*
- *Provides business support services and other training and assistance to support the economic development of the community.*
- *Collaborates with other educational institutions, community-based organizations, agencies, businesses and industries to meet the needs of the community.*

The college's programs are intended to help students understand themselves, the society of which they are a part and the universe in which they live.

MCC provides opportunities for students to develop occupational skills. Faculty and administrators cooperate to create an environment that stimulates intellectual growth and nurtures academic freedom for instructors ([Academic Freedom](#)) and students alike. The programs offered are intended to encourage lifelong learning.

MCC employees are committed to providing equal opportunity for all persons free from discrimination and harassment based on race, color, religion, sex, sexual orientation, national origin, age, and disability. ([Discrimination Policy](#), [Non-Discrimination](#))

### **Alignment of MCC Governance, Planning, and Budgeting Processes with Mission**

MCC operates publicly as Metropolitan Community College under the Missouri Coordinating Board for Higher Education (CBHE). The guiding task of the CBHE is to oversee the functioning of the district and work closely with the Chancellor to ensure that the college's mission is at the heart of all decisions. MCC is categorized as an open admissions institution in the state of Missouri ([CBHE Admissions Selectivity Categories](#)). The Missouri Department of Higher Education has a policy on the type of credit each of its higher education institutions offers ([MO Lower Division Delivery Policy](#)).

The Board of Trustees derives its authority from the General Assembly of the State of Missouri.

Administrative, faculty, and staff shared governance systems actively exchange ideas on topics relevant to the working and academic environment of the college. ([Governance System Board Policy](#), [Governance System District Regulation](#)).

The Chancellor's Policy Review Committee (CPRC) was formed to allow input from all governance groups during the development of MCC policies, procedures, revisions, and rescissions. The CPRC comprises representatives of the three MCC governance groups (staff, faculty, and administration). The CPRC chair is appointed by the Chancellor. Each governance



group is represented on the CPRC by its current president, its current policy committee chair, and two members of its policy committee selected by the governance groups. ([Policy](#), [CPRC](#))

The institution has processes in place to ensure that the planning and budgeting priorities align with its mission. MCC's mission guides college operations as shown through the following planning documents: [MCC Strategic Plan](#), [Spring 2015 Score Card](#), [Zero Based Budgeting Resources](#), [SEM Work Groups](#), [SEM Plan Structure](#), [MCC Annual Report](#), [2013 MCC Budget Book](#), [2012 MCC Budget Book](#), [2014 Budget Book](#), [2015 Budget Book](#), [2016 Budget Book](#).

The budgeting and strategic planning processes are fully described in Criterion 5.C.

### **Alignment of MCC Services with Mission**

MCC's academic programs, student support services and enrollment profile are consistent with its mission of "preparing students, serving communities, creating opportunities."

**Preparing students:** MCC is an open admission institution that serves a variety of student demographics. It provides strong academic programs for both transfer and career preparation ([List of all programs](#)). Online course and program offerings provide students experience with nontraditional forms of instruction that are becoming commonplace for business professional development and training. The flexibility of these courses allows a greater variety of students to access educational opportunities on their own schedule. ([Blackboard Usage](#))

Learning centers on all campuses provide free tutoring. MCC libraries offer a wealth of student learning support including instructional databases, reference librarians and areas for students to meet. MCC has also committed extensive resources to updating instructional equipment in career and science, technology, engineering, and mathematics (STEM) programs. An assessment program is in place utilizing multiple measures to ensure student learning and facilitate continuous improvement in the classroom. Professional development opportunities are available for both faculty and staff. Additional information on professional development can be found in Criterion 3.C.

**Serving communities:** MCC offers both credit and noncredit courses. The MCC Institute for Workforce Innovation works closely with the Kansas City business community to meet economic development needs. Through collaboration, MCC also works with other educational institutions and community-based organizations to provide business support services and trainings ([FabLab at MCC - Business & Technology](#), [MCC in the News --FabLab featured on KCUR](#)). Community education programs provide inexpensive classes to promote lifelong learning to local residents of all ages ranging from elementary school age to senior citizens ([Spring 2015 Brochure](#), [LV College for Kids - 2015](#), [MW College for Kids - 2015](#)). Free classes for senior citizens are offered as space allows ([Tuition and Fee Waivers over 65](#)). The college presents cultural events for the community. FEMA storm shelters are available to the public.

**Creating opportunities:** MCC serves the greater metropolitan Kansas City area which includes nine counties with a mixture of urban, suburban, and rural populations. The college's students

represent a wide range of socio-economic backgrounds and academic preparation. ([Fall 2014 District Factbook](#), [Spring 2015 District Factbook](#), [Summer 2014 District Factbook](#), [MCC Market Analysis](#)). The five campuses are spread across the Missouri side of the Kansas City area, accessible to the students in the service area.

## Sources

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- 2010 Annual Report
- 2011 MCC Budget Book
- 2012 MCC Budget Book
- 2013MCCBudgetBook
- Academic\_Freedom\_6.15010 BP
- Admissions Selectivity
- Assurance Section 2006
- Assurance Section 2006 (page number 13)
- Blackboard Usage
- Board Approval Minutes
- Budget Book 2015-16 Approved in June 2015
- Budget\_BookFY2014
- Budget\_BookFY2015
- Community Education SpringBrochure2013
- CPRC
- Dev, Revision & Rescission of District Policies 2.10020
- Discrimination Dist Policy 3.30010
- FabLab - Business and Technology Metropolitan Community College Kansas City
- Fall 2014 Factbook District2
- Governance System 2.10010
- Governance System 2.10010 DR
- Holistic Model
- List of MCC Degrees and Certificates 2015
- LRC
- LV-college for kids-2015
- LV-Comm Ed Spring 2015 Brochure
- LV-Comm Ed-2015Fall\_FINALbrochure
- MCC Annual Report 2012
- MCC in the news FabLab featured on KCUR
- MCC Market Analysis 2013
- MCC Strategic Plan
- MCC\_Annual\_Report
- MO lowerdivisiondelivery
- MW\_College4kids\_SUMMER\_2015\_PROOF4
- MW\_Storytelling\_Media\_Workshop\_2015\_REV
- Non-Discrimination 7.30020

- SEM\_Plan\_Structure
- SEM\_Work\_Groups
- Spring 2014 Factbook District07212014
- Spring 2015 Brochure
- Spring 2015 Factbook District
- Spring 2015 Scorecard
- Summer 2014 Factbook District\_rev122014
- Tuition and Fee Waivers over 65 4.10040 BP

## 1.B - Core Component 1.B

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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

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MCC articulates its mission through many public documents that include the college's mission, vision and purpose statements. MCC periodically reviews its mission (the last review occurred in 2005) to ensure that it is relevant and clearly identifies the nature, scope, and intended audiences for its higher education programs and services.

MCC communicates its mission publicly through a variety of mechanisms that include:

1. The College's website (<http://mcckc.edu>)
2. MCC [Course Catalog](#)
3. MCC [Student Handbook](#) (the college's mission is a link on the left side of the web page)
4. MCC [Faculty Handbook](#)
5. MCC Annual Report (samples from [2012](#) and [2014](#))
6. The [New Employee Handbook](#) provided as part of a mandatory training for all new College employees
7. Employee Business Cards all articulate the mission: [Example Business Card](#)
8. The College seal ([MCC SEAL FULL COLOR 2015](#))

The public documents are current and updated annually. They explain the extent of MCC's emphasis on aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, and economic development.

As explained in Core Component 1.A, the mission was revised in 2005 in a collaborative and shared governance process. The mission - - "Preparing students, serving communities, creating opportunities" - - demonstrates MCC's commitment to the educational purpose of the college through service to the surrounding community and creation of opportunities for all.

Because MCC is an open access institution, the mission statement speaks to the entire service area community. The philosophy statement in Core Component 1.A outlines the nature of educational programs that MCC is committed to providing.

## Sources

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- Catalog1415
- Catalog1415 (page number 6)
- MCC Annual Report 2012
- MCC Annual Report 2012 (page number 3)
- MCC Business Card
- MCC\_Annual\_Report
- MCC\_SEAL\_FULL\_COLOR\_2015
- New Employee Handbook

## 1.C - Core Component 1.C

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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

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Metropolitan Community College's commitment to diversity is expressed directly in its commitment statement, non-discrimination statement, core values and vision. This message is communicated on the college website ([Chancellors Message](#)).

MCC promotes opportunities to learn in a complex, inclusive, and ever-changing environment. The strategic approach to issues associated with diversity programs, resources, and initiatives are intentional and purposeful. MCC takes a proactive approach involving careful planning, pooling of resources, and engagement that is crucial to the long-term success of ensuring that the value of diversity is infused throughout the entire system and its operations.

MCC has several initiatives and services that facilitate the mission and core values to engage diverse principles, programs and resources within the community, locally and globally. Diversity is directly addressed in curriculum, campus life, the college workplace and the larger community through international programs and services, professional development opportunities, equity and inclusion efforts, supplier diversity initiatives, community outreach, and extracurricular activities.

In addition to ongoing initiatives, it is vital that the college examine and assess the current community and projected growth of ethnic populations as part of a commitment to assure that MCC is serving the area's diverse needs ([MCC Market Analysis](#)).

### Role in a Multicultural Society

The college continues to focus efforts on diversifying its workforce. Many of the approaches discussed in MCC's 2006 accreditation visit have evolved.

Starting in 2008, the college began to move away from relying on employee volunteers to lead diversity initiatives. New strategies designed to infuse the importance of MCC's commitment to diversity included assigning responsibilities for diversity initiatives to one of the college officers and to the chief of staff to the chancellor. The college also engaged the services of an independent contractor, the Legacy Group, which offers experience in diversity and higher education to ensure consistency and quality of programming.

Programming of diversity has now moved well beyond awareness and an annual retreat. Current initiatives focus on teaching and learning, interactions in the workplace, recruitment and support of students from underrepresented groups and provide a wide range of information more directly tied to the work of the college. This approach has helped keep MCC's commitment to diversity and the importance of having a diverse employee pool, central to hiring managers and the MCC workforce as a whole.

In addition to these efforts, in the summer of 2015 the chancellor initiated a search process for an executive director for inclusion and diversity who will be a direct report. This position will help establish a permanent structure to support MCC's growing diversity initiatives.

MCC has undertaken a series of professional development opportunities both independently and in partnership with other organizations specifically geared toward the needs of a diverse student population. These include a Faculty Development Day; Summit on Access, Persistence and Completion; and The Gathering, a summit for African American Higher Education Professionals. These events help sensitize current faculty, administrators and staff to the needs of underrepresented students, as well as communicating MCC's commitment to diversity to attract potential employees from underrepresented groups both regionally and nationally.

Presidential Commissions on Diversity and Inclusion are in various developmental stages on each campus, with work beginning on a districtwide commission. The campus commissions will enhance MCC's ability to provide ample venues for employees to participate in the diversity agenda. MCC's new employee diversity training is now focused on recognizing bias and micro-inequalities, as well as how behavior in the workplace influences recruitment and retention of students and employees from underrepresented populations. In 2009, as part of MCC's continued efforts to instill a welcoming and inclusive environment, the college incorporated sexual orientation into its non-discrimination policy and began to provide benefits for domestic partners, and in 2015 gender identity was added to the non-discrimination policy ([Non-discrimination board policy 2015](#)).

The legal landscape has changed significantly since 2006, presenting barriers to continuing the faculty internship program the college once had in place. Declining enrollment and financial constraints have also impacted opportunities for hiring. However, MCC has placed increased emphasis on creating diverse hiring pools--recruiting through personal contacts, affinity groups, and professional organizations--and utilizing specialized search firms along with greater utilization of diverse advertising for positions in both local and national publications including Dos Mundos, KC Call, KC Globe, KC Hispanic News, Asian Life, The Black Perspective, Hispanic-Today, Veteran's Enterprise, Women in Business and Industry, Latin American, AssociationDisabilityConnect.com, WorkplaceDiversity.com, AllDiversity.com, DiversityConnect.com, LGBTConnect.com, OutandEqual.com, HispanicDiversity.com and VeteransConnect.com.

As a result these focused outreach efforts, since 2006 MCC has seen significant increases in underrepresented groups in its workforce, particularly at the higher levels of the organization. Since 2006 the percentage of officers from underrepresented groups has increased 28 percent, administrators from underrepresented groups have increased 13 percent, and full-time faculty

members from underrepresented groups have increased 3 percent, with staff numbers remaining steady ([2006 - 2015 Demographic Race Data By Empl Grp with %](#)).

While the numbers of underrepresented employees are trending in the right direction, this fall a review of hiring polices is being undertaken to look for additional opportunities to impact the hiring of a diverse workforce.

## **ACADEMIC PROGRAMS & INITIATIVES**

### **Human Diversity Courses**

In order to advance curriculum outcomes related to diversity and to better prepare students for a global workforce and life in a society with evolving demographics, MCC's faculty created a learning enhancement requirement addressing diversity within the Associate in Arts degree curriculum in 2002. These courses emphasize Human Diversity and are designated so in the course title, course description, course content, and course outcomes. The distribution of diversity components across these courses was charted in [Diversity Components](#).

Within the context of Human Diversity courses students examine the sources of emotions, community, commonality and conflict associated with diversity and gain cognitive awareness of their own perspectives as they relate to other groups and other societies in the world. Students will develop a deeper awareness and a greater understanding of issues related to race, ethnicity, gender, religion, sexual orientation, and political ideology within their own society as well as other societies.

From 2002 to 2007 MCC faculty participated in a statewide Title VI grant on global diversity, which led to infusing a number of courses with global content. This created a nucleus of interested faculty resulting in the development of Global Diversity courses that were first scheduled and enrolled in 2009. During the revision of the Associate in Arts degree in 2013-14 faculty updated and required Global Diversity courses as a component of the degree requirements. ([AA Human Diversity](#), [Global Diversity Courses](#))

### **Preparados en Salud**

*Preparados en Salud* was a partnership between Metropolitan Community College's Institute for Workforce Innovation, the Full Employment Council, the Hispanic Economic Development Corporation, Jewish Vocational Services, and the National Council of La Raza (NCLR) to provide Kansas City's first training for bilingual students entering the healthcare field.

*Preparados en Salud* was inspired by the *Carreras en Salud* model, a bilingual healthcare training program based in Chicago. It was designed to help meet the demand for bilingual healthcare workers as well as serve the region's burgeoning Hispanic population. Truman Medical Center and Children's Mercy Hospitals & Clinics provided input about employer needs. It combined Certified Nurse Assistant training, academic and workforce preparation, and prerequisite classes designed ultimately to help students seeking admission to Metropolitan Community College's practical nursing program. ([Bilingual Healthcare](#), [Preparados](#))



## **Applied Language Institute**

The Institute's mission is to offer comprehensive English-as-a-Second-Language (ESL) instruction for academic, personal, or professional purposes. In addition, the Institute aims to provide students with an understanding of American culture and values, particularly within the educational environment, while teaching students to preserve, appreciate and value their own cultures and languages.

The Applied Language Institute (ALI) at MCC serves about 300 students per year. Approximately 90 percent of these students belong to the local non-native English-speaking community. They are U.S. citizens, permanent residents, and refugees whose first language is other than English. The ALI serves international students seeking to learn or improve their English language skills. In its 24 years of existence, the institute has evolved from a small two-level intensive program into a large comprehensive ESL program. ([International Students](#))

The ALI employs highly qualified faculty members who have a desire to work with a non-native speaking student population, and who enjoy the diversity that these students bring to our college. With excellent facilities, exceptional instructors, and a tremendous variety of career programs at a low cost, the Applied Language Institute is a true asset to MCC in terms of diversity and cultural enrichment.

Non-native English speakers are tested in English when they arrive on campus. Students who need additional English assistance take ALI courses in grammar, writing, reading & vocabulary, and speaking & listening. ALI's intensive day program offers up to 20 hours of instruction per week. Students can take up to 12 hours of instruction in the evening program. Classes are small and offered at all levels of instruction, making it possible for students to benefit from the ALI programs regardless of their level of proficiency. ([ALI 2013](#), [MCC International Festival](#), [ALI Algerian Students](#))

## **Civil Rights Learning Community**

This credit course/learning community is taught by a team of faculty members and is designed to focus the learning experience through motivation, small group work and integrated reading. This course presents African American history and criminal justice from a shared perspective emphasizing the evolution of civil and human rights in the United States. The time span covered is from 1865 with specific coverage of Reconstruction, the civil rights acts from 1866 to 1964, anti-lynching laws, the Jim Crow era, Voter Rights Act and present day civil rights issues. The capstone for the course is a four-day bus tour of historic sites such as Memphis, Atlanta, Montgomery and Birmingham to contextualize the course curriculum. ([Civil Rights LC](#)).

## **PROFESSIONAL DEVELOPMENT**

### **Training Programs**

MCC is committed to an organizational culture that promotes equity and inclusion and one that provides employees with professional development opportunities to enhance an understanding of

how micro-inequities and micro-affirmations impact work environments and efficiency. To this end, the training classes “Building a Diverse and Inclusive Workplace” are designed to provide the supervisor with resources and skills for creating a respectful and inclusive work environment. “Diversity and Inclusion” training is offered to employees periodically throughout the year and is designed to allow employees to explore and understand micro-inequities and micro-affirmations to aid in promoting positive work relationships. In addition, MCC's Equity and Inclusion Lecture Series provides faculty and staff with an opportunity to learn from professionals in the field on various topics around multiculturalism, equity, and inclusion.

All new employees receive diversity awareness training, an interactive session that explores the reality of working in a diverse environment, how self-bias can impact a work team, and the value that diversity brings to an organization. All new hires learn what diversity and inclusion mean to Metropolitan Community College. [PD Handbook](#), [PD Supervisor](#)

### **Campus Police and Public Safety Sensitivity Training**

MCC maintains a fully functioning Peace Officer Standards and Training (POST) certified police force. Recognizing the unique aspects of the campus environment and embracing concepts of community policing, MCC has developed specialized campus police training. This training uses an experiential-based model that assists officers with exploring, understanding, and challenging thoughts, values and differences in the campus community.

## **MCC SYSTEMWIDE PROGRAMS**

### **EQUITY AND INCLUSION PROGRAMS**

Promoting civility enhances the educational value and contributes to students' success in our global society. Respect for others' values and opinions has been a longstanding goal of MCC as evidenced by [Chancellors Report Diversity](#), [Chancellors Report Diversity Executive Summary](#).

To this end, several initiatives have been developed and implemented during the period of 2010-2014, focusing on professional development, community engagement, equity and inclusion, social justice, student development, faculty development, and civility and respect. The goal of this effort is to move away from a one-large-event model spearheaded by a small group and expand programming over the entire academic calendar and include meaningful participation by students and employees at each campus to create a culture of inclusiveness and appreciation of difference.

### **Civility and Respect Series**

This lecture and workshop series is offered to all MCC employees and students throughout the year to provide skills, expand knowledge and expose the college community to different perspectives and contemporary issues. The series also includes a common book selected to be relevant to issues of diversity and inclusion. ([Equity and Inclusion Programs 2015](#), [Civility Dialogue](#), [Diversity and Inclusion](#))

The following programs are offered to all MCC employees throughout the year in a conference format providing best practices and skills in a “tool set” model that enhances the cultural needs of students and the community.

### **Summit on Access, Persistence and Completion**

This one-day conference attracts participants from educational institutions in the greater Kansas City area. It provides faculty and staff with best practices and resources around strategic recruitment of under-represented populations, as well as exploring and developing retention-based systems that promote the life cycle of student success. ([Access Persistence](#)).

### **Social Justice Conference**

This one-day experience provides faculty and staff with cultural competencies and training on the development of inclusive environments and practices both inside and outside the classroom. Designed to provide an engaging and interactive experience around issues of diversity, the Social Justice Conference is an experiential model for learning and growth. ([MCC Social Justice Conference](#))

### **Faculty Development Day**

This one-day academic development day provides teaching and non-teaching faculty with an opportunity to explore ways to build diversity into the curriculum and develop pedagogies of inclusive teaching and learning. ([Faculty Development Day](#))

### **Presidential Commissions on Equity and Inclusion**

The Presidential Commission on Equity and Inclusion was a district-initiated program first rolled out at the MCC-Penn Valley campus. The commissions are campus-based groups that provide leadership and guidance for faculty and staff on issues of multiculturalism, diversity, and social justice. The commissions are now in place at various stages of development at all five campuses. Representatives will be selected by each campus and from the Administrative Center to form the Chancellor’s Commission on Equity and Inclusion. This structure will ensure that each campus has a vehicle to consider campus-specific unique needs and issues as well as understand and share diversity best practices and needs across the district. The charge of the Presidential Commission is to advise and assert several fundamental goals.

- To propel MCC’s reputation as a welcoming and inclusive learning environment where differences are embraced, respected, and valued.
- To develop action plans and strategies to maximize existing resources to leverage the richness of the existing diversity.
- Develop strategies to improve the recruitment, retention, and completion of Metropolitan Community College's diverse population of students.
- Through several strategic components the Presidential Commissions represent and promote an atmosphere that encourages learning and promotes the value of diversity for all campus community members.

## **Martin Luther King Jr. Chancellor's Scholarship Luncheon**

As part of the commitment to honor service to the community and embrace issues of equity and inclusion, MCC sponsors the MLK Chancellor's Scholarship and Recognition Luncheon. This event, open to employees, students, and community partners, recognizes the role that Dr. King played in assuring that all people are treated with dignity and respect. The program also provides scholarships to students who have personified this theme throughout their collegiate experience at MCC. [MLK Scholarship Winner](#), [MLK Scholarship luncheon](#)

## **SUPPLIER DIVERSITY PROGRAM**

MCC understands the value of identifying diverse suppliers and of maintaining good vendor relationships. As one of the country's premier urban-suburban community colleges, MCC works to extend opportunities to women-owned businesses, minority owned businesses, small disadvantaged businesses and disabled veterans businesses through its supplier diversity program.

The supplier diversity initiative is a powerful means of benefiting the economy and the communities the college serves. To this end, in June 2009 MCC hired full time staff to move the supplier diversity program forward. MCC seeks to buy from small, minority and women-owned businesses and also conducts workshops, outreach activities, and networking events to support the growth of their businesses.

The supplier diversity coordinator works closely with the City of Kansas City, Missouri and the Midwest Plains Supplier Development Council to identify prospective target businesses that may gain a share of district expenditures. All issued bids are sent to identifiable target vendors that are qualified to bid on the district's needs. The purchasing department uses a computer software package that enables vendors to identify themselves as minority or women-owned.

MCC continues its efforts to increase opportunities for minority and women-owned businesses district-wide. This includes supervision and monitoring of activities to increase internal and external awareness of the college's commitment to this important priority. MCC's supplier diversity coordinator works to establish best practices and procedures to increase opportunities and to support campus business offices, cost centers, departments, and purchasing to ensure greater opportunities for these targeted-owned businesses.

The college also continues to participate in events to introduce these business owners to the district. Links on the purchasing department website to minority business enterprise/woman-owned business enterprise (MBE/WBE) online directories are provided, and the district shares certification information for any MBE/WBE vendor interested in becoming certified. These efforts afford MCC the opportunity to expand its vendor base and ensure it receives the best products and services at the best price. Additionally, MCC reports on dollars spent with minority and women-owned businesses that have been certified as such by outside agencies. MCC has received various awards for its efforts in supplier diversity ([Spends by Ethnicity fy2013-14](#), [Graph of Spends in Dollars](#), [Diversity Links](#)).

MCC's minority supplier program is also coming of age. Since the hiring of a permanent coordinator of supplier diversity in 2008, MCC has gained a strong profile in the region through a variety of supplier diversity programs. By bringing regional purchasing representatives together with MWBE enterprises, our programs result in increasing our own supplier diversity, supplier diversity in businesses across the region, and strengthens the MWBE enterprises. MCC ensures that minority and women-owned business (MWBE) requirements are clearly defined to achieve community wide impact and, as such, has been recognized for its efforts by a number of local and regional awards.

The nation's small-business sector is responsible for creating most of the country's new jobs. This stimulates economic growth. MCC has increased opportunities for minority and women-owned businesses with training, education, mentoring, networking and other development approaches. MCC's supplier diversity coordinator regularly collaborates with and participates in community organization activities, including those of the Greater Kansas City Chamber of Commerce, the Hispanic Chamber of Commerce of Greater Kansas City, Black Agenda Group, the Latino Coalition of KC, and the Mountain Plains Minority Supplier Development Council ([MWBE](#), [MWBE Expo](#), [Reverse Vendor](#), [MCC Supplier Diversity](#), [Basic Immigration](#), [Procurement One-on-One 2013](#), [American Heritage Month](#), [Hispanic Marketing Basics](#), [Immigrant Requirements](#), [JE Dunn MCBBD Expo](#)).

### **The Brooks Institute**

The Brooks Institute, named for Alvin Brooks, was developed to be a resource for the community. Alvin Brooks is a former law enforcement professional, city councilman and mayor pro tem for Kansas City. The Institute was founded through a joint effort of space allocation from MCC and financial backing from Blue Cross/Blue Shield of Kansas City. Conceived and managed through the social science division of MCC-Penn Valley, the Brooks Institute focuses on preparing students academically for the field of criminal justice and engaging the broader community in discussions and programming on urban policy grounded in an understanding of history and a focus on urban challenges as they emerge. [The Brooks Institute](#)

### **Student Veterans and Reservists**

MCC salutes military veterans and eagerly welcomes students who are veterans or reservists. The Veterans Upward Bound program, located on the MCC-Penn Valley campus serves the Kansas City metropolitan community and is the only Veterans Upward Bound program in the state of Missouri ([VUB Flyer](#)). Additionally, the Reserve Officers' Training Corps (ROTC) program is available to MCC students through a partnership with Missouri Western State University in St. Joseph, Missouri, and the Pony Express Battalion.

### **AFFINITY GROUPS**

#### **African American Faculty and Staff Association (AAFSA)**

MCC African American Faculty and Staff Association (AAFSA) was established by employees to provide information, support, resources, and advocacy for African American employees.

The organization attends to academic, administrative, and social issues that impact the ethnic/multi-ethnic climate of MCC and offers a community platform for staff, faculty, and students to learn from one another. In addition to monthly meetings, programs and events are held throughout the year in efforts to help others become a part of the AAFSA community. AAFSA is committed to serving MCC students and the college. One notable AAFSA initiative is the March to 300, a student recruitment effort to attract a diverse pool of students to the college.

### **Student Veterans of America**

MCC-Penn Valley has an active chapter of Student Veterans of America, and chapters are forming on other MCC campuses. [Veterans Welcome](#), [Veterans Day Activities 2013](#), [Veterans News](#).

### **Gay-Straight Alliance (GSA)/Sexual and Gender Equality (SAGE)**

GSA/SAGE brings lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and straight allies together to meet new people and have fun in a safe and supportive environment. Social and educational programs are designed to foster a positive and realistic image of the LGBTQ community, and to ensure all students at MCC experience a welcoming and affirming learning environment. By raising awareness of different sexual orientations and gender identities, linking homophobia with other oppressions, and advocating for equal treatment for all students, GSA/SAGE helps to create a school environment free of homophobic, sexual, verbal and physical harassment. Each college sponsors activities to support GSA/SAGE communities. MCC offers safe zone training to improve the environment for GSA/SAGE district-wide. [GSA-SAGE](#), [MCC Safety Zones](#), [LGBT- BR](#), [LGBT-Chalk](#)

## **CAMPUS-SPECIFIC PROGRAMS AND INITIATIVES**

### **Am I My Brother's Keeper Conference (Penn Valley and Longview campuses)**

The goal of the AIMBK conference is to provide an academic and leadership development experience for current and emerging high school and college African American and Latino men. The conference emphasizes responsibility, citizenship, leadership training, and development. The conference is also designed to address the many issues that face African-American and Latino men on their respective campuses. These issues include career exploration and networking, retention, academic success, male/female relationships, health in the community, financial management, civility and the responsibility to mentor young African American and Latino men. The conference is open to any African American or Latino male student at their respective schools. [2013 My Brothers Keeper](#)

### **Back to Sisterhood Conference (Penn Valley campus)**

The Back to Sisterhood Women's Leadership Summit addresses issues facing African American and Latino young women in their communities as well as leadership roles and responsibilities in high school and on college campuses. Special focus is placed on initiatives that can be implemented through coaching, mentoring, and program development for student leaders. The

conference is also designed for high school young women focusing on college preparation, as well as emerging leaders that are looking for resources and programs to assist them with issues including civility, relationship building, responsibility to the community, and academic success. [Back to Sisterhood](#)

### **Corporate Work Study Program**

MCC is one of many corporate partners that participate in the Cristo Rey High School Corporate Work Study Program for economically-challenged students of culturally diverse backgrounds. The work experiences provided by area businesses and institutions are central to the student's academic success and transformative in helping students set their sights on college and career. It is one way to give back to the community while also mentoring and cultivating tomorrow's work force and Kansas City's future leaders. [CWSP Brochure](#)

### **Disability Support Services (All Campuses)**

Metropolitan Community College complies with the Americans With Disabilities Act and Section 504 of the Rehabilitation Act, which prohibits discrimination in admission or access to programs based on disability. Each MCC campus has a Disability Support Services (DSS) office that provides individualized services for students with disabilities. In the fall semester of 2014, more than 600 students district-wide arranged services through the DSS offices. Services include classroom accommodations, interpreters, readers, and scribes, providing resources to faculty or staff, connecting with community professionals and agencies, supplying textbooks in alternative formats, arranging alternative testing, providing assistive technology, and services for deaf and hard-of-hearing students. [DSS Flyer](#), [DSS Brochure](#)

In addition to the campus DSS offices, the college has an ADA compliance office at the district level. A new position, the director of student disability services, was created in 2015 to coordinate district-wide compliance with federal ADA and Section 504 regulations and assist with development, implementation, and maintenance of policies and procedures related to this legislation. The ADA compliance office also houses the district adaptive technology coordinator, interpreter coordinator, and linguistic learning specialist.

From 1991 until the spring semester of 2015, MCC-Longview offered the Academic Bridges to Learning Effectiveness (ABLE) program. This program provided academic support for students with learning disabilities, traumatic brain injury, autism spectrum disorders, and other neurological diagnoses. The ABLE program was discontinued due to duplication of a variety of services provided by the DSS offices as well as fiscal constraints. [ABLE Brochure](#)

MCC also provides services for individuals with disabilities in the community. The MCC-Maple Woods campus offers the College Experience for Adults With Developmental Disabilities (CEADD) program, which makes available noncredit courses for this population. The classroom is set up to accommodate almost any student, with wheelchair access, adaptive educational materials, interpreters and qualified instructors ([CEADD Brochure](#)). Additionally, from 1994 until Spring 2015, noncredit courses were offered at MCC-Longview for individuals with

developmental disabilities through a University of Missouri-Kansas City ([ACED](#)) program. UMKC has since discontinued these courses at MCC.

### **Ethnic and Multi-cultural Festivals (All Campuses)**

Each campus sponsors or co-sponsors, with community organizations, activities to support awareness of diversity. The Applied Language Institute (ALI) International Festival at MCC-Penn Valley and the Northland Ethnic Festival at MCC-Maple Woods are examples of extracurricular enrichment activities for MCC students and the college communities annually. ([MW NL Ethnic Festival](#)) MCC also participates each year in the Dr. Martin Luther King Jr. Day of Service ([MLK Day of Service](#)).

### **Storytelling Celebration (Maple Woods Campus)**

For the past 15 years, MCC-Maple Woods has presented the Kansas City Storytelling Celebration. This time-honored tradition of storytelling is held in more than 100 sites across the Kansas City metropolitan area, and all events are free and open to the public. Storytellers from throughout the region and across the nation bring their tales of mischief, merrymaking, and morals to all ages and ethnicities. The major goal of the Storytelling Celebration has been to reach out to and connect people from all walks of life through words. ([MW Storytelling Flyer](#))

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## 1.D - Core Component 1.D

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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

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There have been many actions taken and decisions made by MCC that reflect an understanding of the college's educational role. MCC serves the public good in many ways, including these examples (note that some of these were outlined in Core Component 1.A):

- Certain critical career and technical education programs are often run at a loss because MCC is committed to providing affordable career education and serving community needs.
- MCC has provided free public access for computing and digital literacy through statewide implementation of a federal grant ([Community Education SpringBrochure2013 \(Page 16\)](#), [BTOP4](#), [BTOP5](#), [PV PCC Schedule](#), [PCC Average User Rates](#), [PCC Certificate](#), [PCC Kearney Firehouse](#), [Ave Page Crs Views](#)).
- The college has participated in three rounds of TAACCCT grants funded by the U.S. Department of Labor to support displaced workers ([WINs Priorities and Strategies](#)).
- Through the Veteran's Upward Bound (VUB) program, the college serves under-prepared veterans ([VUB Flyer](#)).

Through a TRiO grant, MCC's Educational Opportunity Center works to expand access by providing assistance to the community and under-served populations in completing federal financial aid applications ([EOC 2013-2014 APR](#), [EOC Electronic Code Federal Guidelines](#), [EOC Federal Guidelines](#), [EOCFlyer2013](#)).

As a public two year college, MCC does not have investors or a parent organization. It is responsible only to the community it serves and state interests. The college's educational responsibilities are its primary focus.

MCC engages with numerous external constituencies, including maintaining strong relationships with the public school districts both in and outside of the district. MCC has participated actively in the development of two innovation campuses that provide work experience and advanced standing credit to high school students.

The Missouri Innovation Campus is a partnership with the University of Central Missouri and the Lee's Summit School District. [Missouri Innovation Campus](#), [National Model for Higher Ed](#), [In Speech on Economy, Obama Vows to 'Shake Up' Higher Education](#), [Innovation Campus Flyer](#), [Obama Highlights Missouri College Program](#), [MIC Bellwether Award](#). It allows prepared students to simultaneously graduate from high school and earn an associate degree from MCC.

Then, in 2013, Northland Center for Advanced Professional Studies (CAPS) launched as a joint operation of the Smithville, Kearney, Liberty, North Kansas City, Park Hill and Platte County school districts. The program gives high school students in the northern part of Kansas City a professional, innovative, and entrepreneurial education through career-oriented experiences that are real time, hands-on, and real-world. The program was created in partnership with Cerner Corporation, Holland 1916, Ford Motor Co. and North Kansas City Hospital. MCC is the college credit partner. [Northland CAPS general info](#), [Northland CAPS eng-adv man 2015-16](#), [northland caps news release](#), [Northland CAPS Innovation Campus](#), [Northland CAPS parent student handbook 2014-15](#), [northland caps overview](#), [northland caps news release](#).

MCC continues to expand its dual-credit offerings and early college programs. Through relationship building with multiple feeder high schools and school districts, MCC campuses continue to expand and refine those offerings ([dual credit evidence](#)). For example, MCC-Blue River's Trailblazer Academy and MCC-Maple Woods Monarchs Academy offer both dual-credit and dual-enrollment course work. [Prepare](#)

MCC is in the process of pursuing National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation as the college continues to review and pursue improvement of the dual credit offerings.

Local charter and parochial high schools are supported by partnerships that include internships, early college opportunities, and summer school. MCC faculty and staff collaborate to offer yearly activities for Boy Scouts interested in trades related to college programs. Faculty often serve as judges for First Robotics, College Bowl, Skills USA, and local science fairs. The college also has a long tradition of working with local nonprofit agencies and organizations including the Salvation Army, Goodwill, United Way, Catholic Charities, and Rotary. MCC has a close relationship with the Full Employment Council, which is the local workforce investment board. The college also partners with the Missouri College Advising Corps and hosts a location to reduce "summer melt" for first-year students. ([MCAC Summer Melt Center](#))

Local businesses and social service organizations are served by MCC in a variety of ways. Each career program maintains an advisory board of industry partners to ensure currency and relevance. The annual meetings allow community stakeholders a detailed look at MCC's curriculum so they can provide feedback. The faculty benefit from close relationships with local employers in their fields during these meetings and at other less formal interactions. Additionally, MCC cultivates strong ties with local chambers of commerce and economic development agencies.

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## 1.S - Criterion 1 - Summary

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

### Summary

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Metropolitan Community College's mission, "Preparing students, serving communities, creating opportunities," is clear and articulates the nature and essence of the institution's work. Everything is centered on the college's core values (students, community, and opportunities), which are espoused on the website, published in brochures and on business cards, invoked in speeches by the chancellor and campus presidents, and incorporated into the strategic planning process in a very direct manner.

MCC is proud of how the mission resonates with internal and external audiences. The college has made great strides to engage diverse constituents at the local, regional and state levels. As the Greater Kansas City region diversifies, MCC has continually improved the learning environment and evaluated its academic programs, student support services, and enrollment profile to meet the needs of an expanding student body.

There is overwhelming evidence that the college strives for excellence in addressing the needs of a diverse community. Therefore, MCC is uniquely positioned to strategically align its resources to meet the wider range of needs and opportunities that a diverse community requires. As a result, the college is moving forward with its next strategic plan to maximize district resources to best serve the changing community.

As MCC celebrates its centennial year, the college takes pride in playing a major role in serving the local, regional, and national community. The level of MCC's civic engagement aligns with the institution's mission to ultimately serve the public good.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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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

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Metropolitan Community College-Kansas City establishes and follows policies and procedures for fair and ethical behavior. Our use of shared governance in policy development helps ensure a focus on fulfillment of mission and fair treatment of students and employees. In 2012, the college leadership reorganized the policy development process to emphasize communication among all constituents and links to planning processes. The Chancellor's Policy Review Committee (CPRC) was formed to manage the creation and review of policies with representation from the three governance groups, Faculty Association, Administrative Association and District Staff Council. ([2.10020DP](#), [MCC Policy Development-Process](#)). This process continues to evolve as the college searches for better ways to effectively move policies forward and improve communication. One of these improvements is the creation of a blog that allows everyone to view policies in progress and those that have been recently approved ([About CPRC](#)).

In addition to developing and revising policies, the CPRC is phasing out district regulations and replacing them with board policies and district procedures to simplify the structure of policy and process. In addition to the procedures shown on the Policies, Regulations and Procedures webpage, other departments maintain written procedures or guidelines on the InfoExchange website. As detailed below, changes to uniform grant guidance prompted a careful review and update of multiple policies and procedures.

#### Financial Functions

MCC operates in accordance with Generally Accepted Accounting Principles (GAAP). The policy on audits ([4.20010 BP](#)) requires external audits of district, foundation, and grant finances, as well as internal audits of student body accounts. The accounting firm, CliftonLarsonAllen, conducts an annual financial audit ([Audit Letter 2013](#) and [Audit Letter 2014](#)). The results of external audits are presented to the Board of Trustees annually, and the college's financials are presented monthly for board approval. The Vice Chancellor of Financial and Administrative Services oversees budgets, financial planning, purchasing, grants, and accounting. Administrator job descriptions establish budgetary responsibilities ([MCC Administrator Position](#)

[Description](#)). Division chairs are responsible for managing budgets ([Division Chair Position Description](#)).

The regulation on budget preparation and adoption ([4.05010 DR](#)) ensures that officers of the district administer the budget and, in conjunction with other employee groups, handle any problems that arise due to enrollment or revenue deficits. An example of how MCC has managed a systemwide budget reduction is demonstrated by both the Budget Response Team and Zero Based Budget plan. Two emails from the chancellor and a document containing budget recommendations are included as evidence. A zero-based budgeting task force of officers, administrators, faculty, and staff produced a set of recommendations that were accepted by the chancellor and his cabinet and acted upon, in response to projected budget problems. ([Chancellor Message ZBB](#), [ZBB Timeline](#), [ZBB Academic Program Recommendations - cabinet](#), [ZBB administrative program recommendations - cabinet](#), [ZBB Determinations and Thank You](#))

In all financial functions, the college complies with federal and state regulations. When MCC - Longview was recently selected for a student financial aid audit, MCC took steps to update procedures across the entire college. Most significantly, the college manages multiple major federal grants from the U.S. Department of Labor and the U.S. Department of Education. MCC is the primary grantee for a major three-year U.S. Department of Labor TAACCCT grant from the Trade Adjustment Assistance Community College and Career Training Grants Program, and a subgrantee for another major three-year TAACCCT grant. The college is also currently a recipient of three five-year Title III Higher Education Institutional Aid grants from the U.S. Department of Education: one awarded to the college for research, one awarded to MCC-Blue River, and one to MCC-Penn Valley. Collectively, these fund "Project FOCUS: Fundamentals for Outcomes, Completion, Understanding, and Success".

The financial stewardship of these grants requires financial compliance with U.S. Office of Management and Budget (OMB) circulars governing federal spending, in addition to agency-specific guidelines and the grant conditions outlined in the Notices of Award. The recent sweeping regulatory reforms issued by OMB represent an enormous change for institutions. These reforms impact audit requirements as well as operational areas from pre-award and post-award requirements to cost principles. In response to these reforms, MCC is engaged in a careful review of existing procedures, one result of which has been the development of new cash management procedures. ([Cash Management](#))

MCC stewards its resources carefully and makes every effort to ensure it is acting in the interest of its mission. In addition to the detailed Zero Base Budgeting review, individual programs are frequently checked for alignment with institutional priorities. For example, an athletic study was conducted to determine the feasibility of maintaining athletics programs ([District Athletic Analysis](#), [District Athletic Recommendations](#)). Additional financial matters will be discussed in Criterion 5.

### **Academic Functions**

The Vice Chancellor of Academic Affairs oversees academic matters, but most functions are collaborative among officers, administrators and faculty. MCC has multiple policies and



processes in place to ensure quality and integrity in academic functions. These include program and discipline review, faculty evaluation and student experience surveys, instructor credentials and qualifications, the District Instructional Coordinating Committee, the Faculty Senate Curriculum Committee, campus curriculum committees, program accreditation, policy development and approval process. Examples of academic policies include the following: [Articulation 625040BP](#), [Curriculum Process 610020BP](#), [Grading Policy 6.05015DP](#). Regular assessment of learning outcomes and, in some cases, CTE program advisory board input and external program accreditations help to maintain integrity of curriculum.

### **Personnel Functions**

The Associate Vice Chancellor of Human Resources oversees personnel issues. To ensure personnel are treated fairly, MCC has numerous policies in place including [Schedule of Salary and Conditions](#), [Vacation and Holidays](#), [Employee Grievance](#), [Purchase of Food and Meals](#), [Employee Discrimination BP and District](#), and [Performance Evaluations](#). The Human Resources department conducts regular training on Title IX and FERPA. See Criterion 5 for more on personnel policies.

### **Auxiliary Functions**

Auxiliary functions at MCC include: bookstores, food service, recreation centers, parking lots, and building leasing. Each area maintains policies and procedures necessary to administer its functions and ensure fair and ethical practices. The Board-approved policies, procedures, and by-laws can be found on the [InfoExchange website](#), along with recent changes and notes on any ongoing revisions. In addition to the board by-laws, there are categories for administration, business and finance, curriculum and instruction, personnel, physical facilities, and student personnel. Additional information on MCC processes for specific areas and departments (e.g. student records, athletics, purchasing, and salvage equipment) can be found at [InfoEx](#).

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## 2.B - Core Component 2.B

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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

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MCC maintains a wide array of resources to present a clear picture of its operations and activities to students and other constituencies, both internal and external. The website is a major source of current and detailed information. The front page includes a search engine, employee and office directory, A-Z indexes for academic programs and services, an overall A-Z list, and access to an internal web portal ([myMCCKC](#)), which in turn links students to library resources, email, and the learning management system ([Blackboard](#)). The Explore MCC tab offers extensive resources including campus-specific information, mission, history, leadership, strategic plan, student code of conduct, and student demographics.

Each academic program has a webpage detailing its courses, curriculum, requirements, and other relevant information such as faculty contacts ([Associate in Arts](#)). Career program pages also list job outlook data and show gainful-employment disclosure information (including total program cost, placement rates, and on-time completion rates). Examples of how this information is disseminated include [the business program](#) and [the course catalog](#).

The home page also includes links that offer easy access to sections on admissions, enrollment, financial aid and other services. Tuition information can be found at <http://mcckc.edu/tuition>. All programs with program accreditation display their accreditation status on the program webpage, and there is also a page at <http://mcckc.edu/progs/info/facts/list.asp> listing all such programs and their accrediting agencies along with the college's HLC accreditation status. An [accreditation spreadsheet](#) showing status of each accreditation is also included as evidence. Academic programs are subject to state regulations administered by the Missouri Department of Higher Education, and also, in the case of career programs, by the Missouri Department of Elementary and Secondary Education. A few career programs – police, nursing, fire, and EMS – are also subject to the oversight of a state board.

The MCC print shop maintains electronic files of numerous brochures that are available for mailing to current and prospective students as needed. MCC News (<http://mcckc.edu/publicrelations>) is another means of communication with students, employees, and the general public. The college maintains an active presence on social media, including a Twitter feed <https://twitter.com/MCCKansasCity>, a Youtube channel <http://www.youtube.com/user/MCCKansasCity>, and Facebook pages (for example, <https://www.facebook.com/mcckkansascity>) for the college as well as for some of its programs. The Longview campus publishes a student newspaper both in print and online. Current issues can be found at [longviewcurrent.org](http://longviewcurrent.org).

## Sources

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- Accreditation
- Accreditation Spreadsheet
- AssocArts
- Blackboard
- BusAdmin
- Facebook.MCC
- Longview\_Newspaper
- MCC\_Catalog
- MCKC.edu
- MyMCC
- PR\_Evidence
- Tuition
- Twitter\_PR
- YouTube

## 2.C - Core Component 2.C

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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

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Metropolitan Community College – Kansas City is governed by an elected Board of Trustees. The board is a political subdivision of the state and derives its authority from the General Assembly of the State of Missouri. The by-laws of the board establish its responsibilities and processes.

#### Preserving and Enhancing the Institution

The board is "charged by the state with the responsibility of providing community college instruction for residents within the district who are qualified for admission, according to the standards prescribed by the district; establishment and operation of the campus(es) within the district; and the custody of and responsibility for the property of the district and the management and control of said district." ([Authority Bylaw 1.10020](#))

Samples of board minutes are attached to demonstrate that the board's deliberations reflect a priority of preserving and enhancing the institution. ([Board Minutes](#))

#### Considering All Constituencies

MCC Board of Trustees meetings are open to the public, and frequently include presentations from employees and external entities on topics relevant to the mission of the college and responsibilities of the board. As shown in the sample minutes, business considered by the board is responsive to the needs of both internal and external constituencies. Items may be introduced by a board member or officer, or may be submitted to the board secretary prior to the board meeting ([Board Minutes](#)).

Action items that are placed before the board by the chancellor are typically first presented to the Chancellor's Cabinet, which includes representatives of the three governance groups (Faculty

Senate, District Staff Council, and Administrative Association), as well as student representatives. The cabinet assures that each item has been sufficiently considered and properly vetted in both substance and procedure by these constituencies.

### **Preserving Independence**

According to its by-laws, the board consists of six trustees elected by voters of the district to six-year terms. The by-laws require all trustees to take an oath of impartiality prescribed by Missouri Statute. Additionally, board members must follow MCC policy on code of ethics and conflict of interest ([2.25010 BP](#) and [Proposed Revision](#)) which derive from the state code of ethics. ([RSMO 105.454](#) and [Conflict of Interest FAQ](#)).

The trustees are not compensated for their service, but are reimbursed for certain expenses incurred while serving, including out-of-district travel to represent the college. Trustees and district employees must comply with section [RSMO 105.454](#) of the Missouri Revised Statutes and Missouri Ethics Commission guidelines ([Conflict of Interest FAQs](#)) on conflicts of interest, as well as any other state law governing official conduct. Board policy on code of ethics spells out specific responsibilities relating to potential conflicts of interest. In particular, trustees must disclose situations in which there are conflicts of interest, and file annual financial disclosure reports with the board and the Missouri Ethics Commission.

Any trustee who has a substantial, personal or private interest in any measure, contract, order, policy, or regulation proposed or pending before the board must disclose that interest to the board secretary, and the disclosure must be recorded in the minutes. At the top of Page 4 in the attached board minutes from August 14, 2014 appears an example of a trustee abstaining to avoid a conflict of interest. Trustee Trent Skaggs abstained because he is also on the Mid-Continent Public Library Board ([Board Minutes page 4](#)).

### **Delegating Day-to-Day Management**

The board by-laws provide that day-to-day management of the institution is delegated to the administration. “The formulation and adoption of written policies shall constitute the basic method by which the board exercises this leadership in the operation of the district. The board shall appoint a chancellor as its chief executive officer with full authority and responsibility for the operation of the district, in compliance with the bylaws and policies of the board.” The chancellor oversees the administrative structure, which includes the financial, academic, personnel, and auxiliary functions (MCC Organizational Structure, [Organizational Structure Policy](#)).

MCC employs a shared governance model by which responsibility for academic matters rests with the faculty, exercised through the Faculty Senate (elected by the Faculty Association), ([MCC Committees 2014-2015](#)) with the support of academic administrators. Committees that decide academic matters include the District Instructional Coordinating Committee, the District Assessment Coordinating Committee, and the District Academic Technology Committee, all of which have majority-faculty membership. The Faculty

Senate also has standing sub-committees to address curriculum, instructional technology, and academic policy. ([Shared Governance Documents](#), [Spirit of Shared Governance](#))

Recent events have indicated a shift in perception of shared governance effectiveness by the faculty. In fall 2014, full-time faculty voted to join the MNEA (Missouri National Education Association) union. They administered an AAUP survey to track changes in faculty attitudes between 2009 and 2014.

- [Faculty 2009-2014 Percentage Indicators Final Draft 11\\_3\\_14](#)
- [Faculty Comments Part 1 By Theme Final Draft 11\\_3\\_14](#)
- [Faculty Comments Part 2 By Theme Final Draft 11\\_3\\_14](#)
- [Faculty Comments Part 3 By Theme Final Draft 11\\_3\\_14](#)
- [Senator Comments By Theme 11\\_3\\_14 Final Document](#)
- [Senators 2009-2014 Percentage Comparison of Sound Governance Final Draft 11\\_3\\_14](#)
- [Academic Senate Minutes 2014\\_10\\_16 \(Page 10\)](#)

The staff has administered a similar survey ([Staff Fall 2014 Survey Results](#), [Staff 2014 Fall Survey - Results - Graphs](#)). These surveys were presented to both the chancellor and the Board of Trustees. The Strategic Planning Steering Committee discussed survey results and indicated a need to address these results in the upcoming planning process. Human Resources and the District Staff Council partnered to work towards identifying ways to increase employee engagement and enrich the workplace environment. Based on themes identified in the staff employee survey in March 2015, they conducted focus groups to identify specific recommendations based on these themes, and developed [next steps](#). The Administrative Association gathered feedback from its membership and discussed the findings with the chancellor. Climate and shared governance have become a key element of the new Strategic Plan. As a first step toward climate change, a facilitator from the Association of Governing Boards led a workshop on including representatives from all the governing bodies: Board of Trustees, Officers, and college and campus leadership from Administrative, Staff, and Faculty Associations. A [survey](#) was conducted in advance of the workshop.

Additional information will be provided in Criterion 3.

## Sources

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- 01.15.2015 BOT Regular Meeting Minutes
- 08.14.2014 BOT Regular Meeting Minutes
- 08.14.2014 BOT Regular Meeting Minutes (page number 4)
- 2.25010-BP-Conflict-of-Interest\_Code-of-Ethics-Redline-Revisions-from-June-9-2015
- 225010BP
- Academic\_Senate\_Minutes
- Academic\_Senate\_Minutes\_2014\_10\_16
- Academic\_Senate\_Minutes\_2014\_10\_16 (page number 10)

- Board Bylaws 1.0090
- Bylaws 1.10090
- Conflict of Interest 2.25010BP
- ConflictofInterestFAQs
- Faculty 2009-2014 Percentage Indicators Final Draft 11\_3\_14
- Faculty Comments Part 1 By Theme Final Draft 11\_3\_14
- Faculty Comments Part 2 By Theme Final Draft 11\_3\_14
- Faculty Comments Part 3 By Theme Final Draft 11\_3\_14
- Is MCC committed to the spirit of shared governance
- MCC Committees 2014-2015
- Missouri Revised Statutes 105.454
- Organizational\_Structure\_Policy 2.05010
- Senator Comments By Theme 11\_3\_14 Final Document
- Senators 2009-2014 Percentage Comparison of Sound Governance Final Draft 11\_3\_14
- Shared Governance Documents
- Staff 2014 Fall Survey - Results - Graphs
- Staff Fall 2014 Survey Results - Summarized Comments - 02-26-15
- StaffFocusGroupResults
- Survey report



## 2.D - Core Component 2.D

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

### Argument

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MCC is committed to freedom of expression and the pursuit of truth. The college follows its policies on Free Speech ([3.25091 BP](#)) and Academic Freedom ([6.15010 BP](#)), and its regulation on Freedom in Student Affairs ([7.30040 DR](#)). Students are required to follow a code of conduct ([7.35010 DP](#)).

In the classroom setting, instructors and students regularly address topics that might be considered controversial by elements of the general public. Science courses may include discussion of evolution, origin of the universe, and the age of the Earth ([Sample Astronomy Discussion](#)). Social science courses could include debate on free will versus determinism, the existence of God and breastfeeding versus bottle feeding ([Psychology Faculty Email](#)). These topics often generate spirited classroom conversations. Courses such as Biology 125 ([Biology of Human Sexuality](#)) and Sociology 101 ([Sex Roles and Sexuality](#)) deal with topics that make some people uncomfortable. The college's instructors strive to promote open and respectful dialogue.

### Sources

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- Academic\_Freedom\_6.15010 BP
- BIOL125
- Code of Student Conduct 735010BP
- Free\_Speech\_Policy 3.25091 BP
- Phys106Discussion
- SOCI101
- Student\_Affairs 7.30040 DR
- WestraEmail

## 2.E - Core Component 2.E

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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

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The Office of Institutional Research and Assessment provides oversight for all research requests involving MCC students or employees ([IRB Guidelines for Research Projects](#)). Currently in the CPRC approval process is a Board Policy on Institutional Review Board and a Board Policy on Survey Administration. The college is in the process of establishing IRB membership. Integrity of research and scholarly practice by employees and students is further addressed by the policy on academic freedom. Employees also receive FERPA, Data Security and Data 101 training ([MCC Ferpa Training](#), [Data Security Class](#), [Data 101 Training](#)).

Much of the guidance our students receive in the ethical use of information resources comes from their coursework, including mandatory composition, computer science, and college orientation courses. The library offers resources and training in use of information. The [Student Handbook](#) is an additional resource. The English discipline conducts assessment to ensure students are learning proper techniques for citation. To help provide a safe and high quality learning and working environment, employees and students are expected to follow both board and campus lab policies on appropriate use of technology.

The [Student Handbook](#) provides the details of the Code of Student Conduct, which is established by district regulations. This code ensures implementation of the academic honesty policies and details the interventions, appeals process, and available disciplinary options. ([7.35010 DP](#)). Testing centers monitor proctored examinations carefully to ensure integrity of testing and to duplicate the security of the classroom setting. ([Test Center Procedures](#)) Additional protocols and agreements are in place to extend secure testing for distance students who cannot reasonably travel to an MCC testing center. ([Proctor Instructions](#), [Proctor FAQ](#), [Proctor Notice](#)) Copyrighted materials are addressed by board policy ([2.25040 BP](#)).

### Sources

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- 735010DP
- Copyright 225040BP

- Data 101 Training
- Data Security Class
- IRB Guidelines for Research Projects
- MCC Ferpa Training Final for Officers PDF 012413
- Proctor Notice
- Proctored Exam FAQ
- Proctored exam instructions for student
- StudentHandbookScreenshot
- Testing Center Procedures fall2014

## 2.S - Criterion 2 - Summary

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

### Summary

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MCC makes extensive use of board-approved policies and other written procedures to provide clear guidance on proper and ethical behavior by employees and students. The college recognizes that policies and procedures require diligent and frequent review, and strives for continuous improvement in efficacy and transparency of the policy process as well as in the policies themselves. MCC recognizes the importance of maintaining a climate of integrity, acknowledges a recent shift in employee perceptions of the effectiveness of the current shared governance model, and resolves to keep working toward greater cooperation among employee groups as it pursues a common goal of preparing students, serving communities, and creating opportunities.

MCC complies with state and federal requirements as evidenced in the information below, which is discussed further in the compliance report and multi-campus reports. The evidence is linked in the order in which it appears in the reports.

#### Compliance Report Evidence

Credit hour policy revision recommendation: [Credit Hour Policy Recommendation](#)

Student complaint process evidence: [730030BP](#), [730030DP](#), [330010BP](#), [ComplaintWebpage](#), and [DSSWebpage](#)

Grade complaint evidence: [605020DP](#)

Complaint notification webpage: [ComplaintNotificationWebpage](#)

Health Information Technology Webpage (example of information on articulation agreements): [HealthInformationWebpage](#)

Title IV participation agreement and ECAR: [PPA Sept 2015](#), [ECAR Sept 2015](#)

FY2014 audit and financial statements: [Metropolitan Community College 2014 Signed 114](#), [Metropolitan Community College 2014 Signed Financial](#), and [Signed Management Rep Letter](#)

Final Program Review Determination for Title IV: [FPRD](#)

Annual security report: [MCCAnnualSecurityReport2014](#)

Additional campus crime information and student right to know

evidence: [ExploreStudentRighttoKnowWebpage](#) and [ConsumerInformationWebpage](#)

SAP and Attendance evidence: [SAPWebpage](#) and [StudentRightsandResponsibilitiesWebpage](#)

Required information and disclosures evidence:

[MCC Catalog](#), [StudentHandbookWebpage](#), [GradesandTranscriptsWebpage](#), [GettingStartedWebpage](#), [ListofProgramsWebpage](#), [TuitionWebpage](#), [RefundWebpage](#), [AccreditationWebpage](#), [AccreditationWebpageshowingHLC](#)

Review of student

outcomes evidence: [DisciplineAssessmentWebpage](#) and [CTEAssessmentWebpage](#)

Public notifications: [Evidence Request for Feedback](#), [Inviting you to provide feedback.Employees](#), [Inviting you to provide feedback2](#), [Request for Public Comment](#), [request for public comment by advisory boards](#), [@kcstar.com](#)

### Multi-Campus Report Evidence

[BT List of Programs with Actual and Projected Enrollment](#)

[LV List of Programs with Actual and Projected Enrollment](#)

[PV List of Programs with Actual and Projected Enrollment](#)

## **Sources**

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- @kcstar.com
- 210020DP
- 330010BP
- 605020DP
- 730030BP
- 730030DP
- About CPRC
- AccreditationWebpage
- AccreditationWebpageshowingHLC
- BT List of Programs with Actual and Projected Enrollment
- ComplaintNotificationWebpage
- ComplaintWebpage
- ConsumerInformationWebpage
- Credit Hour Policy Recommendation

- CTEAssessmentWebpage
- DisciplineAssessmentWebpage
- DSSWebpage
- ECAR Sept 2015 (2)
- Evidence Request for Feedback
- ExploreOverviewWebpage
- ExploreStudentRighttoKnowWebpage
- FPRD
- GettingStartedWebpage
- GradesandTranscriptsWebpage
- HealthInformationWebpage
- Inviting you to provide feedback.Employees
- Inviting you to provide feedback2
- ListofProgramsWebpage
- LV List of Programs with Actual and Projected Enrollment
- MCC\_Catalog
- MCCAnnualSecurityReport2014
- MCC-Policy-Development-Process (1)
- Metropolitan Community College 2014 Signed 114
- Metropolitan Community College 2014 Signed Financial
- ppa Sept 2015 (1)
- PV List of Programs with Actual and Projected Enrollment
- RefundWebpage
- Request for Public Comment
- request for public comment by advisory boards
- SAPWebpage
- Signed Management Rep Letter
- StudentHandbookWebpage
- StudentRightsandResponsibilitiesWebpage
- TuitionWebpage

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

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

### 3.A - Core Component 3.A

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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

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Metropolitan Community College offers a variety of two-year degrees; these are the Associate in Arts (AA), the Associate in Science (AS), the Associate in Engineering (AE), the Associate in Computer Science (ACS) and the Associate in Applied Science (AAS). More than 50 certificates are also available. ([MCC Certificates September 2015](#)) These degrees are designed to serve MCC's stated mission and are included under Subpoints 1-3 of the district's purpose statement as detailed below.

In pursuit of MCC's mission, the district:

1. Provides courses and associate degree programs that prepare students to transfer to four-year colleges and universities to complete bachelor's degrees.
2. Provides courses, certificates and associate degree programs to prepare students to enter the workforce in skilled jobs and careers.
3. Provides courses, certificates and associate degree programs to assist adult workers to upgrade their job skills, change careers, and advance in their careers.

The AA is MCC's primary transfer degree, which addresses Subpoint 1 by setting forth course requirements that have been coordinated for transfer into baccalaureate programs. This degree was revised in 2014 to align with the requirements of our seven most utilized transfer institutions, and supplies students with up-to-date transfer information ([AA Degree Revision Survey, Completion and AA Revision2, Final AA Summary Report September](#)

[2013, AADegree](#)). During this process, we reduced the minimum number of credit hours from 62-64 to 60 credit hours. This degree minimizes transfer considerations and facilitates direct acceptance of the degree into baccalaureate institutions ([DHE AA Letter](#)).

The AAS is MCC's designated job-ready degree, answering Subpoints 2 and 3 of MCC's purpose statement. The general education component of this degree was updated during the 2002-03 academic year to align with state recommendations, and the technical areas of study within this degree are continuously updated as needed for each specialty area. The AS, AE, and ACS degrees have all been revised within the last two years ([Associate in Science Degree](#), [Associate in Engineering](#), [Associate in Computer Science](#)). Certificates are revised to respond to changing industry standards, with input from advisory boards and program review. The program review process is described in Criterion 4.

MCC's program quality and learning goals are governed by a set of Course Information Forms (CIFs), which list all course requirements and are linked to specific student learning outcomes. ([CIF](#), [CIF Form Guidelines](#)) The learning goals of each course are designed to bring them in line with models that have been vetted through the MCC curriculum process ([Curriculum Flow Chart](#), [MCC Curriculum Process Calendar](#)). This allows every course at MCC to be reviewed prior to being accepted as part of the curriculum. The review process involves all academic bodies within the system: campus faculty and academic administration ([campus curriculum agenda](#), [minutes](#)), district-wide discipline faculty, district-wide academic administration, and the District Instructional Coordinating Committee (DICC) ([DICC November agenda](#), [DICC November Lodging Packet](#), [DICC November minutes](#)). This allows time and opportunity for reasonable and assessable goals and quality benchmarks for pedagogy, student engagement, and program/course outcomes to be developed that are enforceable in all delivery modes. Once approval has been obtained at the institutional level, documents are submitted to the Missouri Coordinating Board of Higher Education if there are any new programs or program title changes ([Coordinating Board Curriculum](#)).

Since 2005, faculty have used the Quality Matters (QM) rubric for ensuring design quality and consistency across online courses. QM standards require periodic reevaluation to maintain currency of content and updated technology. ([QM Standards with Point Values Fifth Edition](#)). To ensure consistent educational outcomes, all online courses utilize the same CIFs as the on-ground courses and participate in integrated assessment and evaluation activities. ([On Ground 218 Syllabus](#), [Online ENGL 218 Syllabus](#), [Phys 101 on campus](#), [Physics 101 online](#))

To reinforce the commitment to quality delivery in all modes, MCC is in the process of gaining accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP) for dual-credit and early college initiatives ([Membership letter](#)). MCC maintains a handbook that guides dual-credit offerings ([hs dual credit handbook](#)); examples of equivalent dual-credit syllabi may be found in Core Component 4.A.

Along with these district-wide initiatives, various programs, particularly in our career and technical fields, are also subject to individual field-specific accreditation to further monitor and ensure programmatic quality ([MCC Accreditation Spreadsheet](#)).



## Sources

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- AA Degree Revision Survey
- AADegree
- Accreditation
- Associate in Computer Scienc1
- CIF FormGuidelines
- collreadiness\_outlinefinaldra3
- COMPASS\_CUT\_OFF\_SCORES\_Spring\_2013-1
- Completion and AA Revision2
- Coordinating Board Curriculum
- Curriculum Flow Chart
- DHE AA Letter
- DICC November agenda
- DICC November Lodging Packet
- DICC November minutes
- FINAL PSYC140 Course Change CIF
- Final\_AA\_Summary\_Report\_September\_2013
- hs\_dual\_credit\_handbook
- Instr Committee Meeting Minutes 11-5-2014
- LV\_Instructional\_Comm\_Meeting\_Agenda\_Wed\_\_Dec\_3\_2014
- MCC Associate in Engineering January 1 2015
- MCC Certificates September 2015
- MCC\_Accreditation\_Spreadsheet
- MCCCurriculumProcessCalendar
- Membership letter
- October lodging packet
- On\_Ground\_218\_Syllabus\_Updated
- Online\_ENGL\_218\_Syllabus
- Phys\_101\_16\_week\_syllabus\_on\_campus\_Spring\_15 (1)
- Physics 101 Syllabus
- QM Standards with Point Values Fifth Edition
- The\_Associate\_in\_Science\_Degree

## 3.B - Core Component 3.B

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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

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MCC's stated mission is "Preparing Students, Serving Communities, Creating Opportunities." In accordance with the general themes behind this mission statement, MCC has adopted the following philosophy:

*Metropolitan Community College is dedicated to serving the educational needs of the community. The college programs are intended to help students understand themselves, the society of which they are a part and the universe in which they live.*

*At the same time, MCC provides opportunities for students to develop occupational skills. Faculty and administrators cooperate to create an environment that stimulates intellectual growth and nurtures academic freedom for students and instructors alike. The programs offered are intended to encourage lifelong learning.*

The general education program of MCC provides students an understanding of the complex interconnections between their knowledge, thoughts and actions, and the broader personal, local, national and international communities in which they exist. The general education outcomes are infused into the entire curriculum and provide a solid foundation of critical thinking, information literacy, and communication skills for MCC degree offerings.

The college's previous general education outcomes were revised in 2009, and then reviewed again by a faculty-led committee as a part of the HLC Improvement Project. As a result of this

review, discipline-level outcomes were created by each general education discipline. The faculty created and approved rubrics for each of the general education outcomes. Assessment of these outcomes is described in Criterion 4 ([old outcomes](#), [current outcomes](#), [poster](#), [powerpoint](#), [DACC \(formerly DSCIA\) minutes](#), [General Education Outcome Revision Email](#), [Outcomes Taskforce minutes](#), [Critical Thinking, Information Literacy, Communications, brochure](#)).

MCC's career and technical education (CTE) programs continually develop and refine program outcomes in conjunction with advisory board input and national standards where available ([Auto Program Outcomes](#), [Paralegal Program Outcomes](#), [Mechanical / Manufacturing Engineering Technology Outcomes](#), [Graphic Design Outcomes](#)). As part of the initiative to award credit for prior learning sponsored by TAACCT grants ([MoHealth WINs Priorities and Strategies](#)), MCC has been working to standardize workforce training curriculum and build stackable credentials ([CISCO Certificate Into a CISCO Degree](#), [CISCO CertPath4](#), [CLA Course Information Form](#), [CLT Course Information Form](#), [CSIS Credit by Exam Flyer 2014](#)).

MCC is committed to and values diversity, within the community and on a more global scale. The College's "commitment to inclusion" statement includes the following:

- *MCC embraces diversity in our student body, workforce, curriculum and community. We know that diversity supports learning, excellence and preparation of global citizenry.*
- *MCC is committed to achieving a community free from all forms of discrimination and harassment in its policies, practices and endeavors. Further, MCC is committed to fostering a diverse community and to promoting greater awareness of and sensitivity to issues of diversity.*
- *Toward that end, MCC asserts the dignity and worth of every human being and the value of diversity as a source of its strength, including diversity of race, gender, ethnicity, national origin, culture, sexual orientation, age, religion, disability and perspective among students, faculty, staff and administrators.*

MCC supports diversity at the curricular and institutional level. Specifically, the Associate in Arts degree requires students to complete at least one course with a global diversity designation. MCC fosters diversity by offering a variety of courses focused on broadening the minds of students and providing them with avenues to engage diversity, both historical and modern, while working toward building a community of acceptance and understanding ([New AA Degree](#)). Please refer to Criterion 1.C for a description of the history of human diversity courses.

As a comprehensive community college, MCC's primary focus is on student learning rather than the discovery of new knowledge. However, MCC provides students and faculty with opportunities to engage in research, creative works, and academic projects. Students have access to a wide variety of learning activities including Penn Valley Carter Arts Center shows, Blue River Theatre productions, and Chorale and Northland Symphony performances. Students can engage with faculty in a variety of academic projects and activities including Summer Symposium, Brain Drain at Maple Woods, the Longview Current newspaper, and the Longview Literary Festival. As part of a U.S. Department of Education grant, the college is researching the effectiveness of various pilot courses and student services affecting developmental and first-semester college courses.

## Sources

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- 4 14 2011 DSCIA Minutes
- AADegree
- Assessment\_Brochure\_2012\_PROOF3
- Auto\_Program\_Outcomes
- CISCO CertPath4
- CISCO\_Certificate\_Into\_a\_CISCO\_Degree
- CLA Course Information Form
- CLT Course Information Form
- CSIS\_Credit\_by\_Exam\_flyer\_2014
- Discipline Outcomes1
- ETEC-MechanicalManufacturing
- Gen Ed Outcomes 2012
- GenEdOutcomes 2005
- General Education Outcomes Taskforce Report
- General Education Outcomes with Rubrics
- General\_Education\_Outcome\_Revision\_Email
- GraphicDesign\_Outcomes
- Information Literacy July 2011v2
- MCC Communications Outcome holistic version 5
- MCC\_RegionalCommCollege\_Assessment\_Poster\_2012\_PROOF3
- PARA\_Program\_outcomes\_2-16-10
- Report - Critical Thinking Attributes at the MCC Assessment Symposium
- WINs\_Priorities\_and\_Strategies

### 3.C - Core Component 3.C

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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

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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, and involvement in assessment of student learning.

Over the past three years, MCC has seen an outflow of faculty members due to retirements. On June 31, 2013, MCC ended an early retirement incentive package. The conclusion of that program brought retirements and restructuring that resulted in MCC dropping from 303 full-time faculty before the retirement deadline to 256 full-time faculty today. A knowledge management project was initiated to preserve some of the institutional memory and knowledge being lost due to faculty, staff, and administrator retirements ([Moving from a Data Driven to a Knowledge Driven Institution](#)). At the same time, enrollment was declining and further declines were projected ([Enrollment Forecasting October 2013](#)).

Ensuring an adequate full time/part time ratio is an institutional challenge that MCC's leadership continually works to address. Changes in adjunct loads due to the Affordable Care Act and new interpretations of the public retirement system have further stressed the college's ability to hire and maintain an adequate adjunct pool. Fortunately, MCC has been able to call upon many retirees to help meet instructional needs.

The loss of faculty in the wake of the early retirement deadline impaired the college's ability to fill committees, keep specialty courses on the books with lower enrollment, and engage in smaller campus-based assessments to complement the broad assessment strategy at the district level. Over the past two years MCC has engaged in restructuring, downsizing and merging committees, and redesigning our assessment and planning strategies to accommodate a smaller faculty and staff base ([Faculty Staffing Needs](#), [Spring 2014 FACULTY](#), [Faculty vacancy task force recommendations October 2014](#), [Officer Faculty List - Dec 2014](#)).

MCC ensures that all instructors are appropriately credentialed, including those in dual-credit, contractual, and consortial programs.

All general education and most career and technical instructors employed by MCC are required to meet the same requirements for employment. Per the schedule of salary and conditions, instructors fall into four categories, based on their placement within certificate programs, terminal degree programs, or transfer programs. The four categories require varied levels of credentials as follows:

**Column I:** Sixty-two semester hours of professional preparation from an accredited institution or technical training at an advanced level in the assigned discipline.

**Column II:** Bachelor's degree from an accredited institution in the assigned discipline; or a bachelor's degree from an accredited institution with a minimum of 25 semester hours (or equivalent) in the assigned discipline.

**Column III:** Master's degree or Juris Doctorate from an accredited institution in the teaching or related discipline, or a Master's degree from an accredited institution with 45 semester hours in the assigned discipline, at least 18 of which are graduate hours.

**Column IV:** An earned Doctorate from an accredited institution in the assigned discipline; or an earned Doctorate from an accredited institution with a minimum of 55 graduate semester hours in the assigned discipline or related field.

MCC keeps a current accounting of all faculty certifications to ensure that our faculty members are appropriately qualified.

MCC's instructors are evaluated regularly in accordance with established institutional policies and procedures. According to district policy, "Probationary faculty members are evaluated annually for five years. Non-probationary faculty members are reviewed biennially by a classroom or assignment site visitation and/or student evaluation. A comprehensive evaluation will be made every sixth year." This standard is set forth and enforced by Board Policy 3.35010 ([MCC Evaluation of Employees Policy](#)).

MCC's processes and resources assure that instructors are current in their disciplines and adept in their teaching roles. The college is committed to a constant and consistent feedback loop among peers, students, and supervisory offices that helps ensure quality classroom education throughout the district. To that end, a calendar of specific evaluation procedures has been put in place to

assure that instructors are appropriate in their knowledge and skill level in their respective fields, and that their pedagogy is in line with best practices to benefit student learning.

MCC has a comprehensive yearly instructor assessment system for full-time instructors, utilizing classroom observation, student feedback, and committee review of credentials, campus engagement, and classroom efficacy. This system functions throughout the first five years of employment for regular full-time faculty. Subsequent years of employment, following the fifth year, involve a full performance appraisal every three years to ensure continued performance at a high level.

Special contract full-time instructors (which includes emergency-hire faculty, career and technical education faculty, and grant-funded, limited-duration full-time faculty) are subject to annual comprehensive evaluations for the first six years of employment. Thereafter they are subject to yearly evaluation via student response or classroom visits each year, with a comprehensive review every third year.

Adjunct faculty are subject to a full evaluation process yearly for the duration of their employment with MCC.

A Faculty Senate taskforce met to create new recommendations for the evaluation process [Report of Ad Hoc Committee](#). The previous student experience form was revised ([Old Student Experience form](#)) and a new one was created ([Student Evaluation form-Fall2013](#)) to go into effect in Fall 2013. A group of faculty are piloting moving the assessment of student experience online ([Online Course Evaluation Spring 2014 Pilot Results Meeting](#), [Tips for Faculty to Increase Student Response Rate](#)). The evaluation policy is being revised by governance groups ([3.35010-DP-Evaluation-of-EmployeesMay-13-2014](#)).

A faculty taskforce developed an online course evaluation process that is awaiting final approval [OFETF Final Report](#), [MCC-OFETF](#). A pilot study is being conducted to evaluate moving to an online course evaluation system for on ground courses ([Minutes](#)).

Professional development for faculty is available through sabbaticals, MCC's participation and membership in the Kansas City Professional Development Consortium (which creates and delivers free professional development courses for higher ed professionals in the KC area), and support of faculty to travel to present their work and the work of the district at various conferences. Further, MCC's tuition reimbursement program allows faculty to continue to grow academically by engaging in university coursework to remain abreast of changes in their field as research institutions continue to break new ground, or diversify their skills by learning in other disciplines. MCC's sabbatical program ([Sabbatical Application Information](#), [Request for 2015 Sabbatical Leave](#), [Sabbatical Application Rubric](#)) granted two paid sabbaticals to faculty in Spring 2015.

MCC provides an annual district in-service day for all employees to gather for professional developmental opportunities ([In-Service 2014](#)). There is also a faculty convocation once a year for all the district faculty to have a day of professional development ([Faculty Convocation 2014](#), [Convocation 2013 Program](#)). Each campus has an in-service day to start off the fall semester for

information and professional development. Communications concerning these events are here ([MCC-PV In-Service Agenda, Inservice Agenda fall 2014](#)).

Instructors are accessible for student inquiry. MCC instructors are required to maintain five weekly office hours to make themselves available to students outside of class time for inquiries and extended learning. Per the faculty contract, “Each instructional faculty member will schedule and maintain a minimum of five office hours per week. Early retirees will schedule and maintain a minimum of one office hour for each 3 units of assigned load. All office hours will be scheduled at appropriate locations and times convenient for students. No more than two office hours will be scheduled per day.” These hours are monitored by division chairs to whom faculty members report.

MCC is committed to the highest level of quality in our student support services and has a comprehensive annual employee assessment system to maintain that level of quality. When hiring for student support positions, the college requires a minimum of a Bachelor’s degree in a specific subject area or related field, and two years of full-time work experience in the specific subject area. This can be supplemented with preferred qualifications in individualized instruction at the adult level, academic advising, event planning, or other student development skill sets as needed.

All support staff members are subject to an annual full evaluation process for the duration of their employment with the College. New staff members are evaluated at more frequent intervals during their initial year of service, with evaluations possible at one month, three months, and six months.

Professional development for staff offers similar opportunities as provided to faculty is available through MCC’s participation and membership in the Kansas City Professional Development Consortium ([KCPDC](#)) and through support of travel to present their work at conferences. The tuition reimbursement program allows our staff to continue to grow academically. The college offers a wide variety of training opportunities at MCC for all levels of employees ([HR Training Calendar - Spring 2015](#)).

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### 3.D - Core Component 3.D

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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

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Metropolitan Community College provides a broad range of services to support student learning including:

- A mandatory first year experience/orientation course, College 100 ([COLL100 Syllabus Spring 2014](#), [COLL100 Assignments Spring2014](#), [COLL100 Spring 2014 Mondays](#), [2014 Makeover Themes](#), [COLL 100 Student Report 2012](#), [COLL 100 Student Report 2013](#), [College 100 Revision Talking Points](#))
- TRiO (Project Success to provide academic support)
- GEARS program (an adult reading program) ([GEARS Program overview](#))
- Disability Support Services
- Testing services
- Military and veteran services
- Clubs and organizations
- Athletics
- Behavioral Intervention Teams
- Intrusive advising and supplemental instruction through the FOCUS grant ([Title III](#))

Information about many of these services is communicated to students through the College 100 course, adviser and counselor interactions, instructor announcements in classes, and the MCC website.

Student needs are met by a diverse set of courses offered in a variety of schedules (16-week, first 8 week and second 8 weeks, 12 week, day, weekend, evenings, mini) and modes of delivery (online, hybrid, fully on-ground, ALEKS software, review and laboratory). All courses,

regardless of mode of delivery or schedule, utilize the college's learning management system, Blackboard, to enable faculty to share grades, syllabi, and other materials and give faculty and students multiple ways to communicate.

Students are placed in appropriate levels of English, mathematics and reading courses based on ACT or [Compass cutoff scores](#) in compliance with the Missouri Community College Association's [college readiness policy](#). Testing centers are also equipped to evaluate students for appropriate placement into foreign language courses using WebCAPE language proficiency exams.

Many students who enroll at MCC do not provide ACT scores, or they have scores that fall into a range requiring further data for appropriate placement. These students are required to take the Compass test.

MCC has been notified by ACT that as of November 30, 2016 the Compass exam will no longer be offered. In anticipation of this, the college is considering various alternatives such as a system of multiple measures to replace this tool. This system could utilize a combination of at least four factors, with the current categories being considered to include high school GPA, dual-credit placement scores, high school class rank, ACT scores, GED assessment data, an MCC-scored writing sample adjudicated by composition faculty, state-mandated end-of-course exams for seniors, AP test scores, CLEP scores, and International Baccalaureate test scores.

Depending on student needs, MCC offers a variety of courses in math, English, reading, and foreign languages as described in Course Information Forms (CIFs). For students with high scores on Compass or ACT, their transcripts and situations are evaluated by the appropriate faculty, division chairs, and deans for placement into higher-level courses than the courses for which cut-scores exist. Students are advised to take courses based on placement testing and successful completion of prerequisites. Students entering with 12 credit hours or less are required to take COLL 100 ([AA Requirement Information](#)) or its equivalent. Student enrollments are screened before each semester to ensure students have met the prerequisites for the courses into which they have enrolled. If students do not meet prerequisites, they are contacted by advising, informed that they will be dropped from the course or courses for which they do not meet the prerequisite, and offered advising assistance to create a more appropriate schedule that will help them advance toward completion while also meeting any additional student needs with respect to financial and scheduling concerns.

MCC provides developmental education courses for students who are not ready for college-level material in English, reading and math. The college follows the Missouri [Principles of Best Practices in Remedial Education](#) as appropriate and continually looks for ways to improve this type of education.

In Fall 2013, MCC received three grant awards through the U.S. Department of Education's Title III Strengthening Institutions Program (SIP): an institutional research grant, an MCC-Blue River grant, and an MCC-Penn Valley grant. The project, named FOCUS (Fundamentals for Outcomes, Completion, Understanding, and Success), is a five-year development initiative with two major initiatives. The first initiative is to design and pilot-test more effective developmental

math, reading, and writing, as well as gateway courses in the humanities, social sciences, and STEM (science, technology, engineering, and math) fields.

The second grant initiative creates and pilot-tests first-year student services (assessment, orientation, degree audit, career resources, and early alert) and a case management approach to provide intrusive advising and peer mentoring for first-year students. New courses and services developed under FOCUS roll out to the five campuses over the five-year term of grant funding.

In Year 1, the project for the institutional FOCUS grant had three objectives. This document ([Title III](#)) shows the progress made during the first year. In Year 1, the Penn Valley grant had two objectives. The Blue River grant also had two main objectives in Year 1. ([Title III](#)). The MCC Title III grant teams have accomplished implementation of the proposed objectives as identified in the grant for Year 1. As noted in Tables 1 through 3, nearly all the objectives have been met. ([Title III](#))

While awaiting the implementation of Hobsons, a computer software package that will be used to track student records and advising, the grant team implemented the use of Smartsheet software. Beginning in the fall semester of 2014, students at the Blue River, Longview, and Penn Valley campuses were monitored through the new student tracking system. Students enrolling that fall participated in the First Year Experience orientation. Advisers used FOCUS chats as another tool to provide an orientation to the college environment.

In an effort to improve student retention in humanities courses, a humanities faculty summit was convened at the end of May 2015, and 66 faculty members participated. The focus of the workshops was to provide new ways to increase student engagement in courses. Forty-nine participants submitted evaluations. Overall, the reviews were positive. The vast majority of faculty commented that they appreciated and learned about technology and how to use it in courses. Participants also commented that it was a good experience to be able to share classroom experiences with their colleagues. Several workshops were specifically named as being useful, as were several of the speakers. A review of 46 syllabi from humanities faculty who attended the summit demonstrated that new strategies and suggested pedagogical approaches have been incorporated into courses.

MCC regularly reviews its instructional facilities to stay current, relevant and fiscally responsible. The campus library learning centers ([Libraries-Learning Centers Task Force](#), [MCC Libraries-Learning Centers Review](#)) and the MCC-Penn Valley's Health Science Institute are two examples of such reviews ([Task Force Exec Summary](#)).

The college offers advising for all students. MCC's Student Enrollment Management Task Force underwent an extensive review of institutional data and discussions involving employees from a large cross-section of departments and campuses ([SEM Plan Structure](#)). Please see Criterion 5 for further detail. MCC also provides intrusive advising through its FOCUS grant. Special populations such as athletes and international students receive more specific advising services.

In supporting the success of diverse groups of students, MCC utilizes resources designed to deal with educational issues unique to some student populations. MCC has utilized grant funding

from the U.S. Department of Education to create TRiO programs focused on helping first-time, full-time students acclimate to the rigors of college. The college's current TRiO grant allows MCC to serve 500 first-generation college students with a full staff of tutors available only to those enrolled in the program, as well as a special career services adviser. Additionally, success coaches help students stay focused on their goals of completion and life balance while advising them on their chosen course of study. All of these interactions are currently housed at the MCC-Penn Valley campus. The grant focuses on first-generation urban students, a demographic with a very low college completion rate nationally.

A second group of students with specialized needs includes those served by MCC's Disability Support Services (DSS) offices. Each campus employs a coordinator whose major responsibility is making sure that students with special needs, ranging from learning and documented behavioral disorders to those suffering from temporarily limiting/debilitating issues, can communicate positively with instructors about their limitations and learning needs. The offices are designed to keep detailed records of student disabilities and accommodations, as well as provide assistance to faculty in designing appropriate delivery mechanisms to maintain the rigor of each class while meeting the needs of each student who qualifies for a modification of the course, whether that is in delivery, assessment, or otherwise.

One of the major support initiatives connected to the DSS offices is the system of Campus Testing Centers housed at each campus. These facilities are designed to aid in the assessment of students who require quiet testing, extended testing time, academic aptitude assessment, or specific nationally normed testing, such as CLEP and GED. The extended services offered by the testing centers include assistance for students with test preparation, as well as off-schedule and make-up exam options which are made available to instructors to accommodate students who have circumstances warranting such special treatment.

MCC provides students and instructors the infrastructure and resources necessary to support effective teaching and learning. Other resources include Learning Centers on each campus, which provide tutoring in subjects ranging from developmental mathematics, English, and reading to science and foreign languages; library access; study and office spaces; science laboratories; virtual tutoring services; clinical, practicum, and internship sites; and training and professional development courses on Blackboard ([MCC FERPA Training Final for Officers](#), [Data Security Class](#), [Data 101 Training](#), [Assessment 101 Training](#)).

The learning infrastructure includes Blackboard websites for all courses (online, on-ground, and noncredit), library databases (physical and digital), access to email and Office 365, e-tutoring, computer lab access on every campus, Ask-An-Advisor, wireless support for personal electronic devices, and Echo 360 lecture capture. The IT executive committee is working with the faculty Academic Technology and Senate committees to standardize classroom technology and keep technology current and efficient.

MCC provides guidance to students on the effective use of research and information by offering courses such as LIBR 100 and 110 to help students conduct effective research. Because information literacy and critical thinking are two of MCC's general education outcomes ([Gen Ed](#)

[Outcomes 2012](#)), instruction and assessment of these outcomes are imbedded into various courses required for degree completion.

Finally, MCC also makes a concerted effort to ensure that student athletes have a firm academic footing during their time participating in intercollegiate athletics. One notable example of the myriad ways in which athletics programs at MCC strive to emphasize academics for student athletes is the soccer program at MCC Blue River. A comprehensive “study hall” is required of any player in this program who has fallen below the C level in any course. This "study hall" is directly overseen by the head coach. The coach gathers grade reports every three weeks, adjusting athlete participation based on classroom performance. Should students need more directed instruction, they are required to utilize their guided study time to facilitate appointments with the appropriate tutor in the Academic Resource Center, with the coach requiring verification of the time spent with the tutor and subjects covered.

To assess the effectiveness and satisfaction of students and faculty with MCC’s support system, a Noel-Levitz assessment ([Noel Levitz 2014 Website](#), [Noel Levitz Student Satisfaction Inventory](#)) is administered during spring of even years and Community College Survey of Student Engagement (CCSSE) during spring of odd years ([CCSSE Assessment Plan 2015](#), [CCSSE data](#)). MCC also administered the Survey of Entering Student Engagement (SENSE) in Fall 2014 as part of the college's obligations for the FOCUS Grant. Data from these surveys is compiled and analyzed by the MCC Department of Institutional Research and Assessment and then presented to various employee groups and departments on every campus for analysis within context with these groups determining interventions to improve effectiveness and satisfaction.

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## 3.E - Core Component 3.E

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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

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Metropolitan Community College provides an enriched educational environment through many student clubs and organizations and co-curricular and service learning opportunities ([Report](#)). The MCC Purpose Statement states that in support of MCC's mission, the district provides and supports activities to enhance student learning outside the classroom, including courses, cultural activities, and other educational opportunities to enrich the lives of members of the community.

Examples of co-curricular programs include:

#### **MCC-Blue River and Maple Woods: Student Ambassadors**

Student ambassadors are the face of MCC to prospective as well as current students. The primary role of ambassadors is to support the admissions staff with recruitment. This support comes in multiple forms, and includes responsibilities such as campus visits and tours, group campus visits, and special recruiting events (EXPLORE and other large events). Further ambassador support tasks revolve around communications (phone calls, mailings, thank-yous, and other contact) with students and high schools groups that have visited or are interested in visiting. Ambassadors are also requested on occasion to participate in other on-campus events for current students, to highlight available resources and provide insight into what a day at MCC might look like for interested students.

Community service is also a large aspect of the ambassador program. Each ambassador must complete at least 10 hours of service, on and off campus, each semester. Currently, Maple Woods ambassadors are required to serve at least four hours each week in the admissions office (including a mandatory Friday ambassador meeting). On-going development and training for ambassadors following the initial training at the beginning of each semester is offered at both campuses. The student ambassador program allows current students to develop as individual leaders as well as members of a collaborative team.

#### **Phi Theta Kappa**



As an international organization, Phi Theta Kappa's mission is to "recognize and encourage the academic achievement of two-year college students" as well as to "provide opportunities for individual growth and development through participation in honors, leadership, service and fellowship programming." Phi Theta Kappa recognizes and encourages academic achievement by honoring students with a 3.5 cumulative GPA with an invitation for membership. Student members vie for scholarships based on academic standing. Phi Theta Kappa is student-centered but adviser-led, so advisers play a significant role. Advisers are faculty or administrative staff members appointed by the college to guide a chapter's operations.

### **MCC-Penn Valley: Upsilon Kappa**

The Upsilon Kappa chapter of Phi Theta Kappa fosters individual growth and academic achievement through the completion of the society's Honors-In-Action project, in which students focus on a relevant theme, ask a research question, conduct scholarly research regarding their chosen topic, and synthesize their findings through a formal presentation to the campus community. The chapter also participates in a yearly college project, which is determined by the chapter's officer team and the campus president. In order to complete these projects, Upsilon Kappa members attend chapter and regional meetings to brainstorm with other students and find ways to collaborate with the campus and community.

The chapter further promotes scholarship by conducting and implementing research-type projects while finding ways to make them applicable to the college and community. In terms of leadership, students are encouraged to participate in Competitive Edge, which builds critical thinking skills, hones soft skills, and helps students create professional resumes. Students are also encouraged to lead others by providing assistance to students who are feeling lost or behind in their classes. Socially, the chapter collaborates with Campus Life and Leadership and other student organizations when needed. Such activities include participating in "Scout Out Your Resources," a project to help new students build the knowledge necessary to avail themselves of campus academic and social resources, as well as other campus events. Members also frequently collaborate with the administration on campus to see where the organization can best utilize their abilities.

### **MCC-Longview: Kappa Tau**

The Kappa Tau chapter follows the Five Star Chapter Plan guidelines for activities that lead to success and recognition in Phi Theta Kappa. Kappa Tau is a five-star awarded chapter, a status that was awarded by participation in a college project, an initiative that supports the chapter's college, developed jointly with the college administration. The chapter also works with the Honors Study topic, a topic developed every two years by the international headquarters, something that is challenging, interesting, timely, interdisciplinary, international, issue-oriented, important, intellectual, and action-oriented. The topic for 2014 and 2015 is "Frontiers and the Spirit of Exploration" and is the basis of chapter research and investigation and the development of the next Honors-In-Action projects.

### **MCC-Blue River: Drama Club**

The drama club has a fine service learning history, including annual participation in the Kennedy Center American College Theatre Festival, participation in local festivals, volunteering in libraries, and showcasing four on-campus productions open to the public each year.

Over the last two years the club has been less organized as faculty leadership shifted, but the current members remain very active on campus with productions to benefit the Harvesters food bank four times a year (which are open to the public), earning roles off-campus for local and national commercials, and volunteerism in the on-campus “All for the Children” initiatives. Many members are involved in making independent films using MCC-Blue River student artists, and some have played lead roles in Blue Springs and Independence theater shows over the past year. Each year, members also journey to Johnson County Community College to participate in the “Auditions for Four-Year Transfer” event, a competition that culminates in several students securing theater scholarships to baccalaureate institutions.

### **MCC-Blue River and Maple Woods: Volunteer Income Tax Assistance (VITA)**

Most baccalaureate degree programs in accounting at MCC's transfer institutions require a student to take one three-credit hour course in income tax. MCC business faculty felt there was an inordinate amount of weight placed on covering that material in a single course. Students leaving MCC with degrees in accounting should feel comfortable preparing simple individual income tax returns, but faculty realized that most students did not. Faculty determined that a unique philanthropic approach to income tax education would enhance educational outcomes.

Faculty sponsors at Maple Woods and Blue River created a program that incorporates the Internal Revenue Service (IRS) Volunteer Income Tax Assistance (VITA) program and MCC's Individual Income Tax course. The IRS provides the textbook/training materials for students (at a savings of approximately \$200 per student). The IRS also provides a web-based software program. The course is offered every spring semester in the following format:

- Thirty hours of intense lecture/lab time is used to train the students on tax law and tax software during the week prior to the start of the semester.
- Students then have the remaining month of January to complete the IRS online assessment, which endorses them as a certified tax preparer. (This is a resume-building certification.)
- From February 1 through April 15 each year the college district offers free income tax preparation sites open to the public.

The certified students volunteer their time as part of the class, and prepare income tax returns for people in the community at no charge. This service learning opportunity helps thousands of people in lower-income brackets, benefitting both the students and the community. Students come away from this experience with an increased knowledge of income taxes, as well as an increased appreciation of community service. Students often come back to serve again, because the experience is so positively reinforcing.

This experience utilizes the assistance of NextStepKC, the United Way of Greater Kansas City, the Internal Revenue Service, and multiple MCC campuses. It has been mutually invaluable for

citizens of the surrounding communities and the students who volunteer. Many students are able to obtain employment after being VITA certified, by demonstrating that they have gained valuable professional experience.

This initiative has recently completed its ninth year. It is unlikely that this program will continue at MCC due to declining support from the local agencies. It has become too much for the faculty sponsors to handle in addition to their other responsibilities ([Maple Woods VITA Postcard](#), [Maple Woods - VITA flyer](#), [Tax Class ppt - 2014](#), [MWCC BSAD 252 Individual Income Tax Syllabus Spring 2014](#)).

### **MCC-Longview: Multicultural Club**

Our students reflect the spectrum of culture, language, and religion found throughout the world. The Multicultural Club of MCC-Longview acknowledges both individual and cultural differences enthusiastically, and identifies these differences in a positive manner. While exploring similarities and differences among cultures, members develop an understanding and appreciation of their own cultural heritage as well as the cultural heritage of others.

The firsthand stories of the Multicultural Club continually help to bring the world alive and make it more understandable. Most students have seen or heard of many places only through books, movies, or television. However, true appreciation and understanding evolve from direct interpersonal contact with diverse people and knowledge of the cultures of diverse groups, including awareness of their values, stories and myths. One cannot provide for respectful accommodation for cultural diversity if one is unaware of the unique aspects of different ethnic groups, in particular the diversity of students in the Metropolitan Community College service area. The impact of culture on learning and behavior is natural and should be recognized through inclusion of appropriate activities gained by knowledge of a person's cultural background. A club which supports and celebrates diversity and provides a welcoming environment for every student allows the feeling of empowerment. The Multicultural Club provides students with exposure to beautiful traditions, music and rhythms, instruments, celebrations, books, people, homes, art, and other facets of diverse cultures. Ultimately, this club fosters the ability to function harmoniously and productively in a multicultural society.

### **MCC-Maple Woods: Veterinary Technology Club**

The Veterinary Technology Club at MCC-Maple Woods provides students the opportunity to better themselves, the college, and the surrounding community.

Students in the Veterinary Technology Club participate in community events, including assisting the Heart of America Kennel Club at microchipping and Canine Eye Registration Foundation (CERF) clinics. They host a booth at the annual Gladstone Walk and Wag, and help with wet labs at the Central Veterinary Conference (CVC) in Kansas City.

Veterinary Technology Club members have social events, such as lunches and dessert parties. In the fall they have an annual flag football game (first year vs. second year students). In May, they host an Oath and Pinning Ceremony for students graduating from the program. New student

orientation is hosted in the summer for incoming students, along with the annual summer social, where the new class is welcomed with food and games. Students also collaborate on a week of breakfasts and lunches to celebrate National Veterinary Technician Week. Student trips to the zoo and aquarium are events that have been held in the past.

The Veterinary Technology Club participates in student programs held on the main campus to inform others about the program and the animal health field. In October, they host an annual Haunted Barn as a fundraiser for the club and community. They extend an invitation to the other clubs on campus to make the Haunted Barn a fundraising and leadership building success for all clubs at Maple Woods. Students involved with the Haunted Barn learn how to be creative, entrepreneurial decision makers and problem solvers, work as team members, communicate effectively, and become leaders.

Each year students are responsible for adopting 28-32 dogs and 28-30 cats out of area animal shelters. They work with the Veterinary Technology Program medical team to get the animals physically healthy, behaviorally acceptable, and socially friendly. During the semester, they hold adoption days where they meet with community families to get the animals adopted out free of charge.

### **MCC-Penn Valley: Advocates for Civic Engagement (ACE)**

The purpose of this group on the MCC-Penn Valley campus is to encourage civic engagement and political participation in the American political system. The organization accomplishes this by sponsoring nonpartisan events that serve to raise awareness. The group also seeks to educate the campus and greater community on current community issues and candidates for public office. Political knowledge is an essential quality to citizenship in democratic systems. ACE promotes active participation in political/social/economic activities affecting our daily lives.

Activities include candidate forums, voter registration drives, current events forums, MCCA Rally Day, Constitution Day activities, poll worker recruitment and election night watch parties. Community partners include the Kansas City Election Board, Alpha Kappa Alpha sorority, Missouri Association for Social Welfare, and various elected officials.

### **MCC-Penn Valley (HSI): Student Nurses Association**

The MCC chapter of Student Nurses Association at the Health Science Institute of the MCC-Penn Valley campus is part of the National Student Nurses Association (NSNA). NSNA mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities and career guidance.

Students have an opportunity to participate in a leadership university where they can learn how to work in cooperative relationships with peers, faculty, community service organizations, and the public in a service learning environment. They learn about shared governance and can earn course credit for projects.

If students choose, they may participate as delegates to the national convention where current trends in nursing are discussed. After choosing a topic and conducting research, students can submit written resolutions on issues before the group. At the convention, students present topics relevant to nursing education, nursing practice, state regulations and the health needs of the public. Resolutions are then reviewed by the legislative director and the resolutions committee before review by the House of Delegates.

An adequate supply of RNs in the workforce is one of the essential components of a safe and effective health care system. Future nurses also need to have opportunities to practice leadership behaviors, make informed decisions, formulate responses to issues that are evidence-based, and learn to conduct themselves professionally. The Student Nurses Association provides them with such opportunities.

### **MLK Day of Service**

Dr. Martin Luther King, Jr. Day is a federal holiday recognized across the MCC district. Over the past several years, MCC students, faculty, and staff members have participated in “A day ON, not a day OFF” by serving agencies within their communities. Participation in the MLK Day of Service allows students to gain knowledge about social issues concerning their community. The support from faculty and staff members as site sponsors allows students to build connections outside of the classroom.

MCC-Penn Valley students have taken part in a variety of projects on campus for the community, such as creating blankets for Children’s Mercy Hospital and assembling packets of toiletries for individuals who are homeless.

For the past four years, MCC Business and Technology students and staff have served at a local food bank, Harvesters, and the Habitat for Humanity ReStore. Each year 17-19 volunteers participate.

MCC-Blue River students and staff have served in multiple locations, including assisted living facilities and local elementary schools. Blue River participants have volunteered for community organizations including ReStore, Habitat for Humanity, The Groves, Rainbow Center, Meals on Wheels, ASPCA, Hillcrest and Community Services League. Blue River has many staff, administrators, students (student club members, and athletes from the men’s and women’s soccer teams), and community members who participate every year. Blue River’s contingent of volunteers also includes retired employees who have organized meetings in their own homes that day to make blankets for the patients at Children’s Mercy Hospital. On average there are 40-45 Blue River volunteers during the yearly event.

Many students have volunteered on the MCC-Longview campus, with about 120 participants in 2015. In 2014, students served at 11 locations during the MLK Day of Service.

Student clubs and athletic teams are encouraged to volunteer together at MCC-Maple Woods, to build their teams while supporting the community. Maple Woods student athletes have been regular volunteers with MLK Day of Service at Maple Woods for at least the past four years.

There have been more than 100 participants each year for the past two, serving at least 10 area sites.

### **MCC-Penn Valley (HSI) and MCC-Blue River: Mock Mass Casualty and Introducing Children to Health Care Fields**

A major co-curricular event that included MCC's Health Science Institute and MCC-Blue River police and fire students was the Mock Mass Casualty. It provided students an interactive learning experience to use their skills in a simulated emergency. ([Mass Casualty Outline2014](#), [Mass Casualty Simulation Marketing](#), [Mass Casualty Meeting Agenda4152014](#), [Mass Casualty Meeting Agenda4212014](#), [Mock Mass Casualty Timeline of Events May 2 2014](#))

Another co-curricular event involved elementary and middle school children, their grandparents, and students at the Health Science Institute. The event introduced children to health care fields, provided an educational opportunity to the community and allowed the college students to practice their skills. [Grandparents College2013](#), [Grandparents University Certificate](#), [GUbrief2012](#), [GUfeedback2012](#), [GUoutcomes](#), [GUtimeline](#).

### **MCC-Blue River: All for the Children**

MCC - Blue River students plan, coordinate, and staff all the activities at this annual event, which focuses on child abuse awareness in a day that offers family fun and entertainment. ([All for Children](#), [All for the Children Press Release](#), [All for the Children Pitch Material](#), [All for the Children](#), [All for the Children Survey](#))

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## 3.S - Criterion 3 - Summary

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

### Summary

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Metropolitan Community College's primary focus as an institution lies in the general education and career training of the students entrusted to it by the Kansas City metropolitan community. This section of the accreditation argument focuses on four key points relating to this aspect of the college's performance:

1. MCC's degrees and certificates are appropriate to the two-year sector and are broadly accepted by four-year colleges and universities and employers as acceptable in their scope, delivery, and outcomes as commensurate with the knowledge required for successful matriculation and/or employment. All courses listed in the MCC course catalog are required to meet the standards set forth by the Course Information Form (CIF) corresponding to each course and are assessed by discipline faculty and academic administration on an ongoing basis.
2. MCC consistently challenges the intellectual growth and abilities of students, and is dedicated to assessing the efficacy of teaching, course delivery, and the success of students who have matriculated out of the institution and into jobs or four-year educational opportunities.
3. MCC focuses the preponderance of its resources on the main mission of the institution, which is educating students. The faculty and staff employed by the institution are all satisfactorily prepared for their various roles, and because of their preparation and the resources put in place to support their work, students receive a high quality education with strong support services to bolster their success.
4. MCC provides a well-rounded education in an environment designed to constantly and consistently reinforce classroom learning with challenging opportunities and dialogues outside of the classroom, facilitating an approach that serves the synthesis and real world deployment of knowledge.

### Sources

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*There are no sources.*



## 4 - Teaching and Learning: Evaluation and Improvement

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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

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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

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Metropolitan Community College ensures the quality of its educational programs through a series of reviews, processes, and procedures addressing program quality, awarding and transfer of credits, and measures of program equivalence. Specialized accreditations are pursued and maintained in certain Career and Technical Education (CTE) programs, and the college measures its impact through the success of its graduates.

MCC maintains regular discipline and program review. Discipline review is defined as review of the courses within a discipline, and program review is defined as review of a program which may contain courses within the discipline as well as courses outside the discipline ([Program Review PowerPoint \(Page 3\)](#), [Program Review Policy](#)). In 2011, MCC transitioned from a five-year cycle of discipline/program review to a four-year cycle to align with MCC's four general education cohorts: cohorts consisting of five or more general education disciplines and created as

a part of MCC's Quality Improvement Project. The first cohort disciplines biology, economics, engineering, physics and foreign languages.

MCC's discipline review process also underwent revision to include an assessment and improvement component. Faculty from the disciplines in each cohort participated in creating discipline-level outcomes and assessments for both their discipline outcomes and general education outcomes.

MCC's newly designed discipline review incorporates faculty's ongoing assessment data and analyses into discipline review along with data about financial, human, and physical resources; student enrollments, persistence, retention, and completion; curriculum review and revision; and other relevant information requested by the discipline faculty. Faculty receive this data from MCC's Office of Institutional Research and Assessment and budget and expenditure data. All faculty within each discipline are encouraged to participate in the creation and presentation of their discipline reviews. Faculty from the disciplines in each cohort present their reviews each spring in an open forum to MCC's officers, including the chancellor, vice chancellors, and the presidents from all five campuses.

The Associate in Arts degree was reviewed and updated in Fall 2014 as evidenced in Criterion 3 ([Final AA Summary Report](#)). The Associate in Engineering degree was reviewed and implemented in Spring 2015 ([AE degree](#)). These changes were based on an engineering discipline review and updates in the field. The Associate in Science in Biology degree was reviewed, updated, and implemented in Spring 2015. Other degrees continue to be reviewed.

A review process is in place for career and technical education programs. ([CTE Program Coordinator Guide 8-11-14](#), [Full Plan for CTE Evaluation](#), [Program Development Template Jan2013](#), [CTE Program Data Report](#)). Review examples include [Health Information Management](#), [Automotive](#), and Veterinary Technology, which were presented to the officers in November 2014.

Additionally, when a new program is proposed, a complete economic needs analysis is produced to investigate evidence of employer needs. For example, a 2014 Needs Analysis of community health workers indicated that the metropolitan area would see a 27% increase in this job market, and that a certificate provided an entry point into a career. This program has been approved through the MCC curriculum process and will be effective spring 2016. ([Needs Analysis Report - Community Health Worker](#), [Needs Analysis Content](#), [Current Benchmarks for Needs Analysis October 2014](#)).

As noted, the general education discipline review process was revised for the 2013-14 academic year. Presentations on the new process were given during in-service at all campuses in August 2014 ([General Education Discipline Review Process Presentation](#)). The previous review process was revised because it was not in alignment with the college's new plan for assessment, nor had it proved meaningful and useful for the programs and the institution ([2006 Program/Discipline/Service Evaluation Manual](#)). The current format was introduced to each of the first cohort disciplines, biology, economics, engineering, physics, and foreign languages in individual department meetings. Here are examples of the documents provided to the

disciplines ([Physics Faculty Ratios](#), [Physics Discipline Demographics](#), [Data Analysis Worksheet - Engineering](#), [ENGR Discipline SWOT Analysis](#) [Discipline Review Description](#) [Financials](#), [District Demographics](#)). The faculty worked on the reports and incorporated the assessment results for their disciplines ([Chemistry Assessment Report](#)). The faculty in each discipline discussed this information in context and used it to construct their reviews. The faculty in the first cohort presented to the officers in April 2014 with follow up meetings with the Vice Chancellor of Academic Affairs for additional resource conversations ([Request for IR Data Review of Physics/Engineering Student Success Data](#), [PHYS106 Enrollment History](#), [Physics Discipline Review for April 2014](#)). An outcome of the physics review was the addition of MATH 40 as a prerequisite for introductory courses in the discipline ([PHYS101](#), [PHYS104](#), [PHYS106](#)).

The state of Missouri mandates the following requirements for program review as part of an initiative to eliminate duplication in low demand programs and improve efficiency in higher education: ([MO-DHE Statewide Review of Academic Programs](#)). Several MCC programs were discontinued in 2011 based on state review, including Paraprofessional Educator, Telecommunications Technician, Digital Media, and Computer Support Technician. ([MO-DHE Press Release](#), [MO Program Review Summary Report](#)). There are program accreditation requirements for some career programs (examples [OTA](#), [PTA](#), [SurgTech](#)).

In 2012, MCC launched an institution-wide zero-based budget process as detailed under Criterion 5.C. ([MCC Program Suspension-6.20080DR](#), [ZBB Academic Review Team Recommendations](#)). For purposes of program review, some programs were identified as low-performing and additional feasibility study reports ([ZBB List of Recommend Programs to Review](#)) were conducted and reviewed by campus presidents ([Apparel and Textiles Report](#), [Grounds and Turf Management Report](#)). Programs eliminated as of fall 2014 include Apparel and Textiles, and Grounds and Turf Management.

MCC evaluates all transcribed credit, including experiential learning and prior learning. MCC has a policy/procedure for transcription of transfer credit that addresses non-traditional ways to earn credit ([Credit for Prior Learning Guide](#)) with limitations on the number of credits that can be earned.

The college also has policies that assure the quality of the credit accepted in transfer. Evidence of this includes the policy for transfer credit ([Transfer Credit](#), [Transfer Credit DR](#)), catalog statements ([Transfer Credit from MCC Website](#)), state requirements ([MO credit transfer](#), [MO principles credit](#)), [common course library](#), and articulation agreements ([example](#)). MCC uses College Source to review transfer credit for equivalencies ([College Source Instructions](#)). The [student data center](#) is centralized to professionally manage transfer courses.

MCC maintains authority for the following: prerequisites through curriculum committees, ([agendas](#), [October lodging packet \(Page 7\)](#), [minutes](#)); rigor of courses through faculty evaluations ([Policy](#)), assessment, transfer and articulation agreements ([example](#)), and reports back from transfer institutions ([MU](#)); expectation for student learning ([CIFs](#)); access to learning resources ([Statistics Lab Usage](#)), faculty qualifications ([policies](#)), dual credit faculty qualifications ([dual credit faculty qualifications](#)); dual credit courses are equivalent in learning

outcomes and levels of achievement ([Dual Credit Trigonometry syllabus](#), [MATH 130 #45189 T Syllabus](#), [Stats on Final Exam for Dual Credit Math](#), [Departmental Final Exam Averages](#)), [State of Missouri dual credit policy](#), [2011 Final Dual Credit Report](#), [2012 Dual Credit Survey](#), [CBHEPolicyonDualCreditJune2015](#)).

MCC maintains specialized accreditation for programs as appropriate ([Accreditation.10.27.2014](#), [Accreditations for Campus](#), [Example of accreditation report from a program](#) ([ADN Self Study](#), [Trans Letter DA 7 14](#), [Accreditation Status Definitions](#)). The success of graduates is pivotal to the achievement of our mission to serve students. Evidence that MCC evaluates the success of graduates includes:

- Advisory boards ([AUTO](#), [CDCG](#), [CISCO](#), [DENTAL](#))
- Graduate follow-up ([Graduate Follow-up Survey Procedure](#), [Graduate Follow up Schedule](#), [F11 SUMMARY OF RESULTS - LPN GRAD](#))
- Stop Out and Transfer reports ([report](#))
- Results of technical skills assessments and licensure ([2014 CTE Assessment Report](#), [CTE Outcome Assessment Report 2013](#)).

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## 4.B - Core Component 4.B

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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

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MCC is committed to educational achievement and improvement through ongoing assessment of student learning. As part of Cohort 2, MCC's Quality Initiative included participation in the HLC Assessment Academy. ([HLC Quality Initiative Report and Certificate](#)) Evidence of MCC's commitment to educational achievement and improvement includes clearly stated goals for student learning and effective process for assessment ([CIF Form Guidelines](#), [PSYC140 Course Change CIF](#), [HLC Cohort Meeting Notebook](#), [General Education Outcomes with Rubrics](#) [[FlashFive 2012](#), [Symposium 2013](#), [2014 Flash Five](#)], [Evaluate the Process Results](#), [Assessment Plan Fall 2013](#), [Assessment Plan Spring 2014](#), [Impact Report](#), [Music Assessment Results Spring 2014](#)).

The college's work on the HLC Improvement Project included assessment of general education and discipline outcomes. Both classroom and online courses were compared in the general education assessment, wherever the instruments could be delivered reliably. By the end of the Fall 2014 semester, MCC had assessed 17,188 students, 789 sections of classes and 24 general education disciplines with 93 percent of full-time eligible faculty participating. The college is continuing to assess in each of these disciplines while meeting with the faculty to determine specific improvements based on the data ([Conclusions and Summary of the History Assessment Project 2012-2014](#), [History Assessment Presentation HLC 2013](#), [History Discipline Review 2015 version 3](#)).

While student services were represented on MCC's new District Assessment Coordinating Committee (DACC), efforts to develop a plan and assess co-curricular programs have yet to be realized. ([DACC Minutes 10-9-2014](#)) The college employed "smile sheets" and surveys to assess some co-curricular activities ([All for the Children Survey](#)). Now the goal is to develop a more intentional and robust assessment program for co-curricular programs. As a step toward this goal, the college has developed a plan to adopt a common MCC definition of co-curricular programs as the DACC will work with the recently hired Vice Chancellor of Student Success and Engagement and the soon to be hired Executive Director of Inclusion and Engagement to

adopt a common MCC definition of co-curricular programs as well as a process for identifying learning objectives for co-curricular programs so they may be assessed. By collaborating with DICC, This process can include components for intentionally integrating curricular and co-curricular programs to enhance student learning This process includes a component for intentionally integrating curricular and co-curricular programs to enhance student learning.

MCC uses the information gained from assessment to improve student learning ([Sustainability Plan](#), [Noel Levitz 2014 Website](#), [Noel Levitz Student Satisfaction Inventory](#), [CCSSE Assessment Plan 2015](#)). Faculty are encouraged to include interventions and improvements made based on assessment as part of their discipline and program reviews and reports to the officers. New faculty are trained with an online assessment training PowerPoint and quiz ([Assessment 101 Training](#) and [Rubrics](#). [Outcomes and Student Learning-HLC June 2014\(Cynthia-June 23 2014\)](#)). Online students that have withdrawn from classes are surveyed to determine reasons and to implement changes ([WD Survey Questions](#), [MCC Online WD 2011](#))

A district-wide committee met to develop a diversity assessment plan that includes outcomes, rubrics, assessment, and results. ([Diversity Assessment](#), [Diversity Assessment Outcomes](#), [Assessment Plan-Human Diversity](#), [Shared Outcomes and Rubric for Human Diversity Courses](#)) DACC plans to collaborate with the soon to be hired Executive Director of Inclusion and Engagement to adopt a common MCC definition of diversity as well as a process for identifying learning objectives for diversity programs so they may be assessed.

MCC's processes and methodologies to assess student learning reflect good practice and include the substantial participation of faculty and instructional staff:

- [\(HLC Project Submission \(July 2011\)\)](#)
- [HLC \(January 2012\)](#)
- [HLC Update Questions \(August 2012\)](#)
- [HLC Update \(2 17 13\)](#)
- [MCC \(Kansas City\) Learning Exchange Prewrite 2013](#)
- [HLC Update \(January 2014\)](#)
- [Impact Report](#)
- [Metropolitan Mentor Report](#)
- [Sustainability Plan](#)
- Summer symposium [2011](#), [2012](#), [2013](#), [2014](#)
- Assessment at In-Service ([In Service Keynote 10-18-11](#), [MCCCKC InService 2011a](#), [MCCCKC In Services 2011b](#))
- HLC Presentations ([MCC HLC Presenters](#))

In addition to faculty participating in assessment within their disciplines, faculty, staff, and administrators participated in the process of determining and assessing general education and discipline assessments through world cafes and breakout sessions at the annual Summer Symposium, district inservice, and the annual Regional Community College Assessment Conference hosted alternately by MCC and Johnson County Community College. ([MCC RegionalCommCollege 2012](#), [MCC Reg Com College Assmnt Conf-2014](#))



Additional faculty assessment includes:

- [GRIT Executive Summary](#),
- [Hope Assessment Results Spring 2014](#),
- [Learning Community Action Plan](#),
- [Service Learning](#),
- [HALP 2011 Results \(2\)](#)

Changes to programs have resulted from many of these assessments, and MCC continually reviews outcomes and assessment methods with a commitment to ongoing improvement. For example, due to student attrition seen in CSIS 112 and CSIS 113 courses, MCC launched a supplemental instruction course for students enrolled in these courses for Fall 2015. The supplemental non-credit course is funded by the MoSTEM grant. Since these are challenging introductory courses leading to higher level computer science courses, it is anticipated the supplemental instruction will increase completion of the certificate and AAS degrees related to Cisco and Cyber Security. A summary of recent changes to career programs based on yearly assessment can be found in the [CTE Assessment Report](#).

The withdrawal survey is distributed (electronically) to students that dropped an online course during the first 6 weeks of the semester (2010-2011). The survey was a follow up to an earlier withdrawal survey from 2002. Access to textbooks, course syllabi, and schedules were identified as areas needing attention. In response, the Distance Education department now utilizes standardized texts in high demand disciplines (English, Math, History) and posts master course syllabi and schedules on the Distance Education web site. The next round of withdrawal surveys is planned for the 2016-2017 academic year.

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## 4.C - Core Component 4.C

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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

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MCC is committed to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certification programs. MCC has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, population and education offerings.

In September 2011, MCC launched an institution-wide endeavor of strategic enrollment management. It was decided that as the college moves forward with the strategic allocation of resources to achieve student success, it should develop a enrollment strategy that provides for long-term growth and financial stability. The aggressive strategic enrollment plan utilizing current resources and predictive modeling will produce tangible results toward delivery of effective academic programs, generation of tuition, financial planning in collaboration with the zero-based budgeting model, increased organizational efficiency, and efficiency in service delivery programs ([SEM Matrix Stud LifeCycle](#), [SEM cabinet presentation](#), and see additional evidence in Criterion 5.C).

In May 2012, MCC was selected as one of nine colleges in the state to be a part of the Missouri Completion Academy ([Completion Academy Application](#), [MDHE Ltr 7-5-13](#)). An MCC team met with other state leaders to develop a completion plan with assistance from the non-profit organization Complete College America ([Completion Academy plan](#)). The plan included creating co-requisite remediation, intrusive advising, and block scheduling for career programs. In 2014, an MCC team met again with the Academy to update progress and report to the state ([Completion Academy - The Sequel](#)). The college set a 10-year goal ([MCC 2020 Goal Slide July 2014](#)).

A new course, College 100, is MCC's First Year Experience Program. It began with a recommendation from the student retention subcommittee of the Strategic Planning Committee in 2010. Citing data from similar national programs and from nearby Crowder (Mo.) College, the subcommittee recognized that MCC-Maple Woods' student orientation pilot for A+ students could serve as a model for a districtwide first-year student experience course. The pilot focused on informing students about the state of Missouri's A+ scholarship program and requirements for remaining eligible and avoiding the loss of funding support. Additional content included best practices for becoming a successful college student at MCC, along with information on enrollment processes, program and schedule advising, and career planning.

Upon approval of the Chancellor's Cabinet, a faculty intern position was created with responsibilities related to academic success, chief among them the creation of a districtwide first-year experience course that would be mandatory for all degree- and certificate-seeking students. This credit-bearing course would concentrate on teaching students to be good students, incorporating curriculum content commonly proven to encourage successful student behaviors. In addition to financial aid, advising and scheduling, and career planning modules, the course was to include co-curricular and non-academic information on topics such as time management and personal finance.

In 2011, a member of the English faculty at MCC-Longview was selected as the faculty intern. This person and a steering committee wrote curriculum, determined scheduling needs, recruited teachers, provided professional development and training, and coordinated implementation of the course on all five MCC campuses. The one-credit hour course was implemented into all degree and certificate programs beginning with the 2012-13 academic year. Evidence of assessment can be seen in the following: ([COLL 100 Student Report 2012](#), [COLL 100 Student Report 2013](#), [College 100 Revision Talking Points](#)). The college recently hired a new director of First Year Experience, and revision of the program is being planned.

MCC collects and analyzes information on retention, persistence, and completion of its programs. Evidence of this includes ([Spring 2014 Factbook District](#), [Summer 2014 Factbook District](#), [Fall 2014 Factbook](#), [Fall 2014 Scorecard](#)). A [Stop Out and Transfer Report \(Spring 2014\)](#) is completed every semester to track what happens to students who are no longer at MCC.

MCC received three Title III grants in 2013; two campus grants (Blue River & Penn Valley) and an institutional research grant to address retention in the developmental/remedial sequences in Math, English, and Reading. Research is being carried out for all three Title III grants ([Title III](#)) to assess a wide range of interventions:

- Surveys were administered at all faculty training sessions during Year 1.
- Surveys were administered to students in pilot courses at the conclusion of the Fall 2014 semester.
- Focus groups for humanities faculty who had attended the summit were held at the conclusion of the Fall 2014 semester under the supervision of the external evaluator.
- Focus groups for students who took fall pilot courses and faculty who taught fall pilot courses took place January 26-28, 2015 under the supervision of the external evaluator.

- Student success data is being analyzed for students in fall pilots (DFWI rates and re-enrollment in spring courses).

The data gathered as a result of the Noel-Levitz survey in 2012 called for increased training and development in the area of academic advising. The data provided an impetus for adviser training to be developed. Due to the leadership of one of MCC's advisers, through the MCC Leadership Academy, the college developed monthly adviser trainings that have covered topics ranging from theory to program information as well as Strengths Quest so they can better advise our students. MCC is consistently using Noel-Levitz data to change practices and to provide professional development and training to better serve our students. The use of this data can be observed in the reports from SEM, in the writing and implementation of FOCUS, and in the Completion Academy ([Noel Levitz 2014 Website](#), [Noel Levitz Student Satisfaction Inventory](#)).

An applicant survey was administered in Fall 2013 to 2,451 MCC applicants. Applicants were identified as students who had enrolled for the Fall 2013 semester, were dropped for non-payment of tuition, and did not re-enroll that semester. Callers attempted to contact all students at least once. About half the students contacted said they were returning MCC students. Two-thirds of students reported they were planning to enroll at MCC in the future. Around one-third of the students requested a follow-up call. Many of the student requests centered on needing help with spring enrollment and financial aid processes. The names and phone numbers of those requesting follow-ups were given to Enrollment Services. Student contacts were divided into groups based upon the area of help needed, and those contacts were forwarded to the appropriate areas, such as Financial Aid, Transcripts, etc. Students were contacted and assisted with Spring 2014 enrollment process. ([Prospect Survey Fall 2012 Applicant Survey 2014, Presentation](#))

MCC piloted early alert systems to test what works best for the institution. In 2011, the college tried Course Signals. ([Course Signals Pilot Assessment Spring 2011 FINAL](#)). After that, the Early Alert center in Blackboard (which recently became the Retention Center) was employed to set up notifications and inform students early of their progress.

With the FOCUS grant, MCC piloted using Smartsheet's software. For the Fall 2014 semester, two Early Alerts were used for the MCC-Penn Valley FOCUS students, one at Week 4 and the other at Week 8. In total, 15 instructors were sent Early Alert communications for students in FOCUS classes. For Week 4, 13 of 15 instructors followed up with student responses, which they put into SmartSheets. For Week 8, 9 of 15 instructors followed up with student responses, which again were put into Smartsheets. In total, 409 Early Alert comments were placed into Smartsheets for the Penn Valley FOCUS students during Fall 2014. Once comments were placed in Smartsheets, the Penn Valley case manager contacted students by phone and in many instances met with them to discuss their progress. After the student contacts were made, the case manager then followed up by placing updates in Smartsheets to indicate what had transpired with the student (Faculty can view updates in the comments area of SmartSheets). This semester, three Early Alerts will be used with Penn Valley FOCUS students, one at Week 2, one at Week 4, and the last at Week 8 ([Early Alert Email Example](#)).

MCC uses good practice methodologies for collecting and analyzing information on retention, persistence, and completion ([IPEDS DFR 2014 MCC](#), [Peer Institution Selection](#)). The

numbers and types of awards are shared and examined each year ([MCCCKC Degrees 2009-2014](#), [MCCCKC Certificates 2009-2014](#)). Additional research has been conducted on distance education persistence ([Student\\_WD\\_MCC\\_DTL\\_draft](#)) and success ([Online vs Ground Grade Distribution AY2012](#)).

There is evidence of transfer student success from executive reports from the University of Missouri with nearly 80% having graduated or continuing enrollment three years after transfer ([Fall 2011 Executive Summary](#), [Blue River](#), [Longview](#), [Maple Woods](#), [Penn Valley](#), [Fall2012 Executive Summary](#), [MCC to UMKC data 2015](#)).

To assist students with employment, MCC purchased NACElink to use in the student employment offices. Employers can post their company profiles and employment opportunities ([Career Central EmployerUserGuide](#)). Students can use NACElink to develop job search tools, research companies, learn more about industry fields, and build resumes ([Career Central StudentUserGuide](#)). It will also assist MCC in tracking employment outcomes for graduates.

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## **4.S - Criterion 4 - Summary**

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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**

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MCC demonstrates responsibility for the quality of its education programs. The institution maintains a practice of regular program reviews, evaluates all the credit it transcripts, and has policies that assure the quality of the credit it accepts in transfer. MCC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for students learning, access to learning resources, and faculty. Credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement. The college maintains specialized accreditation for its programs as appropriate to its educational purposes, and evaluates the success of its graduates.

### **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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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

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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

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Metropolitan Community College has worked hard throughout the past 10 years to provide sufficient fiscal and human resources and appropriate physical and technological infrastructure to support the operations of the institution. The fiscal health of the institution is regularly monitored by the Financial and Administrative Services division. MCC has three primary revenue streams: state appropriations, local property taxes, and tuition and fees.

The state's economic circumstances resulted in decreasing state appropriations across Missouri from FY2011 to FY2014. MCC's local tax revenue has been relatively stable over the past decade, because the college can adjust the levy each year based on assessed valuations. Traditionally, community college enrollment runs countercyclical to economic conditions, which meant an increase in MCC enrollment during the recession. As the economy has improved the college's enrollment has begun to decline ([2015-16 Budget Book B-3 to B-9](#)).

To address the declines in revenue, MCC has identified ways to reduce expenditures, increase efficiencies and increase revenue ([Board Budget Workshop to disburse - March2015vFINAL](#)). In 2011, the institution engaged in a comprehensive academic and administrative program review as part of a zero-based budgeting initiative. The review measured programs on their overall effectiveness and their overall alignment to MCC's strategic plan.

The annual budget planning process includes historical analysis and projecting out three to five years based on economic conditions ([Budget Book FY2014](#)). Each June, the college presents a proposed balanced budget to the Board of Trustees for the upcoming fiscal year. The annual budget workshop is a mid-year review and presented to the board in an open session for all MCC constituents ([Board Budget Workshop to disburse - February 2014v7](#)). This also is the start of the planning cycle for the next fiscal year. Over the past 10 years, MCC's external financial audits have demonstrated that the college remains fiscally sound ([2014 Financial Report Final, MCC 2013 Audit report](#)).

In order to carry out its mission, MCC is organized with a chancellor, three vice chancellors, five campus presidents, and administrators who oversee operations. The current staffing is approximately 900 benefits-eligible positions serving approximately 18,000 students per semester district-wide ([Staffing Table July 2015](#)). The human resources department is responsible for monitoring the hiring and evaluation process for all employees.

MCC has five campuses, an administrative center, a facilities location, and courses offered at various community sites. A centralized district facilities services department maintains all locations. Improvements to facilities over the past 10 years have been made to increase services to students and assist them in meeting their educational goals. These include:

- Establishing a state of the art Health Science Institute
- Building an electric utility line field for the Business and Technology campus lineman program
- Building a driving track for the police and fire science academy
- Redesigning enrollment centers at four campuses to improve service to students
- Updating state-of-the-art chemistry labs at MCC-Longview and Maple Woods
- Utilizing a FEMA grant to build storm shelters on all campuses that were designed as instructional facilities to meet campus needs
- Building an Arts & Sciences building at MCC-Blue River to expand classroom and lab space
- Expanding and upgrading lab space at MCC-Business & Technology to meet industry needs and requirements, including the creation of the Fab Lab
- Building a wind turbine at Blue River for workforce training and for raising community awareness of renewable energy options
- Installing solar panels on buildings at three campuses (Business & Technology, Maple Woods, Penn Valley)

In FY 2014, a deferred maintenance fund was established by the Board of Trustees ([5-8-2014 Designation of Deferred Maintenance](#)). Additionally, in FY 2015 the college was able to refinance a bond, which resulted in savings of \$2 million per year over 12 years. The Board designated \$1.5 million of these funds annually for deferred facilities maintenance and \$500,000 for IT projects ([8 14 2014 Advance Refunding of Outstanding Bond Certificates](#)). MCC worked with the Missouri Community College Association to receive an additional \$4 million in FY16 from the state of Missouri for facility needs. Facilities Services has recently conducted site visits at each location and defined a maintenance plan to address these needs ([Maintenance Repair Blue Print Report 03-14](#)). A more comprehensive Capitol Improvement Plan is in development

for facilities, technology and equipment throughout the college. Plan As the college moves forward on any future capital projects, it is committed to planning adequately for fiscal resources needed to maintain the structures.

In order to ensure that the technology infrastructure meets the needs of the institution, the IT department reviews its structure and effectiveness on a continuing basis. A business process review was conducted in 2010 to assess current practices. It was benchmarked with other institutions to define best practices for MCC

([Process Review DevelopersProcessReviewandRedesignReport](#); [2010 User Support Services Process Review Report](#); [2010 System Managers and Operations](#); [2010 Telecom Process Review](#); [2010 Web Process Review](#)). In 2013, MCC engaged in an IT audit, which created districtwide IT strategic and tactical plans to support the college's strategic goals and priorities ([IT Audit Copyright](#)). MCC officers approved the plan in January 2014 and IT management was centralized at the college level. This includes a strategy to upgrade and maintain IT infrastructure and software. A management structure was established to implement the recommendations including a CIO consultant/position and an IT Executive Steering Committee (ITESC). ITESC has subcommittees that include broad representation from the institution ([IT Revised Committee Structure](#)) ITESC is now called the District Technology Coordinating Committee.

MCC's allocation process has evolved but has always been developed to ensure educational purposes receive the necessary funding. For most of the past 10 years, the college relied on an allocation model that systematically distributed resources to the district's five campuses and other cost centers. The major funding areas were instructional, administrative, student, and academic support services. This model proved to be effective while the revenue picture remained positive.

As the economic outlook changed, with enrollment and state appropriations on the decline, MCC found itself allocating more than it was generating in revenue. This triggered the need to allocate resources in an entirely new way. In 2011, the institution engaged in a comprehensive academic and administrative program review with the intent to move to zero-based budgeting. The review measured programs on their overall effectiveness and alignment to MCC's strategic plan. This process has evolved, and the planning process for FY2015 included justifications for all expenditures beyond personnel, moving the college closer to a true ZBB model ([ZBB Timeline](#); [Budget BookFY2014](#)).

MCC's mission is detailed in the college's vision and purpose statements [Mission Vision Purpose Statements](#). Strategic priorities are guided by vision and purpose statements. These priorities serve as the primary guideline for the allocation of resources and decision-making strategies at MCC.

Recruitment and hiring practices ensure that all positions are filled with qualified candidates. Position requirements are based on the needs of the job. As positions become vacant, MCC performs a process of reviewing and in some cases removing or revising position descriptions to ensure that they are aligned with strategic priorities [PositionJustification](#); [Position Justification NF](#). The college also maintains policies on faculty requirements [3.05115DR - Qualifications for Teaching Courses](#); [3.05080DR - Employment of Full Time](#)

[Faculty & Administrators](#). During the hiring process, candidates complete on-line applications and attach required information. The Human Resources department screens candidates to ensure they meet the minimum qualifications before proceeding with the process [HR Screening Process](#); [Benefit Eligible NonFaculty Hiring WorkFlow](#).

Hiring committees are established with an appropriate mix of governance group members, content experts, and an EEO representative. The campus division chairs and deans of instruction are actively involved in the recruitment of adjunct faculty [Faculty Hiring WorkFlow](#). MCC developed an online process [NB PTF Applicant Review and Selection](#); [NB PTF Internal Posting](#); [NB PTF Copy Candidate to Internal Posting](#); [NB PTF Starting the Hiring Proposal](#) in 2014 with the intent of creating a pool of qualified and pre-screened adjuncts.

All full-time employees attend a new employee orientation that includes a general introduction to the college, benefits overview, and diversity and sexual harassment training [NEO Agenda for New Hires](#). MCC provides a variety of professional development opportunities from internal and external sources for its faculty, staff, and administrators (see [KCPDC Faculty, KCPDC Special Topics, AAW 2013-2014 Flyer, Calendar HR Training Booklet - Fall 2014 - Update, HR Training Calendar - Spring 2015- rev, HR Training Calendar Employees, HR Training Calendar- Supervisors](#)). Furthering an employee's education is encouraged through tuition reimbursement and tuition/fee waivers for all full-time, benefits-eligible employees [Schedule of Salary & Conditions FTF 14-15](#), [Schedule of Salary & Conditions FTS 14-15](#), [Schedule of Salary & Conditions ADM 14-15](#). Each year, the faculty convocation and district in-service provide opportunities for additional professional development ([Faculty Convocation Thrive Flyer 2014](#), [District In-Service 2011](#)). Faculty sabbaticals were reinstated in the spring of 2014 and the budget now includes a fund for professional development.

Annual evaluations are conducted for all staff and administrators, which are managed by the HR department. There is a faculty evaluation cycle that is overseen by the office of the vice chancellor of academic affairs [335010DR - Evaluation of Employees](#). The director of employee relations and training is responsible for developing and conducting employee training.

MCC has a process in place for creating the annual budget and managing the expenditures to the budget. The vice chancellor of financial & administrative services is responsible for developing and managing the budget process. The annual budgeting process involves all levels of the institution. Each campus/location is provided with past year's expenses to assist in determining needs for the upcoming year.

The campus presidents, deans, and division chairs work with their departments and others to determine their priorities based on the strategic initiatives. These are then used to create the draft budget request. Historically, a preliminary amount was provided as a baseline for the upcoming fiscal year. With the further implementation of ZBB for FY 2015, all non-payroll line items required a justification. All completed drafts are sent to the director of budget and planning to be compiled and then shared with the chancellor and the officer group for final recommendations. The final financial plan is lodged with the Board of Trustees for approval. There is a continuing

review of the financial plan by the officers for the current and upcoming fiscal years to make any necessary adjustments. The Office of Resource Development was realigned to become part of the Office of Budget and Planning.

The accounting department provides the chancellor and vice chancellor of financial and administrative services a monthly analysis of the financials, which is also presented to the Board of Trustees. These include a review of all revenues and expenditures year-to-date with a previous fiscal year comparison with any variances noted [OperationalFunds Mar2012](#); [AuxBoardReports Mar2012](#); [Cash Investments Mar2012](#); [March 2012 Operational Analysis](#). Each December and April, any budget adjustments based on updated information are presented to the Board for approval ([11-15-2012 Budget Adj and Audit Approval](#); [2013 Officers Recharge Agenda](#); [2014 Officers Recharge Agenda](#)). The financial system also provides a variety of reports and system access to budget and transactional data. The reports are generated on a monthly basis and sent to departmental budget supervisors, administrators and officers. An Office of Grant Finance and Compliance has been formed to ensure proper accounting of all grants and compliance with all requirements and reports.

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## 5.B - Core Component 5.B

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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

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MCC's Board of Trustees remains committed to the success of the institution through oversight of the college's financial and academic policies and practices. The board meets monthly for a work session and a formal board meeting, with an established pre-published agenda and a defined work session agenda. During the work session, items from the current board meeting as well as future board topics are presented to ensure the board has a thorough understanding. ([MCC Board Meeting Agendas 1-15-15](#)) The formal board meeting has standing agenda items that focus on all areas of the institution, including administration, business and financials, physical facilities, curriculum and instruction, personnel, student personnel services, and any other relevant institutional business ([MCC Board Meeting Agenda Items 1-15-15](#)). There is also a chancellor's report that highlights an area of the institution. These have included presentations from faculty, staff, and students. ([Board Presentation](#)). All board meetings and work sessions are open to the public and include Officers and governance group members.

The Board of Trustees provides oversight of financial matters on a consistent basis. Each month, the board receives a treasurer's report ([7\\_23\\_15 Treasurer's Report with Notes](#)). This report includes the cash and investment summary, disbursements ([Check Register November 2014](#)), the Operational Funds Budget compared to Actual Report, and any adjustments to the Operational Budget. The board reviews and approves the Annual Financial Report in the fall, including the College/Foundation/Compliance audit ([Board Packet 12\\_12\\_13 \(Page 5\)](#), [MCC 2013 Audit Report](#)), any mid-year budget adjustments, including the high-level plan for the upcoming fiscal year ([Board Budget Workshop to disburse - March2015vFINAL](#)), and the College's Financial Plan in June ([2013MCCBudgetBook](#)). The board also annually reviews any changes regarding two of the largest sources of MCC revenue: tax levy rates and tuition rates. ([MCC Board Meeting Agenda Items 1-15-15](#), [MCC Board Meeting Agendas 1-15-15](#), [Analysis for the Board of Trustees - 2014](#)). Before these are approved, analysis is presented to trustees and discussed during the work session.



MCC has a history of utilizing shared governance to frame decisions and evaluate the strategic direction of the institution, and employs policies and procedures to ensure this is done. This collaboration involves all levels, including students, staff, faculty, administrators, officers, and the governing Board of Trustees.

MCC has a formal structure in place to involve faculty, staff, and administrators in the governing process ([Policy Dev Process](#)). The Board of Trustees has developed policies outlining the support of an appropriate governance system, which provides the ability for these groups to participate in the overall direction of the institution ([2.10010 BP - Governance System](#), [2.10010 DR - Governance System](#)).

Any governance group can propose policy changes. The district policy process dictates that all policy revisions, additions, and deletions presented to the board pass through a formal policy committee, the Chancellor's Policy Review Committee (CPRC) ([Chancellor's Policy Review Committee](#)). The CPRC is composed of faculty, staff and administrators with the charge to seek feedback from their respective governance groups, following the Board policy on the development, revision, and rescission of district policies and procedures ([210020DP - District Policies and Procedures](#)). MCC maintains an informational blog displaying the purpose of the CPRC, current policies under review, and an archived list of completed policy revisions/additions/deletions. All employees have access to this blog.

MCC demonstrates a collaborative effort from its administration, faculty, staff, and students in setting academic requirements, policy, and processes. Ad hoc district committees are formed when needed and given a clear directive to address issues/needs that arise at the institution. This involves working with the governance groups to define committee membership. ([MCC Committees 2014-2015](#)) Examples of these committees include the Budget Response Team, Zero Based Budgeting Teams, Strategic Enrollment Management committees, Higher Learning Commission Steering Committee, and many others ([AA Taskforce Final Summary Report 2013](#), [Data Quality Committee Charge](#), [Honors TF Charge 2014](#), [IT Executive Steering Committee](#), [ITESC Structure](#), [Academic Calendar Task Force](#)).

Additionally, each campus has a president's cabinet comprising members from each employee group to provide feedback on campus and institutional issues. There is a district wide chancellor's cabinet that includes all five campus presidents, the vice chancellors, and the presidents of the governance groups ([Chancellors Cabinet Meetings](#), [Chancellors Cabinet Membership](#), [Chancellor's Cabinet Notes 4-7-14](#)).

Academically, curriculum and assessment committees ensure high standards – these are primarily made up of student services, faculty, and administrators ([DACC Structure and Charge](#)). A process for curriculum approval involves campus curriculum committees and the Faculty Senate curriculum committee, and is ultimately approved by the District Instructional Curriculum Committee. ([Curriculum Flow Chart](#)). The campus curriculum committees include students, staff, faculty, and administrators. The deans of instruction and deans of student services meet regularly to discuss academic policies and issues. Issues that involve multiple constituents are escalated to the appropriate leadership and groups.

Students are invited to serve on campus committees. Additionally, college administrators meet with student leaders at each campus to seek feedback. These groups include Campus Life and Leadership, peer leaders, student ambassadors and/or student government.

MCC has created a number of communication vehicles to share information with its internal constituents. These include MCC Insider, an information blog published several times a week or as needed, the MCC Campus Connection for student input, and social media sites to provide the latest information and act as a repository for district committees ([YouTube](#), [Facebook.MCC](#), [Twitter.PR](#)). The chancellor also conducts town hall meetings on a regular basis at each of the campuses. This is an opportunity for employees and students to voice concerns and ask questions of the chancellor directly. A centralized call center was created to assist in sending quality, accurate messages to all students and employees ([MCC information center](#)). Additionally, MCC is revamping the entire MCKC website to be more user friendly and has developed a governance procedure to ensure the information remains current.

Recent surveys have shown a decline in satisfaction with the shared governance process. This information is being used to inform decisions related to the college's new strategic plan and in evaluating the meaning of shared governance at the institution. A joint workshop was held to explore how to improve shared governance at MCC. The workshop included the Board of Trustees, chancellor and chancellor's cabinet as well as campus faculty, staff and administrative leadership. A task force will be formed to refine next steps. Moving forward, culture and climate will be one of MCC's strategic priorities. ([MCC Strategic Background SS](#))

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## 5.C - Core Component 5.C

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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

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MCC has a tradition of aligning its operational processes and resources with a strategic plan developed collaboratively with input from all employee groups ([Planning2.50080](#)). Each year during the budget planning process, proposed and ongoing initiatives are discussed and related to the college's strategic plan. The annual budget book highlights the items, the educational programs and the support services that uphold MCC's mission. ([2015-16 Budget Book A-9 to A-16](#))

In 2011, MCC launched an initiative to improve the alignment of the budget allocation model with the current strategic plan. The college performed a review of all academic and administrative programs to determine how they should be prioritized for resource allocation. The goal of this prioritization was to move toward a zero-based budgeting (ZBB) process ([Chancellor Message ZBB](#)). Programs were evaluated on how viable they were within the institution and their alignment with the mission and strategic plan ([ZBB Norming Session](#)). Recommendations were made on any programs with resource issues, as well as those not as closely aligned with the strategic plan. [ZBB Determinations and Thank You](#), [ZBB Academic Program Recommendations](#), [ZBB Administrative Program Recommendations](#), [ZBB Feasibility Master List](#), [Chancellor's Cabinet ZBB Update 11 18 13](#) The Budget Response Team is currently preparing a new update and status report and identifying next steps.

The ZBB process identified a need to focus on revenue generating opportunities. The MCC Foundation launched the "MCC Works" major gift campaign ([Feasibility Study Results](#), [MCC Preliminary Case For Support](#)) with the goal of generating \$20 million to support the college's strategic priorities.

MCC has continued fiscal year budget planning of initiatives in relation to the strategic plan. The college is in the process of implementing budget software that will allow budget line items to directly relate to the strategic plan. This will assist in discussions during annual budget planning.

Additionally, several projects were launched to further identify necessary changes and their resource needs. An IT audit created a multi-year plan ([IT Audit Copyright, MCC IT Roadmap 140211](#)) and recommended an IT executive steering committee to provide overall guidance on resource allocation. A Strategic Enrollment Management plan (SEM) initiative created a multi-year plan focused on enrollment/retention, student success, and financial goals. ([SEM Plan Structure](#)) A district-wide facilities master plan ([Maintenance Repair Five Year Improvement Plan 03-14](#)) was updated to include campus strategic priorities and deferred maintenance projects. MCC worked with the state of Missouri to gain National Council for State Authorization Reciprocity Agreements to broaden the college's reach to online students. [MCC SARA Approval](#)

MCC decided to "sunset" its early retirement policy in June 2013 ([3.25100 BP-retirementredlined121511](#)), leaving a number of vacant positions. All vacant positions were evaluated to ensure that positions filled are in areas that support the college's mission. A position justification form was created to support this process and is currently used for any vacated or proposed positions. ([position justification](#))

MCC recognizes the importance of linking academic and operational goals with planning and budgeting processes. Over the course of 10 years, the institution has slowly moved towards more centralized procedures to manage the operational processes. Centralization has helped the college to better utilize resources in support of the strategic plan.

In order to meet the strategic goals related to enrollment, retention and completion, the Student Services areas performed a process review of all their services related to enrollment processes ([Process Review Charge, Deans Review--ALL SummaryREV](#)). This highlighted overlap and areas for gaining efficiencies. A multi-year plan was developed to implement best practices. Two of the more comprehensive initiatives were the creation of the College 100 orientation class and a Strategic Enrollment Management plan. These are being implemented as resources become available during each fiscal year's budget planning cycle.

SEM identified needed improvement in the overall student experience. This multi-year plan focused on enrollment/retention, student success, and financial goals ([SEM Plan Structure](#)). The first step to address retention needs was to move toward a more comprehensive first-year experience. This resulted in the creation of a College 100 class ([COLL 100 Course Information](#)), required for all incoming students. An Information Center and campus enrollment centers, with cross functionally trained staff, were identified as solutions to improve students' enrollment experience. To date, these centers have been implemented at Longview, Penn Valley, Blue River and Business & Technology. A center is planned at Maple Woods when resources become available. Outcomes of these process improvements should result in more positive results on all of MCC's reviews. ([SEM MCC Insider Update](#), [SEM Timeline](#), [SEM Work Groups](#), [SEM Matrix Stud LifeCycle](#)) ([SEM cabinet presentation - January 2013 presented Cabinet 2.04.13 \(2\)](#), [SEM Capacity Academic Support](#)).

For ongoing assessment of student satisfaction with MCC, the Community College Survey of Student Engagement (CCSSE) was administered in 2007, 2009, and 2015 (and planned for 2016). There was a Noel-Levitz assessment in 2013 and 2014, and an assessment on new student

engagement related to first-year experiences ([CCSSE Assessment Plan 2015](#), [MCC CCSSE Spring 2009](#), [Noel Levitz 2014 Website](#), [Noel Levitz Student Satisfaction Inventory, 2014 SENSE Overall Report](#)). Results from these surveys have provided feedback to help evaluate and improve student services. For example, campuses focused on cross training student services personnel, which resulted in higher satisfaction on subsequent assessments.

In the past, program reviews were conducted every three to five years, and looked primarily at demographics. As part of the Open Pathways quality improvement project, these program reviews were modified to close the assessment loop. This change has brought on the new practice of a sustainable program review process. This program review process is described in detail in Criterion 4.A. Recognizing the need for career and technical education programs to rapidly respond to the external environment, yearly program outcome assessments are conducted. The assessment and review process includes a component on budget and planning which is integrated into the annual budgeting process ([HIMdata for Program Review](#)).

MCC reviewed its developmental educational programs ([StratPlan3 Recommendations](#)) and found that work in this area has not been as successful as the college would like. In response to this, MCC applied for and was awarded a FOCUS grant. ([Title III](#)) and are in the third year of implementation.

The college is in the process of replacing the previous data warehouse with Blackboard Analytics ([Blackboard analytics - Officers\\_10\\_21\\_13](#)). This will provide district-wide access to meaningful student and institutional information.

As demonstrated, MCC consistently performs reviews and the data from these reviews is fed into the zero-based budgeting process. The ZBB process produced recommendations for additional feasibility studies to be conducted on academic programs falling in the lower two quintiles. This has resulted in archiving several programs to reallocate resources to other programs. Examples of such programs are [Land Survey GISREPORT](#) and [Apparel and Textiles](#).

MCC has a goal to operate the institution with shared governance and seeks perspectives from external constituent groups.

MCC has a history of reviewing and revising the strategic plan through a strategic planning committee involving all levels of the institution. From 2006-2009 the strategic plan focused on 10 priorities ([MCC Strategic Plan Adopted July 2006](#)). In 2009, the plan was updated to focus on eight core strategies in four main areas. ([Strategic-Plan-adopted-Feb25-08](#), [Strategic Planning Council December 2009](#)). In July 2011, a districtwide MCC Strategic Planning Summit was held to revise the current plan into a more concise format ([MCC Strategic Planning Summit Presentation 7-22-11](#), [MCC Strategic Plan](#)).

In January 2015, the college identified the need to update the current strategic plan. A consultant from National Center for Higher Education Management Systems (NCHEMS) was hired to assist MCC in the creation of a new strategic plan and ongoing review process. His first step was to review all the information MCC had gathered from various initiatives including process reviews, SEM, CCSSE, Noel Levitz, AAUP survey and demographic studies. Two additional reviews

were conducted to identify MCC's markets and success/opportunities within them([ClarusReportExecutiveSummary](#)) and to analyze the college's branding ([Brand-Promise-Study-Results](#)). In March 2015, the consultant met with the newly formed strategic planning executive committee to present his assessment of the data and begin the process ([MCC.Strategic Planning.Background.030215](#)) In April 2015, strategic planning informational sessions were held at each campus. The goal was to present the relevant data and gather feedback from all employees. In July 2015, themes emerging from the spring strategic planning discussions were unveiled at the Summer Symposium.

Campuses have also created individual strategic plans to target their needs as they relate to the overall strategic plan. These plans have varied in their development processes and formats. ([BR Strategic Plan 2014](#), [Longview BLUEPrint](#)) Once the new strategic plan is completed these campus plans will be realigned.

Committees are formed with cross representation from all employee groups. Examples of these include ZBB committees, BRT, and the AA Task Force ([MCC Committees 2014-2015](#)). These committees make recommendations to the chancellor's cabinet, which is made up of members of each governance group and all officers. Institutional decisions are vetted with the chancellor's cabinet before implementation. Campuses host town hall meetings with the officers and chancellor on a regular basis. This ensures communication among the campuses and the leadership group.

MCC also solicits input from external constituents to maintain relevance in academic programs. Our career and technical education programs have advisory boards and/or accreditation bodies. The institution seeks input from external constituents for both districtwide and campus specific planning. In November 2012, a Kansas City Area Development Council blog published an article describing the turnaround of MCC's commercial driver's license program due to the program's response to area demand and its partnerships with trucking companies ([mcccdlinfonov1512](#)).

MCC also works with the Missouri Community College Association (MCCA) for external input and develops best practices across institutions on academic standards and planning. There are various state groups that meet on a regular basis for planning, decision making, and support. These groups include the Chief Academic Officers, Career and College Readiness Task Force, Missouri Completion Academy, Curriculum Alignment Initiative, Institutional Research Council, Career and Technical Professionals, Workforce Liaisons, Financial Aid Directors, Distance Education Directors, and many more ([Five-Year Cycle Institutional Mission Review MCCA Presidents' Council May 2014](#)).

MCC plans on the basis of a sound understanding of its current capacity including analysis of any impacts from fluctuations in our main sources of revenue. Historically, MCC made a five-year budget plan, but this was revised due to increased uncertainty with the major driving factors. Now, three-year budget projections are made based on the anticipated state aid, local taxes, and enrollment goals. These projections drive the understanding of the institution's current and future capacity. MCC and other Missouri community colleges are part of MCCA, whose goal is to gather and share information for planning purposes. The MCCA CFOs meet on a regular basis to discuss legislative items, proposed bills, and the state budget. Funding models

are discussed to help all the institutions in their planning. MCC's Board of Trustees analyzes the tax levy and tuition and fees each year and if necessary makes adjustments. ([Analysis for the Board of Trustees 2014](#), [Analysis for the Board of Trustees 2013](#)) The MCC Foundation's "MCC Works" major-gifts campaign was developed knowing that the college needs to supplement its three main sources of revenue.

As the budget is built each year, the institution reviews needs and how these can be realized with the given resources. Throughout the year, the financials are reviewed by the officer group. As conditions change, various scenarios are evaluated to determine how any necessary improvements or projects could be realized. An example of this is the IT audit, which brought a number of recommendations that exceeded the available funding. ([MCC IT Roadmap 140211](#), [Printer Exec Summary, Officer Update Media Draft](#)). Various models were reviewed and the chosen model allocated the IT projects across five years.

MCC maintains a sufficient unexpended plant fund to react to internal and external changes. Funds were used from the unexpended plant fund in 2012 and 2013 when the institution chose to "sunset" the early retirement program. A plan was in place to replenish this fund, which was accomplished ahead of schedule. MCC regularly reviews the unexpended fund balance to ensure it remains within HLC's guidelines and even includes the two driving recommendations in MCC's annual budget book. ([2013 Budget Fund Transfers](#), [2014 Financial Analysisv5](#), [FYE14 MCC CFI Score or HLC Ratios With History](#), [2015-16 Budget Book B12](#))

Enrollment projections are based on market studies. This reviews current capacity and opportunities for growth in existing or the need for new programs. Feasibility studies help determine if a program will have a projected growth or decline, which affects enrollment revenue. ([Enrollment Forecasting Modeling Session](#), [Metropolitan Main Report 1213 Final](#), [MCC Market Analysis 2013](#)) These studies also drive new program creation and changes between credit and non-credit. Beginning with the Summer 2014 term, a committee was established to develop a district-wide two year course schedule to maximize retention and completion. ([Class utilization](#), [Credit Hours By Time Classifications](#), [District Schedule Plan](#), [District Schedule Analysis and Recommendations](#), [Shared Classes by Campus-SEMRev2014](#))

MCC has historically incorporated emerging trends, such as technology, demographic shifts, and market needs into the various planning processes. The ZBB process specifically requested how the programs anticipate changes over three years. This review led to feasibility studies on programs in the lower two quintiles, which included archiving some programs as described above, in large part due to projected changes in the workforce. ([ZBB Feasibility Master List](#))

The Strategic Enrollment Management initiative reviewed enrollment trends and shifting demographics of MCC's district to identify areas of focus. These activities have led to benchmarks and key performance indicators (KPIs) and activities to reach set goals. The Metro Market Profile ([MCC Market Analysis 2013](#)) is run each year, and the college recently contracted with Economic Modeling Specialists International (EMSI) to produce the Metropolitan Main Report ([Metropolitan Main Report 1213 Final](#)). The IT audit recommended changes in both structure and infrastructure based on current state revenue and projected enrollment goals and student needs. Program reviews are conducted for each general education



discipline and include a strengths/weaknesses/opportunities/threats (SWOT) analysis as a major driver ([ENGR Discipline SWOT Analysis](#), [Physics Discipline Demographics](#), [Physics Discipline Review for April 2014](#), [Physics Program Financials](#)).

In 2012, approximately 20 percent of MCC's enrollment was online. The college's online program developed from an organic initiative with inconsistent scheduling and course offerings. Recognizing the need for a comprehensive schedule, MCC undertook a review of online course offerings, policies and procedures through the 2013-14 academic year. A task force created a report outlining several models for a centralized distance education program, which was delivered to the officers. MCC currently has a centralized schedule for online courses and a renewed budget perspective. In 2015, MCC hired individuals to standardize shells and evaluate instructors for history, English, business and math courses. ([Distance Education Taskforce](#), [Distance Education Next Steps 03\\_25\\_13](#), [Distance Education Expansion](#), [Blackboard Usage](#)).

The budget modeling process also reviews demographic and environmental factors in planning for future needs. For example, campus master plans have been created for three of the five campuses, which incorporate future plans as well as deferred maintenance needs ([13087MN001-PV](#)). The Board of Trustees recently accepted a bond refunding plan to equalize bond payments for the next 12 years. The savings from this refinancing have been designated for a deferred maintenance fund for facilities and to fund IT initiatives. ([8\\_14\\_2014 Advance Refunding of Outstanding Bond Certificates](#), [5 year deferred maintenance budget cycle 2013 -2018](#))

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## 5.D - Core Component 5.D

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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

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MCC is committed to process improvement activities in an effort to enhance institutional effectiveness. As part of this process, MCC administers a variety of activities to document its performance.

Over the past few years, MCC has been working to create a scorecard and key performance indicators used to evaluate institutional performance. [Fall 2014 Scorecard 1205012](#). These KPIs have been aligned with the strategic plan to ensure the college monitors activities associated with the strategic plan. The officers review these indicators and use the outcomes to inform their decisions. ([Fall 2014 Factbook District2](#), [Analysis for the Board of Trustees 2013](#), [Analysis for the Board of Trustees - 2014](#), [Analysis for the Board of Trustees - 2015](#))

MCC has a history of monitoring student success in the developmental course sequences. Historically, success rates have not been at a level that the college felt was acceptable. MCC formed a developmental task force in 2005 that was a driving force for pursuing a Title III grant, now called FOCUS ([2005 Dev Ed Taskforce Final Report](#)). MCC plans to use this grant to improve student success and retention in developmental and gateway courses. To achieve these goals, critical technology areas were strengthened. The first year of the grant has been completed and the success measures were documented. ([Title III](#))

The District Assessment Coordinating Committee (DACC) developed a plan to administer Noel-Levitz and CCSSE in a rotating cycle. In the past five years each assessment has been conducted twice. This has created a baseline and allowed the college to benchmark improvements. ([Noel Levitz 2014 Website](#), [Noel Levitz Student Satisfaction Inventory](#), [CCSSE Assessment Plan 2015](#), [2014 SENSE Overall Report](#))

The initial CTE assessment model was the precursor to a revised discipline review process. Findings based on the general education assessments are being addressed by each individual program. These assessments have led to a number of improvements that are described in the final Academy Report and PowerPoint presentation. [Academy for the Assessment of Student Learning \(June 16 2014\)](#), [Outcomes and Student Learning-HLC June 2014](#).

The National Community College Benchmarking Project (NCCBP) was created as a way for community colleges to compare themselves with peer institutions. MCC has participated since

the NCCBP's inception in 2003. ([NCCBP Explanation](#), [NCCBP Report Metropolitan Community College 2014](#)) A number of the community colleges involved were not of a similar size and demographic. As a result of this, the research department created a list of peer institutions ([Peer Institution Selection](#)) across the country to use as benchmarks for how MCC was performing. Institutions on this list have been used to compare a wide variety of MCC initiatives -- including reinvigorating the honors program, the Associate in Arts degree revision, and Strategic Enrollment Management, and to evaluate ratios related to financials and HR. ([IPEDS DFR 2014 MCC](#), [financial peer comparisonwithaddition](#), [Final AA Summary Report September 2013](#), [SEM Consol Matrix Stud LifeCycle](#), [SEM Consolidated Matrix](#))

The deans of instruction, director of distance education, and vice chancellor of academic affairs participate in a systematic process to address budget and instructional effectiveness while maintaining a schedule that supports student degree completion. One of the tools used in this process is an enrollment efficiency report that evaluates the efficiency of programs, courses, and disciplines ([Summer 2015 PV Enrollment Efficiency Rpt State Aid 6-12-2015](#)).

Community college state aid has a funding component based on five performance criteria. Each year the college tracks and monitors performance measures. In recent years, MCC has met all the measures with one exception. In 2014, the college did not meet one of the criteria: the math developmental education goal. As mentioned above, MCC now has a Title III grant that is directly related to developmental improvements. MCC continues to monitor all of the KPIs to ensure these measures are met ([PF - MCC, Performance Funding Report](#)).

HLC has developed ratios and benchmarks to model financially healthy institutions. MCC has consistently been above the recommended total composite financial indicator recommendations. MCC evaluates its ratios each year and compares them with other local institutions as a way of monitoring the institutions financial health. Projected ratios have been used to drive monetary decisions ([FYE14 MCC CFI Score or HLC Ratios With History](#)) for example the strategy to replenish the plant fund to acceptable levels.

Each of the endeavors described above has guided MCC in its efforts to improve institutional effectiveness, capabilities, and sustainability.

Additionally, MCC has engaged in several process reviews, including IT, Student Services, Financial Aid, and Student Finance areas, which resulted in significant changes to district processes. ([IT Process Review](#), [Enrollment Svs Process Review](#)). This led to the overall SEM and ZBB processes and a more in-depth IT audit (2013) resulting in continuing improvements in all areas. SEM informed MCC's strategic plan to move forward with enrollment and retention initiatives. The ZBB process documented staff, financials, program effectiveness/efficiency for a three-year period, how the program could be affected by environmental changes, and how they aligned to the mission. The 2013 IT audit provided a comprehensive look at processes, infrastructure, and overall IT planning.

Examples of improved efficiency include:

- An inventory was made of all equipment and computer labs across the district.

- The equipment inventory has driven a project to consolidate printers and copiers and move to standard models and configurations. This was also the case with desktop/laptop configuration and is driving a future project to define a replacement plan for the equipment ([Printer Exec Summary](#)).
- Analyzed computer lab usage and consolidated labs as appropriate.
- Implemented document imaging for Accounting, Student Financials, Financial Aid, Student Records
- Centralized financial aid loan processing and PELL mass packaging at the college level.
- Created campus-based Student Enrollment Centers for combining all enrollment functions in a centralized location on four of the five campuses.
- Created a fulfillment center for centralized distribution of marketing materials and mailings
- Implemented Papercut software to manage student printing levels and encourage electronic submissions of assignments.
- Administered program feasibility studies and sun-setting of programs that are no longer sustainable.
- Changed agribusiness from credit to non-credit to meet industry needs and maintain sustainability.
- Implemented paying via electronic deposits to improve efficiency in the accounts payable process.
- Implemented online time sheets to increase efficiency in payroll processing.
- Implemented asset management software to manage the college's fixed assets.
- Converted to online benefits administration to reduce paper processing.

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## **5.S - Criterion 5 - Summary**

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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**

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Metropolitan Community College's mission of "preparing students, serving communities, creating opportunities" is strongly supported by its strategic priorities, which serve as the primary guidelines for the allocation of resources and planning. MCC is committed to providing high quality educational programming that is relevant to our students and community. As "One MCC," the district's Board of Trustees, faculty, staff, and administrators work collaboratively to create a foundation to engage all constituents. This shared governance foundation and strategic plan enables the college to continually review its processes, plan for the future, and ensure alignment of resources.

### **Sources**

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*There are no sources.*