OPEN PATHWAY: Reaffirmation Review

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Context and Nature of Review

Visit Date

11/16/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Metropolitan Community College (MCC) recently celebrated its 100 year anniversary. While the institution is a century old, it is rather young in the newest iteration of the college. In 2005, MCC united the five separate institutions under one administrative body to become a single college with 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 the merger of five different institutions, the college continues to face challenges in consolidating the culture of each of the parent campuses. Each campus hosts distinct degree programs, with some commonality among the general education type courses and majors. Enrollment varies on each campus; Penn Valley currently has room to grow with empty classroom and other educational space while Maple Woods does not have enough space for the classroom needs.

Recent retirement options for faculty and staff and changes in administrative positions have created a sense of loss on the campuses, and a concern for the future of the college. Faculty voted to unionize in 2015 in response to concerns with shared governance and administrative leadership.
Interactions with Constituencies

Chancellor
Associate Vice Chancellor of Human Resources, Chief of Staff
Vice Chancellor Academic Affairs (Interim)
Vice Chancellor Student Success and Engagement
Vice Chancellor Finance and Administration
Campus Presidents (4)
Board of Trustees Members (5)
MCC Faculty- Blue River (4)
MCC Faculty- Business and Technology (3)
MCC Faculty- Penn Valley (12)
MCC Faculty- Longview (14)
MCC Faculty- Maple Woods (8)
MCC Faculty, no campus identified- (11)
MCC Faculty, Retired (2)
MCC Staff, no campus identified- (32)
MCC Staff- Longview- (7)
MCC Staff- Blue River (7)
MCC Staff- Maple Woods (7)
MCC Staff- Penn Valley (13)
MCC Staff- Business and Technology (5)
President of Faculty Senate
President of Staff Association
Associate Vice Chancellor of Financial Services
Associate Vice Chancellor for Advancement
Executive Director, Institute for Workforce Innovation
Director of Educational Services
Director of Distance Education
Director of Student Financial Services
Director of Student Disability Services
Director of Grants, Finance and Compliance
Director of Career Technical Education
Director of Academic Systems
Director of Budget and Planning
Director of Institutional Research
Director of Facility Services
Dean of Instruction (Blue River, Maple Woods, Penn Valley, Longview)
Dean of Student Development & Enrollment Management (Maple Woods, Business & Technology)
Associate Dean of First Year Experience
Associate Dean of Student Development (Blue River, Maple Woods)
Coordinator of Distance Education
Research Analyst (2)
Communication Analyst
Instructional Designers (3)
Manager of Communications and Public Relations
Students (12)
Community members (2)  
Unidentified participants (11)

**Additional Documents**

Multiple syllabi

Student transcripts with transfer credit

Builder's association agreement

Collision repair agreement

Organizational charts
1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

Metropolitan Community College (MCC) documented that its mission statement was updated through a collaborative process with input from employees. The current mission statement with accompanying Philosophy, Vision and Purpose were approved by the Chancellor's Cabinet and the MCC Board of Trustees in the spring of 2005. The new mission statement was reduced to six words to assist constituencies in relating the mission to all aspects of the college. In an open forum for Criterion 2, an MCC campus president indicated that there was no need to revise the mission statement because "it is powerful as is." However, to maintain currency, the institution might consider regular review of these documents, with inclusion and feedback from community members and agency partners.

MCC provided evidence that they align their services with their mission of "preparing students, serving communities, creating opportunities". They have strong academic programs offered in a variety of formats to serve their diverse population. Their traditional offerings are enhanced by online course and program offerings. The flexibility of the online format allows MCC to reach a broader audience and better serve their community. MCC has learning centers that provide tutoring and student assistance.

MCC supports business and industry needs and economic development with the Institute for Workforce Innovation. Business support services are supported by the FabLab. Community education addresses the needs of all age ranges from senior citizens to children of the area. MCC's collaboration with business and industry in the Criterion I open forum was further supported by the attendance and active participation of area business partners who praised the institution for its community engagement, serving as an economic driver for the district.

MCC provided evidence that the Zero-Based Budgeting model, used in the 2011-2012 budgeting
process, has assisted in aligning and supporting the mission, as noted in the Holistic model. The College assigned quintiles of expenditures to link spending priorities with the mission.

The institution is publicly operated under the Missouri Coordinating Board for Higher Education and as such, the Board has oversight of the functioning of the College.

MCC has a policy review committee that provides input in the development of policies and procedures. The Chancellors Policy Review Committee (CPRC) is comprised of faculty, staff and administration. The CPRC provides input on all policies, procedures and revisions to these documents.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

MCC states that its mission, purpose statements, and values are included in the website, catalog, handbooks, business cards and college seal. In a review of the MCC website, the mission, vision and purpose are clearly articulated and can be found in the link "What Drives Us". During the team visit, team members verified that the mission statement was included in materials and communications to students and the community.

While MCC states that the mission document is current, it has not been updated since 2005 which was before the last reaffirmation site-visit. Revisiting the mission statement and accompanying purpose statements and values would be an appropriate exercise to update those documents using input from current faculty, staff, students, administrators, and external constituents. MCC is strongly encouraged to complete this exercise in advance of its comprehensive evaluation and maintain a regular cycle of review.

MCC's mission is clearly focused on creating an environment of learning for all constituencies they serve. Based on conversations during the site-visit with multiple constituents, this focus and commitment to lifelong learning is evident.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

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

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

Rating

Met

Evidence

MCC addresses its role in a multicultural society with intentional efforts in campus life and the college workplace. The influence is evident in professional development opportunities, equity and inclusion efforts, supplier diversity initiatives, community outreach, and extracurricular activities. In forums during the visit, employees and students talked about the efforts to be all-inclusive. Students from a variety of backgrounds related how they felt empowered by the leadership opportunities. In addition, staff indicated that they were planning for the future by monitoring the growth of ethnic populations to ensure that they continue to serve the diverse needs of the community.

The institution's commitment to diversity is evident in their many initiatives. MCC has diversity programs that target professional development and the institution places an emphasis on diversity in hiring. This effort has increased the senior leadership from underrepresented groups by 28 percent, administrators from underrepresented groups by 13 percent, and full-time faculty from underrepresented groups by 3 percent. The responsibility for the growing initiatives has been assigned to the associate vice chancellor of human resources. In an upcoming Board of Trustees meeting, there will be a recommendation to hire a diversity officer to support MCC's growing initiatives.

The initiatives in place at MCC represent a broad range of innovative programs such as the Supplier Diversity Program with a focus on small, minority and women-owned businesses. The on-campus affinity groups include the African American Faculty and Staff Association (AAFSA), Student Veterans of America, Gay-Straight Alliance (GSA), and Sexual and Gender Equality (SAGE). The Penn Valley campus sponsors conferences such as My Brother's Keeper and Back to Sisterhood. MCC participates in a Corporate Work Study Program for students at Cristo Rey High School for economically-challenged students from culturally diverse backgrounds to provide them with experience and expose them to higher education.

MCC complies with the Americans With Disabilities Act, but also looks for opportunities to serve this population beyond the requirements of the act. For example, MCC- Maple Woods offers the College Experience for Adults With Developmental Disabilities. This program makes noncredit courses available to this population.

During the open forum on Criterion 1 and 2, community members spoke to the support they received from MCC for various community activities such as the Black Chamber of Commerce yearly conference, attended by over 100 area black-owned businesses. This organization also includes young
adults in entrepreneurial efforts to expose them to a number of ways to become a small business owner. Local K-12 school board members shared that MCC mentors young adults from diverse backgrounds to encourage them to put their best foot forward and pursue higher education.

MCC should be commended for its commitment to diversity and providing opportunities for students by offering a wide variety of clubs and organizations. In a forum on governance attended by student leaders throughout the MCC campuses, it was apparent that they were given opportunities to lead and excel. Twelve students attended, representing males, females, veterans, Hispanics, African Americans, International and non-traditional students.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
1.D - Core Component 1.D

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

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

Rating

Met

Evidence

MCC has processes and systems that support its mission statement "preparing students, serving communities, creating opportunities" in multiple ways. An example of this support is free public access for computer literacy through a federal grant. In addition, MCC has participated in three rounds of TAACCCT Grants funded by the US Department of Labor; Veteran's Upward Bound serves under-prepared veterans; and a TRIO program that provides assistance to under-served populations, including a component to assist students with filing federal financial aid applications.

MCC is a public two year college and as such does not have investors or a parent organization. As evidenced in their many certificate and degree programs, the college focuses on educational responsibilities to the community.

MCC reports multiple actions throughout the Assurance Argument that have evolved from surveying and listening to its constituencies. The college works closely with local school districts to encourage motivated high school students to participate in a program that allows them to simultaneously graduate from high school and earn an associate degree. The robust dual credit program is responsive to the needs of the area high school students. MCC is applying for accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP) which will help to ensure dual credit offerings meet the highest standards.

MCC engages their constituencies and communities of interest in multiple ways. Advisory boards of industry partners ensure that programs remain relevant and up-to-date. Strong ties with local chambers of commerce is evidenced by the attendance of representatives in the Criterion 1 and 2 forum. Chamber members spoke passionately about their collaboration with MCC and cited various examples of support, including shared use of campus facilities.

While MCC has strong relationships with K-12, the institution also supports and encourages activities for the area youth who participate in Boy Scouts, College Bowl, Skills USA and local science fairs. MCC works closely with non-profit organizations such as the Salvation Army, Goodwill, United Way, Catholic Charities and Rotary.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

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

Evidence

MCC demonstrated that their mission, vision and purpose were developed in a collaborative process that involved internal constituencies from multiple employee groups and campuses within the district.

MCC provided evidence that their mission statement guides their institution in serving their students and their community. MCC offers programs that support student learning with a variety of programs such as free tutoring in their Learning Centers. They have robust programs that serve a growing diverse population and each campus has a Presidential Commission on Diversity and Inclusion.

It was made clear in discussions with employees, students, and the Board of Trustees that the mission statement of MCC is understood throughout the college community and guides their actions in serving all constituencies. In addition, budgeting and governance align with the mission statement as is evidenced by recently formed committees such as the Chancellor's Policy Review Committee and efforts to adopt Zero Based Budgeting practices.
2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

MCC has several policies and procedures in place that ensure the Board of Trustees follow fair and ethical behavior. For example, the State of Missouri Ethics Commission provides guidelines regarding conflict of interest. In addition, the State requires Board members to "take an oath of impartiality," and Board Policy 2.25010 indicates that "proper operation of the district requires that trustees and employees be independent, impartial and responsible to the people; that the decisions and policy be made in the proper channels of the governance structure; that public office not be used for personal gain; and that the public have confidence in the integrity of its elected officials and employees."

MCC operates with integrity in its financial and auxiliary functions. The independent initiative of the minority supplier program is an example of an auxiliary function. During the open forum for Criterion 1 and 2, the local Black Chamber of Commerce president indicated that the MCC program coordinator and staff operate in a highly ethical manner towards students, as well as small, minority and women-owned businesses. Policies are in place to ensure other auxiliary functions such as the bookstore and food service operate ethically. MCC operates with integrity in its financial functions as evidenced through use of Generally Accepted Accounting Principles requiring external audits of district finances; the audit letters from 2013 and 2014 indicated clean audits.

While MCC identified deferred maintenance issues across the five campus District, the Facilities Services Maintenance and Repair Five-Year Improvements Plan acknowledges the need to provide a safe and welcoming learning environment to students, as well as a safe and functional work space for faculty, staff and administrators (p. 2). The plan outlines a campus-by-campus approach to addressing deferred maintenance issues.

Processes are in place for addressing student conduct. For example, at the Penn Valley campus, the Scout Creed of Respect, Excellence, Accountability, Community and Honor (REACH) are promoted to create a safe and supportive learning environment. While the Scout Creed was not specifically mentioned, a student at the Penn Valley Health Science Institute discussed the integrity of faculty and staff. Based on interviews conducted with the Penn Valley President, Dean of Instruction, and Dean
of Student Development and Enrollment the campus ensures students learn appropriate behavior related to this topic at campus orientations and posting the Scout Creed in every classroom across the campus. In addition, academic functions are operated with integrity through academic policies such as faculty qualifications, curriculum, and grading.

While MCC has established policies on fair and ethical behavior regarding personnel, interviews conducted during the governance and leadership sessions as well as the open forums for Criterion 2 and 5, employees indicate there is a strong disconnect between current policy and practice flowing from the Board of Trustees through the Chancellor's cabinet. The perceived lack of trust between some employees and top level administrators has impacted the concept of shared governance; additional details are provided in the comments on core components 2.C. and 5.B.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

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

Rating

Met

Evidence

MCC presents itself clearly with regard to its programs, requirements, costs to students, and accreditation. MCC's website provides detailed information for each program. Information regarding costs to students is "two clicks" away from the home website. Web visitors can access information by area of interest, degree/certificate desired, academic discipline, or location. The courses required to earn a degree or certificate are listed in an easy-to-understand manner, and the total credit hours and costs are clearly presented. In addition, information regarding accreditation is also readily available on the website and clearly outlined in the course catalog.

MCC demonstrates its commitment to present itself clearly and completely with integrity. A faculty and staff directory is presented on the main website, as well in the course catalog. The directory allows for a basic search by employee name or job title and includes the department, campus, building, room, and phone number for each employee. Professional standards and compliance with federal, state, and local laws are followed. Policies and procedures are outlined at the Policies, Regulations and Procedures website which is accessible by internal constituents at InfoExchange.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.C - Core Component 2.C

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

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

Rating

Met With Concerns

Evidence

MCC is governed by a Board consisting of six Trustees who serve six-year terms. Trustees may serve as many six-year terms as elected by voters. 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.

While Board minutes were provided for one meeting (January 2015) as evidence to demonstrate that the Board's deliberations preserve and enhance the institution, the evidence was not robust. After conversations with faculty, the team was concerned about the Board's expectations concerning the faculty's role in shared governance. It is unclear whether the Board expects the faculty to oversee the academic matters of the institution. This concern led the team to attempt discovery of supporting evidence in archived Board minutes. The team did not discover adequate evidence that the Board considers the reasonable and relevant interest of the institution's internal constituencies during its decision making deliberations.

The participatory policy (District Regulation 2.100.10) indicates "the governance of the district will be based on a system, which seeks consensus among constituencies within the district. Participatory governance will be fostered through the formal organizational structure of the district, a network of employee organizations headed by the Administrative Association, the District Staff Council and the Academic Senate and committees." However, it is evident after conducting interviews with the Board, faculty and staff that there is not a clear understanding regarding the implementation of participatory or shared governance among these groups. In addition, the evidence is not clear that the Board considers the reasonable and relevant interests of the institution's constituents during Board decision-making processes.

The Board delegates day-to-day management of the institution to the administration as evidenced in their comments. There is no indication of an unacceptable presence, pressure, or influence by any of
MCC has identified climate and shared governance as a key element of its new Strategic Plan, which is in the early stages of development. The Association of Governing Boards facilitated a climate workshop for the Board of Trustees, Officers, and college and campus leadership that included administrative, staff, and faculty associations. Interviews conducted with faculty as well as Board members did not demonstrate that the Board makes a concerted effort to include faculty and staff on issues that directly impact them in any of the shared governance activities.

**Interim Monitoring (if applicable)**

Establish a regular and substantive role of faculty interaction and shared governance in decision making.

Complete an interim monitoring report detailing MCC's progress on implementing a commonly understood shared governance model that includes a clear delineation of faculty, staff, administration, students, and Board roles and responsibilities. The report must include concrete evidence demonstrating implementation of shared governance as defined in MCC's district regulation 2.100.10.

Due: June 2017
2.D - Core Component 2.D

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

Rating

Met

Evidence

MCC is committed to freedom of expression and the pursuit of truth in teaching. This is evidenced in the Free Speech Board Policy 3.25091 where the Board "recognizes and supports" free speech. The Academic Freedom Board Policy 6.15010 indicates a commitment to the "search for truth and to the free exercise of the right of expression by all parties of the academic family. The district shall encourage a free exchange of ideas and opinions representing a broad spectrum of positions and points of view." In addition, the Student Code of Conduct District Procedure 7.35010 iterates the expectation of student "academic honesty and integrity at all times." At the Penn Valley campus the District Procedure is enhanced by the campus code of conduct outlined by the Scout Creed: REACH which seeks to "create a safe and supportive learning environment."

While the team noticed that freedom of expression policies are in place, the team raised concern regarding the last revised date found in many of the policies reviewed. The team recommends the institution review policies, procedures, and regulations on a consistent and more frequent manner in an effort to ensure policies remain applicable and that necessary revisions are made. For example, MCC might consider establishing a rotation routine of a "sunset" review of policies every five years; even if no changes are made, evidence the policies are reviewed will show MCC is committed to keeping policies current.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

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

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

Rating
Met

Evidence

MCC provided a number of sources that indicate the institution has created appropriate academic honesty and integrity policies. Prohibited student conduct is outlined on the website, and included in the College 100 course. An example of prohibited student conduct is academic dishonesty which includes plagiarism and cheating. From the Conduct webpage, a link is provided to the Student Handbook which enforces that students are "part of a larger community," and "MCC requires its students to be responsible citizens." Guidance is provided in the handbook on topics such as copyright infringement.

In the classroom, faculty members guide students in the responsible acquisition, discovery and application of knowledge. For example, a faculty member teaching Biology 101 at the Longview campus provides students with a guide to find scholarly articles, understand primary and secondary sources, as well as understand the difference between popular and scholarly articles for research purposes. In addition, a "Research Tools" website is available outlining the resources available at the Penn Valley library to guide students. As noted during the multi-campus tour on the Penn Valley and Longview campuses, staff librarians are available to assist students in utilizing these resources in an ethical manner.

The College 100 course, which all new students are required to complete, includes specific assignments related to the responsible acquisition and discovery of knowledge. Online courses are purposefully designed to include links to copyright and plagiarism policies and to reinforce MCC students' ethical use of information resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

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

Evidence

In general, MCC operates with integrity and its conduct is ethical and responsible; the College provides a number of policies that set forth expectations for fair and ethical behavior. However, the team identified concerns regarding the governance structure of the institution. For example, it is not clear that constituents across the District understand the application of a shared governance model. Constituent groups at all levels of the College (faculty, staff, administrators, and board) seem to be struggling to define and implement a shared governance model and seem to lack a common understanding of the appropriate roles of stakeholder groups in shared governance.
3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

MCC offers college courses for high school students, online and at each college campus. While not all campuses offer the same college courses (some courses are specific to majors designated at specific campus locations), in instances where the course is identical, i.e. English Composition and Reading (ENGL 101), the student learning outcomes are the same regardless of course delivery. The College approves the student learning outcomes through the curriculum approval process and maintains a record of the approved curriculum with the Missouri Coordinating Board of Higher Education. Through this curriculum approval process, the College assures consistent course expectations regardless of the mode of delivery. Review of course syllabi for ENGL 101 for in-seat and online courses demonstrate a consistent syllabus with the same student learning outcomes. MCC uses a Course Information Form (CIF) to assure consistency of courses across multiple modalities and locations. The form tracks approval dates for the course, credit hours, expected learning outcomes, and class-level assessment measures. The site team recommends MCC consider using the CIF to adopt a standard format for course syllabi.

MCC currently offers several degrees in partnership with area vocational centers and the union apprentice programs. The college views these long-standing arrangements as articulation and prior learning for the purpose of awarding credit for the student. However, these agreements have been in place since 2004 and 2000, respectively, and require review for current content standards and limitations, i.e. 60 credit hours verses 65 credit hours for associate degree programs. The institution is advised to update the agreements and complete the change request screening form for contractual arrangements to assure appropriate representation and evaluation.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

MCC engaged in an HLC Improvement Project for assessment in 2011. As a result of the project, MCC faculty created and approved rubrics for each of the general education outcomes established in 2009 and subsequently reviewed. Faculty worked by discipline to create discipline-level outcomes and assessments for the general education outcomes. Discussion with faculty and division chairs demonstrated a broad understanding of the general education assessment review process. It was evident, however, that following the initial efforts for general education assessment, continued refinement and implementation of the assessment process has lost momentum. The college has established the multiple pieces associated with general education assessment and is now challenged with implementing processes to maintain focus and evaluation of the assessments.

Human and cultural diversity are valued throughout the institution in multiple ways. MCC requires one course that has a global diversity designation for the Associate in Arts Degree. MCC did a market analysis in 2013 to ensure they are meeting the needs of their growing ethnic populations. The MCC Facebook Page celebrates their diverse student body and shares information about growing populations. For example, the College celebrates the growth of the Hispanic population by 34% since 2010.

Faculty have access to further their education within the state of Missouri and get tuition reimbursement. In the open forum on governance, human resources personnel shared that they had courses available on such topics as coaching, leadership, situational leadership, and diversity
awareness. Students are provided opportunities to get real life experience by participating in service learning projects and campus clubs and organization. In the forum on student governance, students talked about how much they had learned in their leadership roles.

MCC collects substantial data regarding student outcomes and is working to improve its analysis and actions based on the outcome data. The team examined multiple college reports including the Academy for the Assessment of Student Learning Impact Report (May 2014) and the Career Outcomes Assessment Report (October 2014) and found detailed assessment outcomes by program major with appropriate recommended follow-up. An interview with staff, faculty, and administrators supports the work and planning that takes place among key stakeholders for the benefit of students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.C - Core Component 3.C

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

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

Rating

Met

Evidence

Since MCC implemented an early retirement incentive program to adjust for decreasing student enrollment, the full-time faculty decreased by 47, leaving the college with a total of 256 full-time faculty today. The retirement incentive ended in June 2013, but MCC seems to still be adjusting to the loss of long-time faculty. In the open forum for Criterion 3 and 4, administration spoke to the adjustment of scheduling classes with fewer faculty even though the retirements coincided with a significant drop in enrollment. MCC has made efforts to preserve its institutional memory by conducting interviews with exiting faculty. MCC also addressed the challenge of balancing the ratio of full-time faculty to adjunct. Adjunct numbers have risen because of the load hour restriction brought about by the Affordable Care Act. MCC has been able to hire qualified adjunct faculty by calling upon retirees to return on a part-time basis.

MCC ensures that all instructors are properly credentialed according to the presented schedule of salary and conditions. MCC evaluates full-time faculty every year for the first five years of employment and a full performance appraisal every three years thereafter. Adjunct faculty can be evaluated each year for the duration of their employment.

Dual credit faculty are held to the same standard as on-campus full-time faculty. In the open forum for Criterion 3 and 4, Deans discussed the impending application for NACEP which will strengthen the quality of the dual credit program. In addition, the state of Missouri will require all dual credit faculty to have a Master's in the discipline or a Master's plus 18.
MCC encourages professional development for faculty in a number of ways. The College provides tuition reimbursement to encourage faculty growth and to stay current in their field. MCC has a Sabbatical Program that faculty may apply for as evidenced in the application forms.

In house professional development is provided for all employees with in-service sessions and faculty hold convocations as attached schedules indicated. Staff are encouraged to attend conferences and in a focus group with staff, the staff indicated that tuition reimbursement is available, and has been received, to pursue higher education. MCC provided a training schedule that indicated the college offers a wide variety of training opportunities.

MCC has a comprehensive annual employee assessment system in place to ensure Student Services personnel are performing well. MCC 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 for new hires in Student Services.

In general, Student Services personnel along with other employees are encouraged to participate in professional development. In the focus group on Student Success, Student Services Personnel discussed the Title III grant and how it has brought them together to discuss challenges and best practices in serving students. Because of this initiative, they are implementing intrusive advising and examining data from the CCSSE and Noel Levitz survey instruments. These data are shared to the campuses by the Institutional Research Department.

The faculty contract requires that 5 hours per week be made available for student inquiries. These office hours must be during times that are convenient for students. Division Chairs oversee the scheduled office hours of faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

MCC has student support services that are comprehensive and guide student registration and course placement. In 2014, the district implemented a mandatory first year experience that includes pertinent information about student success such as Disability Support Services, testing services, and clubs and organizations.

MCC has a wide variety of math, English, and reading courses to address the developmental needs of students based on their COMPASS test scores. The Missouri Principles of Best Practices in Remedial Education guide the delivery of these courses.

MCC pursues opportunities to improve their developmental education courses and first year student services. MCC received three Title III Strengthening Institutions Grants that totaled over $12 million dollars. These grants have assisted them in overhauling their developmental education courses and in improving first-year student services such as early alert, advising, and orientation. MCC also has TRIO programs that serve first generation college students and Disability Support Services to provide assistance to students with special needs. Both of these programs provide intense advising to their students.

MCC surveys students on a regular basis with Noel Levitz in 2012 and 2014 and CCSSE in 2015. Based on results from a Noel Levitz survey, student services evaluated advising and financial aid. The College used the survey feedback to change advising practices and are piloting a case management approach to advising. In a focus forum on student services, staff talked candidly about their efforts to improve their delivery of services to students. Based on some negative student feedback from the HLC student survey and public comments, the team would recommend that MCC continue to focus on improving Student Services and all of its facets. While it is evident that efforts toward
improvement are being made, survey results indicate there is still room for improvement.

Each campus of MCC has learning centers that provide students with face to face and virtual tutoring on a range of subjects. In addition, each campus provides library services, science labs, and clinical sites as needed. During a tour of the Penn Valley Campus, excellent learning resources were noted with the simulation labs available to enhance student learning.

Faculty have training and professional development available on Blackboard with a range of topics from data security to FERPA. MCC has an IT executive committee that works with faculty to keep classroom technology current and functioning.

Students are encouraged to learn how to conduct effective research by enrolling in LIBR 100 and 110. Information literacy and critical thinking are embedded in MCC's general education outcomes.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

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

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

Rating

Met

Evidence

MCC has a history of providing students with a rich array of clubs and organizations and they all support the mission of "preparing students, serving communities, creating opportunities." Students are also afforded opportunities in community service activities such as the Volunteer Income Tax Assistance (VITA) program and the MLK Day of Service.

Interviews with students in leadership roles at MCC provided evidence that student learning occurs outside the classroom through student employment positions, peer mentor positions, cultural events, civic engagement in the broader community, student government associations, and student organizations and clubs. While each of the five campuses have some similar co-curricular programs, each campus provides unique opportunities for students enrolled in their programs. Examples include the veterinary technology club at Maple Woods, which is aligned with the animal health disciplines and the student nurses association at the Health Science Institute of the MCC-Penn Valley campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

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

Evidence

MCC provides a variety of two-year degrees including Associate of Arts, the Associate in Science, the Associate in Engineering, the Associate in Computer Science and the Associate in Applied Science. More than 50 certificates are available.

During the site visit in interviews with faculty, staff, administrators and students, it was evident that there is a commitment to student learning and success. Specifically, students spoke of the learning opportunities they have both in the classroom and outside of the classroom. During the site visit, the dedication and passion of the faculty, staff, and students to the mission of MCC was very clear.

MCC is dedicated to quality as is evidenced by their participation in initiatives and accreditations that strengthen curriculum. Since 2005, faculty have used the Quality Matters (QM) rubric for ensuring design quality and consistency across online courses. MCC is in process of gaining accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP) for dual-credit and early college initiatives. The Automotive program is certified by NATEF which is an industry supported organization with a goal of improving skills of graduating students.

MCC provides support for student services, instruction and student learning. Each of the five campuses have academic advisors, financial aid staff, and student services staff that support student success.
4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

MCC maintains programmatic accreditation for 16 programs across four of the five campus locations. The status of each program's accreditation is identified through the general portion of the MCC website and also attached to the individual program page. Through the external programmatic assessment process, the College is assuring the commitment to quality of these career-technical educational programs.

MCC conducts annual program reviews based on a plan adopted by the college in 2006. In 2013, the plan was revised, with a new process of reviewing all disciplines (general education) and programs (mostly career-technical education- CTE) every four years. CTE program reviews encompass input
from program advisory committees; programs are reviewed for alignment with institution mission and
currency. Program review in CTE programs were shown to yield positive results demonstrating
changes in curriculum development.

In an open forum, it was confirmed that the College has put much emphasis on general education exit
assessment. However, faculty and administration expressed concern over the effectiveness of the exit
assessments. It was unclear if the exit assessments were effective and if the faculty understood how to
use the results of those assessments.

The College has a process and policy for evaluating credit for prior learning and experiential learning
as supported by policy contained in its Credit for Prior Learning Guide. This practice is on a small
scale at the moment; the college faculty is involved in and responsible for evaluating prior learning in
accordance with national standards. Additionally, MCC participates in the Missouri Department of
Higher Education Core Transfer Library to assist in transfer among the state's baccalaureate and
associate degree granting institutions.

The College policies have been developed to support the evaluation of credit it accepts. MCC also
follows the state requirement for transfer credit, Revised Missouri Statute Section 173.005(7), where
guidelines are outlined in the Missouri State Credit Transfer Guidelines for Student Transfer and
Articulation Among MO Colleges and Universities. In the case of credits transferred in, the college
uses College Source® to review transfer credit equivalencies. A review of student transcripts
demonstrated consistent application and notation of received credit transferred in and applied to
degrees sought at MCC.

MCC has offered distance learning courses since 1999. The College uses the Blackboard Learning
Management system to manage its online courses and Blackboard Analytics to analyze student
progress in online courses. A director of online learning leads a team that includes a dedicated online
course enrollment manager, an online student advisor, three Quality-Matters certified instructional
designers, and a video production specialist. MCC maintains a repository of videos for use by
instructors for online courses, and works with campus librarians to ensure online students have access
to electronic research databases.

MCC requires faculty who want to teach an online course to complete a four week Quality Matters
training sequence. Support for students who need subject matter help is provided through the Smart-
Thinking tutoring system. A chat widget can be embedded in an online course at the instructor's
discretion. MCC requires online instructors to have a "daily presence" in online courses but does not
have a proactive monitoring system to track instructor engagement.

MCC uses a triangulation method to verify student identity in online courses. Students are required to
login with a unique login and password. The instructional design of online courses requires
participation several times per week, and MCC is moving towards requiring each online course
section to require at least one proctored exam. In addition, MCC analyzes writing patterns of student
responses if there is a suspicion that a student has shared login information.

MCC reports that approximately 80% of courses use some type of online support. Assessment results
indicate students perform about the same in online, blended, and on-ground courses. The instructional
design team insures all courses are ADA compliant. MCC participates in the State Authorization
Reciprocity Agreements (SARA) to ensure students from other states can participate in online
courses. The team confirmed MCC's participation status on the SARA web-site.

In dual enrollment programs, the college has a strong structure of ensuring quality in courses taught at
the high school for college credit. The Associate Dean of Instruction serves as liaison for each campus. The district follows a service-area model, in which each campus is responsible for interacting and conducting a quality check of college instruction in the schools within its service area. Consequently, these liaisons interact with each other on a district-wide framework to ensure consistency in dual credit offerings. All faculty teaching in dual credit programs are expected to meet the same hiring qualifications as full-time faculty. The state department of higher education substantiates this requirement – colleges must ensure that dual credit faculty meets the same qualifications as adjunct faculty, effective January 2016. In addition, the college is pursuing a NACEP Accreditation, slated for Spring 2017; in preparation the College has aligned itself with NACEP requirements.

The College evaluates the success of its graduates through two surveys – a satisfaction and an employment survey. The satisfaction survey is sent out immediately after graduation and completion of credential. The Office of Institutional Research is responsible for the administration and collection of data, as well as data analysis. The employment survey is sent out usually via mail to graduates, to inquire if the student is working in their field of completion. MCC noted areas of improvement for this process; the College intends to work with programs to develop program-specific questions to assist program data collection, i.e. nursing. All students get both surveys; MCC notes response rates are lower than 30%. The College will make efforts to find ways to increase that rate in the future. Plans are in the works to administer the completion survey at the point of completion, when students apply to graduate, prior to leaving the college.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

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.

Rating

Met

Evidence

MCC has clearly stated goals to assess student learning. Student learning is assessed on critical thinking, information literacy, and communications. The college’s Quality Initiative included participation in the 2nd cohort of the HLC Assessment Academy. Evidence of MCC’s commitment to educational achievement and improvement includes clearly stated goals for student learning and effective process for assessment. By the end of fall 2014, the college has assessed over 17,000 students in 789 sections in 24 general education disciplines, with 93% of eligible faculty participating.

MCC implements the assessment process through the District Assessment Coordinating Committee (DACC). The results of the assessments are used to revise course content. For instance, an outcome of the Physics review was the addition of MATH 40 as a prerequisite to prepare students for the introductory courses in the discipline. The results of assessments are shared with faculty for the purpose of improving content and course requisites. Another example of assessment outcome led to a change in skills taught in a career-technical program. The feedback gained from the NATEF certification was used to restructure the automotive courses.

The DACC is coordinating efforts to define co-curricular programs; recent vacancies and staffing changes have hindered the college's efforts to define and identify learning objectives for co-curricular programs. In discussion with staff, administration and faculty, participants in the Criteria forum confirmed that they are struggling with the definition of co-curricular programs and cannot move forward until they can come to a consensus. Once this consensus is achieved, the District Instructional Coordinating Committee (DICC) will collaborate with the DACC on plans to integrate curricula and co-curricula programs to enhance student learning. MCC must adopt a definition of co-curricular and demonstrate the evidence of improvements made to enhance student learning.

Administered alternate years, the Noel-Levitz Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE) are utilized to assess student engagement and satisfaction. MCC has used these tools demonstrate if there is a difference in engagement level based
on the campus the student attends, as well as any difference in demographics and gender. MCC used the data from these instruments to rewrite advising plans and address the areas of lower performance. For example, the 2014 Noel-Levitz inventory noted students felt they often "got the run-around" when trying to proceed through advising and registration. This concern was also noted through the HLC Student Survey Results. MCC staff recognize the need to change the current processes and have implemented "one-stop shops" to address these concerns.

Outcomes from assessment of general education have resulted in a change in how questions are posed in general education courses; in career programs, the assessment led to a change in how skills are taught. Examples of these changes include creation of prerequisites to Philosophy courses and the discovery of difference in terminology used in Chemistry and Geology courses across all campuses. In Career and Technical Education programs, assessment resulted in decomposition of courses into smaller content, and deeper learning of combined lecture and laboratory components of their Veterinary Technology courses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.C - Core Component 4.C

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

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

Rating

Met

Evidence

MCC developed a Strategic Enrollment Management (SEM) Plan that is all encompassing to include zero-based budgeting model, increased organizational efficiency, and service delivery programs. The College set enrollment goals (retention and completion) and developed projects geared at managing enrollment, with the goal of increasing enrollment. Review of the data provided through the Spring and Fall 2014 Fact Books demonstrates MCC’s commitment to ongoing attention to retention, persistence and completion rates. While not all data indicated positive gains in these areas, the college is committed to continuous review and refinement based on the data collected.

MCC received a Title III Grant to implement a five-year development plan for improving student retention, and completion. The focus of the grant is two-fold; design and pilot test developmental curriculum and gateway courses specific to the five campuses, and pilot test student support services and a case management approach to intrusive advising and mentoring for first-year students. As part of its retention plan, MCC developed a First Year Experience (FYE) course for all students new to college, and assigned a faculty intern to oversee the program for the College. The second part of the grant implementation is development of an intrusive advising plan that operates on a case management model. This model calls for students to be assigned to specialist advisers whose job it is to work with each individual student on their challenges and help them with scheduling and class selection.

MCC is piloting a four-course learning community in which two sets of paired courses are scheduled and taught concurrently with the intent to increase student retention and completion. The courses being piloted are public speaking, history, a student success course and English composition. The plan
was a result of collaboration between staff and faculty, stemming from outcomes from assessment of courses. Seasoned faculty will team teach the four identified classes. At end of spring 2016, the college will review and analyze data student completion data; if results show positive outcomes, MCC plans to implement this model across all colleges in 2016-2017 academic year.

Recruitment is conducted with the use of a Customer Resource Management (CRM) tool known as RADIUS®. The tool allows the college to track student information from inquiry through completion, enabling institutions to connect with best-fit students, and analyze each stage of the enrollment lifecycle. MCC purchased RADIUS in 2014, as a result of the Title III grant. This was confirmed in an open forum on Program Review with staff and administration.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.S - Criterion 4 - Summary

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

Evidence

MCC is intentional in its efforts of assessing student learning, developing systems that support degree completion, and instituting revisions to course and program content based on the assessment data. MCC’s Institutional Research office makes data available to division leadership at each college, with the opportunity for college-wide discussion and collective thinking on how the data can be used to drive change in the curriculum. The college is commended for the work done in successful collaboration among key stakeholders to effect the outcomes from the assessment process.

MCC has revised the program review process and appears to be well planned. At the same time, with the revision, stops and starts of the various assessment process, the college seems to be going in many directions creating a perceived chaotic approach to program review. MCC should manage the assessment process in order to identify what data and processes are most relevant and then replicate the process for program review college-wide. In summary, MCC intentionally assesses student learning in numerous innovative ways. Staff and faculty collaborate on practices and plans that will aid in student completion.
5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

MCC began implementation of a Zero-Base Budgeting (ZBB) process in 2011. This process requires budget managers to justify expenditures in terms of current needs and align requests with MCC’s strategic plan. The College receives revenue from three primary sources: a local property tax levy, state aid, and tuition. Local tax revenue has increased slightly over the past few years and represents just under 27% of the College's revenue. State aid has been relatively flat for the past four years and represents approximately 25% of the operating revenue. Tuition revenue accounts for approximately 42% of operating revenue and is projected to increase slightly. MCC provided evidence that the College has a well developed process for projecting its revenue, tracks its projections against actual revenue received, and adjusts its revenue projection model as needed.

MCC provided examples of 2012 and 2013 variance reporting and YTD comparisons; it would have been helpful if the College had provided more current examples of these financial comparisons. During the site visit, the team met with the CFO and her staff to discuss the budgeting process and the planned implementation of Hyperion software, which will enable MCC to document the alignment of expenditures to the College's strategic plan.

MCC has appropriate policies in place to address employee qualifications and evaluations. The
College provided examples of its new employee orientation schedule, a position justification form, a list of all employees, and a hiring process workflow. The position justification form includes a requirement that the requestor shows how the position aligns with the College mission and strategic goals.

Evidence was provided that full-time employees participate in new employee orientation as well as training related to diversity and sexual harassment. Human Resources provides both internal and external professional development and training opportunities for faculty, staff, and administrators. Furthermore, full-time, benefits-eligible employees have the benefit of furthering their education by utilizing the tuition reimbursement and tuition/fee waiver initiative.

Although MCC described processes for its human resource functions, no description of the method the College uses to determine the effectiveness of the processes was described. In addition, MCC could have improved its response to this core component by providing longitudinal summary data of administrative and academic personnel for the past several years, by FTE and actual expenditures. MCC might consider adding this type of trend data in subsequent reviews.

Significant efforts have been made to address deferred maintenance. This is evidenced by the development of a deferred maintenance plan in FY 2014, the allocation of $1.5 million annually as a result of the refinancing of a bond in FY 2015 for deferred maintenance and $500,000 for IT projects, an assessment of deferred maintenance needs for each campus, and a plan to address these needs. Lastly, the development of a capital improvement plan is in process. Interviews during the site-visit with staff, comments made at the Criterion 5 focused session, and third party comments received noted that the number of staff positions to maintain the facilities has been reduced over the last years and is resulting in concerns regarding cleanliness of facilities, inability to complete the work during normal business hours, and temporary approaches that are not sustainable over time without significantly impacting mission achievement.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.B - Core Component 5.B

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

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

Rating

Met With Concerns

Evidence

MCC's is governed by an elected six member Board of Trustees. A review of the board meeting minutes on the MCC Web site indicate the board is appropriately involved in setting strategic goals, understands its role, and is fulfilling its fiduciary responsibility. Policy 1.0000 establishes the duties of the board.

Each Campus location is led by a campus president; the MCC system is led by a Chancellor. The Chancellor's cabinet consists of vice chancellors, the campus presidents, representatives from the MCC foundation, academic senate, and administrative employees.

Any MCC employee can initiate a request for a policy change or propose a new policy. Requests are reviewed by a policy committee whose membership includes employees from multiple areas of the College.

During the site visit, several faculty expressed a concern that the current structures for Board of Trustee meetings discourage faculty participation in and faculty attendance at Board of Trustee meetings. Although the policies are in place for faculty and staff participation, it is evident to the site team that the procedures (the application of the policies) might be somewhat lacking.

During various site visit conversations, MCC administrators acknowledged a need to define shared governance and its practical application to the District and its five campuses. The concern over shared governance seems to be negatively impacting effective leadership and collaborative processes at MCC.

The issues of shared governance and campus climate are recurring concerns expressed in both face to face meetings and documents provided as a part of the assurance argument evidence. A contributing factor to the mild discontent evident during the site visit might be related to the recent vote by faculty to form a faculty union and measures the MCC administration has appropriately taken to contain
costs. MCC’s administration has started a new strategic planning initiative to address the campus climate concerns.

MCC has several active student organizations. In an open forum with students on leadership governance, they indicated that they felt empowered by MCC. Students shared that the administration was very approachable and that they felt comfortable going to them with issues or ideas. Students have representation on the President’s Cabinet which provides them with a voice in decisions making. There were a number of student groups represented in this session and they each expressed their appreciation of the leadership opportunities provided to them. However, students' role in shared governance was not well defined or described in MCC's policies. MCC might consider formally addressing students' role in shared governance to provide an additional co-curricular student leadership development opportunity.

**Interim Monitoring (if applicable)**

The site team recommends interim monitoring so that MCC administration can report its progress on its commitments to address campus climate issues and to develop a common understanding of shared governance.

Complete an interim monitoring report detailing MCC's progress on implementing a commonly understood shared governance model that includes a clear delineation of faculty, staff, student, administration, and Board roles and responsibilities. The report must include concrete evidence demonstrating implementation of shared governance.

Due: June 2017
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met With Concerns

Evidence

MCC's Board Policy 2.05080 BP states that MCC’s Board expects the Chancellor to develop a strategic plan and provide an annual report about MCC's progress towards achieving the plan. The policy does not specify the method the Chancellor should use to develop the plan, nor does the policy specify that the plan consider the views of internal and external constituent groups.

The evidence presented indicates MCC has engaged in strategic planning efforts at the College level. The most recent strategic plan document was developed in 2011, and the development of a new plan focused on campus climate is in process. However, there is minimal evidence of how the strategic plan filters to the campus level, or how the process used to develop the plan includes input from faculty, staff, and students. MCC presented two Campus-level strategic plans in its assurance argument; each plan had a different format and different degrees of alignment with the overall MCC strategic plan.

MCC is making an effort to tie budgeting to the College strategic plan. New purchase requests have to be justified by aligning the request to a strategic plan action step. An upcoming implementation of Hyperion software to tie budget to planning will assist in this effort.

In late 2014, MCC engaged a consultant from NCHEMS to compile background data about MCC and each of its five campuses and to help implement the next strategic plan. MCC also hired the consulting firms Clarus and TWG Plus to develop a market analysis and test branding statements. In addition, the faculty conducted an AAUP survey and MCC conducted a staff based survey to gather more data on institutional climate. The findings were presented to the MCC staff and faculty in March 2015, but it is not clear which steps have been taken since the reports were completed. MCC has collected the data the College needs to inform its planning efforts but seems to be struggling to use the data to develop an updated plan.
At the Open Forum Sessions held during the site-visit, a concern was expressed that MCC's Strategic Planning efforts would not move forward and would not include input from faculty and staff once the HLC site visit was over. Additionally, several employees expressed concerns that decisions are made but there is a lack of communication to the campus communities.

**Interim Monitoring (if applicable)**

A report detailing MCC's progress on implementing the strategic plan, to ensure the plan is developed with appropriate input from internal and external constituents, and that Campus plans are aligned with the overall College strategic plan. The report must include concrete evidence demonstrating implementation of this aligned strategic plan. In addition, the report could describe MCC's progress in implementing the Hyperion software for more closely aligning budgeting with strategic planning.

Due: June 2017
5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

In 2005, a task force was created to address concerns regarding student success rates in developmental courses. This taskforce resulted in MCC being awarded three grants through the U. S. Department of Education's Title III Strengthening Institutions Program. One of the grants is focused on developmental and gateway courses, first-year student service initiatives, and the development of a case management approach to providing intrusive advising and peer mentoring for first-year students. As part of this initiative, surveys, focus projects and research projects are being incorporated to assess student learning, student success and retention. Data from the surveys resulted in the creation of enrollment centers to better serve students. Additionally, the staff have been crossed-trained to more effectively serve students, in particular with financial aid and advising needs. Surveys, such as the Noel-Levitz and CCSSE, are now being staggered on a rotating basis to inform practice and to benchmark improvements over time. MCC will need to consider the sustainability of these new initiatives once the grant funds are no longer available.

The implementation of process reviews such as Information Technology (IT), Student Services, and Financial Aid resulted in a IT audit in 2013, the creation of Zero Based Budgeting processes, and strategic enrollment management initiatives. The IT audit resulted in changes in processes, infrastructure and overall IT planning that enhanced effectiveness in practice and improved efficiency.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

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

Evidence

As evidenced by the a number of process reviews, such as IT audit, facility deferred maintenance plan, program reviews, and strategic enrollment management plans, and fiscal health as evidenced by the CFI, MCC is positioned to respond to future challenges and opportunities.

The U.S. Department of Education Title III grants provided an avenue for an examination of current infrastructures, practices and processes to improve student success as well as opportunities to create benchmark data for on-going and continuous improvement at MCC. The grant initiatives spurred the development of intentional collaborations and partnerships between departments, such as financial aid and advising.

MCC has completed several studies related to its market position and campus climate. The challenge MCC faces is in using the information learned from these studies to develop an updated strategic plan or other strategies that address three key issues: campus climate, shared governance, and alignment of strategic planning across the entire MCC system.
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Review Summary

Interim Report(s) Required

Due Date
6/30/2017

Report Focus
Complete an interim monitoring report detailing MCC’s progress on implementing a commonly understood shared governance model that includes a clear delineation of faculty, staff, administration, students, and Board roles and responsibilities. The report must include concrete evidence demonstrating implementation of shared governance as defined in MCC’s district regulation 2.100.10. (See Core Components 2.C. and 5.B. for details.)

Due Date
6/30/2017

Report Focus
Complete an interim monitoring report detailing MCC’s progress on implementing the strategic plan, to ensure the plan is developed with appropriate input from internal and external constituents, and that Campus plans are aligned with the overall College strategic plan. The report must include concrete evidence demonstrating implementation of this aligned strategic plan. In addition, the report could describe MCC’s progress in implementing the Hyperion software for more closely aligning budgeting with strategic planning. (See Core Component 5.C. for details.)

Conclusion

It is evident that faculty, staff and administration at Metropolitan Community College (MCC) are passionate in their desire to provide excellent higher education to their constituents. The College demonstrates commitment to diversity, assessment and institutional financial health. At the same time, the College has experienced change in many administrative and leadership positions. These changes have contributed to unrest among constituents and self-identified need for establishment of a common definition of shared governance, improved campus climate, and establishment and alignment of the strategic plan. The MCC Board of Trustees should consider clearly defining and implementing its leadership role in establishing expectations for shared governance at the College. The Board delegates day-to-day management of the institution to the administration; the leadership must also work to establish shared governance at the College.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Pathways Recommendation
Limited to Standard
Federal Compliance Worksheet for Review Panels and Evaluation Teams
Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution’s fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team’s conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. The evaluation team will review the areas the panel identified for further review and will consider the panel’s work in light of information gained in the on-ground visit.

Institution under review: Metropolitan Community College

Panel Members: Robert Haas, Kristin Mallory

Team Findings
The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.
DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
MCC has a well-defined complaint process and a web page link for students to file complaints. Complaint logs are kept at each campus, and analyzed for patterns. Complaints related to Title IX issues are collected and analyzed by MCC’s Title IX officer in the District office. One example of an improvement MCC implemented as a result of analyzing complaints was the addition of a disability coordinator position at the district level. MCC plans to install Maxient software to improve the College’s complaint handling and analysis process.

Additional monitoring, if any:

Publication of Transfer Policies
The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution’s transfer policies.

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: MCC has clearly stated its policies related to student transfer and maintains a comprehensive web site that lists transfer partners by institution and by program.

Additional monitoring, if any:

**Practices for Verification of Student Identity**

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution’s approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team’s conclusions:

X  The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: MCC uses a student login/password method to verify student identity and is in the process of implementing a requirement for at least one proctored exam for every online course section. The College requires either an in-person registration or over-the-phone identity verification for first-time students. MCC uses a triangulation strategy to detect any possible identity issues by analyzing writing patterns and reviewing variances in test scores where proctored exams are used. The instructional designers for online courses use the Quality Matters course design principles which help minimize identity fraud for students taking online courses.

Additional monitoring, if any:

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Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area.

- **Financial Responsibility Requirements.** The institution has provided the Commission with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution’s fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided the Commission with information about its disclosures. It has
demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know.** The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance.** The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission’s web site for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission’s web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

2. Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor in the A-133 has raised any issues about the institution’s compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Component 2.A and 2.B).
5. Check the appropriate response that reflects the team’s conclusions:

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

MCC reports strong CFI ratios and has a cash reserve appropriate for an institution its size. Conversations with the CFO indicate MCC has good processes in place for managing its budgeting functions. MCC has received clean audits for the past two years.

MCC has received approval to offer Title IV grants and loans through June 30, 2017. MCC states that issues uncovered in a USDOE audit for the 2012 and 2013 years have been resolved satisfactorily, and an independent audit by Clifton, Allen, Larson in 2014 found MCC to be in compliance with USDOE requirements.

MCC’s student default ratio has risen slightly but is under any monitoring trigger levels and compares favorably to MCC’s cohort group. MCC has taken proactive steps to keep its student default rate at a low level.

MCC was cited by the USDOE for failing to meet the disclosure requirement for the 2012 and 2013 reporting year. MCC filed a rebuttal and is awaiting a response.

MCC instructors set their own attendance policies; the College requires faculty to record attendance at three specific points in time and to inform Financial Aid about non-attendance.

MCC reports the College has no contractual or consortial relationships. However, during the site visit, the team discovered two possible contractual relationships; one with a local career and technology center and one with the Builder’s Association. Upon review of the agreements, it was noted that these agreements have not been updated/revised since 2004 and 2000 respectively.

Additional monitoring, if any:
The team recommends MCC submit substantive change requests for all consortial and contractual relationships within the next three months. Additionally, these agreements should be evaluated for currency and revised appropriately to reflect the correct institutional information.

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team’s conclusions:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: MCC provides appropriate information to students regarding the college calendar, admissions, grading policies, refund policies, and refund policies.

Additional monitoring, if any:

### Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution’s disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission’s web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution’s catalog, brochures, recruiting materials, and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team’s conclusions:

X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:
The link provided in the federal compliance report to the commission’s affiliation status did not work. However, the College displays the appropriate higher learning accreditation at this web location: http://www.mcckc.edu/accreditation-facts/

MCC appropriately displays its accreditation relationships with program accrediting agencies and includes relevant licensure information about careers. MCC also accurately portrays information about its programs and degree completion requirements.

Additional monitoring, if any:

**Review of Student Outcome Data**

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team’s conclusions:

   X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: MCC collects substantial data regarding student outcomes and is working to improve its analysis and actions based on the outcome data. The team examined multiple College reports including the Academy for the Assessment of Student Learning Impact Report (May 2014) and the Career Outcomes Assessment Report (October 2014) and found detailed assessment outcomes by program major with appropriate recommended follow-up.

Additional monitoring, if any:

**Standing with State and Other Accrediting Agencies**

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

**Important note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action
(i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
   - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
   - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
   - ___ The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team’s conclusions:
   - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

**General**

- Web Site – General Review
- Credit Hour Policy
- Student Complaint Web Form
- Student Complaint Policy
- Various Marketing Material for Enrichment Programs offered at Longview
- Transfer section of Web Site
- Course Catalog (online)
- Student Handbook (online)
- Staffing Pattern Report
- Advertisements soliciting public comments
- Online courses: ENGL 101, ART 108, PHYS 1-1, SOCI 160
- Student Complaint Logs
- Builder’s Association Agreement
- Collision Agreement

**Financial**

- A-133 Audit reports
- CFI Calculation
- Budget Books

**Course Syllabi**

- AUTO 150  Automotive Power Plants (Longview)
- CIMM 122  CNC Mill Fundamental Operations (BTC)
- DANC 121 Ballet I (Penn Valley)
- DANC 122 Ballet II (Penn Valley)
- ECON 110 Introduction to Economics (Longview, Penn Valley, Online)
- ENGL 101 Composition and Reading I (Blue River, Longview, Maple Woods, Penn Valley)
- ENGL 264 US Latina and Latino Literature (Longview, Penn Valley)
HVAC 240 Geo Thermal and Air Source Heat Pumps (BTC)
MATH 110 Intermediate Algebra (Blue River, BTC, Longview)
OTHA 100 Introduction to Occupational Therapy (Blue River/Online)
PSYC 140 General Psychology (Blue River, Maple Woods, Penn Valley, Longview)
Appendix

Team Worksheet for Evaluating an Institution’s Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Metropolitan Community College

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution’s degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

X Yes _____ No

Comments:

Are the institution’s tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

X Yes _____ No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s program length and tuition practices?

_____ Yes X No

Rationale:

Identify the type of Commission monitoring required and the due date:
Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution’s academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution’s policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution’s principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
   - Associate’s degrees = 60 hours
   - Bachelor’s degrees = 120 hours
   - Master’s or other degrees beyond the Bachelor’s = at least 30 hours beyond the Bachelor’s degree
   - Note that one quarter hour = .67 semester hour
   - Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
   - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
• If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

(See the list of syllabi reviewed by the panel in the materials reviewed section above)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

X Yes ____ No

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

X Yes ____ No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

X Yes ____ No

Comments: Metropolitan Community College Policy #6.10010 addresses credit hour assignments for all course formats. The policy was recently updated to provide additional clarity.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
X Yes  ____ No

Comments: The policy clearly states a definition for credit hours that aligns with the federal definition.

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

X Yes  ____ No

Comments: The course syllabi reviewed conform to MCC’s stated credit hour policies. However, MCC might consider adopting a standard syllabus format to insure that each syllabus includes the credit hours assigned to the course, and an explanation of the expected out of class work expected of the student. In some cases, the syllabus included no mention of the course credit hours; in other cases the credits were referred to as “units” and it was not clear if that has the same meaning as ‘credit hours.”

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

X Yes  ____ No

Comments: The learning outcomes for the courses reviewed are appropriate for the credit hours awarded.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

X Yes  ____ No

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

X Yes  ____ No

Comments:
The learning outcomes and assessment methods were similar for all courses regardless of the delivery format or the course duration.
Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

X Yes  ____ No

Comments:

C. **Recommend Commission Follow-up, If Appropriate**

*Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.*

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

_____ Yes  X No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. **Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour**

None
Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

____ Yes       X No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

____ Yes       X No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet only if the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?
FORM: Federal Compliance Team Template

____ Yes ______ No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

____ Yes ______ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes ______ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit to clock hour conversion?

____ Yes ______ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution’s policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution’s clock hour policies and practices?

____ Yes ______ No

Rationale:

Identify the type of Commission monitoring required and the due date:
Multi-Campus Reviewer Form

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Instructions

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For each review category, provide 2-3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.
Name of Institution: Metropolitan Community College
Name and Address of Branch Campus: Metropolitan Community College - Business & Technology, 1775 Universal Avenue, Kansas City, Mo., 64120
Date and Duration of Visit: November 12, 2015, 12:30PM - 4:30PM
Reviewer(s): Robert Haas

1. Campus Overview
Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Metropolitan Community College's (MCC's) Business and Technology (B&T) campus became a full-service campus in 2002. The campus employs 17 full-time faculty, 78 part-time faculty, and 5 administrators. The campus offers a full range of student services, including admissions, advising, financial aid, career services, disability services, and testing services. The B&T campus offers primarily technical programs including transportation, advanced manufacturing, network administration, construction, and environmental health. The B&T location offers an extensive array of workforce development programs through its Institute for Workforce Innovation. The campus also works with local area high schools to offer dual-credit courses.

2. History, Planning, and Oversight
Provide 2-3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:
Each of MCC's five campuses is led by a campus president, who reports to the MCC Chancellor. Academic divisions at each campus are led by a division chair, who oversees several academic programs. MCC provides centralized functions for HR, facilities planning and maintenance, budgeting, and similar functions. Administrators and faculty from the five campuses meet regularly to coordinate processes across the five campuses. MCC uses a district-wide resource allocation process that involves each of the College's five campuses. Campus presidents are included in the budget-setting process.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology
Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text
purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The B&T campus is well maintained with appropriate access for all students. The campus facilities include a library, a student service area that provides access to all necessary student services, a bookstore, adequate technology, and adequate classroom spaces. The B&T campus includes a large amount of currently unallocated space due to a recent acquisition of an adjacent site. In addition to traditional classroom spaces, the B&T campus includes a CDL training space, a Fabrication Lab open to the general public, a lineman training facility, a print shop that serves other MCC campuses, and a large meeting space. The campus has adequate parking, appropriate signage, and is easily accessed by students. There is minimal public transportation to the campus.

One of the buildings at the B&T campus serves as a FEMA Emergency shelter.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

MCC's B&T campus has adequate staff to meet student advising and support needs, and adequate faculty to meet the academic needs of programs offered at the campus. Faculty and staff are evaluated according to the district policy. Orientation for new full-time and adjunct faculty is coordinated by the district's HR department and follows the district policy and procedures for new employees. Faculty credentials are maintained in the district office. MCC is improving its process for cataloging the credentials of high school faculty teaching college courses at the high school location.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

MCC's B&T campus includes a comprehensive "One-Stop" Enrollment Services center through which students have direct access to staff members in student services, including registration, advising,
financial aid, and counseling. B&T uses a "triage" system to deliver the appropriate level of support needed to students; staff members who have broad general knowledge of a variety of student service functions interact with students to determine the level of support needed. The B&T campus also includes a career services office that helps students find employment. The B&T campus houses a library and student learning center. Faculty at the campus indicated they have appropriate access to the resources needed to teach the courses offered at the B&T campus.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

**6. Educational Programs and Instructional Oversight**

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

MCC develops its curricular offerings district-wide; this insures a consistency across the MCC campuses. Program faculty from all campuses are directly involved in developing courses, defining learning outcomes, and creating assessments. Faculty orientation for standard functions such as FERPA, Title IX, access to IT, College policies, and so forth is handled by the district HR office; each campus supplements this orientation with an orientation to specific campus information. Marketing materials and updates to the College web-site are approved by the district office.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

**7. Evaluation and Assessment**

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

Data analysis is provided by the MCC district office, which also coordinates the administration of national surveys such as CCSSE and Noel Levitz. Data are analyzed by MCC's IR office, and the IR office coordinates discussions about evaluation across campuses and on specific campuses where appropriate.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.
The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The campus strategic plans are generally aligned with the overall MCC strategic plan. The focus of the current MCC strategic plan is on the MCC culture and there is evidence that this effort is aligned across MCC's multiple campuses. The unique emphasis of the B&T campus on technical programs results in the B&T campus faculty being aware of the needs of local business and industry; this close relationship causes programs offered at the B&T campus to be routinely updated.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.
Multi-Campus Reviewer Form

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After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to finalreports@hlcommission.org. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

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For each review category, provide 2-3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.
1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Metropolitan Community College's (MCC's) Longview campus became a full-service campus in 1986. The campus employs 55 full-time faculty, 189 part-time faculty, and 4 administrators. The campus offers a full range of student services, including admissions, NJCAA athletics, advising, financial aid, career services, disability services, and testing services. The Longview campus houses MCC's NATEF-approved Automotive Technology program, AA/AS degree programs, computer information technology, and a wide array of learning enrichment programs for adult learners during the academic year and for K-12 learners during the summer months. Longview features an Art Gallery, a Theater, and a cultural arts center. The campus also works with local area high schools to offer dual-credit courses, and participates in the Missouri Innovation Campus, a program designed to create pathways for high school students to attain an associate degree within a few months after graduating from high school. The Longview Campus sponsors a number of community events, including an annual literary festival and an annual kite festival. These events attract thousands of area residents to the Longview campus each year.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

Each of MCC's five campuses is led by a campus president, who reports to the MCC Chancellor. Academic divisions at each campus are led by a division chair, who supervises multiple academic programs. MCC provides centralized functions for HR, facilities planning and maintenance, budgeting, and similar functions. Administrators and faculty from the five campuses meet regularly to coordinate processes across the five campuses. MCC uses a district-wide resource allocation process that involves each of the College's five campuses. Campus presidents are included in the budget-setting process.

MCC is in the process of improving planning processes, specifically the alignment between district and campus strategic plans.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.
3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The Longview campus is generally well maintained with appropriate access for all students. Campus facilities include a library, a student service area that provides access to all necessary student services, a bookstore, adequate technology, and adequate classroom spaces. The campus also provides a dedicated space for student organizations. The campus has adequate parking, appropriate signage, and is easily accessed by students. There is minimal public transportation to the campus but the campus is easily accessible by personal vehicles.

A few concerns were expressed about minor cosmetic issues such as discolored ceiling tiles in a few classrooms, a perceived lack of available maintenance staff for general cleaning, and occasional network outages. Academic personnel reported that the capability to expand programs in one building might be limited by electrical power constraints.

The cultural arts center at the Longview Campus is a designated FEMA Emergency shelter.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

MCC’s Longview campus has adequate staff to meet student advising and support needs, and adequate faculty to meet the academic needs of programs offered at the campus. Faculty and staff are evaluated according to the district policy. Orientation for new full-time and adjunct faculty is coordinated by the district’s HR department and follows the district policy and procedures for new employees. Faculty credentials are maintained in the district office. MCC is improving its process for cataloging the credentials of high school faculty teaching college courses at the high school location.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the
level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

MCC’s Longview campus includes a comprehensive "One-Stop" Enrollment Services center through which students have direct access to staff members in student services, including registration, advising, financial aid, and counseling. Longview uses a "triage" system to deliver the appropriate level of support needed to students; staff members who have broad general knowledge of a variety of student service functions interact with students to determine the level of support needed. The Longview campus also includes a career services office that helps students find employment. The Longview campus includes a library and student learning center. Faculty at the campus indicated they have appropriate access to the resources needed to teach the courses offered at the campus, with the exception of occasional computer network disruptions.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

MCC develops its curricular offerings district-wide; this insures a consistency across the MCC campuses. Program faculty from all campuses are directly involved in developing courses, defining learning outcomes, hiring new faculty, and creating assessments. Faculty orientation for standard functions such as FERPA, Title IX, access to IT, College policies, and so forth is handled by the district HR office; each campus supplements this orientation with an orientation to specific campus information. Communication documents and updates to the College web-site are approved by the district office.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to
maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

Data analysis is provided by the MCC district office, which also coordinates the administration of national surveys such as CCSSE and Noel Levitz. Learning outcomes for each course are set at the district level through a curriculum committee. Data are analyzed by MCC’s IR office, which coordinates district-wide discussions and campus-specific discussion where appropriate.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

Although the Longview campus "Blueprint" strategic plan is generally aligned with the overall MCC strategic plan, there is some confusion about the manner in which the Longview campus plan meshes with the MCC plan. The focus of the current MCC strategic plan is on the MCC culture and there is evidence that this effort is only partially aligned with planning efforts at the Longview campus.

Judgment of reviewer(s) (check one):

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1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Metropolitan Community College’s (MCC’s) Penn Valley is linked to the Health Science Institute. The campus became a full-service campus in 1969 and was part of the single HLC accreditation in 1986. The campus employs 72 full-time faculty, 226 part-time faculty, and 9 administrators. The campus offers a full range of student services including academic advising, academic support and training, athletics, career services, counseling, disability support services, enrollment services, financial aid, fitness center, food services, library, student life, testing, and veteran services. MCC’s Penn Valley offers a number of career programs including Paralegal, Graphic Design, Child Growth and Development, Nursing and Allied Health that are not available at other locations. Career programs in Education, Business, Criminal Justice, Engineering and Computer Science are districtwide programs available at this campus. MCC-Penn Valley also houses the Francis Institute which includes a childcare center; the Applied Language Institute, providing intensive ESL services to students; and two TRIO programs: Project Success (SSS) and Veterans Upward Bound. Penn Valley has a chapter of Student Veterans of America, and a dedicated space for veterans. The campus serves as the home to the Early College Academy for the Kansas City Missouri School district and affords high school students the opportunity to take college classes and earn their associate degree while completing their high school diploma.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution’s planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

Each of MCC’s five campuses is led by a campus president, who reports to the MCC Chancellor. Academic divisions at each campus are led by a division chair, who supervises multiple academic programs. MCC provides centralized functions for HR, facilities planning and maintenance, budgeting, and similar functions. Administrators and faculty from the five campuses meet regularly to coordinate processes across the five campuses. MCC uses a district-wide resource allocation process that involves each of the College’s five campuses. Campus presidents are included in the budget-setting process.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.
3. Facilities and Technology

Provide 2-3 evidentiary statements on the institution’s facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The Penn Valley campus is adequately maintained with appropriate access for all students. Campus facilities include a library, a student service area that provides access to all necessary student services, a bookstore, adequate technology, and adequate yet underutilized classroom space. The campus also provides a dedicated space for student organizations. The campus has adequate parking, appropriate signage, and is easily accessed by students driving personal vehicles. Touring the facility identified limited handicapped access; however the Dean of Student Development and Enrollment acknowledged the campus administration is cognizant of the needs of disabled students and described how students with disabilities are able to maneuver the second and third floor elevators that connect buildings. Students who have identified disability needs are worked with closely to make sure they are able to maneuver campus and receive services needed to help these students be successful.

The Health Science Institute has state of the art equipment and facilities required for MCC’s allied health programs. At times, these facilities are utilized by community organizations such as EMT squads and hospitals to conduct training for their personnel at a nominal fee.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

MCC’s Penn Valley campus has adequate staff to meet student needs; however there has been an increase in the 1,000 hour staff (non-benefits eligible) which is a direct result of the Affordable Care Act. Currently, the campus leadership is examining efficiencies among staff prior to filling positions. Adequate faculty are available to meet the academic needs of programs offered at the campus. Faculty and staff are evaluated according to the district policy. Staff are evaluated annually while faculty are evaluated during the initial 5 year probationary period then every 6 years afterward. Faculty credentials are maintained in the district office.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support
Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

MCC's Penn Valley campus includes a comprehensive "One-Stop" Enrollment Services center through which students have direct access to staff members in student services, including registration, advising, financial aid, and counseling. Penn Valley uses a "triage" system to deliver the appropriate level of support needed to students; staff members who have broad general knowledge of a variety of student service functions interact with students to determine the level of support needed. The Penn Valley campus also includes a career services office that helps students find employment. The Penn Valley campus includes a library and student learning center.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

MCC develops its curricular offerings district-wide; this insures a consistency across the MCC campuses. Program faculty from all campuses are directly involved in developing courses, defining learning outcomes, hiring new faculty, and creating assessments. Faculty orientation for standard functions such as FERPA, Title IX, access to IT, College policies, and so forth is handled by the district HR office; each campus supplements this orientation with an orientation to specific campus information. Communication documents and updates to the College web-site are approved by the district office.

Judgment of reviewer(s) (check one):

☑ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.
Evidentiary Statements:

Data analysis is provided by the MCC district office, which also coordinates the administration of national surveys such as CCSSE and Noel Levitz. Learning outcomes for each course are set at the district level through a curriculum committee. By utilizing assessment data, Penn Valley history faculty determined a new textbook is required to improve curriculum. While student affairs offices on the Penn Valley campus implement assessment activities, staff recognize there remains a need to improve and refine the process in an effort to use the data collected for improvement of programs.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.
☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The Penn Valley campus strategic plan is made up of 11 projects. It appears to generally align with the previous MCC strategic plan, however, there is confusion regarding whether Penn Valley's strategic plan was developed in alignment with the current planning efforts of MCCs new strategic plan. The planning documents provided as evidence do not make the level of alignment clear between the campus and college plans.

Judgment of reviewer(s) (check one):

☐ The evidence indicates that the institution fulfills the expectations of the category.
☒ The evidence indicates that there are concerns related to the expectations of the category.
**INSTITUTION and STATE:** Metropolitan Community College-Kansas City MO

**TYPE OF REVIEW:** Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** A multi-campus visit will be conducted in conjunction with the comprehensive evaluation to MCC-Business & Technology (1775 Universal Avenue, Kansas City, Missouri 64120-2429), MCC-Longview (500 SW Longview Road, Lee's Summit, Missouri, 64081-2105), and MCC-Penn Valley (3201 Southwest Trafficway, Kansas City, Missouri 64111-2764).

**DATES OF REVIEW:** 11/16/2015 - 11/17/2015

- No Change in Statement of Affiliation Status

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### Nature of Organization

**CONTROL:** Public

**RECOMMENDATION:** NO CHANGE

**DEGREES AWARDED:** Associates, Certificate

**RECOMMENDATION:** NO CHANGE

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### Conditions of Affiliation

**STIPULATIONS ON AFFILIATION STATUS:**
Prior Commission approval is required for substantive change as stated in Commission policy.

**RECOMMENDATION:** NO CHANGE

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**APPROVAL OF NEW ADDITIONAL LOCATIONS:**
Prior Commission approval required.

**RECOMMENDATION:** NO CHANGE
APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: NO CHANGE

ACCREDITATION ACTIVITIES:
Open Pathway, Quality Initiative Report: 08/31/2015

RECOMMENDATION:


Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026
INSTITUTION and STATE: 1435 Metropolitan Community College-Kansas City  MO

TYPE OF REVIEW:  Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus visit will be conducted in conjunction with the comprehensive evaluation to MCC-Business & Technology (1775 Universal Avenue, Kansas City, Missouri 64120-2429), MCC-Longview (500 SW Longview Road, Lee's Summit, Missouri, 64081-2105), and MCC-Penn Valley (3201 Southwest Trafficway, Kansas City, Missouri 64111-2764).

☐ No change to Organization Profile

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### Educational Programs

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<th>Certificate programs</th>
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**Recommended Change:**

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### Off-Campus Activities:

**In State - Present Activity**

Campuses:
- MCC - Blue River - Independence, MO
- MCC - Penn Valley - Kansas City, MO
- MCC - Maple Woods - Kansas City, MO
- MCC - Business & Technology - Kansas City, MO
- MCC - Longview - Lee’s Summit, MO

Additional Locations:
- Health Sciences Institute - Kansas City, MO
Recommended Change:

Out Of State - Present Activity
Campuses:  None.
Additional Locations:  None.

Recommended Change:

Out of USA - Present Activity
Campuses:  None.
Additional Locations:  None.

Recommended Change:

Distance Education Programs:
Present Offerings:
Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate in Arts Internet
Associate 52.0201 Business Administration and Management, General Associate in Business Internet
Associate 43.0102 Corrections AA in Criminal Justice Internet
Associate 13.1399 Teacher Education and Professional Development, Specific Subject Areas, Other AA in Teaching Internet
Associate 11.0202 Computer Programming, Specific Applications Associate in Computer Science Internet
Associate 19.0902 Apparel and Textile Manufacture AAS in Apparel and Textiles Internet
Associate 19.0709 Child Care Provider/Assistant AAS in Child Growth and Development Internet
Associate 15.0699 Industrial Production Technologies/Technicians, Other AAS in Construction Management Internet
Associate 43.0201 Fire Prevention and Safety Technology/Technician AAS in Fire Science Internet
Associate 51.0707 Health Information/Medical Records Technology/Technician AAS in Health Information Technology Internet
Associate 51.1501 Substance Abuse/Addiction Counseling Human Services Drug Addiction Services Internet
Associate 15.1102 Surveying Technology/Surveying AAS in Land Surveying Internet
Associate 51.0803 Occupational Therapist Assistant AAS in Occupational Therapy Assistant Internet

Associate 22.0302 Legal Assistant/Paralegal AAS in Paralegal Practice Internet

Associate 51.0806 Physical Therapy Technician/Assistant AAS in Physical Therapist Assistant Internet

Associate 51.0808 Veterinary/Animal Health Technology/Technician and Veterinary Assistant AAS in Veterinary Technology Assistant Internet

Certificate 24.0101 Liberal Arts and Sciences/Liberal Studies Certificate in General Education Internet

Certificate 11.0401 Information Science/Studies Certificate in Geographic Information Systems Internet

**Recommended Change:**

**Correspondence Education Programs:**
**Present Offerings:**
None.

**Recommended Change:**

**Contractual Relationships:**
**Present Offerings:**
None.

**Recommended Change:**

**Consortial Relationships:**
**Present Offerings:**
Baccalaureate 15.1202 Computer Technology/Computer Systems Technology Systems Engineering Technology

Baccalaureate 15.0000 Engineering Technology, General Engineering Technology

**Recommended Change:**