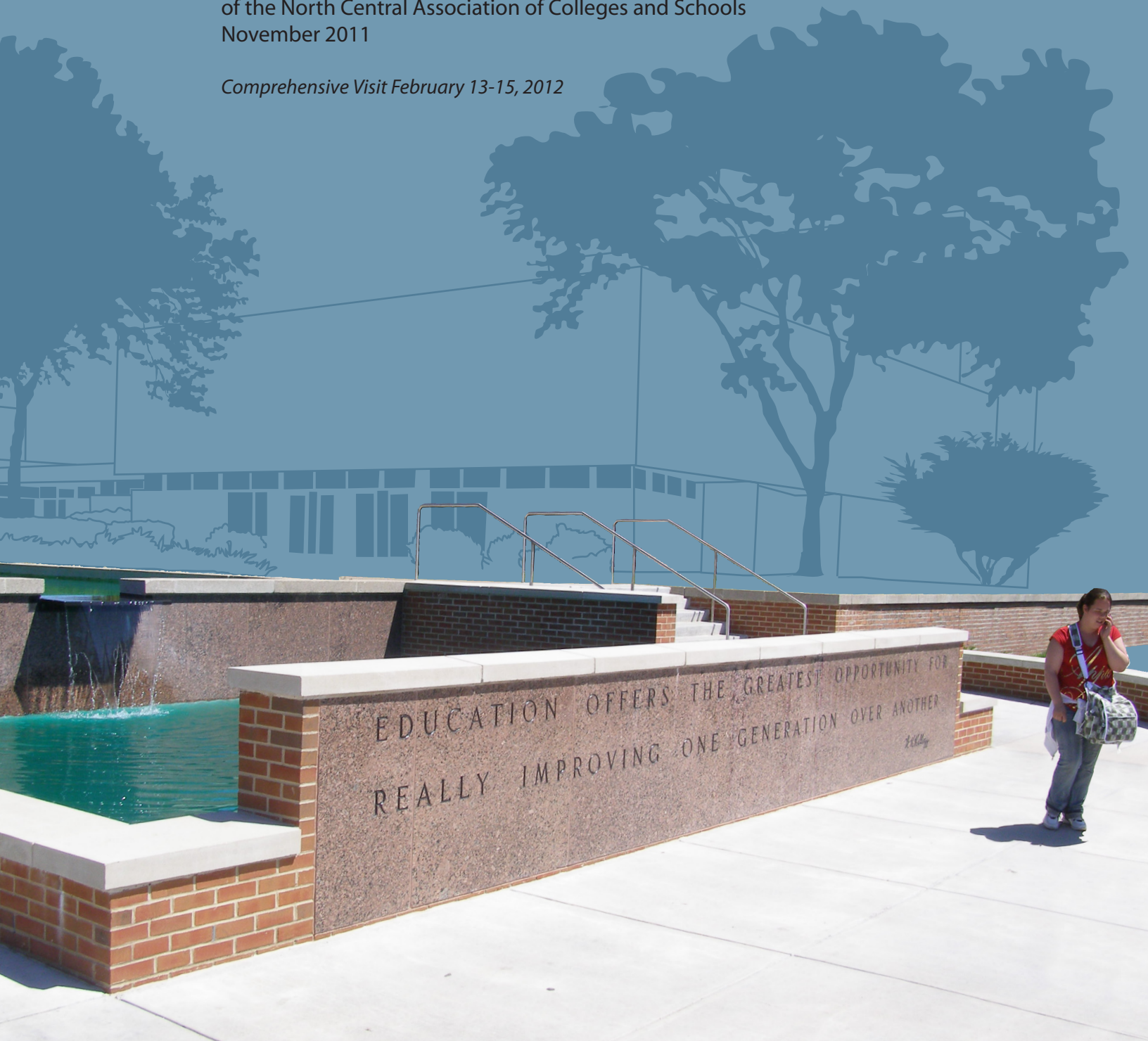




2012 Institutional Self-Study Report

presented to the Higher Learning Commission
of the North Central Association of Colleges and Schools
November 2011

Comprehensive Visit February 13-15, 2012



“Education offers the greatest opportunity for really improving one generation over the next.”
—W. K. Kellogg



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INSPIRING
GENERATIONS

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Doris

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Kellogg Community College will
achieve **Excellence**
through **Innovation**,
quality **Instruction**,
a culture of continuous
Improvement, and
Learner-Centered
decision making.

Introduction & Overview

Kellogg Community College (KCC) is submitting this self-study report as required by the Higher Learning Commission (HLC) of the North Central Association to formally request continued accreditation. This report documents that the College has addressed the Five Criteria for Accreditation and serves to offer a reflection of the institution's achievements since the last accreditation cycle. This study also provides a comprehensive self-analysis of KCC's strengths, an honest assessment of areas needing improvement, and thoughtful recommendations for future focus that will enable the College to build upon success to fulfill its mission.

HISTORY OF KELLOGG COMMUNITY COLLEGE

As early as 1946, Battle Creek community leaders and residents were interested in having a school of higher education. As a feasibility test, a group of 135 high school seniors and 155 juniors (who had acknowledged they were not planning to go to college) were surveyed in 1949 concerning the establishment of a possible local community college. The results were significant – about one-third of the students expressed interest in pre-professional transfer studies, and the rest were considering two-year terminal courses. As a result, Battle Creek Community College was founded in 1956 under the guidance of the Battle Creek Board of Education. In 1959, the W. K. Kellogg Foundation made a financial gift – the largest single grant made in the Battle Creek area – toward the purchase of land and construction of new buildings. As an acknowledgement of the gift, Battle Creek Community College was renamed Kellogg Community College to honor W. K. Kellogg, who noted that “education offers the greatest opportunity for really improving one generation over another.”

In the period since 1956, KCC has gone from a single building in downtown Battle Creek to several buildings at the crest of North Avenue to a multi-site campus with locations in Branch County, Barry County, eastern Calhoun County, and two campuses in Battle Creek. KCC has been autonomous since 1970 when the residents of the Calhoun Intermediate School District voted to create an independent community college district.

The Regional Manufacturing Technology Center opened in 1990 to house the College's innovative open entry/open exit industrial trades program. Built through grants from the State of Michigan and the W. K. Kellogg Foundation and equipped through private contributions, it is operated by KCC for the training of skilled industrial tradespeople. KCC's main campus was expanded in 1991 when the W. K. Kellogg Foundation moved to downtown Battle Creek and deeded over its former headquarters. The facility was renovated with a grant from the Foundation and named the Russell G. Mawby Center for Community Education in honor of the Chairman Emeritus of the Foundation.

Since 1994, KCC has added and renovated a number of facilities to provide the finest surroundings and equipment for its students. In 1994, the Grahl Center opened in Coldwater in Branch County and was named for industrialist and retired German educator Dr. Freidrich Grahl, who donated the building's furnishings. Opening in 1996 in Hastings in Barry County was the John R. Fehsenfeld Center. It was named for the retired Barry Intermediate School District Superintendent. The Eastern Academic Center in Albion in eastern Calhoun County was added in the fall of 2001. When classes began in fall of 2003, the Paul R. Ohm Information Technology Center and Music Center of South Central Michigan (attached to the Davidson Center) were opened on the Battle Creek campus. Following a complete renovation, the Senator John J. H. Schwarz Science Building was rededicated to its new use as a science building. Additionally, funds from the 1998 Capital Funds Millage, named the 21st Century Project, permitted KCC to upgrade the Whitmore Administration Center and the Severin Classroom Building; renovate the Learning Resource Center, Roll Building, C Classroom Building, and the offices in the Davidson Center; add a covered walkway; and expand the parking on the Circle Drive.

KCC has always maintained a leading position in the integration of both new learning styles and new technology – from learner-centered classroom environments to interactive television to online instruction. In 1956, KCC implemented its first innovative program. The five-year program STEP (Student Teaching Experimental Program) was funded by a grant from Michigan State University and allowed students to earn a bachelor's degree while living at home. KCC continues to offer innovative programs. Most recently we have collaborated with Western Michigan University to combine degree programs in aviation and engineering, and developed an integrated education program with the recently established Robert B. Miller College.

The history of KCC reflects everyone who has been a part of its growth and success, from its founding members to current students. Our mission has always been to serve both students and the community.

HISTORY OF ACCREDITATION

The North Central Association (NCA) initially granted accreditation to KCC in August 1972 following a successful ballot proposal establishing an area wide community college district, the approval of a charter millage, and the selection of a Board of Trustees. NCA made accreditation visits in 1982, 1992 and 2002.

After the 1992 visit, KCC was asked to address concerns about evaluation of tenured faculty, academic assessment, establishment of a faculty curriculum committee, and recommended a wider distribution of a five- to ten- year vision.

After the 2002 evaluation visit, the Higher Learning Commission (HLC) again noted a need for a systematic evaluation of tenured faculty. HLC also indicated our systematic process for institution-wide course or program development needed strengthening, along with development of more coordinated input from academic departments about transfer equivalencies and appropriate student placement in mathematics and communication. The HLC also requested seeing a support mechanism for distributed learning and instructional technologies implemented. We addressed each issue within three years and have provided supporting details later in this report.

Of specific concern to the HLC was our lack of a core curriculum and the assessment of student achievement. A focused visit was scheduled to address these issues.

In January of 2007, KCC submitted a self-study report in anticipation of the focused visit. This report detailed the integration of academic outcomes assessment into the institutional planning process. It also outlined the methodology, administration, and data analysis of general education assessments conducted in the spring of 2004, 2005, and 2006.

Following the March 2007 visit, KCC received notification from the HLC that there was sufficient evidence of compliance with the mandate to improve and implement a student assessment program. The HLC was pleased to note that nearly all the full-time faculty had participated, and that the data demonstrated the clarification of connections between course activities and outcomes.

Having already adopted a vision committed to a culture of continuous improvement, KCC did not recognize the value of moving to an AQIP (Academic Quality Improvement Program) model for accreditation and chose to stay with the PEAQ (Program to Evaluate and Advance Quality) process as it has served the institution well. Overall, KCC has benefitted from a productive relationship with the HLC. We look at the accreditation process as a tool to facilitate institutional improvements furthering the College's mission.

In August of 2010 the HLC requested a site visit for the expressed purpose of evaluating our additional locations. We submitted a mini self-study report¹ during the Fall 2010 semester with the visit occurring in March 2011. On March 17 we received a favorable report from the evaluation team regarding those additional locations.²

THE COLLEGE TODAY

THE COMMUNITY WE SERVE

Kellogg Community College is located in the northwest corner of Calhoun County. The College district is Calhoun County and specific townships in Barry, Branch, Hillsdale, Kalamazoo, and St. Joseph Counties. The KCC service area takes in the tri-counties of Calhoun, Barry, and Branch. KCC has a number of students who attend from the counties surrounding this tri-county area.

KCC has five locations with the main campus located in Battle Creek. The Fehsenfeld Center (in Hastings, Barry County), the Grahl Center (in Coldwater, Branch County), and the Eastern Academic Center (in Albion, eastern Calhoun County) provide a wide variety of coursework for their respective communities. KCC also has a Regional Manufacturing Technology Center (RMTC) in the Fort Custer Industrial Park area of Battle Creek. This Center provides skilled trades training for the region and works closely with the companies in the industrial park and in the region to develop training programs to meet specific business and economic needs.

The primary industries of the community we serve are health and human services, manufacturing, retail trade, construction, public administration, and various other services. The following tables document the population of the tri-county area and focus specifically on growth, race, gender, and age of the population we serve.

POPULATION GROWTH			
COUNTY	2000	2010	CHANGE
Calhoun	137,985	136,146	-1.3%
Barry	56,756	59,173	4.3%
Branch	45,248	45,787	-1.2%
TOTAL	240,527	240,567	0.001%

Source: www.quickfacts.census.gov

Table 1.1

POPULATION BY ETHNICITY/RACE				
ETHNICITY/RACE	CALHOUN	BARRY	BRANCH	TOTAL
White	79.8%	95.5%	90.9%	85.7%
Black	10.7%	0.3%	3.0%	6.7%
Native American	0.5%	0.4%	0.4%	0.5%
Asian	1.6%	0.4%	0.4%	1.1%
Hispanic/Latino	4.5%	2.3%	4.0%	3.9%
Other	0.2%	0%	0.1%	0.1%
Two or More Races	2.7%	1.1%	1.2%	2.0%
TOTAL POPULATION	136,146	59,173	45,248	240,567

Source: www.quickfacts.census.gov

Table 1.2

¹ HLC Additional Locations Mini Self-Study.pdf

² Kellogg Community College Multi-site Visit.pdf

POPULATION BY GENDER				
GENDER	CALHOUN	BARRY	BRANCH	TOTAL
Male	48.9%	50.2%	52.7%	49.9%
Female	51.1%	49.8%	47.3%	50.1%
TOTAL POPULATION	136,146	59,173	45,248	240,567

Source: www.quickfacts.census.gov

Table 1.3

POPULATION BY AGE				
AGE IN YEARS	CALHOUN	BARRY	BRANCH	TOTAL
under 15	19.8%	19.9%	19.8%	19.8%
15 to 19	7.5%	7.2%	6.7%	7.3%
20 to 24	6.2%	4.9%	5.6%	5.8%
25 to 34	11.6%	10.5%	11.9%	11.3%
35 to 44	12.4%	12.5%	13.1%	12.6%
45 to 54	14.8%	16.8%	15.6%	15.4%
55 to 59	7.0%	7.4%	6.9%	7.1%
60 to 64	5.9%	6.4%	5.8%	6.0%
65 to 74	7.6%	8.4%	8.3%	8.0%
Other	7.2%	6.1%	6.4%	6.7%
TOTAL POPULATION	136,146	59,173	45,248	240,567

Source: www.quickfacts.census.gov

Table 1.4

STUDENT PROFILE

Kellogg Community College has had a significant increase in contact hours during the last three years. The enrollment data from the 2009–10 academic year indicates that 14,649 part-time and full-time students attended the College, pursuing careers in technical, transfer, or certificate programs. The majority of students attend part-time (11,812).³

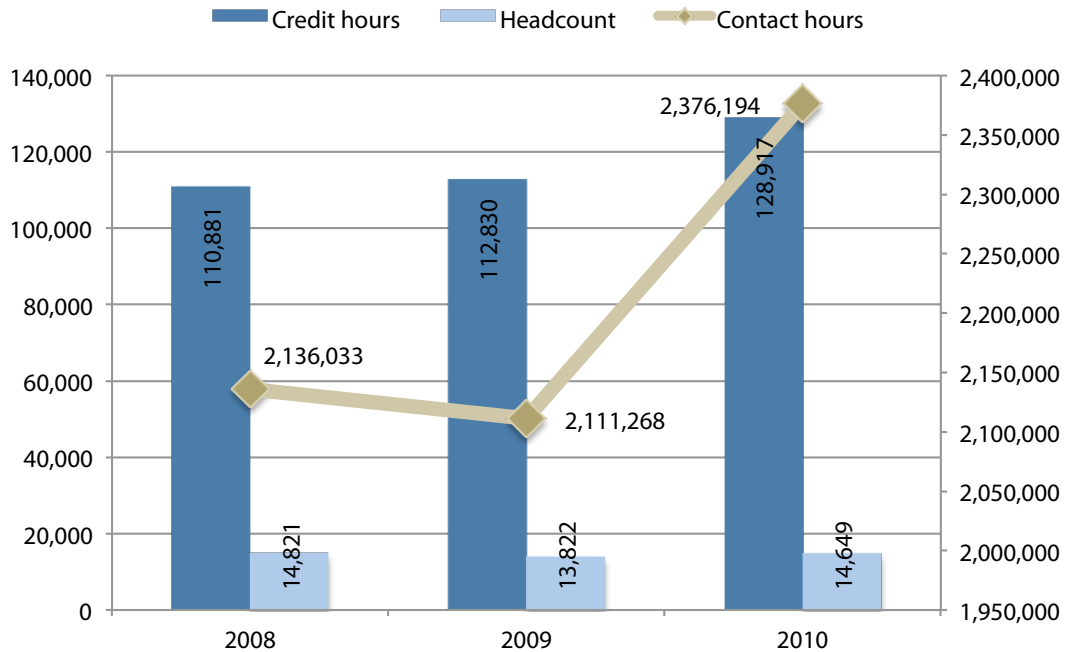


Chart 1.1

³ 0910EnrollmentReport.pdf

According to the enrollment figures during the past three years, KCC serves more females than males. The 2009–10 figures shows a significant increase in the percentage of males from the previous two years.^{4 5 6} The greatest number of students is in the age group of 18-24 years.^{7 8 9}

KCC STUDENT GENDER				
GENDER	2007-08	2008-09	2009-10	AVERAGE
Female	45.9%	51.8%	51.4%	49.6%
Male	30.1%	31.4%	34.2%	31.9%
Undeclared	24.0%	16.8%	14.4%	18.5%
TOTAL HEADCOUNT	14,821	13,822	14,649	

Table 1.5

Age of Counted Students

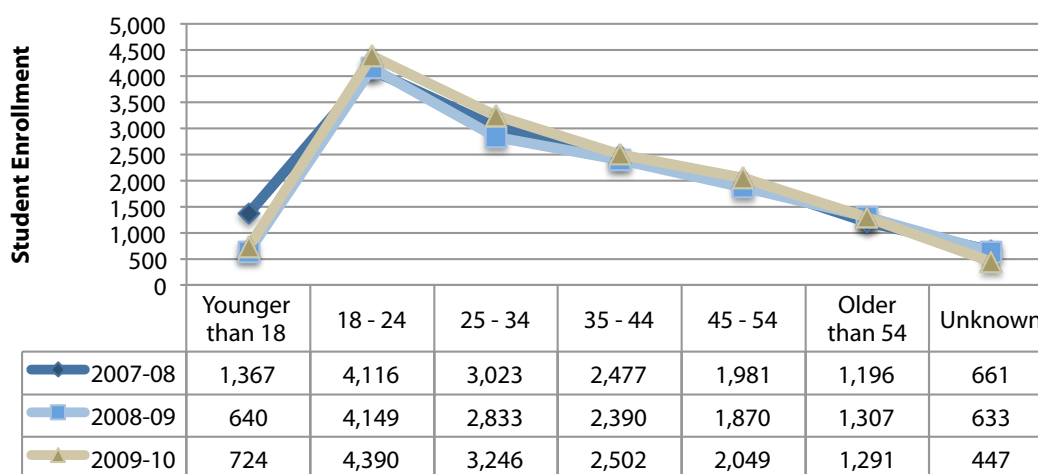


Chart 1.2

ETHNICITY OF COUNTED STUDENTS ^{10 11 12}				
ETHNICITY	2007-08	2008-09	2009-10	AVERAGE
Hispanic	1.7%	1.8%	1.4%	1.6%
Asian/Pacific Islander	1.0%	1.2%	0.8%	1.0%
Black, Non-Hispanic	6.0%	6.2%	5.2%	5.8%
Native American/ Alaskan Native	0.6%	0.6%	0.5%	0.6%
White, Non-Hispanic	60.1%	59.8%	43.0%	54.2%
Two or More Races	1.0%	1.2%	1.1%	1.1%
Undeclared	29.6%	29.4%	48.0%	35.8%
TOTAL HEADCOUNT	14,821	13,822	14,649	

Table 1.6

4 0708 Enrollment Report.pdf
 5 0809 Enrollment Report.pdf
 6 0910 Enrollment Report.pdf
 7 0708Age.pdf
 8 0809Age.pdf
 9 0910Age.pdf
 10 0708CountedStudents.pdf
 11 0809CountedStudents.pdf
 12 0910CountedStudents.pdf

INSTRUCTIONAL LANDSCAPE

The faculty at KCC reflects our commitment to excellence in the classroom. Approximately 60% of all courses are taught by our full-time faculty members. The ratio of females to males in instruction is roughly similar to the ratio in the student population, with a slightly higher male component.

Our full-time faculty range in age from 32 to 68 with a median age of 46. There is an appropriate mix in years of service ranging from twelve faculty in their first three years of service to four faculty who have exceeded 30 years at KCC with the median tenure being just under 14 years. The ethnic make-up of our faculty is represented in the chart below and is reasonably reflective of the ethnicity of the students we serve.

ETHNICITY OF FACULTY ¹³				
ETHNICITY	2007-08	2008-09	2009-10	AVERAGE
Hispanic	1.7%	0.6%	0.8%	1.0%
Asian/Pacific Islander	0.9%	1.1%	1.4%	1.1%
Black, Non-Hispanic	4.4%	5.1%	5.3%	5.0%
Native American/Alaskan Native	0.3%	0.6%	0.5%	0.5%
White, Non-Hispanic	91.8%	90.0%	89.8%	90.5%
Unknown	0.9%	2.6%	2.2%	1.9%
TOTAL NUMBER OF FACULTY	344	351	356	350

Table 1.7

FACULTY BY GENDER ¹⁴				
GENDER	2007-08	2008-09	2009-10	AVERAGE
Female	53.2%	54.4%	57.0%	54.9%
Male	46.8%	45.6%	43.0%	45.1%
TOTAL	344	351	356	350

Table 1.8

FACULTY BY EMPLOYMENT STATUS ¹⁵				
STATUS	2007-08	2008-09	2009-10	AVERAGE
Full-time	24.7%	25.4%	25.0%	25.1%
Part-time	75.3%	74.6%	75.0%	74.9%
TOTAL	344	338	356	346

Table 1.9

Other than minor shifts, which are somewhat reflective of national and certainly statewide trends, we recognize that it would be beneficial to continue hiring practices that result in creating a faculty and staff demographic that mirrors the demographics of the community.

¹³ 0710StaffCount.pdf

¹⁴ 0710StaffCount.pdf

¹⁵ 0710StaffCount.pdf

SIGNIFICANT CHANGES

KCC has always implemented change to create or strengthen pathways to student success in the classroom and after graduation. We value change as a civic responsibility for the short- and long-term success of our communities as well as the opportunity to comply with the needs of our various governing bodies.

Accordingly, KCC has adopted new mission, vision, and value statements and developed a new strategic plan with significant input from internal and external stakeholders. We have developed five general education outcomes that reflect our values. We selected courses to meet those outcomes and established the prerequisites needed to provide the best opportunity for student success in the courses. Each curriculum leading to an associate's degree was updated to meet the general education requirement. A general education assessment process and instrument were developed and piloted. We took what we learned from developing that process and instrument – which were only partially successful – to create a new, more integrated system. We continue to assess the quality of the system and adapt it to allow for greater information flow and, ultimately, greater effectiveness in the classroom.

In an effort to provide more consistent content, instructors and department chairs have worked together to create universal learning outcomes for courses across all the disciplines. We have used the WIDS (Worldwide Instructional Design System) software to streamline not only our syllabi but classroom material to keep goals and achievement clear to our students and colleagues.

KCC's approach to the education of students has also changed in more obvious, tangible ways to reflect the advances in technology and the current needs of the workplace. We have developed various methods for integrating computers and the Internet, not only into the classroom, but into the structure and content of the courses. We have used technology to make instruction more available to a broader group via online, hybrid, and open entry/open exit classes. Students are able to access texts from portals on the web; course information, even for face-to-face classes, is available online. Computer simulations now allow for remarkable classroom experiences, particularly in the Career and Occupational Division.

Students can register for classes, access their grades, and buy their textbooks online. Employees can interact via the new KCC portal. Wireless networking has been added throughout the campus to foster new networking in the community. An Information Services Helpdesk was created to serve all students and staff with immediate solutions to computer and technology problems. Social networking, such as Facebook, Twitter, and Skype, are used to improve communication with (and between) students and staff. KCC has a dedicated YouTube channel. Emergency updates (closings, weather events, and so forth) are available to students and employees via text messaging.

KCC's physical transformation over the last ten years has reflected changes in student population and learning community models. We have created environments which allow for greater interactivity via face-to-face contact as well as through various technological means. The campus has been extended from our various classrooms to every part of campus and beyond – from public places in the community to the private homes of students. Our new environments also place an emphasis on the “greening” of society, keeping the places that we study, work, and live healthier, more sustainable, and more in line with the times.

Recognizing opportunities outside the traditional classroom environment, KCC established both international studies and service learning programs. Students have traveled throughout Europe and Latin America, while receiving instruction in history, politics, culture, and language. The service learning program has allowed students to interact with their community in a more personal and fulfilling way, as well as providing the community with faces to attach to the College. Both programs allow for real-world experiences – valuable for students in both educational and professional applications.

KCC builds on its strong links with the educational community. We have streamlined articulation with local K-12 systems. We have implemented joint admissions programs with four year institutions such as Western Michigan University (WMU) and Miller College. For example, students can be enrolled in the aviation program at WMU while taking courses at KCC. KCC has welcomed Battle Creek's Legacy Scholars, a stay-in-school program with an emphasis on attending and completing a college education.

In an effort to establish a cycle of instructional feedback and improvement, KCC established both mentoring and evaluative feedback programs for instructors. The mentoring program involves formal, monthly meetings with speakers and a clear structure. The evaluations provide the instructor with timely, extensive commentary from students. Faculty and administrators are able to meet and analyze the comments for a broader perspective. Both programs allow for instructor improvement-based individual needs and criteria.

KCC's Honors Champions committee has worked hard to develop a program that reflects the needs of degree-seeking students and those who will be transferring to larger, even more challenging educational environments. Honors contracts can be developed for non-developmental courses—so no matter where students go, they may have "honors" designations on their transcripts. We have also evolved a structured system which dovetails into honors programs at other schools, such as Western Michigan University. The Champions committee is dedicated to keeping the program up-to-date with university level components, such as service learning opportunities.

KCC recognizes the importance of community from a cultural perspective. We have extensive diversity programming—from heritage month celebrations, to "Kampus Read" events, to poverty simulation workshops. KCC has developed relationships with many non-profit groups; in particular, our students and employees have become involved with area philanthropic foundations promoting opportunity for all.

The needs of the Battle Creek community have changed, and KCC has sought to address those needs. Beyond the simple need for training during a recession environment, we recognize shifts in demographics and employment needs with each of the previously noted programs and technology advances. KCC has transformed into a more flexible, inclusive institution, and will continue to adapt to the needs of our students and our community as those needs change.

SELF-STUDY PLAN

Kellogg Community College recognizes that the value of this self-study process extends well beyond preparation for an accreditation visit. Composing a self-study provides an opportunity to involve our college community in a comprehensive self-reflection that will undoubtedly result in identifying several areas that are cause for celebration as well as areas that continue to challenge us. KCC's Self-Study Plan was developed to maximize this opportunity and organize the task to be accomplished efficiently and effectively. This link takes you to the Self-Study Plan that was approved by Dr. Mary Breslin, BVM in late spring of 2010.¹⁶

¹⁶ Self-Study Design.pdf

Kellogg Community College
is Dedicated
to providing accessible,
High-Quality education
to enrich our Community
and the lives of individual
Learners.

Mission

& Integrity

Criterion One: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Every program, initiative, and project that Kellogg Community College has planned and implemented is directed by the mission and core components, vision statement, and values. The College's mission to provide "accessible, high quality education" is evident in the manner in which we conduct our operations – with integrity and within the parameters of federal and state legislative regulations. We regularly review these processes and have numerous committees dedicated to their continuation. We recently created a vision statement and values for the College. Their creation was the result of retreats in which support staff, students, administrators, and faculty participated. Membership on the majority of committees is campus-wide and representative of all divisions at the College. Our collaborative relationship with the community is extremely important in achieving our mission components of developing a skilled workforce and contributing to lifelong learning opportunities. Additionally, the College has recently taken a more active role in ensuring the College is welcoming and supportive of uniqueness, from projects that help faculty understand different learning styles to funding a college/community art prize. This chapter will elaborate on College processes, cooperative innovative programs, and purposeful initiatives designed to achieve our goals while maintaining openness and integrity.

1A: The Organization's Mission Documents are Clear and Publicly Articulate the Organization's Commitments.

We reviewed our long standing mission statement and goals beginning in the fall 2008. Through an inclusive process that engaged most of the College's full-time and part-time regular employees, we determined that we needed a new mission statement. More than 1,000 students were surveyed in classes, and community members were invited to participate in a short, web-based survey in the fall of 2008. A two-day retreat was held in January 2009, where all the information was brought together by a cross-campus group of 30 employees and three Board of Trustees members. The following statement was approved by the Board of Trustees at the October 21, 2009, Board meeting.¹⁷

MISSION STATEMENT

We are dedicated to providing accessible, high-quality education to enrich our community and the lives of individual learners.

Core components of our mission

- We engage students in learning experiences that lead to enhanced employability and successful transfer to other educational institutions.

¹⁷ BoardMinutes102109.pdf

- We develop students who can think critically, communicate effectively, and demonstrate global awareness.
- We partner with the communities we serve to support economic vitality and stability through the development of a skilled local workforce.
- We provide the educational resources and student services that promote, support, and enhance student success.
- We advocate lifelong learning for all members of the community, providing local residents with educational and cultural opportunities that result in personal growth and development.

VISION AND VALUE STATEMENTS

The President convened a cross-campus group in late October 2010 to create a new vision statement and values for the College. We had participation from community members and current students. The Nonprofit Alliance led the retreat and assisted with further review, approval, and dissemination of these documents.

On May 18, 2011, the Board of Trustees adopted the following statements.¹⁸

VISION STATEMENT

Kellogg Community College will be recognized as a premier institution of higher education, having achieved excellence through innovation, quality instruction, a culture of continuous improvement, and learner-centered decision making.

VALUE STATEMENT

Working together across the College, we support an environment that values:

- Student success through collaboration, cooperation, and academic rigor
- Positive relationship with students, employers, our staff, and the community
- Diversity
- Quality and continuous improvement
- Innovation, creativity, and flexibility
- Personal and professional integrity, and accountability
- Staff development

INSTITUTIONAL GOALS

For many years, a group of senior administrators prepared a Goals and Objectives document¹⁹ as part of the College's Five Year Plan submitted annually to the State of Michigan, which served as the College strategic plan. We felt that this process did not yield a true strategic plan and in 2008-09, the College began revising the process to ensure a more inclusive process.

The initial focus of the new process was the collaborative development of a new College mission statement. The revised mission statement was approved October 21, 2009. In 2010, the College progressed to re-working its vision and values statement with a similar inclusive process. In early summer 2011, faculty and staff began a college-wide strategic planning process to identify three-year goals. The outcome of that initial meeting was a living document recognizing five broad goals. Additionally, teams drafted objectives for each goal to further clarify areas of emphasis. These objectives will be shared with and refined by the College community during the 2011-12 academic year.

¹⁸ BoardMinutes051811.pdf

¹⁹ 2009-12 Goals and Objectives.pdf

OBJECTIVES AND GOALS

1. Increase students' ability to navigate their higher education experience and career goals.
 - Establish a process to assess and evaluate student services and functions using CAS, CCSSE, and student evaluations.
 - Implement a schedule for joint evaluations of student services department processes in the efficient and effective use of Colleague [the College's student information system].
 - Increase awareness and utilization of available technology for staff by 50%.
 - Improve communication amongst employees and students through inter-departmental, division-wide, inter-divisional meetings, and open forums across campus.
2. Define, assess, and develop quality instruction and encourage a continuous improvement instructional philosophy that integrates into the College culture.
 - Focus efforts towards achievement of a single general education and include an embedded assessment for this outcome in 90% of the College's courses.
 - Evaluate 80% of the College's courses for course success parsed by various factors such as modality, location, discipline, student populations, and grading variability.
 - Develop a program review process that assesses quality, student achievement, potential job market, and sustainability for all our programs.
 - Deliver one professional development event each year for all College staff focused on collaborative information exchange and utilization.
3. Continue to improve the financial health, technological advancements, and facilities of the College to enhance student learning and management functions.
 - Develop and implement a campus-wide, state approved document management and retention policy and process.
 - Develop a background check policy and implement a centralized background check process that includes completing and interpreting background information utilizing the College's new Office of Public Safety.
 - Revise performance management process to develop and evaluate employees against the defined expectations of their position and organizational values.
4. Enhance the institutional climate and culture by engaging the entire college community through listening and responding, validating worth, increasing trust, promoting accountability, and assuring safety.
 - Develop a process to assess institutional climate and culture, and provide opportunities for feedback, analysis, and development of improvement strategies.
5. Renew the capital improvement millage in 2013.
 - Conduct a facilities assessment to identify need.
 - Determine millage amount.
 - Develop a campaign strategy.
 - Conduct a successful campaign.

COMMUNICATING THE COLLEGE'S MISSION, VISION, AND VALUES

Upon Board approval, the revised mission statement and core components were submitted to Academic Cabinet for their college catalog revision process. The statement was published in the 2010-11 catalog, both print and online versions. The College website was changed to reflect the new statement and goals.

The College's vision and values statements were approved by the Board of Trustees at the May 18, 2011²¹ monthly meeting and published on the College's website. The same will be submitted to Academic Cabinet for inclusion in the 2012–13 academic catalog, both online and print versions.

²¹ BoardMinutes051811.pdf

The mission documents are published in the General Information section of the College Catalog. They can also be accessed from the College's website by clicking on the Student Information link, then the College Catalog link, and finally the General Information link.

Upon review of the mission documents, we discovered that the new mission statement had not been included in the 2010-11 edition, likely due to a publication schedule variance from the catalog. This oversight was addressed in the 2011-12 edition.

Individual program documents are being reviewed for inclusion of the mission documents.

1B: In its Mission Documents, the Organization Recognizes the Diversity of its Learners, Other Constituencies, and the Greater Society it Serves.

The KCC mission statement asserts that the College will provide, "Accessible, high quality education to enrich our community and the lives of individual learners." In addition, the core components of our mission say, "We develop students...with global awareness." We are committed to serving all constituencies and promoting student understanding. To that end, the College remains an open admission institution, abjuring discrimination against any group. Additionally, KCC offers many classes that promote global awareness. At least one global awareness elective is required of all students pursuing degrees.

KCC recognizes that our employee and student populations should represent the level of diversity present in the larger communities we serve. Because of our commitment to diversity, the College developed a vision for our efforts towards inclusion. KCC's Vision for Diversity Initiative was born. "KCC provides an inclusive environment that supports the need of all persons to achieve their potential by respecting individual uniqueness and perspectives. We expect that every member of our academic community will adopt and enhance this vision."

Additionally, KCC's diversity initiatives reach our centers in Coldwater, Hastings, and Albion. All campuses are equipped with large-screen TV's which simultaneously advertise diversity events sponsored by the College. All computers at the centers provide students with access to College Facebook and Twitters sites which also advertise diversity events. These efforts have helped all KCC locations live up to the Mission for Diversity Initiative statement, "We will ensure that the campus environment is welcoming and affirming for all persons."

In order to offer non-traditional students the same opportunities as traditional students, we have initiated flexible academic programs to meet the needs of a diverse student body. KCC offers distance learning, developmental course work, open entry/open exit instruction, tutoring, and honors contracts to meet the various learning levels and schedules of our students. This flexibility allows for stable learning environments, and creates an imperative for the administrative staff to remain student-centered. As student needs change, so should class offerings and delivery of those classes so we remain a relevant learning environment. Staying current in order to help students is reflected in our Mission for Diversity Initiative Statement, "KCC values a stable learning environment in all of its forms: classroom instruction, independent learning, co-curricular learning, and the improvement of our own administrative and academic processes."²⁴

²⁴ 2011-12 Catalog pg 2

We have been at work for several years to remediate past shortcomings regarding diversity on campus. The College commissioned a Diversity Audit in 2005 and surveyed employees and students regarding the conditions of fairness surrounding race, age, gender, and sexual orientation. The results of that audit identified areas in need of improvement. The College responded assertively in its mission documents to ameliorate its position on diversity. Our mission documents are clear about readying our students for the global work world. KCC stresses preparing student to enter and succeed in the workforce or to continue education at other institutions. Indeed, the Mission for Diversity Initiative Statement affirms “We strive to instill skills, attitudes, and sensitivities that are essential for leaders in a diverse world.”²⁵ Recognizing the increasingly global nature in the 21st century, we are consciously aware of the need for understanding across cultures. To that end, our Mission for Diversity Initiative Statement says, “it is our goal to graduate individuals who understand and appreciate the things that we have in common, as well as those that make us unique.”²⁶

The College’s mission reflects a moral imperative to serve students as individuals. The Mission for Diversity Initiative Statement also says that multicultural experiences are important to our development. Indeed, multicultural experiences, “Afford us the opportunity to broaden our world-view as well as enhance our sensitivities and appreciation of diversity.”²⁷ We state plainly in the mission documents that, “The educational environment of our campus is enriched by the diversity of all who come together in a spirit of learning.”²⁸ If any student or community member feels our Equal Opportunity Policy has been inadequately applied, an Equal Opportunity Grievance Procedure is stated in the Student Handbook.²⁹

The College leadership stressed the priority of this initiative by creating a Diversity Plan under the auspices of a college Vice-President. The Vice-President then charged a newly created Diversity Committee to establish goals and programs congruent with the diversity vision and mission statements that were developed. The Diversity Committee set out, according to the Mission for Diversity Initiative Statement, to demonstrate that, “KCC proactively engages staff, students, and community members to explore and experience various cultures and diverse life experiences that are available on the campus and in the community.”³⁰ Our ultimate goal, then, is to “Challenge and support each other to gain an understanding of how various ethnic and cultural backgrounds, life experiences, and orientations affect how we see the world.”³¹

THE COLLEGE CURRICULUM EMPHASIZES MULTICULTURAL STUDIES

Many courses at KCC focus on a variety of cultures and perspectives. From the mandatory global awareness electives, students can take a foreign language (i.e. Spanish or Arabic), study other cultures in anthropology, or learn about the effect of the past on our present.

For example, one of our history professors, Dr. Ray DeBruler, said, “I think all of my classes qualify as multi-cultural studies. In History 103 [American Foundations] we talk about the various European groups that came to America as well as the many Native groups that were already here. History 201 [Global History to 1500] is a wide-ranging discussion of world cultures. In History 151 [Western Civilization: Early Western World] we discuss cultures from ancient Greece through the Renaissance. History 210 [Michigan History] covers all of the Native and immigrant groups that came to Michigan. History 250 [History of Africa] includes quite a bit on the various cultures of that continent.”

²⁵ 2011-12 Catalog pg 2

²⁶ 2011-12 Catalog pg 2

²⁷ 2011-12 Catalog pg 2

²⁸ 2011-12 Catalog pg 2

²⁹ 2011-12 Student Handbook pg 60

³⁰ 2011-12 Catalog pg 2

³¹ 2011-12 Catalog pg 2

Kellogg Community College’s humanities and art classes, as well as philosophy and theater classes, also contain a strong focus on multicultural understanding. For example, Peter Williams, KCC art professor, said, “The main classes which address multi-cultural studies are the following: Art 212 [Art History; Prehistory – Gothic], Art 213 [Art History; Renaissance – present], Art 211 [Art Appreciation], Art 105 [Contemporary Art Survey], and Humanities 150 [Encounter with the Arts]. Studio classes such as Art 201 [Painting and Illustration II] and Art 245 [Introduction to Ceramics] involve some assignments which involve multi-cultural research. An example would be the Art 245 mask project which requires students to research a mask from an historical culture. Art 212 and 213 are global in their scope. The textbook and lectures span both the evolution of Western culture, and separate chapters are devoted to several non-Western cultures. Art 211 and Humanities 150 involve using local, regional, national, and global examples to illustrate course content. Art 105, by definition, inherently covers a diverse range of global topics, artists, and culture. All of these courses often involve field trips, such as trips to the Art Center of Battle Creek (which offer multi-cultural exhibits), or to downtown Battle Creek to view a diverse range of architectural styles, or to regional sites such as the Kalamazoo Institute of Arts, depending on the current exhibition schedule. In addition, KCC traditionally sponsors an annual charter bus trip to Chicago so students may attend world class museums.”

Finally, the College has, for the last seven years, offered international studies courses. These classes focus on a theme from a particular scholarly discipline. This theme could be about history, art, culture, or behavior. For example, a class recently traveled to Europe to explore WWI and WWII battlefields and a concentration camp. Another class went to Costa Rica to learn about Central American culture and to study sociological issues. Study abroad classes are payable through federal financial aid, thus making these classes financially accessible for most students. It is also now possible to pursue an associate’s degree in International Studies at Kellogg Community College.

COMMITMENT TO DIVERSITY

The Diversity Committee has increased employee awareness of the mission document’s statement to honor the dignity and worth of every individual. Along with the increased emphasis on diversity visible in the classroom, we seek to maintain a student-centered focus that makes for a comfortable and open learning environment. Under “Goals” in the KCC Mission Statement, it says, “We provide the education resources and student services that promote, support and enhance student success.”³² This statement acknowledges KCC’s responsibility towards students.

KCC remains in full compliance with the Americans with Disabilities Act, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination and Employment Act, Title IX of the education amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, and the Rehabilitation Act of 1977. The KCC Board of Trustees is charged with oversight of the College’s compliance with all applicable local, state, and federal laws, and exercises its responsibility to the public to ensure that the institution operates legally, responsibly, with fiscal honesty, and that the College adheres to the above federal statutes. See the By-Laws of the Board of Trustees as stated in the KCC Policy and Procedures Manual found on the College intranet.³³

As noted earlier, the KCC Diversity Initiative Mission Statement provided a basis for our organization’s strategy to address diversity. The statement says we will, “Actively pursue the

³² 2011-12 College Catalog pg 1

³³ Board of Trustees By-Laws.pdf

recruitment and retention of a more diverse group of employees and students. We will ensure that the campus environment is welcoming and affirming for all persons.”³⁴

Since the Diversity Audit of 2005, KCC has undertaken an aggressive policy of broadening and deepening the College community’s understanding and acceptance of diversity in order to ensure accessibility and the global awareness of our students. The Diversity Week event in 2008 was a collection of food, music, forums and discussion, and frank self-examination of our attitudes towards others. Its success was followed by a Poverty Workshop, which helped our employees understand the problems, perceptions, and motivations of people living in poverty.

Informal exit interviews after the Poverty Workshop showed that employees emerged with a better understanding of many of our students who exist in poverty or are just emerging from it. Finally, student clubs support a wide range of interests and beliefs, and they also demonstrate the broadness of thoughts and concerns on campus.

The Diversity Plan which sprang from the audit included several goals to be implemented by 2010, and the plan contained actions steps, timelines, budgets, and areas of responsibility. The first goal was to continue recruiting and retaining diverse students. To this end, the College supports and expands programs that increase college accessibility to traditionally underrepresented populations, including such programs as Upward Bound and the Student Support Services Department.

The College also continues working towards its goal of recruiting and retaining a diverse faculty and staff. The charts and graphs shown in Chapter One demonstrate that the College may still have a ways to go in recruiting and maintaining a diverse workforce. Since our students reflect the diversity of the community, the College recognizes that the lack of diversity now present in our employee groups sends the wrong message to our students. So the College has steps in place to remedy the situation: for example, when forming screening committees, the KCC Human Resources Department requires the committee to contain a variety of members from different departments and of different backgrounds. Thus, consideration for ethnicity, gender, age, longevity at the College, employee classification group (administration, faculty, support staff and maintenance), and division go into the formation of the screening committee so that diverse viewpoints are presented in the hiring process.

Another diversity goal is to continue promoting dialogue about diversity issues through campus events. This has been done through continued activities sponsored by the Diversity Committee. These events are posted on the College website, on the College’s large screen TV displays (mounted in locations where students congregate), on the College’s social media pages, and in print format around all campuses in the form of posters.

Another goal established by the Diversity Committee is to monitor and benchmark students served through the Student Support Services Department. This department uses grant money to assist in the success of students who are “at-risk,” i.e. first generation college students, students living in or near poverty, developmental students, non-traditional students, and students with disabilities. This department tracks students for four to six years to assess whether they complete their academic program, stop out, or drop out. If a student does stop out or drop out, College employees from this department try to encourage and motivate the student to return and finish his or her curriculum. Student Support Services, therefore, is central to the Diversity Plan’s goal of supporting economically and socially disadvantaged students, veterans, students with disabilities, and students of all ages.

³⁴ 2011-12 College Catalog pg 2

Towards the goal of recruiting a more diverse student body, the College has established new programs and partnerships with local school districts and community groups to effectively recruit and support minority students. The Legacy Scholars Program, for example, targets sixth grade students and helps them through middle school and high school, and then prepares them for college.³⁵

The grant funded Adult Education Enhancement Initiative (AEEI) recruited unemployed students from Michigan Works/JET agencies and trained them for popular jobs. Nurses' Aides, welders, hospitality workers, and computer operators emerged from this program after twelve weeks of training, and about 30% of these students are employed, while many others have opted to continue in higher education. Almost all of the students in the program are from underrepresented populations in higher education.

Another goal was to develop new marketing materials showing diverse groups interacting with each other. This goal has been met through the staff of our Public Information and Marketing Department. Our new publications are professionally printed and often show the diversity of current students on campus.

The College also set a goal to support students that have chosen careers that are gender non-traditional. For example, according to Assistant Director of Nursing, Tonie McMaster, her department "has a way to go in recruiting male instructors, but we've had some success lately getting men to go into nursing."

Additionally, KCC has the goal of not leaving behind students who come to college with less than adequate preparation for advanced work. The College has expanded its developmental programs in mathematics, reading, and writing through the use of innovative techniques. For example, new modular learning in developmental programs, developed through a W. K. Kellogg Foundation grant, has offered developmental students infinitely more flexibility in completing developmental coursework. Thus, instead of attending a class fixed on certain days and times, students can work through developmental coursework at their own pace, with the assistance of KCC staff. This modular delivery program will assist our non-traditional students who, for whatever reason, cannot attend the traditional lecture classroom.

Another diversity goal is to make the transition to universities easier for our students. Removing barriers to bachelor's degree attainment will mean better jobs and higher incomes for our diverse student body. Pursuant to that goal, KCC has forged agreements with Western Michigan University to jointly admit students to both KCC and to Western's engineering program. Students are considered admitted students at both institutions, and can take classes at either school until they finish their bachelor's degree. Other joint admissions programs can be found on the College's website, and the College is continuing efforts to expand these types of programs with other area colleges.

Accessibility and global awareness are at the core of our mission. We have tied our diversity initiative to this greater educational goal by providing higher education opportunities through a non-discriminatory open admissions policy. In addition, we keep tuition costs comparatively low in order to provide access for financially challenged students. We also support students regardless of their perceived academic abilities through the existence of developmental classes, tutoring, grant programs, staff support, and counseling. We also partner with outside organizations to increase awareness of the need for accessibility in higher education and the importance of a global outlook in the workforce.

³⁵ Legacy Scholars Information.pdf

The College is also working to increase the KCC Foundation endowment, the proceeds of which provide student scholarships. Funds for college that students do not have to pay back enhances college accessibility, and by extension, global awareness, to students that may not have had the financial resources to pursue higher education. Information about the KCC Foundation is available online.³⁶

We also recognize the diversity of learning styles by promoting online courses, a high level of learning technology, tutoring, and developmental courses. Students have a wide variety of ways to complete their coursework successfully. Recognizing the diversity of learning styles is congruent with the diversity of our students and the greater mission of the College to promote student learning.³⁷

KCC provides enrichment classes for retirement age students and other members of the community through our Lifelong Learning Department. More information on the Institute for Learning in Retirement is located online as well.

We will continue an approach to curriculum which celebrates diversity and multi-culturalism. We will continue to pursue grants that can provide expansion of curriculum offerings celebrating diversity. For example, we are exploring opportunities with the State of Michigan College Access Network to bring free tutoring to students. We are also piloting innovative programs that train unemployed white collar workers for new careers or to find new jobs in their current careers. The Nonprofit Alliance at KCC continually partners with other local organizations to secure grant funding for education as well. Lastly, the Student Support Services Department continues to provide funds for childcare, emergency loans for textbooks, loans of laptop computers, and access to career and personal counseling.

1C: Understanding of and Support for the Mission Pervades the Organization.

One aspect of our mission is providing accessible education. In order to do that, Kellogg Community College has several programs and course offerings to assure those who want an education can obtain one. The following options are available to support our students:

- Online academic courses
- High school dual enrollment
- Upward Bound Program
- Joint admission programs
- Financial Aid Department to help students acquire financial aid
- KCC Foundation scholarships
- Regional centers to serve three additional geographic locations within the service area
- Regional Manufacturing Technology Center
- Counselors
- Academic advisors
- Student support services
- Learning Resource Center services, including librarians

³⁶ KCC Foundation weblink.pdf

³⁷ KCC Foundation weblink.pdf

To ensure the quality of the education provided, Kellogg Community College has implemented several additional programs. They are as follows:

- New faculty mentoring
- Yearly self-evaluation by full-time faculty
- On-going evaluation of full-time and adjunct faculty by department chairs
- Mentoring of adjunct by full-time faculty
- Semiannual meetings for adjunct faculty
- Sample syllabi and teaching aids
- Faculty professional development funds

To enrich our community, the College offers the following programs:

- Lifelong learning classes with a wide variety of course selections
- Institute for Learning in Retirement
- Computer access through the Learning Resource Center for community members
- Continuing Education Units
- KCC staff involvement on community boards and in community organizations
- Service learning programming
- Use of the College's facilities for community activities
- Art, music, and theater productions
- Community and College joint programs
 - Grant from the American Library Association and Michigan Humanities Council for a Jewish literature study program attended by interested members of the community and the College
 - Battle Creek Reads support through access to books and publicity for events

To provide accessible, high-quality education for individual learners, KCC has developed several programs so that all who want to learn have the opportunity. They are:

- Developmental education in reading, writing, and mathematics
- English as a Second Language support
- Tutoring help
- Academic Support Department where students can receive individual help from trained paraprofessionals
- Open entry/open exit individual instruction

The goals of the President of Kellogg Community College are shaped by the mission of the College. These are listed below:

- Work towards completing institutional self-study and obtaining continued accreditation
- Continue positive community relations through constant and consistent communications with trustees to foster an atmosphere of cooperation
- Continue the growth of the College using innovative new programs which will support the needs of our students and our community
- Facilitate a positive and productive environment by providing leadership that engages every employee

The President's Council upholds the mission. The College recently engaged in a revision process of its mission statement which was shared widely. Our decisions must be made with the mission in mind. Strategic decisions are made at many levels of the institution, and minutes are taken at steering and cabinet level meetings to document actions taken, discussion topics, and information items. The exception to this was the College's Administration and Finance Cabinet and President's Council meetings where, until recently, formal meeting minutes were not kept. With the recent change in Presidential leadership, Dr. Dennis Bona recognized the importance of documenting key proceedings. Formal recording of minutes for President's Council began July 26, 2010, with the Administration and Finance Cabinet following suit on October 21, 2010. All Cabinet and President's Council minutes are shared with employees via the College's intranet.

The Academic Cabinet is charged to act on new or revised curriculum developed by faculty within the academic departments. It also ensures curriculum is accessible, sustainable, high quality, and responsive to the evolving needs of students and other College constituencies.

The Student Services Cabinet's purpose is to communicate and coordinate matters pertaining to the operation of the Student Services Division. The committee meets every other week to discuss issues as varied as advising to co-curricular and extra-curricular activities.

Each academic department of the College has goals that reflect the mission of the College and the goals of that department. For example, the goal of the Early Childhood and Teacher Education Department is to "prepare students with the knowledge, practices, and attitudes necessary to support young children's healthy growth and development." The Early Childhood and Education program implements continuous improvements while striving to offer the best program possible. These efforts are driven by an advisory board made up of key stakeholders.

THE BUDGET REFLECTS AND SUPPORTS THE GOALS OF OUR MISSION

Every major decision we make is evaluated on whether it is core to the College's mission. We solicit input from all divisions of the College in developing the budget. Divisions are asked to submit their budget requests to be compiled, and the executive leadership of the College meets to prioritize those requests. We also have a mid-year budget update, whereby we analyze how the College is doing compared to our initial budget, make appropriate adjustments, and determine if there are resources available to fund any other unmet needs not receiving funding in the initial budget. It may also consider new items for funding.

Here are a few recent examples where the College determined the monies either did or did not forward our mission:

- A grant-funded program that provides services for the community lost one-third of its funding. The College, realizing that these services are not core to the College's mission, required the program reduce its staff so the College resources were not used for purposes other than those which directly supported our mission.
- A proposed partnership to provide health services to meet an unmet need for the community was evaluated and declined because provision of these services is not in the College's mission.
- In recent years, the health industry data indicates there will be a shortage of nursing graduates in the near future. To help our community address this challenge, we prioritized \$100,000 from our budget to provide for one additional nursing faculty member for more instruction capacity. We also increased the number of nursing students admitted to the program. To address the limited clinical training sites issue, we collaborated with several local nonprofit agencies to raise \$180,000 to buy the necessary equipment to renovate and transform a portion of our C Classroom Building into a state-of-the-art Human Patient Simulation Center, affording students more opportunities to complete the required hands-on training. To enhance the quality of the graduates we produce, the additional students in the program will be selected on a competitive basis, resulting in more students being able to graduate each year as well as improve the quality of students and graduates in our program.
- At Kellogg Community College, we recognize the need, and demand, from students and staff to keep pace with all of the evolving technological advancements that are available. In addition to the operational budget commitment to maintain our current technology services, we have also prioritized \$300,000 annually to maintain our technology equipment. To further emphasize our commitment to technology, we have prioritized various other one-time technology expenditures to improve technology services.

ACTIVITIES DEMONSTRATE INVESTMENT IN THE MISSION

Students at Kellogg Community College are engaged in a variety of activities that promote diversity, education, leadership, community service, and social interaction which demonstrates their investment in our mission.

- Student-led organizations offer social, service, and professional opportunities for their members within the College.
- The Starfish Award Nomination process allows students to recognize faculty, staff, and administrators for their significant contributions as they inspire students to reach for and achieve their educational goals.
- Participation in the Honors Program provides opportunities for academic challenges, as well as interaction with other motivated students and honors faculty through courses, service learning, and fellowship activities.
- The Bruin is the College's student newspaper and contains campus and community news, opinion pieces, and campus and community information.
- Phi Theta Kappa and Psi Beta are honor societies that grant student members opportunities in leadership, scholarly activities, and/or community service.
- Athletes at Kellogg Community College must meet eligibility standards for participation in sporting events.
- The Student Leadership Institute focuses on providing students with critical components in order to develop and enhance leadership talent.
- Peer mentors are fellow Kellogg Community College students who serve as campus resources.

The faculty at Kellogg Community College is dedicated to advocating for high-quality education and enriching the lives of individual learners and the community as reflected in our mission.

- Counselors provide psychological and health services.
- Classrooms and laboratories contain specialized equipment.
- Instructors engage in Professional Development opportunities.
- Faculty and administrators undertake training in Academic Service Learning Instruction to receive certification.
- Departments provide a variety of courses that offer options convenient to students including face-to-face, hybrid, and online learning experiences.
- Faculty complete an Online Teaching and Learning Course to determine how to best use this medium to deliver curriculum and benefit student outcomes.
- Librarians teach students how to do research using scholarly resources.

The staff of Kellogg Community College are active participants in the articulation of our mission by providing a variety of services to our students.

- Academic Advisors assist students in forming career and educational plans that fit students' interests and lifestyles.
- The Office of Student Life staff support the academic goals of Kellogg Community College by engaging students in programs designed to enhance the college experience.
- The staff at the Career and Employment Services Office offer free job search assistance to Kellogg Community College students and alumni.
- Support Services programs offer tutoring, academic assistance, and disability services.
- The Academic Support Department staff provide opportunities for students to develop and enhance skills in reading, writing, study skills, mathematics, and science to be successful in college.
- The Testing and Assessment Center provides testing support to Kellogg Community College students, as well as the community, including make-up tests, tests for distance learning classes, and tests for placement, such as the COMPASS.

1D: The Organization's Governance and Administrative Structures Promote Effective Leadership and Support Collaborative Processes that Enable the Organization to Fulfill its Mission.

As the legally constituted authority of the operation of Kellogg Community College, the Board of Trustees recognizes its ultimate responsibility for all aspects of the College. It considers this responsibility to be best discharged through (1) active participation in formulation and authorizing the major purposes which the College shall serve, (2) the periodic reevaluation of these purposes, and (3) the selection of a superior chief executive officer to whom it delegates responsibility for recommending and developing an appropriate program to serve the approved purposes and for selecting and recommending competent personnel to carry out the program.

- The Board has regular monthly meetings which are open to the public. The dates and times of board meetings are publicized internally and externally.
- The agenda and minutes from board meetings are available on KCC's intranet as well as on the College website.
- The members of the Board of Trustees provide a broad range of experiences which contribute to their mission to uphold the operational integrity of the College.³⁸
- The Board of Trustees also participates in internal and external committees which afford valuable tools and insight so they can provide necessary leadership for the College. These committees include but are not limited to:
 - Mission, Values, and Vision Statements Revision and Evaluation
 - Calhoun Area School Board Members Association
 - Kellogg Community College Foundation Board
 - Kellogg Community College Finance and Audit Committee
 - Battle Creek Area Learning Center
 - Michigan Community College Association
- The Board of Trustees conducts its business through written By-laws. These By-laws are adopted under the authority granted in Act 331, 1966 (Revised) and the Laws, Statutes, and Constitutional Provisions affecting Community Colleges of the State of Michigan.
- The Board is responsible for the appointment of the President of the College.
- The Board of Trustees is part of an administrative structure which oversees the operation of the fiscal, administrative, support, and academic roles of the College. The administrative organization chart was presented to the Board of Trustees and approved in September 2007.³⁹

The organization of the College and the responsibilities of the administrative, support, and instructional staff are clearly outlined in the above referenced organizational chart. To ensure these functions are carried out, a number of committees have been established to uphold the process and structural integrity of the College's mission. The committees include but are not limited to:

- Academic Appeals
- Academic Cabinet
- Academic Policies
- Adjunct Professional Development
- Administration and Finance Cabinet
- Assessment Steering
- Co-curricular Activities Advisory Board
- Commencement
- Copyright
- Curriculum Activities
- Developmental Education

³⁸ Board Bios.pdf

³⁹ Orgchart.pdf

- Diversity
- Education
- Faculty In-Service
- Financial Aid Appeals
- General Education Outcomes Assessment
- Honor Champions
- Judicial
- President's Council
- Program Advisory
- Refund Appeals
- Student Services Cabinet
- Technology

PEOPLE WITHIN THE GOVERNANCE AND ADMINISTRATIVE STRUCTURES ARE COMMITTED TO THE MISSION

Executive leadership at the College possesses exceptional professional and educational qualifications to fulfill their responsibilities in upholding the mission, vision, and values of the College.

- President Dr. Dennis Bona has worked at Kellogg Community College since 1979 and has experience as the Vice President for Instruction, Dean of Career and Occupational Education, Director of the Regional Manufacturing Technology Center, and as a faculty member. In addition to his work experience, Dr. Bona has extensive academic experience. He earned a Doctorate in Educational Leadership from Western Michigan University and prior to this degree, he earned degrees in Trade and Technical Educational, and Welding Technology.
- As Vice President for Student Services, Dr. Kay Keck is in a unique position of being a graduate of Kellogg Community College and an employee who has worked in a variety of roles in the College. In addition to earning her Associate's Degree at Kellogg Community College, Dr. Keck has earned a Doctorate in Educational Leadership from Western Michigan University and completed the 2002 Michigan Leadership Challenge.
- Ms. Catherine Hendler, Vice President for Instruction, also has a varied background. She has an academic background in molecular genetics, and work experience in biotechnology, information technology management, learning technologies, and most recently was the College's Chief Information Officer. She is currently pursuing her doctorate in Educational Leadership at Western Michigan University.
- Mr. Mark O'Connell, Vice President for Administration and Finance has worked for Kellogg Community College for 20 years and has been instrumental in both the academic and physical growth of the campus. As Dean of the Regional Centers, Mr. O'Connell oversaw the development of regional education at Kellogg Community College. In addition to his work experience, Mr. O'Connell has a Bachelor's degree in Business Counseling and a Master's Degree in Educational Leadership from Western Michigan University.
- Dr. Kevin Rabineau, Dean of Arts, Sciences, and Regional Education, has worked in higher education for 20 years and for Kellogg Community College for the past eight. Dr. Rabineau began his career at Kellogg Community College as Director of the Grahl Center and has used his experience to transition his current position four years ago. In addition, to his work experience at Kellogg Community College, Dr. Rabineau has worked in a number of instructional and administrative positions at our neighbor four-year school, Olivet College. He earned his Ph.D. at Clayton Graduate School.
- Ms. Jan Karazim, Dean of Career and Occupational Education, also began her academic career in community college. She subsequently earned Bachelor's and Master's degrees in Health Service Management and Organizational Management and is currently pursuing a Doctorate in Community College Leadership at Ferris State University. She began her career at Kellogg Community College in 1999 as faculty in the Radiography Program and subsequently became Allied Health Director.

CURRICULUM AND THE ACADEMIC PROCESSES.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

Kellogg Community College is committed to utilizing the insight and resources of its personnel in collaborative and innovative ways. The College has a number of committees which include members representing administrative, academic, and student services staff.

Curriculum/Instructional committees have been specifically organized to offer faculty and academic administration every opportunity to hone skills and create learning environments which will benefit the students. Many of the following committees include administrative, support, and faculty representatives, and there is a continual, purposeful intent to improve the quality of education through training, collaboration, and knowledge.

- Academic Cabinet
- Academic Appeals Committee
- Judicial Committee
- Program Advisory committees
- Online Course Development Committee
- New Faculty Mentor Program
- Chairs and Directors Committee
- Faculty In-Service and General Session Committees
- I-Force – Instructional Design Committee
- Adjunct Professional Development Committee
- General Education Learning Outcomes Steering Committee
- Learning Outcomes Assessment Committee
- Technology Committee
- Emerging Technologies Committee
- Honors Champions

GOVERNANCE PROCESSES AND ACTIVITIES

Kellogg Community College is committed to providing transparent information which is easily accessible to our internal and external constituents. The College uses multiple means of communicating news and events in an expedient and varied manner. Some of the ways in which the College disseminates information includes, but is not limited to:

- Internal constituents
 - intranet, policy manual, Student Handbook, College Catalog, broadcast e-mails and voicemails, KCC Portal, Bruin Notes, The Bruin, emergency alerts available via e-mail or text messaging, general session and interim session campus meetings, department meetings, and division meetings
- External constituents
 - Internet, press releases, Public Information and Marketing section on KCC's web-page, electronic version of The Bruin, various campus events, and social media sites

1E: The Organization Upholds and Protects its Integrity.

Kellogg Community College works hard to uphold its integrity and maintain its reputation as a vital and active institution in the community. The integrity of the institution relies heavily on day-to-day operation, responsive actions, well-documented policies, transparency to our constituencies, and compliance to federal, state, and local regulations.

BOARD RESPONSIBILITY

The Board conducts its responsibilities with candor, integrity, and a deep commitment to representing the best interests of the College and the community. Each board member takes an oath of office and operates within the parameters of that pledge. Policies are proposed, approved, and supported by the Board.

Some of the policies and procedures and organizational structures which uphold the Board's responsibilities include:

- Board meetings and agendas which are publicly available
- Board's fiscal powers
 - raise revenue through taxation, charges for tuition and services, acceptance of gifts and grants from both public and private sources
 - expend monies for both current and capital purposes, and debt retirement
 - account, audit, and report for receipts, expenditures, funds, liabilities, and assets
 - invest funds
 - borrow for both current and capital purposes
 - safeguard money and property
 - perform other acts necessary or convenient to achieving its purposes
- Board presented with mid-year budget update conducted by a third party firm
- Board sub-committees include
 - Finance Committee
 - Board Policy Manual

LOCAL, STATE, AND FEDERAL LAWS AND REGULATIONS

Kellogg Community College complies with rules, regulations, and reporting requirements at the state and federal levels. These include:

- Family Education Rights and Privacy Act (FERPA)
- Higher Education Act/Higher Education Opportunity Act of 2008
- Title IX
- Americans with Disabilities Act
- Equal Employment Opportunity Act
- Freedom of Information Act
- Intellectual Property Rights
- Fair and Accurate Credit Transcriptions Act (FACT)
- Carl D. Perkins Act
- Occupational Safety and Health Act (OSHA)

RIGHTS AND RESPONSIBILITIES OF INTERNAL CONSTITUENCIES

Kellogg Community College is committed to ensuring an environment that is conducive to learning. We publish in various, easily attained, documents and on our website statements and policies regarding the rights and responsibilities of each of our internal constituencies.

STUDENTS

The Student Handbook and the College website include the statements and policies designed to clarify expectations of the College with regards to students and include:

- Student Rights and Responsibilities Statement
- Student Code of Conduct
- Violence/Harassment Policy
- Complaint Procedure and Investigation for Violence and/or Harassment
- Student Discipline/Complaint Procedure

- Student Complaint Procedures/Grade and Non-Grade Issues
- Policy on Academic Integrity
- Acceptable Use of Technology Policy

EMPLOYEES

Within the Faculty,⁴⁰ Maintenance,⁴¹ and Support Staff⁴² Bargaining Unit contracts, found on the College website, a variety of personnel items are covered which clearly state negotiated rights, policies, and procedures. Examples of areas covered are:

- Board Rights
- Union/Employee Rights
- Seniority
- Vacations
- Promotions
- Compensation
- Grievance Policy
- Insurance

BOARD OF TRUSTEES

The By-laws of the Board of Trustees, as stated in the KCC Policy and Procedures Manual found on the College intranet, have been established to act as guidelines and show a commitment to integrity as it pertains to individual Board members as well as the Board as a whole. Items covered by the By-laws include:

- Authority
- Individual Members
- Meetings
- Amendments of By-laws
- Functions and Organization of the Board
- Conflict of Interest and Commitment Policy
- Formulation of Policies
- Information Requests
- Liability
- Mid-Year Audit
- Authorization to Sign Contracts

The Kellogg Community College Policy and Procedures Manual extensively covers policies and procedures adopted by the College. The Policy and Procedures Manual⁴³ is located on the College intranet and can be accessed from any College computer. Upon acceptance of employment and during the New Employee Orientation, employees are referred to the Kellogg Community College Policy and Procedures Manual and sign a receipt acknowledging their responsibility to familiarize themselves and comply with the policies contained therein. As part of our annual open entry period for insurance, two policies from the manual are selected for review by employees. Employees sign that they have read and understand the selected policies. This aids in keeping policies clear and updated.

CO-CURRICULAR AND AUXILIARY ACTIVITIES

Kellogg Community College has twenty-five registered student organizations and offers dozens of co-curricular activities on the main campus as well as at the regional centers. To facilitate these events and activities, the College has implemented processes by which these organizations and

⁴⁰ KFA Contract.pdf

⁴¹ Maintenance Contract.pdf

⁴² Support Staff Contract.pdf

⁴³ Policy and Procedures Manual.pdf

activities adhere to the same goals of integrity as its academic programs. Oversight of the academic benefit, financial responsibility, and College mission is governed through three main positions

- The Vice President for Student Services
- The Director of Academic Advising and Student Life
- Student Organization Advisors

Kellogg Community College has established strong relations with a number of auxiliary organizations which follow the same guidelines on conduct and integrity as the College. These include the following:

- Laura's Gourmet Catering
- Campus Bookstore
- Club memberships
- Student Athletics

COMMUNICATION AND INTERACTION WITH THE COMMUNITY

The College accurately represents its programs and services through publication of various informational pieces including the print and online catalog and schedule, Annual Report, Lifelong Learning catalog, program brochures, and literature from departments including events calendars.

We recognize our significant role within the community and maintain integrity in relations with those who support KCC. We incorporate feedback from graduate follow-up surveys, advisory groups, partners in business and industry, and area educators to inform our responses to needs expressed in the community. The College has successfully passed millage renewals and special requests in its history.⁴⁴

ACADEMIC PARTNERSHIPS TO SERVE CONSTITUENCIES

ADVISORY COMMITTEES

Twenty-two advisory committees represent the broad interests of external constituents of the College. The committees assist various programs to identify strengths and opportunities for improvement in career programs. The advisory committees and members are listed in the College Catalog.

COLLEGE AND UNIVERSITY PARTNERSHIPS

The joint enrollment program differs from a conventional transfer program by allowing participating students to take advantage of academic support and facilities at both institutions for the duration of their program. The Robert B. Miller College, located on the main campus of KCC, and Western Michigan University each partner with the College to offer various joint enrollment programs. These various programs provide students with optional paths to earning a bachelor's degree. Some of these paths include Baccalaureate of Science in Nursing (BSN), Aviation Flight Science, Engineering, Early Childhood Education, and Business. The full listing of joint enrollment programs is available on the College's website.

Siena Heights University is another option for students pursuing a bachelor's degree. Siena Heights University is located on the College campus and has been providing bachelor degree completion programs to adult students in Battle Creek, Michigan since 1992. Information about transfer credits is available on the College's website.

⁴⁴ 2011-12 College Catalog pg 245-246

INTEGRITY IN EMPLOYMENT PRACTICES

The College's hiring process ensures that every effort is made to fairly search for, hire, and retain quality employees. Open positions are provided to current employees internally via e-mail and posted on the College's website. If the position is not filled internally, it is then posted externally and advertised. Most vacant positions are advertised on the College's website, as well as in local newspapers: Albion Recorder, Battle Creek Enquirer, Battle Creek Shopper, Coldwater Daily Reporter, Hastings Reminder, Marshall Advisor; and websites such as the College website, HigherEdJobs.com, CareerBuilder.com, michworks.org. Top administrative and faculty positions are also advertised in the Chronicle of Higher Education. HigherEdJobs.com, CareerBuilder.com, and Mlive.com are also used for faculty and most administrative positions. "Specialty" recruitment sources, such as list serves, may be used if requested by the screening committee.

Screening committees are typically chaired by the direct report administrator for the open position. The committee chair selects the committee members with the objective of creating diverse representation from the College. Criteria to consider in creating a diversified committee include ethnicity, gender, age, longevity at the College, employee classification group (administration, faculty, support staff, maintenance), and division. The average screening committee has a minimum of three employees who work collaboratively with the Human Resources manager to review the position posting, develop a position profile and interview questions, as well as the interview timeline.

External constituents are provided opportunities to partner with the College for various College needs. Request for Proposals (RFP) have been issued for major construction, dining and catering services, grounds keeping, janitorial services, laundry services, and water treatment to name a few. Following the RFP, which is advertised throughout the community, an internal committee reviews all proposals and finalizes the vendor selection. RFPs are also addressed within Board meetings, which are open to the public.

PUBLIC TRANSPARENCY

BOARD MEETINGS

The Kellogg Community College Board of Trustees meeting minutes are posted on the KCC website within eight days after being approved by the Board of Trustees. In most cases, the Board of Trustees approve the meeting minutes from the meeting prior at their next regularly scheduled meeting. The Board meetings are open to anyone interested in attending. Board materials are available upon request for community members and the media. Additional information about the Board of Trustees and the meeting minutes is available online.⁴⁵

PUBLIC RECORDS

Press Releases are used to inform the public of information about the College. The many news releases distributed monthly to local and national media by the Public Information and Marketing Department are also available on the College's website.

The College's Annual Report is the work of the Public Information and Marketing Department. The 2009-10 report was provided to faculty and staff and mailed to approximately 1,200 community members. The Annual Report is also available electronically on the College's website.⁴⁶

Financial information about the College is published in the annual audited financial report. Financial statements are presented to the Board every month for approval and included in the

⁴⁵ Board Bios.pdf

⁴⁶ Annual Report Weblink.pdf

monthly board books. Additionally, starting a few years ago, the College began voluntarily posting its annual audited financial report on the College's website.

The College Catalog and class schedules are available on Kellogg Community College's website.

College activities are posted on the College website, around all campuses in the form of posters, flyers, electronic screens, etc.; and posted on the College's social media pages.⁴⁷

COMPLAINTS AND GRIEVANCES

Kellogg Community College has established policies and procedures to respond to student and employee complaints.

Student complaints are separated into two categories: grade and non-grade issues. The Student Grade Complaint Procedure is a four-step process designed to give students the opportunity to formally dispute grade-related issues. The Student Complaint Procedure Regarding Non-Grade Issues is a five-step procedure addressing complaints lodged by students against faculty, staff, or administrators. Both of these procedures are located in the Student Handbook and College website.

Each of the employee bargaining units, faculty, maintenance, and support staff, have negotiated grievance policies. These policies are listed in the individual bargaining unit contracts and on the College website.

If any student or community member feels our Equal Opportunity Policy has been inadequately applied, an Equal Opportunity Grievance Procedure is stated in the Student Handbook and College website.

Summary

STRENGTHS

- Over the course of the past few years, the College has made a concerted effort to articulate our purpose through the establishment of mission and vision statements, as well as our value. We believe we have always upheld these principles; however, we now have the ability to convey this in a clear and intentional manner.
- Kellogg Community College has taken significant steps, especially in the last five years, to make diversity a central goal. Diversity is now tied concretely to the mission of the College, and the Vision and Mission for Diversity Initiative Statements clearly affirm the connection between accessibility and global awareness. We can thus justify our intent to promulgate diversity amongst our students and staff.
- We have set forth publicly to declare diversity as a doctrine that is central to our identity and mission. Our diversity initiative is a large part of the integrity of this institution because we cannot live up to our mission without the acceptance of diverse ways of thinking and an understanding of the differences between individuals. Integrity is defined as, "The uncompromising adherence to moral and ethical principles," and though we have not achieved the ideal, we continue to strive toward that goal intrepidly. In the final analysis, we hope that by valuing each individual, we become stronger and wiser as a unified collective.
- Each constituent group of the College was involved in the development of the current mission statement and, therefore, understands and supports the mission.

⁴⁷ Social Media Weblinks.pdf

- Kellogg Community College has established numerous committees which are cooperative and committed to achieving the goals of our mission and vision statements. Representation on these committees is cross-disciplinary and involves members from the support staff, faculty, and administration. Additionally, our leadership, from the Board of Trustees through the organization's President, Vice Presidents, Deans, Directors, Managers, and Chairs support the initiatives while maintaining integrity and adhering to federal and state regulations.
- From the relationship we have with external constituents to the operational integrity of our internal processes, Kellogg Community College has established itself as a premier learning center. Our recent adoption of service learning curricula is a significant move to increasing our role in the community. The Board of Trustees, President, and Vice Presidents have been supportive in ensuring the continuation of additional ground-breaking programs while maintaining the purpose and structure of the institution.

AREAS FOR IMPROVEMENT

- While we have endeavored to communicate the College's purpose, one area we have identified as needing improvement is "branding" the mission and vision statements as well as our values. More and more of our print material incorporates our mission statement (i.e. bookmarks in the library), and our mission, values, and vision appear on our webpage, but we need to ensure the community is aware of these.
- The mission statement needs to be an obvious rather than implied part of everything we do, from the budget to strategic academic planning to correspondence. Having the mission statement in front of everyone from the Board to the administration to faculty to support staff will make us aware continually of why we do what we do. Our leadership is committed to impressing upon the organization the importance of incorporating the mission into all of our decision making processes.
- While we work together to meet our common goals, one area of improvement to consider is in the area of communication between leadership and staff. We have the processes in place to communicate across the campus, but often some of the amazing and innovative projects are unknown to members of the college community. Our president, Dr. Bona, has begun to remedy this by showcasing some of these original and exciting initiatives in our monthly board meetings, and has begun to include them in our general and interim session meetings.
- While we have many fruitful and progressive programs within the community, many are now threatened by economic instability. The College will need to find creative and resourceful means of continuing these relationships while adhering to federal and state regulations.

FUTURE FOCUS

- The College is committed to demonstrating that the mission, vision, and values are incorporated into the strategic planning process. Regular, intentional assessment of the College's programs and initiatives in light of the mission, vision, and values will become part of the institutional culture and future.
- The activities surrounding our diversity initiative in the past few years have been numerous and comprehensive. We will continue to promote understanding and empathy with diversity events in the future. The Diversity Committee is committed to carrying out the Diversity Plan under the auspices of the Vice President for Administration and Finance. By our efforts, we hope to ensure that the campus environment is welcoming and affirming to all persons.

Kellogg Community College's
Clear understanding
of its Mission guides
Decision-Making.

CHAPTER THREE

Preparing for the Future

Preparing for the Future

Criterion Two: The organization's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

At Kellogg Community College, we continually focus on our students, our institution, our local community, and our economy as we develop our strategic plans for the future. Included within our values statements are several key elements which provide the foundation for the future of our College: quality and continuous improvement; staff development; and innovation, creativity, and flexibility. These key elements are demonstrated by our ability to adapt and change in response to current and anticipated trends in occupational and traditional education.

2A: The Organization Realistically Prepares for a Future Shaped by Multiple Societal and Economic Trends.

The Michigan economy, during the past few years, has perhaps suffered the most of any state. Unemployment remains very high and the demand for college level education and training has never been greater. We are well connected to the communities we serve and we utilize community feedback and resources to develop and implement many of the programs at our College. We continue to focus on providing our students with a high quality education now and into the future. We have invested significant resources to improve the campus infrastructure including the buildings, technology, and processes that enhance student learning. We have also allocated funds to increase faculty knowledge and improve the quality and flexibility of the learning environment. These expenditures will continue as they are necessary to move the institution forward and to provide the students with the greatest opportunity for success.

Efficiency has become a hallmark of KCC's response to the trends of fewer financial resources, increasing enrollment, and the escalating need to do more with less. Efficiency is a consideration in staff management, physical plant and technology decisions, and the administration of programs.

LONG-TERM PLANNING PROCESSES

At Kellogg Community College, our planning processes incorporate the input of key stakeholders. The stakeholders – our board members, employees, students, and community members – shape the strategic foundation on which we develop our long- and short-range plans to guide our organizational performance in the production of short-term results. This helps us make the most effective use of our available resources.

Our mission documents steer our long-term planning processes. These planning processes determine where we need to be at specific times in the future if we are to carry out our mission. The planning processes keep us focused on the future as well as the present. They also encourage cross-functional planning and communication to help us prioritize where resources will be directed. The following are examples of our processes.

SEVEN-YEAR FORECAST

Created in 2008, the Seven-Year Forecast is a tool used to identify fiscal pressures we face in the future and to serve as a reminder that short-term decisions impact us for years to come. The forecast is updated annually and reviewed with the KCC Audit and Finance Committee. In August 2009 the Board of Trustees held a special meeting to review the College's finances. The meeting included a discussion of the Seven-Year Forecast⁴⁸ and a scenario building exercise where the Board examined the impact of a tuition increase, a salary increase, and the possibility of the capital funding property tax millage not being renewed.

Though the current forecast shows significant deficits in the future, the message we received is the College cannot conduct "business as usual" and remain viable. We must utilize our resources effectively and efficiently. We must look to raise revenues through fundraising or tuition increases. We must examine and contain or reduce our expenses. The forecast takes into account known factors that will impact the College, as well as other estimated adjustments (i.e. inflation).

FACILITIES MASTER PLAN

KCC's campus is truly beautiful and we have long recognized the value of physical facilities as an essential element to student success and to sustaining a quality educational environment. Two of the four academic centers are actually in cornfields. The Fehsenfeld Center is at the edge of woodland, and the autumn view from the common room is spectacular. The pastoral quality of the landscapes signals that these spots are reserved for a different kind of activity; that there is room to expand physically and mentally. On the main campus, there are trails, little gardens, patios, ponds (real and man-made), and Spring Lake. Ducks and geese are regular, perhaps too regular, visitors. The institution's specialness of purpose is expressed through its physical presence as well as its mission statement.

In 1997, the College commissioned its architectural and engineering firms of record to conduct a comprehensive assessment of facilities at the North Avenue campus. The resulting Facilities Master Plan⁴⁹ defined campus-wide improvements to significantly advance the physical infrastructure, efficiency, utilization, and aesthetics of the campus. The Plan made recommendations for equipment and material replacement/improvements based on service life, life safety issues, ADA requirements, and current building codes. The Master Plan served as the hallmark for the institution's millage campaign. Voters in the College's district strongly supported a 15-year 0.85 mill levy for capital improvements. The funds generated from the levy have been used to renovate or develop new facilities within the district. In 2009, the College again commissioned the architectural and engineering firms of record to update the Master Plan⁵⁰ to include the regional centers and the remaining facilities on the North Avenue Campus. The Facilities Master Plan serves as the basis for the development of the Five-Year Facilities Plan and the Five-Year Capital Plan.

Another planning model still in the developmental phase is the Facilities Cost Index. When developed, this study will look at the various attributes of each facility, such as its age and replacement cost, to determine an appropriate budgetary allocation to be set aside annually to keep the facility in the desired condition. This tool will also be instrumental in demonstrating to our tax jurisdiction the necessity for renewing the College's capital improvement millage.

FIVE-YEAR FACILITIES PLAN

KCC's Five-Year Facilities Plan⁵¹ is an integral part of the institutional coordinated planning cycle. Our plan reflects the Facilities Master Plan, mission documents, and divisional and departmental goals. This document is updated annually and approved by the Board of Trustees. It addresses

⁴⁸ Seven-Year Forecast 2010.pdf

⁴⁹ 1997 Facilities Study by Tower Pinkster Titus.pdf

⁵⁰ 2010 Facilities Master Plan – Complete.pdf

⁵¹ Five-Year Plan Final 2010.pdf

the short-term improvements to institutional facilities based on the College's goals and objectives, programmatic changes, and input from the major divisions of the College. The areas of planning activity include Instruction, Student Services, Corporate and Community Services, and Administration and Finance. This process provides an opportunity for input into the plan from both the College staff and the Board of Trustees as it takes into account the dynamics of the College and its environment.

FIVE-YEAR TECHNOLOGY REPLACEMENT FORECAST

The Five-Year Technology Replacement Forecast⁵² is a financial planning tool used to determine fiscal resources needed for technology replacement due to aging equipment. The tool allows Information Services, the Chief Financial Officer, and the Vice President for Administration and Finance to identify gaps between need and funds, and to adjust plans based on available funds while projecting the impact of delaying or escalating equipment replacement.

The tool was initially created in 2006 and presented to President's Council. Based on their discussion and in collaboration with the Chief Information Officer, Chief Financial Officer, Dean of Occupational Education, and Director of the Business and Information Technology Department, a funding model was created to centralize and support a computer-needs replacement cycle. The forecast is reviewed annually and is expanded, refined, and/or updated as needed.

FIVE-YEAR CAPITAL PLAN

Our Five-Year Capital Plan⁵³ projects KCC's current year and near-term capital needs for instruction, facilities and technology by examining the Facilities Master Plan, the Five-Year Facilities Plan, and the Five-Year Information Technology Forecast. The process involves reviewing emerging needs, equipment life-cycle replacements, and unfunded needs from the previous fiscal year. Program trends feed into the Five-Year Capital Plan to allow us to design facilities to meet new needs. For example, due to the growth of our Allied Health programs and the lack of clinical locations in the College's service area, and in order to meet the mandated clinical student experience hours required for these programs, the College constructed and equipped a fully operational Clinical Human Patient Simulation Center. This Simulation Center uses computer-programmed mannequins. The simulation is recorded and played back for an entire classroom experience. The success of the Center this past year has prompted the College to begin construction on a second Clinical Human Patient Simulation Center to meet the mandated clinical experiences required for our Emergency Medical Services (EMS) program. The College is recognized nationally as a leader in clinical simulation and has recently been awarded a grant from the American College of Cardiology Foundation in Washington to develop and record a series of simulations for instructional purposes.

SHORT-TERM PLANNING PROCESSES

Short-term planning typically has a one to three year horizon and spells out the actions and resources required to achieve the outcomes of the long-term planning process. Below are descriptions of some of the short-term planning processes used.

INSTITUTIONAL GOALS AND OBJECTIVES

The College publishes a three-year Goals and Objectives document⁵⁴ that demonstrates the College's ability to look to the future in a formal way. This document carries forth the institutional planning cycle of establishing College goals as a guide to the development of division and departmental goals throughout the various operational areas of the College. We believe that establishing goals and objectives, and developing them into an action plan is a dynamic process.

⁵² Five-Year Technology Forecast.pdf

⁵³ Five-Year Facilities Capital Plan 2011-2016.pdf

⁵⁴ 2009-2012 Goals and Objectives.pdf

Situations, people, priorities, and plans change. This change is normal in a dynamic organization like Kellogg Community College. Therefore, goals and objectives are reviewed and updated annually to present the most current plans for the College to the Board of Trustees for approval.

With new leadership at the College, a more inclusive strategic planning process began in summer 2011. Three-year, broad-based goals were identified. The goal for the Administration and Finance Division is to “assure a fiscally viable student-centered organization by building a culture that supports innovation and accountability through proficient human resource management, enhanced facilities, and technology utilization.” Based on this goal, three-year objectives were specified. These objectives are currently in draft form and include conducting a facilities needs assessment, a technology utilization assessment, and a performance management plan for the development and evaluation of employees. Additionally, the Board of Trustees has undertaken the goal to renew the capital improvement millage in 2013. Objectives within this goal include conducting a facilities assessment, determining the amount of millage needed, developing a campaign strategy, and conducting a successful campaign. These strategic planning goals help to affectively align decision-making with the College’s mission.

ANNUAL BUDGET

Our budgeting process accomplishes two main objectives. First, it ensures we have sufficient resources to meet our current year obligations. Second, it ensures the long-term viability of the institution. The budgeting process assesses how short-term decisions impact the College. To ensure short- and long-term financial health, the College’s Board of Trustees expects the administration to adhere to one guiding principle—fiscal conservatism.

The annual budget starts with conservatively estimating the institution’s resources for the upcoming fiscal year. The process identifies both the ongoing and unmet needs of the various divisions. Once all of the department managers have submitted requests, they are compiled, reviewed, and prioritized by the President, Vice Presidents, and Chief Financial Officer. Prioritization takes into consideration the core mission of the College with emphasis on improving student learning. The proposed budget⁵⁵ is presented in detail to the Audit and Finance Committee prior to presentation to the Board of Trustees for approval.

For the past decade, the State of Michigan has experienced a severe economic downturn, resulting in significant reductions in revenues at the state level, which ultimately resulted in reductions in funding of community colleges from the State of Michigan. If the State had held funding for the College at 2003 levels, we would have received approximately \$9 million more from the State than what was actually appropriated through 2010. In 2001, state appropriations accounted for 38% of our General Fund revenue. In 2009, that amount decreased to 27%. To further exacerbate the problems these reductions in funding have created, the State reduced our 2007 appropriations by over \$1.1 million, then increased it over \$2 million in 2008 only to reduce it again by \$600,000 in 2009. These fluctuations have made more recent budget processes difficult to manage. Specifically, we have been more focused on ensuring current funding commitments and priorities remain intact and have been unable to give serious consideration to requests other than those of a critical nature. We are proud to say that, due to our conservative fiscal practices throughout these difficult times, we have maintained a stable financial position.⁵⁶

The budget process includes a mid-year review. When the College budget is prepared, there are several unknowns. State funding, local taxes, and enrollment are all subject to change and may impact the budget substantially. Therefore, in January, a mid-year budget update is prepared by the Chief Financial Officer and presented to the Board. This report compares the original budget

⁵⁵ Budget Process – Board Presentation.pdf

⁵⁶ Budget 2011.pdf

with the College's actual revenues and expenses. Adjustments are made based on this more recent and relevant information. The College's independent accountants review the suggested adjustments before presentation to the Board of Trustees for approval. This process allows the College to reassess its current year resources and make adjustments as appropriate.

THREE-YEAR INFORMATION TECHNOLOGY PLAN

Information technology impacts every aspect of operations at the College. The Technology Plan⁵⁷ was developed by the Information Services Department in 2010 with input from all areas of the College. The purpose of the Plan is to create a road map for the implementation and deployment of technology at the College. The Plan balances implementation of new technologies while leveraging the existing technology investments to meet the institutional goals of the College. The Technology Committee is instrumental in providing a cross-college scan of technology needs. Based on this input, additional items are added to the Plan and other items are reprioritized. Updated as needed, the Plan is presented to all of the College cabinets at implementation. This cross-college communication of this plan is vital and allows staff to set expectations for major upgrades and improvements impacting their work. The expectation is to annually present the Plan to College constituencies at the all-employee meeting each fall.

DATATEL ACTION PLANNING (DAP)

In 2007, a cross-college action planning committee was established. At the time, the College's administrative data system, Colleague, had been in use for two decades and substantial custom programming created difficulty with system upgrades and in reaping the benefits of new features. Staff were heavily dependent on the Information Services Department in their Colleague use. This committee was developed in response to these concerns and charged with evaluating and expanding use of the College's Colleague administrative computing system. One rationale for the group existence was to ensure maximum return on investment and maximum use of system features. An additional rationale was the need to increase the comfort of Colleague users in adapting to pending major software updates and to improve their understanding of the system's ability to solve their academic business problems. A third rationale was to ensure cross-college participation in the prioritization and funding of Colleague modifications and enhancements. This committee has spearheaded multiple successful projects including an upgrade of the Human Resource (HR) module, enhancement of the degree audit module, expansion of additional student information module (KRIS) online features, implementation of a Continuing Education Unit (CEU) module, and identification of key data metrics for reporting. The committee continues to identify new priorities and respond to critical College needs.

DEPARTMENTAL PLANNING

Planning occurs at a department level through goal development and varies widely with respect to the formality of the process across the institution. While it is expected that departments collaboratively develop their goals, they are not required to formally submit their goals. Many of the goals are included in the department administrators' annual administrative performance evaluations and in the annual report submitted to the President to summarize goal attainment and address any future trends. This process is overseen by each employee's supervisor to ensure that departmental goals align with the College's mission documents.

ENROLLMENT MANAGEMENT PLAN

Student Services Cabinet developed an Enrollment Management Plan which makes recommendations for future planning. The recommended plan will be executed in three phases.

⁵⁷ Tech Plan Jan Interim.pdf

Phase I – Demographic Study

Phase I is currently underway and will develop a demographic profile of the people living within the College's service delivery area.

Phase II – Student Body Review

In Phase II, the College will assess the demographics of the current student body to determine if it is reflective of the demographics of the population within the College's service delivery area.

Phase III – Development of the Recruitment Plan

In Phase III, the College will develop a regional recruitment plan to ensure the demographic of the College's student body reflects the demographics of the population within the service delivery area.

MARKETING AND PUBLIC RELATIONS PLANS

Every year the College reviews and updates the Strategic Marketing Plan.⁵⁸ Its purpose is to utilize the marketing resources available to the Public Information and Marketing Department to effectively communicate and market to potential students as well as the community as a whole.

The Plan includes a review of other community college plans, a Media Preference Survey,⁵⁹ identification of the target market, strategies for communication with this market, hiring an outside media buyer to combine information, and a recommendation for media buying to match the Plan. The Plan is approved by President's Council, the Public Information and Marketing Department, and the Enrollment Services Department. Key initiatives from this plan

- identified target markets of traditional transfer students, non-traditional students, middle school students, high school counselors, adult learner age 45 or older, business and community organization, taxpayers, and local and state municipalities.
- determined that radio, television, internet, and outdoor advertising will be our main communication mediums. We have executed this portion of the plan by updating previous publications, creating departmental program brochures, and continuing to purchase and distribute promotional items.
- created accounts with Facebook and Twitter. The College actively seeks out posts regarding KCC on social websites and responds to the posts. The College also posts information on daily activities and events. We also created many video clips featuring KCC to provide students centralized access to instructional and information content on our college YouTube channel.⁶⁰

The Strategic Public Relations Plan⁶¹ differs from the College marketing plan in that it specifies a number of events and publications, which will be distributed to the community on an annual basis. The plan includes press releases, public speaking engagements, an annual report, various programmatic publications, community events, and community sponsorships. Each year the Public Information and Marketing Department publishes an annual report.⁶² The annual report highlights student and faculty success stories, provides general programmatic statistics and financial reports, and summarizes community projects demonstrating the College is holding true to the mission and heritage of the College.

HUMAN RESOURCES PLANNING

Kellogg Community College is dedicated to ensuring a high quality experience for our employees. Long term and satisfied employees provide a rich depth of experience that enhances the entire

⁵⁸ Strategic Marketing Plan 09-10.pdf

⁵⁹ Media Preference Survey Results 2009.pdf

⁶⁰ College YouTube Channel.pdf

⁶¹ Strategic Public Relations Plan 0910.pdf

⁶² KCC - Annual Report11.pdf

learning environment. To this end several practices are in place to ensure an environment that attracts and retains enthusiastic, experienced, and dedicated employees.

Institutional Climate Assessment

The College’s recent strategic planning process resulted in the identification of several institutional goals. Recognizing the importance of a supportive college culture, a goal was identified to enhance the institutional climate by engaging the entire college community through listening and responding validating worth, increasing trust, promoting accountability, and assuring safety. The objective affiliated with this goal is the development of an assessment process providing opportunity for feedback, analysis, and developing improvement strategies.

Hiring Process

Position vacancies are evaluated prior to posting to determine need and fit with the institutional mission, long-term viability, and current budget resources. Regular employees are hired using an interdepartmental screening committee. This cross-discipline team works with the supervising chair or director to interview and assess potential candidates. The screening committee plays a vital role in determining a candidate’s ability to perform in the position as well as contribute to the overall college culture. One way of determining the success of our hiring process is by observing the longevity of those hired. Currently, the average length of service⁶³ for a KCC employee is over 10 years. We have 118 employees with more than 15 years of service.

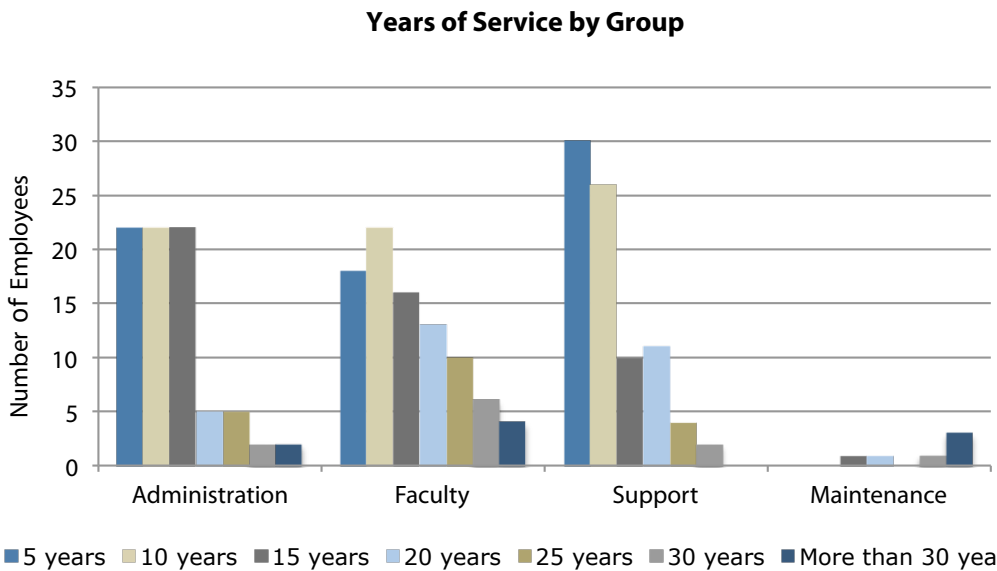


Chart 3.1

A survey was conducted in 2009 to assess the effectiveness of the hiring process. In early 2010 a cross-organizational committee reviewed the results and made recommendations to further enhance the program. Those recommendations⁶⁴ continue to be implemented over time using our annual goals and objectives process.

Compensation

Kellogg Community College made a commitment to provide a compensation package that attracts and maintains quality employees.

⁶³ Years of Service Dec 2010.pdf
⁶⁴ Hiring Process Review Recommendation May 2010.pdf

Employees are placed within a classification structure commensurate with the specific job duties and responsibilities. Market reviews are conducted annually for administrative employees using an objective third party and CUPA (College and University Professional Associates) data. Periodic analysis of positions take place when it is determined responsibilities may have changed, or external indicators say the compensation for that position may have changed. Our third party consultant (Hay Group) reviews the position's responsibilities and provides us with market comparative data so we can reflect appropriate wages for the responsibilities.

Our contract employees (faculty, maintenance, support) all engage in a review of salaries at each bargaining agreement renewal. Between negotiations maintenance and support staff may request a reclassification review to determine if current responsibilities of the position still align with the classification definitions. If not, a mid-contract change takes place. A comprehensive study of the support staff positions and compensation is underway. The purpose of the study is to review all positions and determine if a different structure and/or compensation are required. When modifications or adjustments are determined necessary in the wage or benefits area, the information is incorporated into the mid-year and annual budget processes.

The College believes compensation includes three perspectives—wages, benefits, and professional development. Professional development is available to all employees and is described in chapter five. Wages have increased conservatively but steadily each year averaging 2% per year for the past five years. The College offers all employees a robust health and personal benefit program including vision, dental, life, and disability. Our conservative approach enabled us to implement a High Deductible Health Plan (HDHP) for our non-faculty staff that costs each employee only half of the annual deductible. While health care reform makes it uncertain whether we can continue this general program for our employees, our commitment remains to ensure that health and personal benefits continue to be a cornerstone of our compensation program. An in-depth review was held in 2006 to define the HDHP. A bid review was conducted in 2009 to determine and refocus the plan. Another comprehensive bid review will occur in 2011. Health care reform will continue to shape the future of our health care program. In addition, changing employee needs and demographics indicate the need to look at more flexible options for employees to meet their unique needs. Short-term disability, elder care, and long-term care insurance are being reviewed for possible implementation.

HEALTH AND WELLNESS

A vital aspect of managing healthcare costs, as well as maintaining a strong and productive workforce, is our Employee Wellness Program. Kellogg Community College established a Wellness Committee in 2006. The charge of this group is to provide education, programs, and opportunities to help employees gain and maintain a healthy lifestyle. Following some of the established best practices in preventive healthcare, we contracted Holtyn and Associates to provide employees with health assessments and wellness counseling. Overall 106 employees have participated in the program with 98 currently enrolled. We anticipate continuing and expanding this program in the future. In addition, the Wellness Committee sponsors regular events to educate, heighten awareness, and encourage healthy employee behaviors. These include National Breast Cancer Awareness Week with education and awareness events, sponsorship of the National Diabetes Walk, our own unique Turkey Leg to encourage walking in the fall, National Heart Health including presentations by renowned cardiologists, an on-site Weight Watchers® program, active participation in the Cereal City Corporate Cup, and the Great American Smoke-Out (which we support by providing stipends to employees who choose to stop smoking).

EMPLOYEE ASSISTANCE PROGRAM

Kellogg Community College contracts with HelpNet to provide no cost, confidential, short-term assessment and counseling for regular employees and their household members. HelpNet

additionally can provide community referrals as necessary. This service is available 24 hours a day, 365 days per year. Information on this service is available on the College's Human Resources website.⁶⁵ The HelpNet website⁶⁶ and the HelpNet brochure⁶⁷ describe the types of counseling available including marital and family issues, addiction, emotional problems, stress, anxiety and depression, and life enrichment techniques.

PLANNING DEMONSTRATES ATTENTION TO EMERGING FACTORS

Each part of the College is affected by changes in technology, economic conditions, population growth and decline, as well as the impact of globalization on businesses and industries in the area. The College's planning processes include assessment of and response to emerging factors.

ENROLLMENT TRENDS

Enrollment trends are extremely important and are monitored carefully as these trends may have significant impact on academic programming and services. When enrollment reaches a certain level, academic departments review the number of class sections being offered to determine if additional sections need to be added. This is especially true in those departments preparing students for jobs with high growth. We have found that with increased enrollment, we have a greater need for remedial education in reading, mathematics, and writing. By analyzing enrollment information, we are able to remain flexible in the programming offered to assure the needs of the community are met.

The College continues to monitor enrollment and student needs at the regional centers in order to ensure a full range of courses and services are available to these students. While the Census Bureau⁶⁸ reported a population decline for Calhoun and Branch counties (-1.3% and -1.2%, respectively), enrollment at these centers has not decreased. Barry County experienced a 4.3% population increase, pushing the Fehsenfeld Center to seek ways to expand current general education programming and to include a greater breadth of occupational programming. Recently, Student Services increased the number of adjunct advisors to respond to the growing demand for academic advising at the regional centers. Student Services also plans special recruitment and student engagement activities at each of the regional centers to ensure these students benefit from the "college experience."

EMPLOYMENT FORECASTS

Each year the Barry, Branch, and Calhoun County Workforce Development Board Employer Engagement Committee publishes a list of Occupations in Demand⁶⁹ for our region. This list is used to align marketing and recruitment initiatives with College programs to train people for occupations in demand. Occupations with significant growth in our region include management, business operations specialists, computer specialists, social workers, postsecondary teachers, primary and special education teachers, allied health practitioners, nursing, food and beverage service workers, and personal care service workers. These occupations align with professions such as allied health, business, education, industrial/production, and transportation identified by the U.S. Department of Labor Bureau of Labor Statistics as having the greatest number of annual openings.

The Instructional Division at KCC has its finger on the pulse of the emerging factors occurring in our community. Many of our faculty and administrative staff serve on various committees in the

⁶⁵ HR_Incentives.pdf

⁶⁶ HelpNetWeb.pdf

⁶⁷ HelpNet Brochure.pdf

⁶⁸ Source: www.quickfacts.census.gov

⁶⁹ OccupationsInDemand.pdf

community. These efforts allow us to stay in touch with social, political, and economic factors shaping the communities we support. Each of our occupational programs has an advisory committee composed of employers and employees from specific occupational areas. The purpose of these advisory committees is to keep the faculty and the curriculum current and relevant to business and industry. These committees serve as a resource and connection to the workplace for faculty and administrators. The expertise of individuals from business and industry play an integral role in providing high-quality programs, in addition to fostering the development of a trained and educated workforce. Advisory committees also keep College personnel informed of specific needs and trends in the labor market.

UNEMPLOYMENT RATES

According to the U.S. Department of Labor Bureau of Labor Statistics, Local Area Unemployment Statistics database,⁷⁰ the jobless rate for Barry, Branch, and Calhoun counties has nearly doubled in the past five years; increasing from 6.2% in 2005 to 12% in 2009. During this same time period, student aid through Michigan Works!⁷¹ and financial aid increased. Michigan Works! funding increased from \$816,710 in 2005 to \$1,327,676 in 2010. Financial aid funding⁷² increased from \$12,771,250 in 2005 to \$28,600,066 in 2009. A new staff member was added in the Financial Aid Department to assist with the increased volume of financial aid applications and awards.

TECHNOLOGY TRENDS

The rate of change for technology, as well as the volume of technology used, has increased dramatically as technology has become critical component of everything we do. Prior to 2006, KCC had focused on building infrastructure, whether in facilities, technology-enhanced classrooms, college networks, electronic libraries, course management systems, or e-mail systems. Technology usage policies⁷³ were developed to direct the appropriate use of these new and expanding technologies. Technology administrators had a great deal of control and determined the data technologies available to staff and students. Support was focused on installation and maintaining equipment and software. Over the past five years, however, the focus has shifted in response to many internal and external trends in technology use. Optimizing the investment in our technology infrastructure and developing support to realize a positive impact on technology use has become critical. Our focus has been on partnering and empowering the end user while providing the infrastructure, support, security, and leadership to guide KCC's technology transformations in responding to the following key trends.

Demand for online services

With demand for 24 hour, 7 day, anytime access to online services, KCC has expanded features to our online student information system (KRIS) to support online registration and payment for Lifelong Learning, online pay advices, and online budget information. We have also implemented an online bookstore and added an improved online grade book (Datatel Gradebook) via KRIS to provide students access to assignment grades allowing them to track their progress. KCC also created an online student orientation⁷⁴ for new students. The orientation covers information vital to student success at KCC such as the financial aid application procedure, what to expect in the classroom, how to access help with campus technology, a review of important publications (such as the College handbook and catalog), and other programs and activities.

⁷⁰ BureauLabStatsTriCounty.pdf

⁷¹ EmploymentSvcs.pdf

⁷² FinAidTransmitHistory.pdf

⁷³ AUP.pdf

⁷⁴ Online Orientation.pdf

Technology access

A second trend is the need for anywhere access to technology. In response, the College has added wireless networking throughout the College and its Centers resulting in the use of many new and interesting locations as learning spaces. Every nook and cranny of the library, the Bruin Café, student walkway seating areas, and student lounges all serve as spaces for online academic work and collaborative interaction. Additionally, new classroom technology has been added at the Centers and on the main campus to provide presentation technology in nearly every classroom.

Support

A third trend is the need for increased personalized support given the pervasive penetration of technology into many aspects of instruction and college operations. A physical, staffed Help Desk and an online Help Desk website were created to serve all students and employees (previously students did not have a technology support resource). The Help Desk was developed through retraining and without adding any additional positions. Support for Blackboard, our course management system, was expanded from a single staff member to multiple staff via cross training (also without adding new positions). An upgrade to Blackboard Enterprise provided increased Blackboard features and functionality for our faculty and students alike. Updated online tools have also been developed to track and gain improvement in resolution of technology issues. Staff were restructured to identify a training manager to provide one-on-one student and staff support, develop web materials, and conduct workshops.

Emergence of many web-based tools

The emergence of a plethora of web 2.0 tools served as a fourth trend driving the College to create a cross-college Emerging Technologies (ET) group to research, identify, fund, and support “new to us” technologies at KCC.⁷⁵ This group also publishes an ET newsletter⁷⁶ that describes two to three simple technologies every month, along with highlighting employees who are role models in the innovative use of technology. An annual ET Showcase event providing peer-to-peer demonstrations of technology usage has been held the past four years.⁷⁷ One major outcome has been the availability and use of new tools to develop and deliver interactive learning activities online, as well as to further understand and assess student preparation and learning.

Communication, collaboration, and social networking tools

A fifth trend was the proliferation of new tools for communication. A key response to this trend was the development of a college portal. Although a rudimentary portal was implemented in 2006, a more robust SharePoint-based Datatel portal was released in 2010. The portal includes several communication options for students and employees, including general broadcasts, emergency messages, events and news, and to target specific audiences. It also provides a collaborative framework for social groups, classes, departments, and committees. The framework features include announcements, events calendars, shared documents, discussion boards, and wikis. This framework was first unveiled for use by the Self-Study teams to support collaborative writing and project planning. Another feature of the new portal is a resource for all employees to access college files from home. The portal also contains social networking features focused on collaboration and sharing of information.

Accountability

A major trend has been an increase in complexity of technology use and a related increase in accountability in two major areas: security and data-driven reporting. We improved security by adding door lock systems to the Data Center, expanded our video security system, and implemented stronger controls (e.g. password complexity, computer time out, virus protection, and

⁷⁵ IS E-tech.pdf

⁷⁶ ETNewsletter12April2011.pdf

⁷⁷ ETShowcase2010Techlist.pdf

other logical security measures). KCC offered cyber security training to staff and implemented risk analysis of the network to comply with Sarbanes-Oxley requirements.

To address data needs, the College purchased and implemented a data repository and Business Objects reporting platform. This has been a difficult process as the entire campus is not yet on the path toward data-driven decision-making. To help support staff in their data needs, we added a position in 2006 in Administrative Computing to improve turnaround time on programming requests, to support reporting functions, to add KRIS system features, and to support cross functional projects. Additionally, in 2011, the College approved a new Assistant Director of Institutional Research position to further support data analysis needs.

Disaster Planning and Sustainability

Lastly, the College responded to these trends by cross-training technical staff and adding backup services at two locations so offsite storage of critical College data is maintained. Additional offsite redundancy for critical College systems was also created as well as installation of a generator for the data center.

Emerging Technology Trends

We are developing new projects in response to emerging trends. Research and planning are underway to address support for mobile devices, for the use of open-source and cloud-computing options to improve choices and reduce cost of operation, improve staff and faculty technology literacy, and implement digital imaging and digital image repositories. Our continuing and underlying concern is to identify funding to support the ever-increasing demand that technology costs place on the institution.

FACILITIES TRENDS

As we progress with renovating many of our 40+ year old facilities, we recognize the need to set a positive example for students and employees as good stewards of the environment. As a result, we made a concerted effort to reduce energy consumption, conserve natural resources, install energy efficient and green equipment, and implement energy conservation measures. For example, we formed a collaborative Energy Advisory committee consisting of the College's mechanical engineer; electrical engineer; heating, ventilation and air conditioning (HVAC) controls contractor; electrical contractor; industrial electricity instructor; and facilities staff. The committee set its initial goal of reducing electricity and natural gas consumption at or below the usage levels for fiscal year 2001–2002. The committee initially met quarterly to identify and pilot initiatives. Some of the more significant measures employed across all campuses include:

- Replacement of sodium and metal-halide lamps with T5, light emitting diode (LED) lights, diode, or compact fluorescent lamps
- Converting tube-fired hot water boilers to condensing on-demand modular style boilers
- Installation of variable frequency drives for air handlers and pumps
- Installation of room occupancy sensors to control room lighting and temperatures
- Installation of vending machine occupancy sensors
- Implementation of Friday closures during summer months to reduce peak-rate electrical use
- Significant temperature setback during closed periods

The result of the Committee's efforts has been a reduction in natural gas and electricity consumption for five continuous years.⁷⁸ In addition, despite increasing energy costs and the addition of over 100,000 square feet to its facilities, KCC is the fourth most energy efficient college⁷⁹ among the 28 Michigan community colleges when compared on energy costs per cubic foot.

⁷⁸ EnergyFigures.pdf

⁷⁹ ACS 0809 pg 39

ENVIRONMENTAL SCANNING

Although KCC does not have a structured environmental scanning process, our employees are members of a number of local, regional, and national organizations. Through these organizations, employees have access to a large number of environmental scanning resources and data. Instructional teams use these sources to gather information regarding trends that may impact their instructional strategies. The data is then analyzed in order to plan for the future.

WORK-BASED LEARNING OPPORTUNITIES

KCC gathers information through a number of work-based learning opportunities including cooperative education programs, internships, and service learning opportunities. These opportunities provide us with valuable information about the knowledge and skill needs of the employment base in our community.

ADVISORY COMMITTEES

All occupational programs at KCC utilize advisory committees for program planning. Advisory committees are comprised of program faculty, College administrators, area educational partners such as vocational center and four-year institutional faculty, and employees from regional businesses and industries. Committee members provide input into emerging occupational trends (skills, knowledge, abilities, technology, etc.), evaluate the status of existing curriculum as it relates to meet these emerging trends, and recommend curriculum updates to meet these emerging trends. These committees also provide avenues for student placement following graduation.

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

As part of the Enrollment Management Plan, KCC administered the Community College Survey of Student Engagement (CCSSE) in spring 2011.⁸⁰ The survey, administered to community college students, assesses institutional practices and student behaviors highly correlated with student learning and retention. The Student Services Division, as part of the College's strategic plan, has established a goal to further develop students' abilities to navigate their higher education experience and career goals. An essential strategic objective to this goal is to assess and evaluate services to students, as well as Student Services functions and processes, using CCSSE results. The projected use of the data received is detailed in Chapter Six.

DATA REPOSITORIES

Regional and statewide data is gathered from reports and forecasts published by the state and federal government. National data is gathered from reports and forecasts published by the federal government, census data, vendors, and publisher forecasts. This data provides us with information to compare our local area needs with other areas to determine how we compare with other community colleges. Examples include the U. S. Department of Labor Bureau of Labor Statistics⁸¹ and the U. S. Census Office quick facts.⁸² This data is used to generate strategic plans, guide curriculum development, and develop services for special populations which, in turn, led to a number of projects such as the Resource Guide for Parents of College Bound Students, the Adult Education Enhancement Initiative, and the Upward Bound Program.

REGIONAL ENVIRONMENT SCANS

The College conducted a study in 2009⁸³ to evaluate the economic activity of all four of our regional centers and their impact on the overall financial status of the College. The study analyzed the

⁸⁰ CCSSE2011SpecialFocusItems.pdf

⁸¹ BureauLaborStatsTriCounty.pdf

⁸² Source: www.quickfacts.census.gov

⁸³ Centers June 2009.pdf

revenue generated and expenses incurred, at each center. The study did not consider the amount of revenue brought in at the main campus or other centers as a result of students taking online courses, attending the main campus, or another center that they may consider their “home.” It also did not consider the amount of administrative overhead or other costs from the main campus that are incurred as a result of operating the extension site. The results showed the centers outside of our taxing district are more financially viable than the two in-district centers. This result is expected as students in-district typically pay less in tuition than out-of-district students. Additionally, the College budget is subsidized by property tax revenues from residents, which makes it reasonable that those tax dollars are used to subsidize the in-district facilities. The study also considered the cost of retiring the debt incurred to facilitate the construction of the two out-of-district centers. When fully retired (Graul Center in September 2009 and Fehsenfeld Center in November 2011), it is expected those centers will be independently able to sustain their operations.

The College Career and Employment Services Department is also part of the Michigan Works! Workforce Development Board service delivery system. All Michigan Works! funded partner agency representatives meet on a monthly basis to review labor reports and statistics, and to coordinate service delivery plans. The Workforce Development Boards issues a number of publications, which are used by the College for planning purposes. They include the Regional Employment Outlook: Past, Present, and Future Assessment;⁸⁴ the Economic Scan and Workforce Development Profile for Barry, Branch, Calhoun, Kalamazoo, and St. Joseph Counties;⁸⁵ and the Occupations in Demand Report.⁸⁶ This information has led to the development of special projects such as Legacy Scholars, Upward Bound, Michigan Works! Employment Services, the Academic Skills Department, and the Adult Education Enhancement Initiative.

SUPPORT FOR INNOVATION – IMPROVING ACCESS

When it comes to innovation and change, KCC does not wait until the students are in the classroom. We know that education at the college level must be introduced and made accessible in a variety of ways to reach the diverse audiences in our community. KCC has led the way in launching programs to help students throughout their higher education experiences, from first learning about college as a possibility, to accessing and successfully navigating KCC, and finally moving into a career or transferring to a four-year school.

PREPARING FOR COLLEGE

District-Wide Dual Enrollment Project

Students have been dual enrolling in both high school and KCC for many years. In 2009, discussion began with the Battle Creek Educators Task Force about the development of a new and expanded district-wide dual enrollment program. An immediate outcome of these discussions and renewed focus has been an increase in dual enrollment,⁸⁷ with 611 dual enrollees in 2009–10 and 714 dual enrollees in 2010–11.

The goal is to ensure that all high school students graduate with the skills, abilities, character, and knowledge necessary to be successful in their endeavors; whether it is college, vocational training, the military, or other choice. The College is aiding the Task Force in setting up a three-tiered approach to dual enrollment, with a pilot planned for 2013 and implementation in 2015.

- Tier one – every high school student will take one KCC class while in high school.
- Tier two – 50% of high school students will take multiple KCC classes while in high school, aligned to their career goals.
- Tier three – 3% of graduating high school students will have earned an Associate’s Degree

⁸⁴ BarryBranchCalhoun_Employment_Analysis_September_2009.pdf

⁸⁵ EconScan CISD Final 2007.pdf

⁸⁶ Employment Projections.pdf

⁸⁷ DualEnrollment.pdf

Opportunity School Partnership

The Opportunity School concept emerged from a partnership between KCC and the Marshall Public Schools. Under this partnership, the alternative high school in Marshall, which also serves the districts of Albion, Homer, Tekonsha, and Olivet, will be relocated to KCC's Eastern Academic Center (EAC), resulting in a unique dual enrollment opportunity. A grant to the Marshall Public Schools from the W. K. Kellogg Foundation further assisted in the formation of the Opportunity School and will support the cost of dual enrollment for these students over a period of three years. Students who are successful in the alternative school will be dual enrolled at KCC and will progress through tiers of instructions. The first tier will include an in-depth assessment of the student's strengths and weaknesses. The second tier will involve registration for KCC courses with encouragement toward utilization of tutoring and other resources. The third tier will be reserved for students who are successful in the two prior tiers and may open up the option for additional college coursework. The intention is to help these nontraditional high school students realize their potential for success in college and beyond.

Course and program articulation

Tech Prep articulation is the process of aligning secondary Career and Technical Education (CTE) programs with college occupational programs, resulting in a non-duplicative, sequential program of study in a specific career cluster. Articulated college credit can result when the secondary and college programs overlap. If the overlap is significant enough to correspond to a college course, the articulation agreement identifies the college course and the secondary course with parallel outcomes, and documents agreement to award college credit when the student continues studies at KCC. To ensure ongoing alignment between the secondary and postsecondary programs, secondary and postsecondary program faculty meet annually to review curricula and discuss success of transitioning students.

The purpose of the articulation agreement is to confirm program alignment and identify overlap eligible for college credit. Articulation agreements are not used to identify courses in the high school curriculum that are similar to college courses simply for the purpose of awarding college credit. Articulated college credit results from the aligning of programs rather than from simply matching isolated courses.

Students benefit from this alignment because they can earn college credit while in high school. High school students who graduate having earned college credit are more likely to enroll in college. They save money by not having to pay tuition for the course. With some required courses already on their transcript, they save time by taking other courses in the curriculum and may graduate earlier.

The College programs and courses benefit from articulation because of the annual review discussions between the College faculty and the secondary CTE instructors. In these discussions, faculty often share their insights to trends in the field and in effective teaching methods. The process involved is described in the KCC Tech Prep Program of Study Handbook.⁸⁸

In academic year 2009–10, KCC began an in-depth Program of Study review initiative. The first study focused in a more formal way on the transitions between the 21st Century Health program at the Calhoun Area Career Center (CACC), the KCC Radiography program, and the Grand Valley State University Medical Imaging Program. The study validated program admissions criteria and the integration of curricula between institutions. The study involved general education and occupational education faculty at both KCC and CACC. The final report⁸⁹ included a finding that the ACT was not a good predictor of success in the program and provided an opportunity to articulate

⁸⁸ Tech Prep Articulation Handbook 2008.pdf

⁸⁹ POS Final Report.pdf

the CACC medical terminology course with the KCC course. The Early Childhood Education program is conducting a Program of Study review during 2010–11.

Legacy Scholars

The Legacy Scholars⁹⁰ program's mission is to provide education, emotional, social, and financial support and opportunities for Battle Creek Public and Lakeview School district students to graduate from high school and obtain a college degree or certificate. The program is a true community collaborative. For more details on this program see Chapter Six of this report. The College is supportive of this innovative program by serving as its fiscal agent and providing both office space and liaison services.

Resource Guide for Parents of College Bound Students

As students get into high school and closer to making their college choices, they need solid information to help them make this difficult choice. A target audience identified through the Strategic Marketing Plan is high school parents. *A Resource Guide for Parents of College Bound Students*⁹¹ is designed for parents to use when talking with their children about college. The publication provides a road map to college with tips and strategies for youth in tenth, eleventh, and twelfth grades. It discusses the value of education, overall employability, and highlights a number of college programs.

Educational Dynamics for Re-Employment Services (EDRS)

At KCC, we recognize that not all our students are coming to us from high school. As the economy continues to shift, we see more and more students from established careers or in the midst of life changes. The EDRS program was developed by the KCC Career and Employment Services Department to provide specialized services for the growing number of skilled, white-collar workers who find themselves unemployed. The program was launched in January 2010 and provides access to a number of short training modules to help people with resume writing, e-branding, innovative ways to network through sources such as www.linkedin.com and motivational techniques. The program has served 100 people and has a 52% placement rate.

Pathways to Apprenticeship and Construction Technology (PACT) Agreement

An agreement was made between the College and 14 Michigan Building and Construction Trades joint apprenticeship training programs by which any journeyman card or apprenticeship certificate holder can receive up to 30 transfer credits in recognition for classroom training completed through these joint apprenticeship training programs. The programs include bricklayers, carpenters, electricians, elevator repair workers, iron workers, glass and glaze workers, operating engineers, painters, plasterers, cement masons, plumbers, pipefitters, and sprinkler fitting workers. These credits are applied toward the completion of a Skilled Trades Associate in Applied Science Degree. Students must complete the remaining 32 or more credits in general education and technical courses in order to receive degrees.

NAVIGATING COLLEGE

Students' Adeptness to Navigate College

Students enter the community college system with a myriad of experiences and expertise in how to navigate their education experience. As part of the College's strategic plan, KCC student services staff established a goal to further develop students' abilities to navigate their education experience and career goals. A foundation for this goal is the Six-Step Process for new students which define necessary steps for success in college. These steps include new student orientation, academic

⁹⁰ Legacy Scholars Information.pdf

⁹¹ Parent Brochure 2010.pdf

skills assessment, and the development of an academic plan. With these essential foundation pieces in place, students are better equipped to understand and take ownership of their education experience and to establish goals to transfer to a four-year institution or prepare to enter a career field. The objectives within this strategic goal are for KCC staff to 1) increase our awareness and use of available technology; and, 2) assess and evaluate students' services using CAS, CCSSE, and student evaluations to improve the experience for students.

New Student Orientations

Recognizing that not every student has the same needs, KCC developed three orientation programs.

- New Student Orientation is an in-person process where the student moves through the orientation process with a group.
- Online Orientation is available to students who choose to move through the process at their convenience.
- One Stop Orientation is designed to assist students at any point in the registration process with finishing that step, and readying them for registration. The One Stop Orientation differs from the other orientation options as it includes time for COMPASS assessment testing, a campus tour, advising, applying for financial aid, or actually registering.

The flexibility of our orientation types offers students a variety of orientation options to fit each student's individual needs. To ensure these programs are effective, surveys and clickers are used for evaluating the content of the orientation and for having interaction with students. Based on survey comments, we have found that students value the interaction of using the clickers.

PREPARING FOR NEXT STEPS BEYOND COLLEGE

Joint Admission Program

Once students are enrolled, we continue to look for methods to help them achieve their academic goals quickly and effectively. Joint admissions programs differ from conventional transfer programs by allowing students to take advantage of academic support and facilities at both institutions simultaneously. Unlike a 2+2 agreement, which requires the student to graduate from KCC with designated courses prior to applying to the transfer institution, the benefits of this program are far reaching. The overall transfer process is much smoother as students sign a release allowing student data to be shared between advisors at both institutions and no transfer guides are required. Students simultaneously attend both schools and may apply for financial aid to either institution depending upon semester enrollment. Since students are able to take general education courses at a much lower cost, education dollars are maximized. Students start courses from both institutions concurrently and receive services from both institutions. Combined, these benefits are designed to increase overall student success and improve retention rates at both institutions.

KCC and Western Michigan University have teamed to provide students with a unique path to a bachelor's degree in Aviation, Engineering, and Engineering Technology. The Joint Program Agreement⁹² explains how prospective students who are accepted by both institutions develop a Personal Program Plan (PPP) for an associate degree at KCC, as well as a bachelor's degree at WMU over the course of their degree programs. The PPP outlines the entire sequence of courses at both institutions.

Students who wish to participate in the Joint Admissions Program first explore WMU Engineering and Engineering Technology programs and careers⁹³ or Aviation programs and careers.⁹⁴ The

⁹² WMU Joint Program Agreement.pdf

⁹³ WMU College of Engineering.pdf

⁹⁴ WMU College of Aviation.pdf

program is described in the KCC Academic Catalog.⁹⁵ Students then apply to both KCC and WMU, and meet with academic advisors at both institutions to minimize the time for degree completion. During these meetings students complete the PPP. Finally, students may complete the financial aid processes for both institutions to maximize financial support to allow the financial aid offices to determine which school will process the aid. See the Joint Program agreement for Aviation⁹⁶ and the Joint Program agreement for Engineering⁹⁷ for more information.

Miller College

Kellogg Community College has developed a unique and collaborative partnership with the Robert B. Miller College, a private non-profit bachelor's completion college located on the campus of KCC. The agreement⁹⁸ between both institutions is based on a seamless articulation of courses and programs that have been carefully developed so that neither institution duplicates course offerings, and students receive the maximum efficiency in transfer. Included in this aspect of the agreement is the shared employment of a Director of Nursing, which we have found to be a wonderful way of facilitating the Nursing students who wish to leverage their Associates Degree in Nursing into a Bachelor's of Science Degree in Nursing. A fiscal arrangement, essentially a lease, has been developed for facilities and technology support. KCC deliberately and methodically makes certain no public dollars are used to underwrite functions at the private college.

PRESERVATION OF HISTORY WHILE PLANNING FOR THE FUTURE

Recognizing the value of history to our organization, the College expanded its archiving initiatives in 2010. The mission of the Kellogg Community College archives is to identify, collect, arrange, preserve, and make available materials of enduring historical value dating back to its 1956 founding. These materials include photographs, student publications, newspaper articles, catalogs, handbooks, brochures, memorabilia, accreditation reports, and other documents.

The Archives Collection is housed in the Learning Resource Center (Library) where it has been maintained since the College's founding. Staff is available to provide research on past events and activities that can inform decision-making for the future. A digitization project is now underway to not only preserve these items representative of our history and heritage, but to enhance access to the collections by the College community and beyond. One component of this project is the creation of a searchable archive website to improve access to archive materials.

2B: The Organization's Resource Base Supports its Educational Programs and its Plans for Maintaining and Strengthening their Quality in the Future.

THE COLLEGE'S FINANCIAL RESOURCE BASE

KCC has a strong resource base that includes our financial condition, community support, and the Kellogg Community College Foundation. The total assets as of June 30, 2010 were \$73 million, with

⁹⁵ 2011–12 College Catalog pg 146

⁹⁶ WMU Joint Agreement Aviation.pdf

⁹⁷ WMU Joint Agreement Engineering.pdf

⁹⁸ Miller Agreement.pdf

total net assets equaling \$57 million. The General Fund revenue in 2010 was approximately \$35.5 million. The chart below represents the College's General Fund revenues by source.

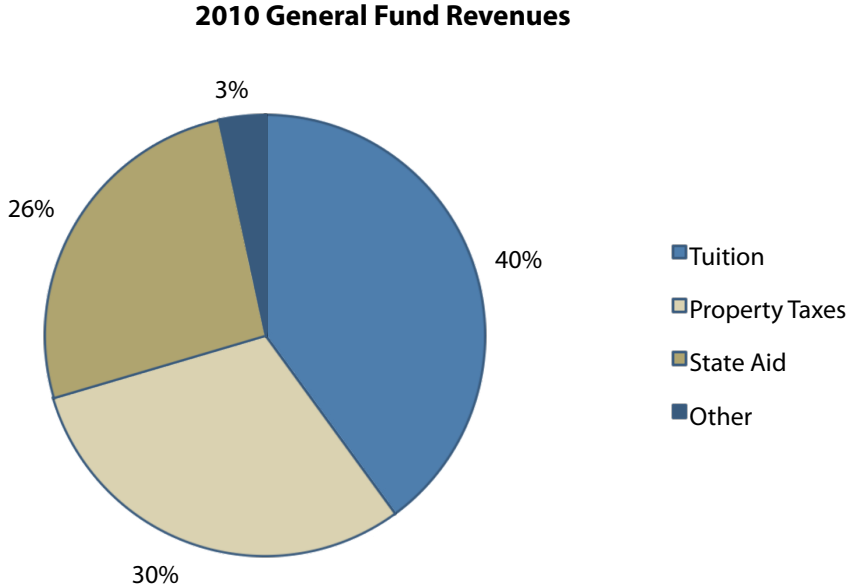


Chart 3.2

The College relies on three different resource bases. Tuition has been the most significant in recent years, but that has not historically been the case. Michigan, like many states, has experienced very difficult economic conditions during the last decade. State officials have struggled to maintain program funding levels with shrinking revenues. As a result, the State's support of community colleges has declined. Below is a graphic representation of the College's state aid since 2001.

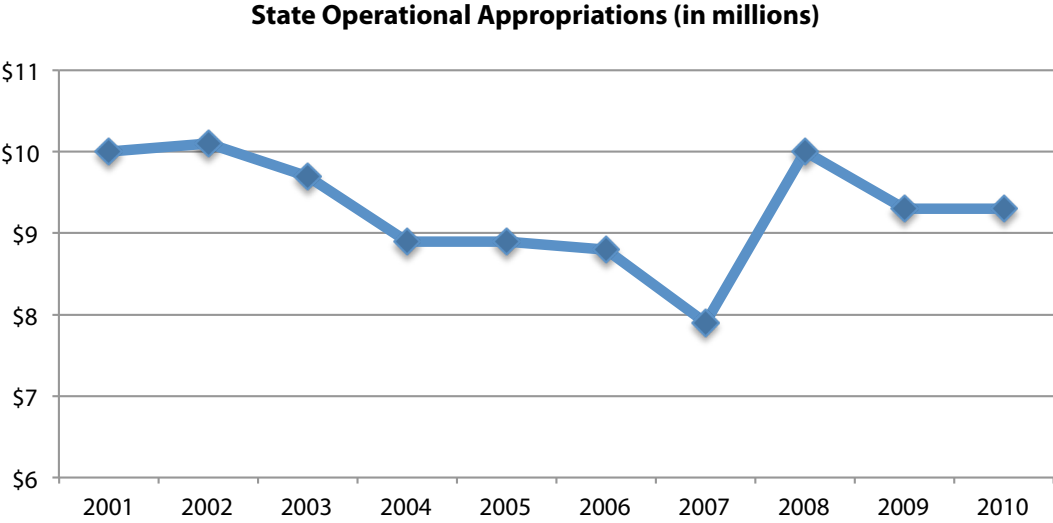


Chart 3.3

During these uncertain economic times, we have seen our enrollment reach historically high levels. Because tuition accounts for only approximately one-third of our revenue, it has been increasingly difficult to manage the College's budget given increasing enrollment and the expenses associated with educating these additional students while simultaneously experiencing declining support from the State. To illustrate this impact, the amount of state revenue that supports each full-time equivalent (FTE) student is presented below.

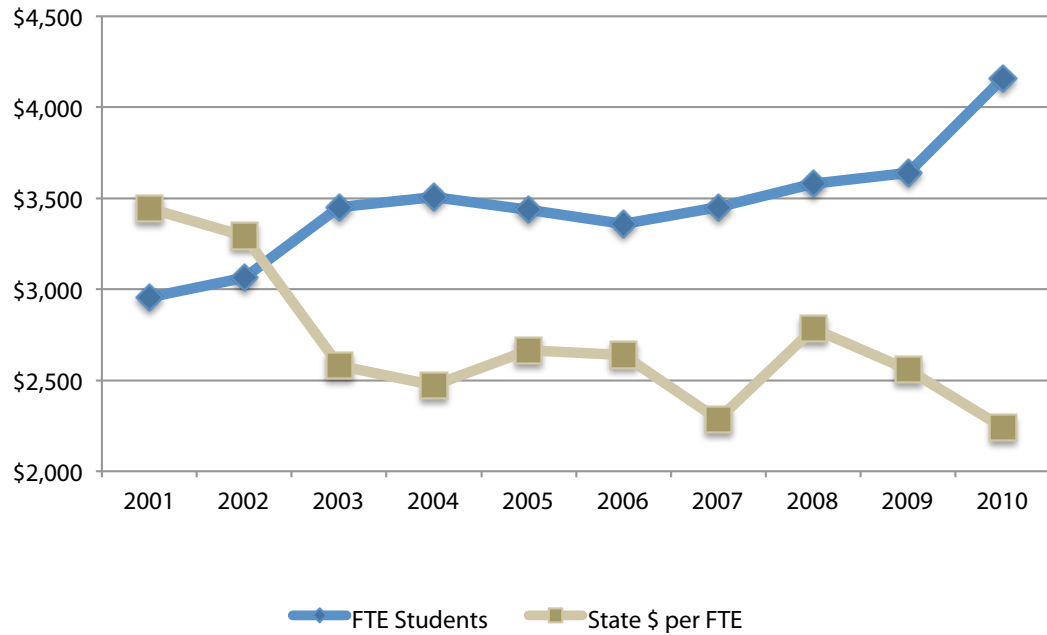


Chart 3.4

Like many other colleges, declining State support and increased uncertainty on future levels of State support has led our Board to reluctantly increase tuition rates to ensure adequate resources to run our institution. Below is a historical summary of all the College's revenue sources, clearly demonstrating the tendency toward more reliance on tuition and fees as support from the State has diminished.

KCC General Fund Revenue Sources (in millions)

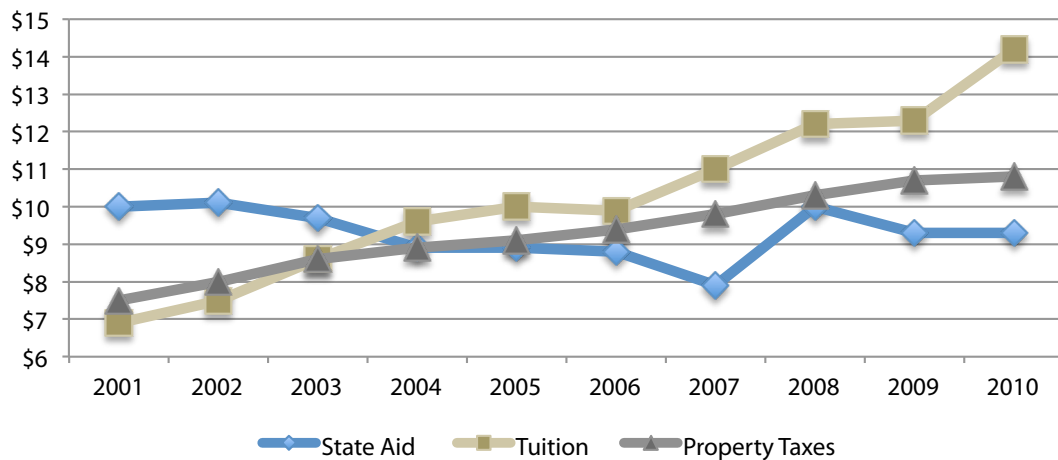


Chart 3.5

Over the past decade, tuition revenue has gone from the least significant major revenue source to the most. Throughout this period, the College still has remained one of the most affordable community colleges in Michigan. On an annual basis, the Michigan Community College Business Officers Association conducts and issues the Gibson Survey,⁹⁹ which analyzes the cost for a resident student of a community college to attend that institution. The survey considers what a sample student who takes similar courses at each institution would pay. It considers not only tuition, but also all of the uniformly applied and course specific fees that are assessed. According to the Fall 2010 survey, we were ranked the fifth (out of 28) most affordable community college in Michigan.

Another stable revenue source for the College has been property taxes. Property tax increases have ranged from 1% to 8% per year over the last decade. Property tax revenues are expected to decrease in upcoming years due to declining property values in our districts. Thus far KCC's district has been fortunate not to experience the dramatic decreases in property values that other districts in the state have experienced. The College voter-approved operating millage is a healthy 2.95 mills. Another sign of community support was the voter-approved 15-year, 0.85 mills levy to assist the College with renovating and improving its facilities and technology. We estimate we will be able to leverage this approximately \$40 million millage (the "21st Century Project"), with state capital appropriations, private donations, and the College's Maintenance & Replacement Fund to invest approximately \$63 million into infrastructure improvements at our three in-district campuses. Although the millage will be expiring in our 2013 fiscal year, it has proven to be invaluable in transforming our main campus, the Regional Manufacturing Technology Center, and the Eastern Academic Center into state-of-the-art learning facilities for our community. Some form of millage renewal will be aggressively pursued to support future facility improvements as the current millage is not sufficient to update all our facilities.

GRANT FUNDING

Recognizing that increasing or even maintaining revenue for the College has become progressively more difficult, coupled with the adoption by both the state and federal government of the idea that competition is the catalyst for improving higher education; three positions were recently added to the administrative staff. The first addition was an accountant whose major responsibility is to manage the fiscal aspects of all grants awarded to the College. Secondly, a grant developer has been added to the staff of the Kellogg Community College Foundation to research grant opportunities. In addition, she assists College staff with writing grants targeting improvement in student learning. Finally, a search is underway to secure an Assistant Director of Institutional Research. The addition of this person to our staff will improve data generation often needed in support of both obtaining the grant and ultimately in providing evidence that the grant was indeed successful. The first two positions have already enhanced the institution's ability to obtain grants and successfully manage them through to completion.

In 2010, we received over \$5 million from federal, state, and local sources to improve our service offerings and provide help to our constituents. Some of these grants are summarized briefly below.

- Michigan Economic Development Job Training (EDJT) – Operating in all three counties, these grants are assigned for specific employers and provide funding to receive training for employees to upgrade their skills. During 2010, we managed five separate EDJT grants totaling over \$700,000.
- Career and Employment Services (CES) – With 13 grants between Calhoun and Branch counties, the CES program consists of a combined budget of \$1.1 million. These yearly grants help individuals file for unemployment, search job openings, work with local employers to fill vacant positions, and give additional training to job seekers.

⁹⁹ Gibson Survey 10 FA.xlsx

- Nonprofit Alliance (NPA) – NPA provides technical assistance, training, and resources to area nonprofits to improve the efficiency and effectiveness of their operations. The NPA is funded by smaller grants from local agencies as well as an annual allotment of \$300,000 from the W. K. Kellogg Foundation.
- TRIO – The KCC Federal TRIO grant programs are designed to identify and reach out to students with disadvantaged backgrounds to help them succeed in higher education. This is done through the College’s Upward Bound Program and Student Support Services Program, each receiving \$300,000 annually.
- Carl D. Perkins – With annual grants of approximately \$460,000, this grant focuses on occupational programs and students enrolled in these programs. For state approved occupational programs, the Carl D. Perkins Grant program allows the purchasing of equipment to improve the quality of education offered to KCC students. The grant also helps students enroll in eligible occupational programs by offering tutoring, counseling, and grant aid.
- Legacy Scholarship – Founded in 2005, the Legacy Scholars Program provides a two-year scholarship to attend KCC for students attending two local school districts. Students enrolled in the Legacy Program attend sponsored events and activities designed to push students toward high school and higher education graduations. Annually, the KCC Foundation receives over \$400,000 to operate this grant.

EXPENDITURES

When it comes to using our resources, we are proud to say we put our money where our mission is. The Michigan Community College Activities Classification Structure (ACS) provides a framework for the evaluation of institutional operations as it relates to the accomplishment of each institution’s objectives by categorizing information by activity classification. According to the 2008–09 Activities Classification Structure (ACS) report,¹⁰⁰ KCC spent more of our General Fund dollars in the classroom and supporting instructional activities than any other community college in Michigan. Following is a chart of the instruction and instructional support expenditures of the top five Michigan community colleges for fiscal year 2009. The average state expenditures is also included for comparison purposes.

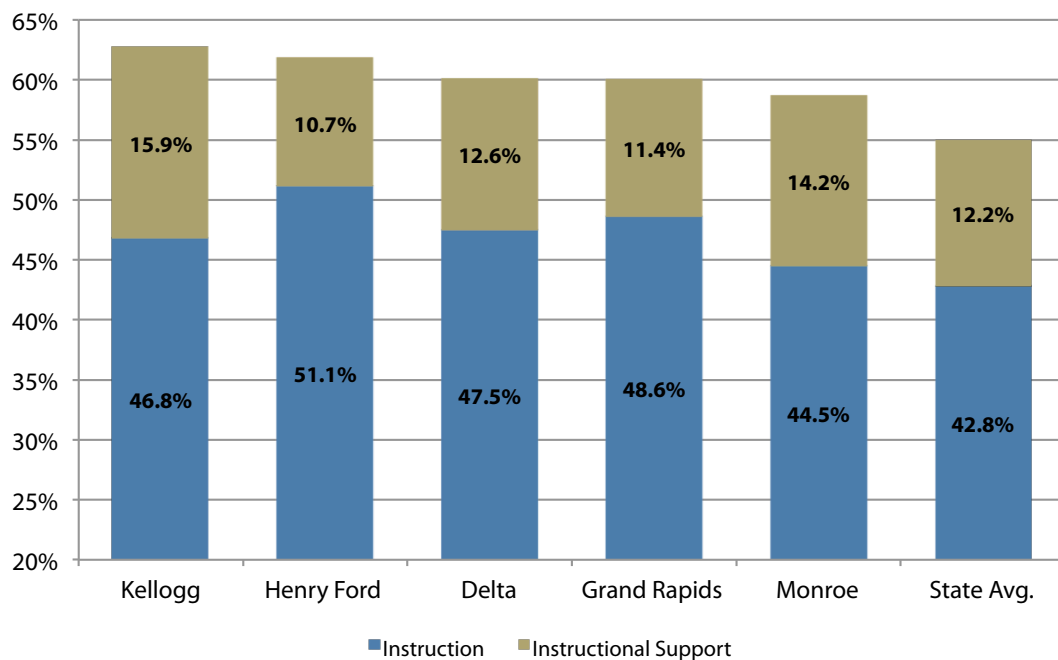


Chart 3.6

¹⁰⁰ ACS 0809 pg 28

EXPENDITURES (% OF TOTAL)					
	2005-06	2006-07	2007-08	2008-09	2009-10
INSTRUCTION	\$13,354,816 46%	\$13,505,498 48%	\$14,109,022 48%	\$14,010,418 47%	\$16,721,407 52%
INFORMATION TECHNOLOGY	\$1,735,502 6%	\$1,429,615 5%	\$1,573,713 5%	\$1,673,461 6%	NA
INSTRUCTIONAL SUPPORT	\$4,641,872 16%	\$4,645,116 16%	\$4,845,829 16%	\$4,766,682 16%	\$5,541,899 17%
STUDENT SERVICES	\$2,251,223 8%	\$2,324,518 8%	\$2,371,178 8%	\$2,750,134 9%	\$2,805,970 9%
INSTITUTIONAL ADMINISTRATION	\$3,512,230 12%	\$3,565,713 12%	\$3,145,659 11%	\$3,099,874 10%	\$3,925,685 12%
PHYSICAL PLANT OPERATIONS	\$3,339,786 12%	\$3,275,211 11%	\$3,693,556 12%	\$3,619,820 12%	\$3,321,354 10%
TOTALS	\$28,835,321	\$28,763,671	\$29,738,957	\$29,920,289	\$32,316,315

Table 3.1

As mentioned, we have experienced record levels of enrollment, requiring us to enhance our capacity and ability to instruct and serve these additional students. Since 2006 we have increased our direct instructional and student services expenses by 25%, and instructional support expenses by 19%. Even as we see the demand for our services increase, KCC realizes it has to allocate resources as efficiently as possible. Administrative expenses over the same five-year period only saw an increase of 12%. According to the 2008-09 ACS report,¹⁰¹ with 10.4% of its General Fund being spent on administration, KCC ranked 27th (out of 28), demonstrating a commitment to be lean administratively. Efficiency efforts in facilities maintenance and energy have resulted in the College actually experiencing a slight decrease in those expenses over the same timeframe.

As noted, some of the increases in these functions of the College in 2009-10 result from new reporting requirements to allocate Information Technology (IT) expenses to the instructional support, student service, and administrative functions of the College. IT allocations approximated \$2 million in 2010, representing an increase of 17% from 2006, and further demonstrating our commitment to invest in technological advancements at the College.

Other highlights in expenditure increases and decreases over the past five years include:

- Increased wages related to the additional number of full-time and adjunct faculty needed to teach the increasing number of students. In 2008-09¹⁰² we had 86 full-time and 252 adjunct instructors. This increased to 89 full-time and 267 adjunct instructors in 2009-10¹⁰³.
- Increased instructional materials costs related to record enrollments.
- Federal financial aid expenditures have grown at the College from \$10.3 million in 2006 to almost \$26 million in 2010, representing approximately a 150% increase in federal financial aid dollars running through the College. This is in addition to the State of Michigan and institutional financial aid offered. The expense increases are a direct result of the volume of students requiring financial assistance. To manage this as effectively as possible, we have increased staffing for the Financial Aid Department and implemented other programs to help students succeed.

KELLOGG COMMUNITY COLLEGE FOUNDATION

Created in 1998, the Kellogg Community College Foundation has developed into a robust resource for our faculty, staff, and most importantly, scholarship assistance for students to attend the College.

¹⁰¹ ACS 0809 pg 28

¹⁰² 0809_IPEDS_HR_Report_Part_B.pdf

¹⁰³ 0910_IPEDS_HR_Report_Part_B.pdf

Aided by a large bequest in 2009 and 2010 and the transfer of the College's Endowment Fund, the net assets of the KCC Foundation have increased by 89% over the past five years. The chart below depicts the total net assets of the KCC Foundation.

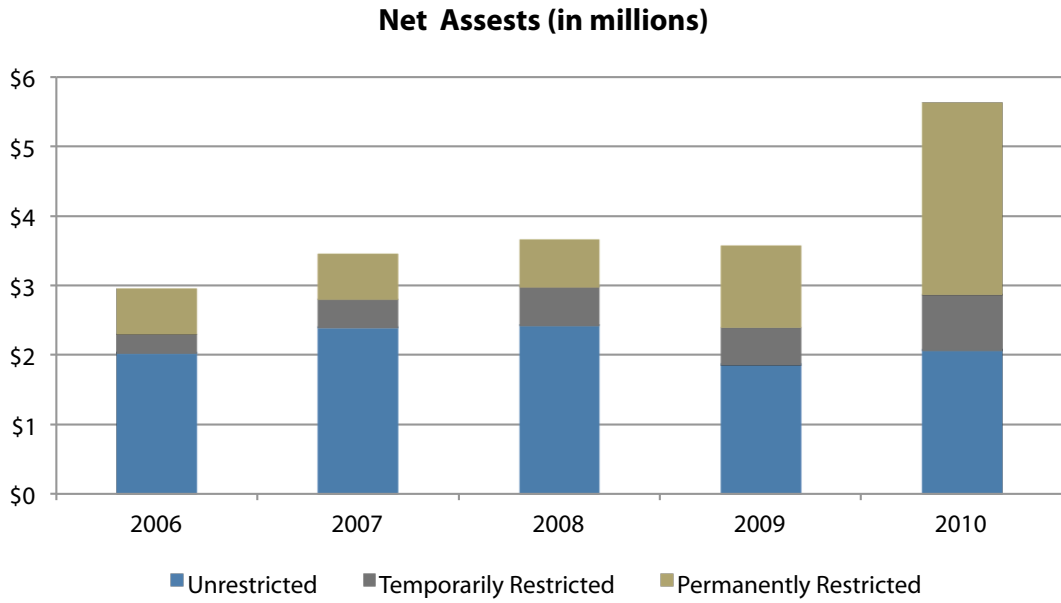


Chart 3.7

Like most organizations that have diversified portfolios, the KCC Foundation experienced negative returns from Fall 2008 and into 2009 but has more than recovered those losses through 2010. Revenues have also been assisted by the start-up of the community's Legacy Scholars program, which the KCC Foundation receives grant funding to administer. The recent history of the KCC Foundation revenue sources is illustrated below.

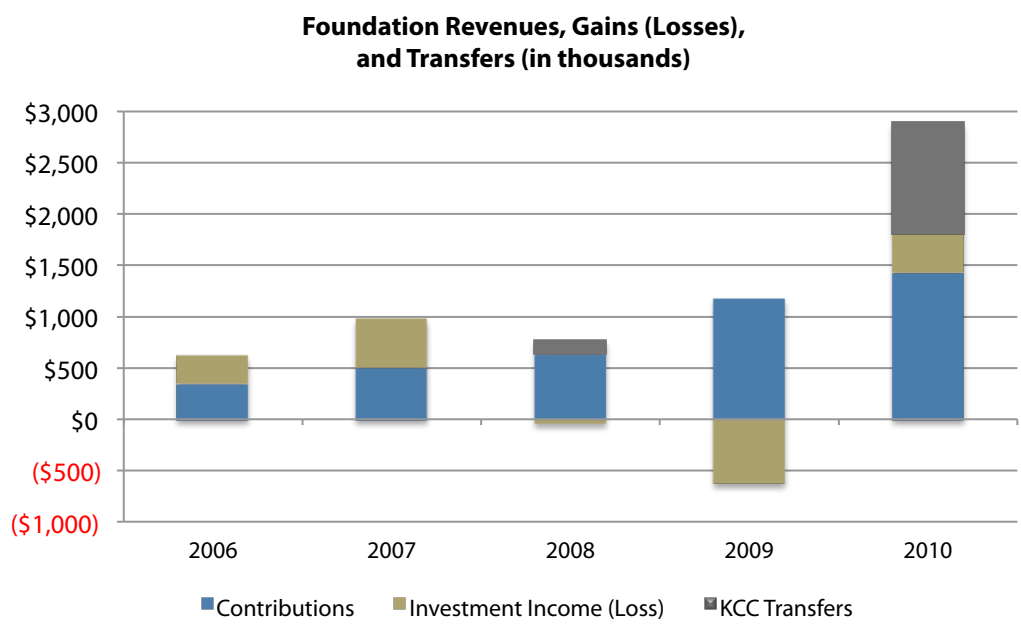


Chart 3.8

Consisting of business and community leaders representing our entire service area, the KCC Foundation's Board of Directors has fulfilled the KCC Foundation's mission by deploying these resources to provide scholarships to our students, fund educational initiatives of faculty and staff, enhance fundraising and other grant development initiatives, and administer our community's Legacy Scholars program.

The Foundation receives support from KCC employees and the community. Any organization, local or not, can provide a scholarship or grant to the College via the Foundation.

NUMBER OF EMPLOYEE DONORS AND DOLLAR AMOUNTS DONATED BY YEAR		
YEAR	NUMBER OF DONORS	TOTAL DONATED
2005-06	148	\$166,455
2006-07	119	\$33,226
2007-08	139	\$85,605
2008-09	169	\$53,154
2009-10	172	\$57,154

Table 3.2

NUMBER OF DONATING ORGANIZATION AND DONATION AMOUNTS BY YEAR		
YEAR	NUMBER OF DONORS	TOTAL DONATED
2005-06	431	\$1,644,604
2006-07	436	\$1,870,886
2007-08	422	\$1,980,471
2008-09	454	\$2,048,683
2009-10	350	\$2,119,632

Table 3.3

The College and the KCC Foundation have an agreement¹⁰⁴ stating that the College will pay for the administration of the KCC Foundation while the KCC Foundation will provide grants and scholarships to the College's students, faculty, and staff; as well as support its own fundraising activities. Each year, the KCC Foundation Board establishes scholarship and grant distribution limits based on a percentage of the KCC Foundation's rolling three-year average of unrestricted net assets. Additionally, temporarily restricted net assets are utilized as the donor-related restrictions have been met and earnings on permanently restricted net assets are expended as permitted. Below is a representation of the expenses of the KCC Foundation.

Foundation Expenses by Type (in thousands)

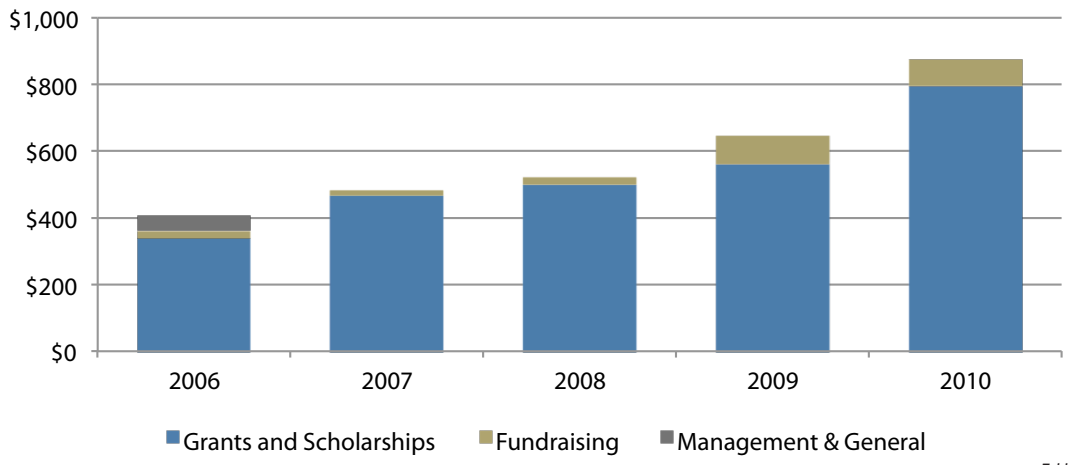


Table 3.9

The Foundation awards scholarships to students achieving a high degree of academic excellence, and with demonstrated leadership potential, or with unmet financial needs.

104 KCCF_ByLaws.pdf

NUMBER OF KCC FOUNDATION GRANTS AND SCHOLARSHIPS, RECIPIENTS, AND DOLLAR AMOUNTS AWARDED BY YEAR			
YEAR	GRANTS AND SCHOLARSHIPS	RECIPIENTS	AWARD TOTALS
2005-06	102	127	\$349,715
2006-07	120	135	\$504,670
2007-08	131	147	\$634,955
2008-09	137	155	\$1,179,392
2009-10	140	155	\$1,421,593

Table 3.4

In addition to directly aiding students, the Foundation also provides support to select campus programs such as Art on Campus, PTK Initiation Grants, and Educational Incentive Grants. The Education Incentive Grant offers all KCC employees the opportunity to apply for funds to build innovative, educational opportunities for students. In 2010, five grants were awarded to faculty members for projects ranging from an evening with a writer to upgrades to the Binda Theatre sound system.

HUMAN RESOURCES BASE

In order to deliver high quality educational offerings at our institution, KCC recognizes the need to hire and maintain a highly qualified staff. Since labor-related costs represent approximately 75% of the College's expenses,¹⁰⁵ it is critical that our human resources be managed effectively.

Kellogg Community College utilizes a mix of both regular/positioned employees and part-time temporary employees, adjunct instructors and students. The core of regular positions enhances our ability to keep consistency and an established foundation in the College. The numbers of part-time temporaries, students and adjunct instruction vary throughout each semester. This flexibility allows us to meet emergent needs such as peaks in enrollment, grant opportunity, local business needs and funding changes quickly and efficiently. The College employed approximately 579 full- and part-time employees in fall semester 2010. Of these 579 employees, 237 are full-time and 327 are part-time (including adjunct instructors and non-instructional temporary staff).¹⁰⁶

KCC faculty are represented by the Kellogg Faculty Association (KFA) which is affiliated with the Michigan Education Association (MEA) and the National Education Association (NEA); support staff by the United Auto Workers (UAW); and maintenance employees by the American Federation of State, County, and Municipal Employees (AFSCME). The administrative staff is not represented by a bargaining unit.

The College's administrative staff is responsible for representing the Board of Trustees in the collective bargaining process, for implementing contracts, and resolving grievances. The administrative bargaining team for the faculty contract consists of the Vice President for Instruction, Chief Financial Officer, and an academic dean. The administrative bargaining team for the support staff contract consists of the Vice President of Administration and Finance, the Vice President for Student Services, an academic dean, and the Director of Human Resources. Finally, the administrative bargaining team for the maintenance contract consists of the Vice President of Administration and Finance, the Director of Institutional Facilities and Safety, and the Director of Human Resources.

¹⁰⁵ ACS 0809 pg 37

¹⁰⁶ Summary of HR IPEDS Report.pdf

The ever increasing cost of health benefits continues to stress this portion of our budget. While we are fortunate to have a number of long-term employees, as years of service and expertise increase, so do salaries, further increasing our overall labor budget. With a commitment to maintaining competitive salaries and quality employees, KCC continues to search for a variety of mechanisms to contain these costs. One such mechanism was a retirement incentive. This incentive coincided with a state retirement incentive. Employees contemplating retirement gained an additional benefit by identifying their intention in advance and providing us ample opportunity to make determinations on whether to make changes in the newly vacated position. Five employees responded and retired creating an estimated savings of approximately \$300,000 from not replacing two of these employees and filling the other three positions at entry level salaries.

ORGANIZATIONAL MANAGEMENT

There have been several major organizational changes since 2002 for a variety of reasons. The impetus for these changes was often budgetary, particularly given the challenging reduction in state and local revenue. There also were opportunities for restructuring as a result of retirements, resignations, or realignments to improve efficiency and /or effectiveness. Through each organizational change, the College was intent on preserving our core mission and prioritizing the need to keep the improvement of student learning as a primary outcome.

Examples of major organizational changes include reducing the number of vice presidents from four to three; reducing the number of deans from five to two; dramatically reducing the staff for Lifelong Learning and Workforce Solutions; significantly reorganizing the configuration of disciplines assigned to academic departments; transitioning counseling into academic advising (then reinstating a modified version of the Counseling department); and recently, restructuring all instruction that is not “college level” from a decentralized model of discipline-based academic departments to a new centralized Academic Support department. It is evident in the administrative organizational charts over the past years that ongoing and focused organizational changes are hallmarks of our institution’s agility.

PROGRAM DOWNSIZING OR GROWTH

The organization’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

The U.S. Bureau of Labor and Statistics¹⁰⁷ cite an increased need for radiographers with advanced specialty credentials, and the American College of Radiology will soon require advance certification and advance specialties to allow medical providers to qualify for Medicare reimbursement. Offering a Magnetic Resonance Imaging (MRI) program on our own would be cost-prohibitive; so KCC initiated and led the development of the Michigan Radiologic and Imaging Sciences (MiRIS) consortium with Grand Valley State University, Grand Rapids Community College, Lansing Community College, Lake Michigan College, and Mid-Michigan Community College. This will be an extension of our Radiology Program. Classes began in March 2011 with the expectation that the program may officially admit students later in the year. This innovative venture allows multiple institutions to offer this certification when no single institution has sufficient demand to justify a stand-alone program.

To address the growing need for nurses and the high student interest in that career, the College needed to produce more graduates. However, there were sufficient clinical sites in the area to expand the program using the traditional approach to nursing education. Seeking a solution, faculty found research showing students learned better and more quickly when simulations were substituted for some of the time spent in a clinical setting. This led to the establishment of the

¹⁰⁷ OccupationsInDemand.pdf

Human Patient Simulation Center (HPSC). Trained nursing faculty members are essential to the success of the Center, so training on the use of the technology and the use of simulations was provided as part of the project. The first class use of the HPSC was during Fall Semester 2010. This strategy allowed 40 additional students to be admitted to the Associate Degree in Nursing program in 2010–11.

One barrier to retention of underprepared students is the length of time necessary to complete developmental education courses prior to beginning college courses. To allow students to move more rapidly through developmental courses, KCC added an Open Entry/Open Exit modularized format for the delivery of developmental education courses. Housed in the new centralized Academic Support Department, this format allows students to study the specific areas requiring remediation. Understanding that students learn in a variety of ways, the traditional face-to-face classroom instruction remains available.

Declining employment opportunities for students with millwright skills prompted the discontinuance of KCC's Millwright Program. The decision to eliminate the program was difficult, but necessary, if KCC is to serve its constituency with programs reflective of current market trends. Certain aspects of the program are still available through other programs.

2C: The Organization's Ongoing Evaluation and Assessment Processes Provide Reliable Evidence of Institutional Effectiveness that Clearly Informs Strategies for Continuous Improvement.

The College uses a number of evaluation, assessment, and reporting tools to gather information on its health and well-being. The College closely monitors its critical functions from curriculum to staffing. Budgeting, marketing, facilities, and systems are in place to ensure data feedback loops for decision making and continuous quality improvement. Since examples of many of these systems are described throughout this Self-Study Report, this section will focus on financial assessment and general data acquisition and analysis architecture.

FINANCIAL ASSESSMENT

The Administration and Finance division of the College recently began the process of using a higher education industry standard to assess the College's overall financial health. The Composite Financial Index (CFI) gives an institution an opportunity to assess its financial performance, the financial impacts of strategic initiatives, and if it is able to more feasibly implement components of its strategic plan. The CFI consists of four core ratios:

- The viability ratio (VR) measures an institution's ability to meet its commitments.
- The primary reserve ratio (PRR) gauges the sufficiency of an institution's reserves.
- The return on net assets ratio (RONAR) and net operating revenue ratio (NORR) measure the short-term financial results of an institution.

Each ratio has a recommended benchmark that can be used to assess weakness or strength in a particular area. To assess overall financial health, the four ratios are weighted and factored, with more emphasis on the longer-term focused VR and PRR, to create the CFI. The following chart illustrates our CFI¹⁰⁸ over the past five years.

¹⁰⁸ Financial Ratios.xlsx

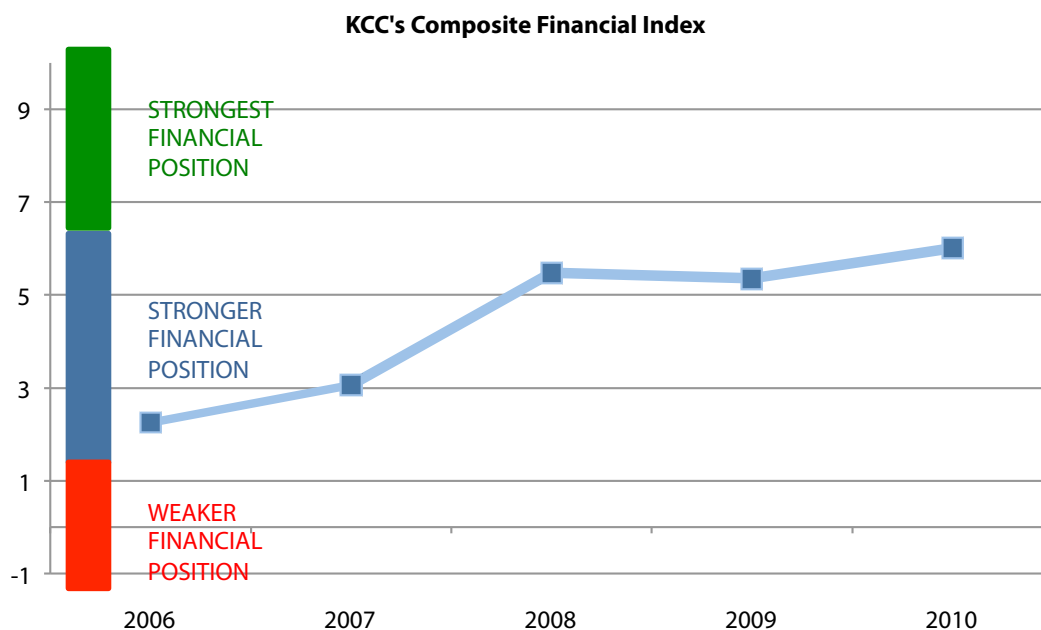


Chart 3.10

The College's CFI indicates our overall financial health has improved over the past five years. This was expected as the voter-approved 21st Century Project millage has generated approximately \$3 million each year to invest in the facilities as well as help pay down the debt associated with the College's facilities and renovations. The VR, which comprises 35% of the CFI, compares expendable net assets (numerator) to long-term debt (denominator). While we generate the property tax revenue to repay the debt, expendable net assets remain relatively flat, and the debt is reduced thereby increasing that ratio. This trend should continue through 2013 when the millage expires. The VR, RONAR, and NORR all exceed their industry standard benchmarks. The PRR, which is the other major component ratio of the CFI (35% weight), is at the benchmark as of 2010, all providing evidence the College is in a sound financial condition.

ANNUAL AUDITS

Each year, the College and KCC Foundation financial statements undergo a financial audit by an independent accounting firm. Both entities consistently receive an unqualified or "clean" opinion.¹⁰⁹ As part of the audit process, the accounting firm evaluates the internal controls and processes of each organization and provides recommendations to management and the Boards for improvement thereon. Additionally, the firm conducts audits of the College's federally funded and other externally funded programs. These also consistently receive clean opinions.

ACTIVITIES CLASSIFICATION STUDENT REPORT

Each year, the 28 community colleges across the state submit various financial, facility, and enrollment related data to the State of Michigan. This information is compiled into various forms and published in the Activities Classification Structure (ACS) Data Book & Companion.¹¹⁰ The report was originally developed by the Michigan Legislature to assist in determining funding levels for each individual community college by using the provided data to determine each institution's need. However, as the State of Michigan's economy and related revenues began to plummet, the funds available for the State to appropriate were not sufficient to fully fund community colleges according to their formula-developed "need."

¹⁰⁹ KCCFinalFinancialReport2010.pdf

¹¹⁰ ACS08_09.pdf

Though the funding portion of the ACS report is no longer utilized, the community colleges continue to produce the information for the State to compile the report, as it is a valuable resource for benchmarking. In some of the reports colleges are categorized into four groups by size to easily compare like-sized colleges. Items included range from revenue history and sources, expenditures by type, and revenues and expenses per student in various forms. It also includes various types of enrollment information, total energy expenses, energy expenses based on square footage, millage, and tuition rates. Each year, a sampling of the data sets is presented to the Board of Trustees¹¹¹ to inform them of KCC's similarities to and difference from other community colleges in the State.

DATA ACQUISITION AND ANALYSIS ARCHITECTURE

Evaluation begins with the gathering and interpretation of data. In 2002, much quantitative data acquisition was done via custom programming by an experienced administrative computing staff or highly manual processes. This model was effective in managing data needs for several years. With dramatically increasing data needs, however, meeting the new demands for data using the old paradigm became difficult. Moreover, as new data was generated, it became clear that an additional challenge existed in handling the volume and complexity of data analysis. To address these concerns, the College has consistently moved along a path of increased response including

- Creating an Office of Institutional Research and hiring a director in 2004
- Hiring an additional programmer in 2006
- Purchasing improved reporting tools in 2009
- Receiving approval to hire an Assistant Director of Institutional Research in 2011.

A requirement for cross-college data-driven decision-making is the standardization of key metrics. Multiple conflicting internal and external definitions existed for enrollment, retention, etc. This resulted in our inability to compare data across the institution. The Internal Definitions for Accountability (IDEA) group, a subgroup of the Data Action Planning (DAP) Steering Committee, originated in Fall 2007 to standardize and define critical data elements (enrollment, retention, persistence, and graduation) for KCC. The group includes the Registrar, Director of Institutional Research, Chief Information Officer, Dean of Occupational Education, Dean of Arts, Sciences and Regional Education, Vice President for Instruction, Director of Administrative Computing, and Senior Programmer Analyst.

The initial activity of the group was to compare definitions for the critical data elements across multiple reporting agencies. The outcome of this review was the IDEA Definition Matrix.¹¹² The second major outcome was definition of the critical data elements¹¹³ for KCC. This document defines how KCC collects data for these elements. In Fall 2008, new data requests for course success information prompted the IDEA group to add course success to the critical data elements and for the Administrative Computing Department to build a prototype tool in Colleague (X350) that could be used by staff to obtain course success information. The third outcome was testing the definitions utilizing the X350 tool and programming to produce data based on the critical data element definitions—a sample of this data was shared at the Fall 2008 General Session. At the same time, the Information Services Department began an evaluation of Business Objects as a potential reporting tool for end users to obtain and analyze data more independently. The fourth outcome, with support from the President's Council, was to purchase this software and install it Summer 2009. A phased implementation and training plan has been used to roll out Business Objects first to power users, then to department chairs and directors. In 2010, some reports based on IDEA definitions were tested in Business Objects and modified based on feedback from users of the report. Additional development of the Business Objects environment is underway to provide improved access to additional data. An objective that resulted from the strategic planning session in summer 2011 is to further analyze course success. This further emphasizes the importance of data availability and development of appropriate reports.

¹¹¹ 2008_2009ACSBenchmark.pdf

¹¹² IDEA Definitions Matrix.pdf

¹¹³ IDEA_Definition.pdf

Beyond data gathering and analysis, the use of both qualitative and quantitative data to identify actions needed and drive decision making is recognized as critical. It is evident to us that most College processes are reviewed and evaluated with continuous improvement in mind. Although several formal processes exist for data driven decision-making, many informal processes also exist, but are largely undocumented and are not communicated broadly. To ensure an increased emphasis on communication and data-driven decision-making by the College leadership, the President in 2011 specified the need for all administrative leaders to include three year trends of key operational data in their Annual Report, as well as a description of actions that will be taken based on this trend data. It is anticipated vice presidents will work with their administrators to identify these key metrics. Once identified, the Office of Institutional Research and the Information Services staff intend to automate the gathering of these metrics so that staff will have direct access to the metrics throughout the year.

2D: All Levels of Planning Align with the Organization's Mission, Thereby Enhancing its Capacity to Fulfill that Mission

From an outcomes-based perspective, it's evident that all areas of College engage in planning that considers the institutional mission. Several recent examples of this include service learning, university joint program agreements, General Education Outcomes Assessment, the development of new occupational programs, the six-step enrollment process, and the Institute for Learning and Retirement—all of which reflect a direct relationship to our mission and response to environmental trends. It's difficult, however, to provide actual evidence that the specific planning process for each initiative included a discussion regarding the relationship to the College mission. Our current planning processes, particularly the informal processes where much of the creativity occurs, don't require documentation. Our only assurance that the conversation occurred is in our decision processes relative to each initiative. For example, Academic Cabinet will approve the development of a new academic program only after discussion and documentation assures us the new program is consistent with our mission. Relevance to mission may be even more apparent in a recent example regarding the College's wrenching decision to discontinue our fiscal relationship with the Michigan Work's One-Stop service centers located in our service area. Quite simply, the KCC Board supported the President's decision to dissolve our contract with the Calhoun Intermediate School District to operate those centers citing the need to focus on programming and services core to our College mission as rationale.

With respect to major planning, a more formal approach is taken. Institutional strategic planning typically involves extensive discussions regarding a variety of factors including but not limited to institutional capacity, prioritization of resources, sustainability, and relationship to mission. As referenced earlier, the strategic planning process, begun in the summer of 2011, reflects how every aspect of the Plan requires consideration of the College mission.

Summary

STRENGTHS

- The College has numerous planning processes and demonstrated commitment to prepare for a future shaped by multiple global, societal, and economic trends.

- Our structures for planning, evaluation, and assessment are not rigid and provide ample interdisciplinary interaction and flexibility necessary to maintain agility and innovation. This is evidenced in the many new collaborative programs developed as a response to needs of our constituents.
- The College is in sound financial condition and continues to have a strong base of financial and non-financial resources.
- Solid technology and facilities infrastructure, and a commitment to continuous improvement of this infrastructure, provide a reliable learning environment.
- The College has a clear understanding of its mission which guides decision-making and has invested in carrying out with increasing diligence its focus on continuous improvement.

AREAS FOR IMPROVEMENT

- Although the College's mission is evident in our planning and budgeting processes and in the decisions that are made, we have not formally documented the alignment of these processes with the mission documents.
- There are no documented plans or goals specifying the allocation of resources geared toward improving our educational offerings.
- There is a need to increase cross-functional planning and implementation, and improve communication and transparency of plans.
- Although the College has many informal processes for evaluation, the College does not regularly and/or formally document the accomplishment of our goals.
- The evaluation and assessment results are not widely shared among the College's constituents or utilized to improve institutional effectiveness.
- Although the Policy and Procedures Manual describes the decision making roles of College committees, that section of the manual is not up to date.

FUTURE FOCUS

- Trends indicate the potential for low or declining population growth, declining numbers of high school graduates, a shrinking employer base, a soft employment market for graduates, and occupational shifts. The College will need to continue to carefully monitor these trends, evaluate constituent need, and maintain agility and innovation in a difficult and changing environment.
- Based on trend data and constituent need, the College will identify areas for new programs and services.
- The College will continue its efforts to maintain financial health, excellent infrastructure and staff support while addressing declining resources from the state and increasing dependence on tuition revenue.
- The College will continue to invest in institutional research and staff development to ensure that the gathering and interpretation of data creates reliable evidence for use in planning and budgeting.
- The College is committed to demonstrate how the mission, vision, and values are incorporated into the planning and budgeting processes. Ongoing strategic planning efforts are being developed which will identify goals and result in communicated and actionable outcomes at all levels of the organization. We expect that in the context of these efforts, increased documentation, coordination, and communication will occur. Additionally, given the work that has been done to date in providing a foundation for data-driven decision making, we expect that the requirement of actionable outcomes will further drive the College toward more formalized documentation of evidence of its assessment and evaluation processes.

Excellence
in Teaching as evidence
by student Learning,
is our most Essential work.

Student Learning & Effective Teaching

Criterion Three: The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Kellogg Community College's commitment to student learning and effective teaching is evident at many levels. At the uppermost level, the College's mission statement guides the College to function as a holistic entity in "providing accessible, high quality education to enrich our community and the lives of individual learners." Inherent in this statement is the dual emphasis of providing excellent education and ensuring that the education provided is appropriate to meet the needs of our learners as they reach their personal goals. We recognize the multifaceted demographics of our student population and the complex requirements necessary to meet their dynamic needs. We maintain flexibility and agility to ensure that our programs and degrees are both effective and innovative.

A core component of the mission further specifies that we will "engage students in learning experiences that lead to enhanced employability and successful transfer to other educational institutions." Our commitment relies upon understanding local and regional employment opportunities, and intricate transfer requirements, so that we can ensure the learning outcomes we establish are appropriate. We recognize the importance of developing our learning outcomes in the context of their alignment to the programs and degrees they serve.

Another core component of the mission states we will "develop students who can think critically, communicate effectively, and demonstrate global awareness." This component serves as the foundation for our general education directive. We expect that these core institutional outcomes also align with the program and course level learning outcomes.

Excellence in teaching, as evidenced by student learning, is our most essential work. Quality teaching is directly tied to both the faculty expertise and the emphasis on and fostering of effective teaching. The College's vision statement includes explicit value statements that speak to how this is achieved "through collaboration, cooperation and academic rigor," with "quality and continuous improvement," and "innovation, creativity and flexibility."

Student success relies upon both effective teaching and student learning, which are the primary targets of our continuous improvement efforts. We have worked intentionally since the last accreditation visit to adopt a culture of assessment, recognizing its value in developing processes that facilitate continuous improvement in teaching and learning. Support for teaching excellence is evident in terms of faculty professional development, effective learning environments, and learning resources. Student learning support is provided in a myriad of services and resources.

3A: The Organization's Goals for Student Learning Outcomes are Clearly Stated for each Educational Program and Make Effective Assessment Possible.

We understand that determination of what students should know and be able to do as a result of their education at KCC is the requisite initial step in developing a culture of assessment that leads to continuous improvement. Although the current economic period drives us to do more with

less, our approach to efficiently shifting and balancing our existing resources toward enhancing outcomes achievement and assessment initiatives has resulted in progress. Following the College's accreditation visit in 2002, three areas emerged for specific focus: general education, core curriculum, , assessment of student achievement, and integration of assessment into planning processes. Much work has been done to address these areas. The 2007 focus visit report¹¹⁴ addresses these three areas and highlights the definition of general education outcomes, development of the general education core curriculum, development of general education outcomes assessments, definition of institutional level academic outcomes and structures to carry forth with the work of assessment. While the emphasis from 2002 through 2006 was on development of expertise, outcomes and assessments, the target of the subsequent years has been on learning from our experience in outcomes, development and assessment, optimizing our assessment strategy, and deepening engagement by faculty in the assessment process. While many informal continuous improvement loops exist, we have not yet completed development of the "closing the loop" process to document how what we learn from assessment feeds back into the improvement process. This work is currently in process. Over the past ten years, much has been achieved but much is still to be done, especially in further developing planning processes. We continue to evolve as we work toward our goal of continuous improvement of student learning outcomes.

GENERAL EDUCATION LEARNING OUTCOMES DEVELOPMENT

The General Education Steering Committee has developed general education outcome statements and assessments, and the ongoing processes associated with the measuring of student learning related to the outcomes. The Steering Committee is led by the Vice President for Instruction and has six instructional administrators and seven members from faculty. The faculty has been involved throughout the development of the general education outcomes statements. General education outcomes statements were drafted at a two-day retreat in August, 2002, by a group comprised of five academic administrators and six faculty. The draft outcome statements were presented to all faculty members and instructional administrators at the general faculty meeting later that month at the beginning of Fall semester 2002. Feedback from faculty and instructional administrators participating in the meeting was used to further refine the outcomes statements. The definition of these general education outcomes represented a paradigm shift, moving the responsibility from students to choose courses with appropriate competencies to the College by intentionally building and assessing these competencies into all associate degree programs.

In addition to developing the draft General Education Outcomes statements for each of the outcomes, the group also identified courses targeted for attainment of that outcome. The number of courses targeting a specific outcome varied. For example, the Communication outcome required students take Freshman Composition and their choice from two interpersonal communications courses. On the other hand, the Global Awareness outcome allows students to choose from one of over twenty courses. Faculty members were empowered to determine which outcome grouping their general education course best fit, or they could decide their course should not be included as it did not strongly develop one of the outcomes.

The General Education Outcomes statements¹¹⁵ and associated General Education courses¹¹⁶ were published in the 2004-2005 College Catalog. Beginning that year, all degree programs were required to have at least one course from each General Education Outcomes grouping. See Criterion Four for more detail on the identification of the General Education core courses.

The General Educations Outcomes have since been revised further with respect to both definition and emphasis. Our goal in the latest revision was to move further away from just measuring course

¹¹⁴ 2004-05 College Catalog pg 29

¹¹⁵ 2004-05 College Catalog pg 32-33

¹¹⁶ 2004-05 College Catalog pg 32-33

content to broader constructs that better fit the conceptual definition of General Education, as well as facilitate our ability to develop a valid assessment. The new General Education outcomes¹¹⁷ are reflected in our current College Catalog. We recognize that there is a need for consistency in defining outcomes, particularly when trying to establish baseline assessment data; however we balance that need with a desire to improve these outcomes, keep the process fluid and meaningful, engage faculty in the process, and maintain the focus of improving student learning.

OUTCOMES DOCUMENTATION PROJECT

In 2005, the College began the Outcomes Documentation Project to provide the necessary infrastructure to assess the success of the College in achieving its desired outcomes. The Worldwide Instructional Design System (WIDS) was used to document course and program activities and their related outcomes. Institutional outcomes, in the form of general education outcomes and occupational program level outcomes that define quality and measure specific areas of pre-professional, liberal arts, and occupational learning were documented in WIDS. Faculty identified course level activities related to course outcomes as well as identified linkages to specific general education or occupational program outcomes. This method continues to be our model for developing and documenting course, general education, and program outcomes.

Multiple courses typically contribute to the accomplishment of an institutional outcome. The longitudinal trend in values of each of the measures of institutional outcomes will help identify which course outcomes require improvement plans. The link between institutional outcomes and the course outcomes permit faculty to identify particular areas of the curriculum in which improvement will favorably affect the desired institutional outcome. In other words, faculty can drill down from the institutional outcome into the components of the curriculum that are designed to accomplish it. As we implement improvement plans, the institutional outcomes reports help indicate whether the improvement was a success.

Course Level Learning Outcomes Development

WIDS software is a valuable tool to implement course standards and to organize curriculum so that a continuous improvement process may be applied. WIDS helps faculty think about the links between course outcomes and their assessments, course outcomes and instructional activities and materials, and between course assessments and instructional activities and materials. The Outcomes Documentation Project, made these outcomes accessible to the rest of the College via the College network. This provided a starting point for the documentation of course outcomes. This portion of the project was completed in the 2007-08 academic year.

Courses are revised and developed based on faculty, department administrator, and student need. Occupational program courses also involve the needs and concerns of their respective advisory committee. After informal approval by the dean and chairperson or director, faculty proceed with revision or preliminary development. For all new courses, faculty document course outcomes and activities and produce a syllabus in WIDS. Course revisions that result in change in course title, course description, credit or contact hours, or fees as well as new courses are submitted to Academic Cabinet for final approval. Rather than course outcomes or content, which are the purview of faculty and department chairs, Academic Cabinet generally considers how the proposal will impact other areas of the College, as far as accessibility, sustainability, availability of faculty, and needs of the students and community.

We use WIDS to standardize courses for review and are attentive to curriculum relevance and growth. Table 4.1 shows the curriculum at KCC as dynamic. Note that the number of new courses is difficult to document from the College's computer system because of major curriculum changes in

¹¹⁷ 2011-12 College Catalog pg 45

several programs (where the restructured curriculum eliminates prior courses when it creates new courses). Additionally, a major taxonomy review performed between 2005 and 2007 resulted in a large number of courses being inactivated.

A review of WIDS documentation¹¹⁸ in September 2010 showed faculty had documented the outcomes of 65% of the 608 courses in the 2010–11 College Catalog and had placed the documentation into the centralized WIDS repository. Of those, 82% were deemed up-to-date with the course description in the syllabus the same as the course description in the College Catalog. Of the course syllabi, 68% linked the course outcomes to a higher level outcome, such as general education outcomes or program outcomes. Compliance with this documentation requirement ranged dramatically from department to department. However, variation in compliance is not the concern that it may appear at face value. Occupational courses and to some extent programs, may already have well established documentation of learning outcomes outside of WIDS since this documentation is required by external accrediting entities. The issue for faculty has not been a resistance to documenting outcomes, but a general resistance to the WIDS software and the high number of courses to be addressed. A software review is currently underway to identify alternatives to WIDS, particularly due to expected significant increases in cost. That said, the College will continue with WIDS until a suitable alternative is identified. The academic deans were charged in January, 2011 to direct academic departments to improve the percentage of WIDS course files in the repository. Given the dynamic nature of the documentation, some level of variation is expected, but we need improved documentation in the central repository.

ACADEMIC YEAR	NUMBER OF NEW COURSES CREATED	NUMBER OF COURSES INACTIVATED
2003–04	177	81
2004–05	271	18
2005–06	171	1,090
2006–07	192	568
2007–08	113	1,092
2008–09	115	210
2009–10	291	417

Table 4.1

Program Outcomes Development

At the conclusion of the Outcomes Documentation Project, administrators of occupational programs were required to document program outcomes for each of their programs. They participated in a Program Design day-long workshop in April 2005 and a repeat workshop in December 2007. These workshops were led by assessment experts from WIDS. The WIDS Program Design module enables faculty to effectively define program outcomes and their assessment measures and criteria, link institutional and program outcomes to courses, and document those connections in a matrix report. The workshops provided the instructional administrators with the skills necessary to lead faculty in the development of program outcomes. The occupational dean also was available to provide a two-hour Program Design workshop to faculty when requested by the department administrator. Though department administrators accepted the leadership role in documenting program design, faculty responsibility is integral to the design process. When the departmental administrators were surveyed in Fall of 2010,¹¹⁹ all respondents answered “yes” to the survey question, “Do faculty have a primary role in the program improvement process(es) for programs in your department?” The Program Design professional development process provided a starting point for the documentation of program outcomes.

¹¹⁸ WIDSReview.pdf

¹¹⁹ DeptAdmSurvey.pdf

While initial documentation of program outcomes proved useful, the College's curriculum is not static. We welcome suggestions for improvements, new courses, and curricula. College philosophy and functions, the characteristics and needs of the student body, and the community are considered in managing and planning curriculum. Fully cognizant that not all students can profit from the same or a limited few curricula, the College has evolved a comprehensive curriculum structure offering a wide choice of study to students. Faculty suggestions are regularly solicited through departmental meetings.

The development of new, state-approved occupational programs requires the Carl D. Perkins new program approval application¹²¹ to be completed which includes identification of expectations for program enrollment, student tuition and fees expense, cost of program, staffing requirements, and Perkins core performance measures. Narrative information required by the process includes a need study synopsis (primarily focused on employment opportunities for graduates of the proposed program), program outcomes, program articulation opportunities, physical facility plan (including equipment), applicable third-party accreditation, listing of program courses and semester sequencing, advisory committee members, and the program evaluation plan. Occupational programs are required to go through this complete process only if they want to be eligible for Perkins funding, but the College generally requires the process be completed.

For all new programs, outcome statements are derived from the needs study and external standards, and are regularly updated and validated through advisory committee input. Additionally, external accreditation requirements become a part of either the program outcomes or the course outcomes, depending on which agency wrote them. For a complete list of program accreditations, please see Appendix B for the section on Federal Compliance. The College utilizes WIDS to support faculty in the program design process and to document their work. Department chairs and directors are charged with assuring course and program outcomes exist for all courses and programs. New program outcomes documentation in WIDS is required for approval from Academic Cabinet. Final authority for new program approval comes from the Board of Trustees.

CURRICULUM IMPROVEMENT FRAMEWORK – CONNECTING OUTCOMES AND ASSESSMENT

While WIDS provides documentation of outcomes and methods for aligning course and institutional outcomes, a simple description of the curriculum improvement framework still mattered. In July 2007, a group of department chairs, deans, and technology staff met to discuss challenges in providing instructional design training and support for faculty. Challenges included lack of a common lexicon and an articulated philosophy. In February 2009, the group began in earnest to resolve these issues. They broadened the group to include faculty and formed the Instructional Design Task Force (I-Force Group). The outcome of this group's work was the Instructional Design Philosophy Statement¹²² which provided a summary of the instructional design model and framework, as well as the common lexicon. The intent of this performance-based approach to instructional design is to use a deductive design process for curriculum planning to obtain in understandable goals, appropriate assessments, and outcomes-focused teaching.

The Curriculum Improvement Framework diagram (also known as Curriculum Improvement Cycle, (Figure 4.2) from the Instructional Design Philosophy shows how the assessment system works. Conceptually, we look at institutional outcomes in the instructional area as general education outcomes or program outcomes. In some cases external standards must also be met by the curriculum. These institutional outcomes are generally accomplished within the curriculum through various course outcomes. The success of students in achieving general education outcomes is measured by the general education assessment, a review by faculty of student performance on assessments in areas of communication, critical thinking, and global awareness. The success of students in achieving program outcomes is determined by various direct and indirect measures

¹²¹ FY11 Perkins Application.pdf

¹²² KCC_ID_Philosophy.pdf

identified by the department. The corresponding improvement process analyzes the assessment results and determines an improvement solution. Likely the improvement solution involves a change in the curriculum, so the solution feeds into the course improvement process where it is expressed in curriculum or pedagogy change.

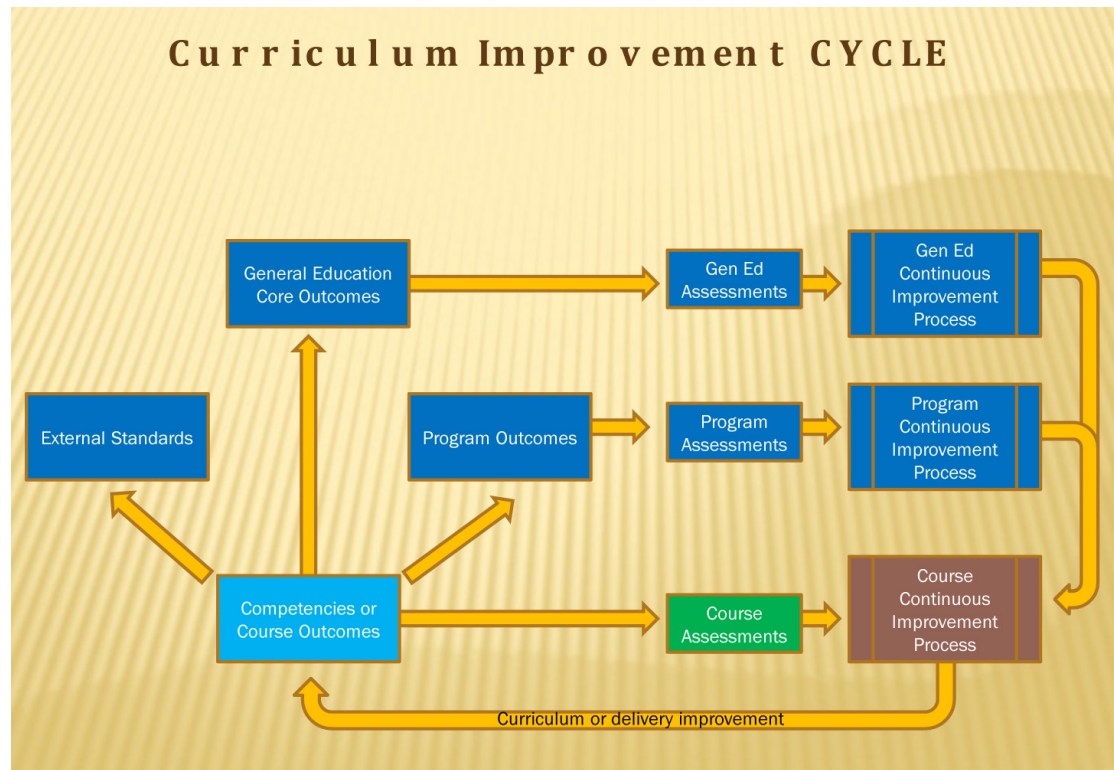


Figure 4.1

The ability to link course level outcomes to program outcomes, general education outcomes, and external standards is part of a college-wide initiative to complete the continuous improvement loop, allowing the College to view reliable data to determine the effectiveness of learning across all programs. The Curriculum Improvement Framework and Instructional Design Philosophy Statement were shared with faculty at the Fall 2009 Faculty General Session to convey the importance of viewing curriculum improvement as a continuous improvement cycle and to provide context to our efforts in outcome assessment initiatives.

GENERAL EDUCATION OUTCOMES ASSESSMENT

Kellogg Community College's assessment plan is designed to include measures of student learning at every level. At the institutional level, the General Education Outcomes Assessment is intended to assess successful student attainment of our General Education outcomes.

Faculty have been involved in a process of developing a plan for assessing General Education Outcomes. In November 2002, a group comprised of three faculty members and three instructional administrators participated in workshop organized by the American Association for Higher Education to draft an institutional assessment plan. Since the workshop took place in Santa Fe, New Mexico, the group became known as the "Santa Fe Group." The resulting plan was presented to the faculty and instructional administrators in January 2003. After honing, the plan was communicated to the Higher Learning Commission in April 2003.

In June 2003, five committees were formed, comprised mostly of faculty members, to develop an assessment for each of the five General Education Outcomes statements. Each committee had

at least one member of the Santa Fe Group. The faculty chose to develop the assessments over the next year rather than use assessments available from third parties. The assessment evaluated students in the five areas of Communicating, Creativity, Critical Thinking, Global Awareness and Healthy Living. The assessments were completed in the beginning of October of 2003 and administered to students in November 2003 and April 2004. These paper and pencil assessments were administered in only those core courses that had stated outcomes specific to the general outcomes. For example, the creativity assessment instrument was only administered to students in courses with stated creativity outcomes.

Observations based on these assessment experiences indicated that, in general, the assessments were measuring what we hoped they would measure; however, students and faculty expressed concerns about the timing, venue, and format of the assessment. Data from the Fall 2003 and Spring 2004 assessments revealed that the mean scores fell between 59.7% for critical thinking and 75.1% for global awareness. Mean scores for Creativity and Global Awareness increased slightly between the two administrations of the survey and mean scores for the remaining three areas decreased slightly. Differences between the two administrations of the assessment did not vary more than 3.9 percentage points.

In Summer 2004, assessment software was purchased which allowed us to address the venue and format concerns of the assessments. The assessments would now be given and scored electronically.

In Fall 2004, the Communicating and Critical Thinking committees reconvened to review their assessments and to convert them to a multiple-choice, web-based format. Based on this review, the assessments were modified and associated competencies and objectives adjusted. Additionally, the reading competency component was separated from the communicating competency and expanded. The remaining three areas of Creativity, Global Awareness, and Healthy Living were converted and refined during Spring 2005.

The assessment instrument with the new Critical Thinking, Communicating and new Reading assessment was administered in Spring 2005 using the new web-based format. In this trial assessment, the content of the Global Awareness, Healthy Living and Creativity assessments were unchanged; however, they were administered in the new web-based format. Spring 2005 provided an opportunity to test the new web-based instrument and address problems. The content for the Creativity, Global Awareness, and Healthy Living assessments were then updated for the Spring 2006 trial, providing the college with its first batch of reliable data and is included in the Focus Visit Report. The same assessment content and method was then used in Spring 2007 and Spring 2008.

Based on these experiences, concerns related to the volunteer pool of students taking the assessments emerged as did several positive observations. Among them was the observation that students who had completed one or more of the courses for a competency had higher mean scores than those not completing a course. Additionally, we found a positive correlation between scores and the students' cumulative GPAs and the total number of credit hours earned by the student. A negative correlation was found between the score and the amount of time required by the student to complete the assessment.

The assessment was not repeated in Spring 2009, so that the Steering Committee could address concerns with the assessment process. Because the process called for students to volunteer to participate, we had too few students participating, which skewed the results. An additional faculty concern surfaced that the assessments, being predominately multiple choice, were measuring student learning achievement at a knowledge level rather than a higher level of learning. Also, there was not a high level of confidence that the assessments were measuring the outcomes effectively. Other issues included a low number of assessment responses and concerns that assessment questions were too content-oriented. Students had little incentive to take the voluntary assessment. The Steering Committee proposed three changes to the assessment process.

- De-couple the General Education core of courses from the General Education Outcomes assessment. While the General Education core of courses provides graduates with evidence of meeting the General Education Outcomes, it is our belief that all KCC courses address most General Education Outcomes, and therefore assessment can occur outside of the context of the General Education core of courses.
- Reduce the number of General Education Outcomes being measured to three: Critical Thinking, Communicating, and Global Awareness. The College would continue its commitment to achieve all five outcomes even though it would only measure three.
- Develop a new course-embedded assessment instrument that would address all three outcomes.

The proposed changes were presented at a general faculty meeting in August 2009, and faculty and instructional administration provided feedback.

The Steering Committee also worked on a new strategy for measuring General Education Outcomes. At the June 2009 meeting, a course-embedded assessment was proposed. This strategy has the instructor of the course identify an existing assessment within the course that measures the three targeted General Education Outcomes:

- Demonstrate writing, listening, verbal, non-verbal, and technology-related communication skills.
- Demonstrate critical thinking skills in gathering, analyzing, and interpreting facts, and problem solving.
- Discern how the core information learned in their course of study is relevant to the world in which they live.

We believe all general education courses already develop these competencies and assess whether they are accomplished. Because the assessment was a part of the course grade, students had incentive to take the assessment and do their best. The challenge of this strategy is the loss of a common assessment and the proliferation of different assessments. Most faculty were able to use an existing assignment to serve as an assessment, although some faculty did develop a new assignment for this purpose. A significant benefit to the new assessment approach was that it required each instructor to reflect upon the extent to which their course and each assessment or corresponding assignment actually addressed General Education Outcomes. The embedded assessment approach is expected to provide a better way of measuring outcomes, guarantee increased student data, and substantially increase faculty engagement and awareness of the importance of assessment in understanding General Education Outcomes.

The embedded assessment approach was presented to faculty in August 2009 and approved by the General Education Steering Committee at the September 2009 meeting. Three workgroups were formed: Rubric Team, Protocol Team, and Quality/Learning Improvement Team. Five faculty members and one instructional administrator comprised the Rubric Team, which was charged to create rubrics¹²³ which would be used to identify the outcome level achieved by the student. The Protocol Team worked on establishing a process to administer and evaluate the assessments for general education purposes. The Quality/Learning Improvement Team (nicknamed “Close the Loop Group”) was to determine how the results of the assessment would be used to improve learning. These teams reported back to the Steering Committee in December 2009.

In January 2010, faculty met within their departments for half a day to identify the assessment from each of their courses that they would use for general education assessment. The department administrator assisted in determining the appropriateness and approved the assessment selected.

Scorers for the assessments were recruited and trained on rubric use. Sections from which assessments would be evaluated were randomly selected from those taught by full-time faculty

¹²³ 11SP_ScoringRubric.pdf

members. The assessments were gathered and scorers evaluated the assessments at the conclusion of the semester. The Director of Institutional Research processed the scores and reported the results to the College.

The scorers met in August 2010 to discuss the experience and suggest improvements to the process. The Steering Committee approved changes to the process. The scorers also suggested some improvements to one of the rubrics, which were also accomplished during the subsequent semester.

In preparation for the second round of assessments during Spring 2011, faculty met in January to hear assessment improvement suggestions from the scorers and be provided data from the prior year assessment.

The first data collected using the new assessment methodology was in Spring 2010. The College randomly collected 1,200 course embedded assignments which also served as assessment instruments. The assessment collection represents approximately 14% of our general student population. Results of the Spring 2010 data collection¹²⁴ were shared with the faculty in Fall 2010 in a special session and are available to the College constituents via the network share drive. Comparisons could not be made between the prior assessment due to significant changes in each assessment cycle to both the process and instrument. We further recognized that the data collected from Spring 2010 had limited value with respect to “closing the loop” due to its primary purpose of establishing a baseline from which trend analysis could be calculated in subsequent years. However, small but significant results were garnered. We were able to demonstrate that the process did indeed result in a higher number of student samples, therefore increasing the validity of the assessment. The results also indicated that there was a relationship between student achievement and credit hour completion, suggesting that the instrument was valid and that we were indeed making a difference with respect to student achievement of General Education Outcomes. In addition, students with a GPA of 3.0 or better, scored best on the assessment suggesting that grades are to some extent an indicator of learning. Another observation was that selective admission students generally perform better on the assessment than others. This is likely due to more stringent selective admissions entrance requirements and may suggest that students who enter with a higher GPA or potentially prior college coursework are more prepared for college-level learning. Lastly, we know that the course-embedded assessment effectively resulted in engagement of the full-time faculty in the process of General Education assessment due to the requirement that all full-time faculty identify and share an assignment assessing the critical thinking, communicating, and global awareness outcomes.

The results of the General Education Outcomes assessment are reported to faculty via presentation during semester start-up professional development meetings. The General Education Outcomes assessment reports are available on the College’s shared network and through the Office of Institutional Research. Results of the General Education Outcomes assessment are currently not published to students or the public.

In February 2011, the General Education Steering committee met to review next steps. They concluded that indeed the assessment methodology and process were successful. With that in mind, it was recognized that the in moving beyond the Spring 2010 baseline data, it was important to address methods for “closing the loop”. In 2011, two faculty and four administrators (the “Chicago group”) attended an HLC assessment workshop to identify strategies for improving our assessment process and specifically for “closing the loop.” The team returned with ideas to revise several elements of the General Education Outcomes Assessment process. Most significantly, we recognized that a more concerted focus on a single outcome was needed to deeply engage and challenge the entire College to address how that outcome is met in all that we do. It was further recognized that meeting student learning outcomes must eventually move beyond the classroom

¹²⁴ 10SPGenEdAssessData.pdf

to co-curricular activities. Although the College will continue to collect assessment data across multiple outcomes, we expect that the shared focus on a single general education outcome will help the College channel its resources toward achievement of a manageable goal, effectively “closing the loop.” After determining the outcome and time line for the focus on that outcome, the College will develop a mini strategic plan devoted to that outcome and design professional development opportunities for faculty and staff to develop learning activities and assessments as well as provide support for analyzing assessment data and feeding results back into their development activities.

Faculty and adjunct faculty engagement and development of expertise in assessment, will result in outcomes based design. The focus on the single outcome will be part of a long-term plan to address each of the General Education Outcomes. The outcomes will be staggered so that one outcome project is initiated as another is concluding. The overarching focus of the long-term plan is achievement of the General Education Outcomes as we shift our culture toward continuous improvement of these outcomes rather than merely a culture of assessment. The President has supported the proposed concepts from the Chicago group. The Chicago group was unable to meet again in Spring 2011 due to changes in administration but is currently preparing a draft of this proposal to be shared with the larger General Education Steering group, full-time faculty and College staff. In the meantime, the College is continuing to assess general education outcomes using the current methodology with the next assessment administration in Fall 2011.

In June 2011, the College took another step toward structuring the evaluation of general education with the beginning of a strategic planning and goal-setting process.¹²⁵ As part of this process, a group of faculty, instructional administrators, student services staff, and information services staff identified a large scale instructional goal. Although the goal has not been written in final form, it includes two explicit elements: define, assess, and develop quality instruction, and integrate into the College culture a focus on quality education. From this goal, four objectives were identified to address general education outcomes achievement, course success, program review, and professional development. The draft objectives were then shared with the faculty at the semester start in August 2011. The general education objective identified was to focus efforts towards achievement of a single general education outcome, so that 90% of all courses include an embedded assessment for this outcome. Note that this aligns with the “Chicago group” proposal and highlights the College’s commitment to general education outcome attainment and our interest in deepening and broadening our focus on general education. By providing specific accountability to our internal and external constituents, this objective further speaks to our dedication toward creating a sustainable process for ensuring General Education Outcomes achievement. The professional development objective of the strategic planning process is to deliver one professional development event per year for all College staff, focused on collaborative information exchange and utilization, to ensure that instructional strategic planning objectives are broadly and effectively shared. This event will likely provide an opportunity to share and discuss General Education Outcomes data.

The eventual goal is to have all course level objectives linked to the general education outcomes in order to assess students’ overall learning experiences at Kellogg Community College.

PROGRAM LEVEL ASSESSMENT

PERKINS REPORT

Occupational programs have been assessed in various ways over the years, in part because of legislative requirements associated with federal funding of occupational programs. Title I of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins) requires Career and Technical Education (CTE) programs to report their performance with six measures. Among

¹²⁵ Strategic Planning Document

these measures, 1P1 is the only direct assessment of student learning. The others are indirect measures.

- 1P1 *Technical Skill Attainment*: The percentage of CTE concentrators* who passed technical skill assessments that are aligned with industry-recognized standards during the reporting year.
- 2P1 *Credential, Certificate, or Diploma*: The percentage of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.
- 3P1 *Student Retention or Transfer*: The percentage of CTE non-graduating concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.
- 4P1 *Student Placement*: The percentage of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.
- 5P1 *Non-Traditional Participation*: The percentage of CTE participants** from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.
- 5P2 *Non-Traditional Completion*: The percentage of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

* *CTE Concentrator*: A student officially enrolled in a Career and Technical Education (CTE) program who: (1) has completed a least 12 credits in non-developmental courses that apply to a program area as of the beginning of the reporting period; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.

** *CTE Participant*: A student officially enrolled in a CTE program who has completed at least one credit in non-developmental courses that apply to a program area as of the beginning of the reporting year.

The College reports these measures for all occupational programs with the exception of 1P1. The College is phasing in 1P1 over a five-year period according to a plan established by the State of Michigan.

KCC OCCUPATIONAL DEGREE AND CERTIFICATE PROGRAMS REQUIRING CERTIFICATION/LICENSURE			
PROGRAM NAME	LICENSURE NAME	2008-09 PASS RATE	2009-10 PASS RATE
Corrections	MSCTC Training		100%
Industrial Welding	Not yet specified		
Law Enforcement	Michigan Commission on Law Enforcement Standards (MCOLES)	100.0%	100.0%
Fire Science (offered jointly with a neighboring community college)	MSFF 1 or MSFF 2 Certification Exam	66.7%	
Dental Hygiene	National Dental Hygiene Board Examination	100.0%	90.9%
Physical Therapist Assistant	National Physical Therapy Exam	100.0%	94.1%
Basic Emergency Medical Technician	National Registry of Emergency Medical Technicians		40.0%
Advance Emergency Medical Technician	National Registry of Emergency Medical Technicians	100.0%	100.0%
Emergency Medical Services	National Registry of Emergency Medical Technicians	50.0%	75.0%
Radiography	American Registry of Radiologic Technologist Certification	100.0%	94.1%
Medical Laboratory Technician	MLT-ASCP (Medical Laboratory Technician Exam)	100.0%	100.0%
Nursing – RN	NCLEX-RN (National Council Licensure Exam)	92.7%	95.9%
Nursing – PN	NCLEX-PN (National Council Licensure Exam)	100.0%	100.0%

Table 4.2

Student learning in occupational programs can be documented through technical skills assessment scores such as those associated with 1P1. The assessment instruments identified by programs reporting thus far have a high degree of reliability through serving as third-party certification and licensure examinations required to earn professional credentials. 1P1 technical skill assessment data is shared by the Director of Institutional Research with the Dean of Career and Occupational Education. This information is then shared with occupational faculty and directors who use the data for program improvement.

The Perkins measures are distributed to the occupational programs at the annual February Perkins planning meeting.¹²⁶ The report¹²⁷ is available to College personnel on the College's computer network. The composite results for the College are available to the general public at the Michigan Community College Network website.

The 1P1 Core Indicator is a valuable assessment for some programs but limitations exists for others. According to federal requirements, programs are to identify a third-party industry recognized assessment, available and appropriate to measure student learning outcomes. For careers that require licensure or certification to gain employment, the 1P1 assessment can easily be identified with valid results. For careers that do not require certification or licensure, the program often struggles to identify a 1P1 assessment, and when they do, students are less inclined to complete the exam or motivated to do well because of its lack of relevance to their employment goal.

Another caveat to 1P1 assessment of student learning is the timeframe we're required to report data. In some cases, there seems to be a disconnect between the timeline we're to report data and when the majority of students are completing the assessment. This can result in a very low number

¹²⁶ Perkins2010_2011PlanningMeeting.pdf

¹²⁷ PerkinsMeasures2010.pdf

of students completing the exam, thereby a skewed percentage of success, such as the case with the Emergency Medical Services data as indicated in Table 4.2. Also proving challenging is obtaining the assessment results from the licensing or certification boards or from the students. Reporting Core Indicators is relatively new with only two years of reporting data. We are actively exploring how the data is collected and analyzed to make the effort more accurate and meaningful to our outcomes.

Program leaders and faculty identify other measures of success such as portfolios, capstone projects, internship evaluation, clinical evaluation, and standardized tests with outcomes often used in reporting to advisory committees or accrediting agencies. The measures of the assessments can be designed purposefully into the program curriculum and instruction.

PROGRAM REVIEW OF OCCUPATIONAL EDUCATION (PROE)

Tied to Perkins is a State of Michigan mandated Program Review of Occupational Education for all state approved occupational programs. This required review occurs a minimum of every five years. The Michigan community college system is highly decentralized. Local boards of trustees are constitutionally charged with managing the community colleges with very little control by state government. The State of Michigan can exercise some control through leveraging their funding of the community colleges. One stream of funding for occupational programs is the federal Perkins funds that are channeled through the State to the community colleges. To be eligible for this funding, a program must perform a needs study and comply with state established regulations. Such qualifying programs are referred to as State-Approved Occupational Programs. The College could, and does, offer programs that are not state approved. Such non-approved programs are just as legitimate as state-approved programs, the only difference is they are not eligible for Perkins funding.

The PROE self-study includes input from students, faculty, and advisory committees. The department administrator produces a standardized report, to be reviewed by the Occupational Dean and the President. These reports are filed in the Occupational Dean's office and reviewed by the State officials during Perkins compliance visits.

PROE is a specific process and reporting tool originally created by a task force of community college professionals in 1980. The creation of the system was sponsored by the Michigan Department of Education in cooperation with the Michigan Occupational Deans Administrative Council (MODAC) and participating local colleges. PROE was one piece of a larger system of program evaluation, but the other elements of the system were abandoned over the years as too burdensome for the value received. Though PROE has been under study for revision, especially in the last decade, the PROE continues to provide valuable information to programs in its original form. The perception data provided by the PROE, along with quantitative data such as enrollment, placement effectiveness, and financial information, assists the occupational programs in making better decisions about changes for program improvement, resource requirements and allocations, as well as potential future direction for the programs. The PROE¹²⁸ Manual describes the process for the program review in detail.

The summary report is intended to assist community college faculty and staff in

- Planning and operating better programs
- Prioritizing grant expenditures
- Providing information to the general public on the status and operation of occupational education programs

The last section of the report is a Community College Action Plan that provides direction for program improvement. A five year PROE review schedule¹²⁹ is published for planning purposes and

¹²⁸ PROE.pdf

¹²⁹ PROE5YR.pdf

indicates that between three and seven programs are reviewed each year. PROE review reports are maintained by the Occupational Education Dean. Examples of recent reports are available for Paralegal,¹³⁰ Human Services,¹³¹ Welding,¹³² and Radiography.¹³³

OTHER PROGRAM EVALUATION – A NURSING DEPARTMENT EXAMPLE

Programs may also embark on a program evaluation process due to either internal or external concerns. The Kellogg Community College Nursing Department continuously monitors the quality of its educational programs through a plethora of evaluative mechanisms serving as an example of how many KCC programs assess effectiveness. Data-driven decisions are required of nursing program leaders and faculty as they collaborate to improve their program. Examples exist through recent initiatives to improve scores on the National Council Licensing Exam—Registered Nurse (NCLEX-RN) (the 1P1 indicator for this program), and to deepen student learning through advanced human patient simulation methods.

In 2008, adding an urgency to our own concern, the State Board of Nursing reported that KCC graduates were not scoring as well on the NCLEX as they had in previous years and directed our Nursing program to develop a plan that would address the issue. An element of the proposed plan included scrutiny of our admission process. Community partners supported this review and encouraged KCC to make modifications to our admission process to provide an option for outstanding students to gain entry into our program without the delay associated with rolling admission model that the College employed. In response, KCC implemented a trial selective admissions process for a small portion of the available Nursing program positions. Although preliminary, there seems to be emerging data to support elevated retention, completion and NCLEX-RN licensure among the student population admitted through the selective admission criteria as compared to those admitted through the existing rolling admission criteria. As we continued to explore and refine the program admission process, we are attentive to assuring we have imposed effective prerequisite requirements, and that the weighting of criteria elements is conducive with proven student success.

In spring of 2011, the Director of Nursing and Director of Admissions presented to Academic Cabinet¹³⁴ additional modifications to the selective admission process. Recognizing that the attrition rate was too high for first semester students, overall Nursing student NCLEX success was not yet acceptable, and national standards had increased, adjustments in the selective admission process were recommended. The changes suggested were to adjust the criteria and to increase the numbers of students allowed to enter the program via selective admissions. Selective admissions had previously been limited to 40 students, and data on the success of these students was reported. Noting the success of these students and the connection between Test of Essential Academic Skills (TEAS) scores and success in the program, TEAS thresholds were adjusted and given more weight in the selective admissions process. A higher level mathematics course was also recommended. Secondly, an increase in the number of total selective admissions students was approved to allow 64 students to enter via this method, also altering the balance of part-time and full-time students. The changes were approved with the understanding they are part of a longer term evaluation of curriculum. We continue to be challenged by the struggle between an open access philosophy and the need to ensure student success in the Nursing program.

In August of 2006 our program partnered with the Assessment Technologies Institute (ATI) to provide “NCLEX-like” testing as an effort to improve NCLEX scores through better preparation. Students complete an ATI test at the conclusion of each nursing course. These results provide valuable ongoing feedback both to faculty and students and allow for timely remediation when

¹³⁰ PROE_PARA_SelfStudy2009.pdf

¹³¹ HUSE_PROE_SummaryFY10.pdf

¹³² PROE_Welding0002.pdf

¹³³ PROE_Radiography0001.pdf

¹³⁴ AC_MinutesMarch_22_2011.pdf

needed. The department is now analyzing scores on the comprehensive ATI exam to determine if there is a correlation to NCLEX scores.

Subjective student surveys provide valuable qualitative data as an evaluative means. Student perceptions of each course and instructor provide program administrators and faculty vital information leading to program improvement. As an example, surveys have supported the College's recent investment in simulation learning. Students have revealed that the post self-evaluation component of simulation as one of many valuable and effective outcomes of their simulation experience.

GRADUATE FOLLOW-UP SURVEY

Annually, the College completes a follow-up study of degree and certificate recipients to provide information to the Michigan Department of Energy, Labor and Economic Growth. This report also serves to provide information for program evaluation. The Graduate Follow-Up Report¹³⁵ provides degree and certificate attainment data, and reports on the current employment and transfer status as well as student satisfaction in goal attainment and College processes by College program. Data collected via this survey is shared and discussed across all levels of the institution with both internal and external stakeholders, including students.

ADDITIONAL PROGRAM REVIEW PLANNING

In the process of performing this Self-Study, the College identified as a weakness the absence of a formal program review process to be applied across all programs. In response to this, the Chairs and Directors formed a workgroup to develop a program review process that could be used by both occupational and academic program areas. The Program Review System is a continuous improvement system and, as such, is expected to measure and improve student success over time through data informed decision-making which considers quality, potential, and cost. The system contains common elements useful for comparing the effectiveness of programs with one another, as well as elements unique to the program. To date, the Chair and Director's workgroup has submitted a Program Review System Manual draft for review by the academic deans and Vice President for Instruction. An objective of the strategic planning process described previously is to implement a program review process that assesses quality and student achievement, potential job market and student placement opportunities and sustainability and costs for 100% of programs. This provides specific and comprehensive accountability for development of the program review process.

COURSE LEVEL ASSESSMENT

All courses have outcomes, and individual instructors are responsible for assessing their students. Embedded measures as well as pre- and post-testing and service learning may be used.

DIRECT AND INDIRECT MEASURES OF STUDENT LEARNING

Our faculty use a wide range of assessment options to measure student learning. Assessment efforts are categorized as either direct or indirect measures. Faculty are most familiar with direct measures. Direct measures are based on actual samples of student work, including exams, reports, demonstrations, and performances. Because direct measures provide samples of what students can do, they are strong evidence of student learning.

In contrast, indirect measures are based on reports of perceived student learning which can come from a variety of perspectives, including students, employers, and faculty. Although indirect measures are not as strong as direct measures, because assumptions and interpretations of the self-reported data must be made, they do provide perceptions of actual learning.

Each method has limitations, so Kellogg Community College incorporates both methods of measurements from a variety of sources. Examples of both methods are provided in the following.

¹³⁵ MISISfollowup_0809.pdf

DIRECT MEASURES	INDIRECT MEASURES
Essay exams Multiple-choice exams Short answer exams Student papers Oral class presentations Case studies Lab reports Simulated experiences Portfolios Class projects (individual or group) PowerPoint Student pass rates Graduation rates Perkins core performance measure – 1P1 Perkins Technical Skills Assessment Gen Ed Outcomes assessment Certification exams Licensing exams Service learning projects or experiences Scores of standardized test	Survey of faculty members Graduate follow up survey Survey of employers Survey of transfer institutions Program Review Process (currently under design by department administrators) Course grades Comparison between admission and graduation rates Number of graduates pursuing their education at the next level Student evaluation of courses Community College Survey of Student Engagement (CCSSE) Community College Faculty Survey of Student Engagement (CCFSSE) Program Review of Occupational Education (PROE)

Examples of publically available composite reports of some measures include:

- Michigan College Access Portal
- Perkins Core Performance Indicators and other measures reported to the State of Michigan¹³⁶
- Michigan Career Education Consumer Report¹³⁷

Many faculty take advantage of the College’s course management system, Blackboard, to assess student learning. Using this tool, faculty members can efficiently compile and report the assessment data. Blackboard provides a variety of assessment tools beyond the typical assessment functions. These tools provide opportunities to

- Evaluate e-portfolios
- Link course objectives to itemized test analysis
- Provide analysis of student interaction through discussion posted items
- Provide survey instruments for students within the course

STUDENT EVALUATION OF COURSES

Each semester full-time faculty members have two of their sections evaluated by students. Adjunct faculty members have all sections evaluated. This survey has multiple choice responses and open-ended questions about the content and delivery style used in the class. It also gauges the students’ satisfaction with their learning. The results of the surveys are then used by faculty to focus on areas in the curriculum and pedagogy to revise.

COURSE ASSESSMENT – A RADIOGRAPHY PROGRAM EXAMPLE

One of the most significant outcome measures of a Radiography student’s success is the pass rate on the certification examination administered by the American Registry of Radiologic Technologists (ARRT). The examination is divided into five content-specific sections: Radiation Protection, Equipment Operation and Quality Control, Image Production and Evaluation, Radiographic Procedures, and Patient Care and Education. While the KCC program was inclusive of the curriculum content guided by the American Society of Radiologic Technologists (ASRT), it wasn’t clearly delineated into these content areas making assessment of student learning outcomes in each content area challenging. This resulted in a major curriculum revision with implementation in the 2008–09 academic year.

¹³⁶ MI_CC_Network.pdf

¹³⁷ CECR.pdf

Historically, the Radiography program consisted of a total of six courses with students completing one course for each of the six sequential semesters of the program. Each of the six courses was all-encompassing of the ASRT curriculum content ranging from radiologic physics, procedures, radiobiology and even clinical competency. Assessments in the courses were also very broad, reaching across all elements of the curriculum resulting in one final grade for the course. Although the program had always reported a high percentage of student success on the ARRT exam, this curriculum structure presented potential risk allowing for a student to fail an entire content area while still passing the course which could have negative implications for success on the ARRT exam. For example, a student could fail to master the very important physics content yet still pass the course if they were academically strong in the other content areas. Failure to master radiologic physics could result in failure of the Equipment Operation and Quality Control section of the ARRT certification exam. The risk to student achievement resulting from the inability to separate and assess learning in major content areas inspired the program faculty to re-design the program curriculum into seventeen content specific courses that align with the ASRT curriculum to prepare students for success on all sections of the ARRT certification exam. Narrowing course focus allows faculty to better assess each individual course and the program curriculum as a whole. It also allows for timely identification of areas of individual student weakness so that remediation can be offered.

COURSE ASSESSMENT – A MATHEMATICS AND SCIENCE EXAMPLE

In 2007, the Mathematics and Science Department began a mission, vision, and values process. In 2008, goal areas were developed and a team strategic planning process (with monthly meetings) began to ensure goal achievement. One critical goal area is student success. Success was evaluated by modality (online, face-to-face) and course level (developmental, college level), as well as in key courses such as MATH 101-Beginning Algebra, MATH 121-Intermediate Algebra, BIOL 201-Human Anatomy, and BIOL 202-Human Physiology. Data reports extracted from our student information system and departmental grade data were evaluated. Assessment scores and course success data were also explored. This research indicated that success in our developmental biology courses was a good predictor of success in Human Anatomy, but developmental math courses were not generating as much success in future math courses as in the past. Faculty volunteers revised a previous model for the delivery of the first two developmental mathematics courses; MATH 97–Mathematics Clinic and MATH 100-Pre-Algebra. Standardized assessments for all sections of these two courses continue to be an integral part of the courses. An in-depth study of MATH 101 and MATH 121 was begun in fall 2009. These courses were restructured in both scope and sequence and offered as a pilot project in spring 2011. Part of the restructuring included the establishment of a department final exam to allow for improved analysis. The analyzation of this data will begin in 2011–12.

ASSESSMENT OF STUDENT LEARNING EXTENDS TO ALL EDUCATIONAL OFFERINGS

The General Education assessment process assesses all credit students, regardless of their goals at the College: degree, certificate, transfer without an award, or just completing a course or two. All credit bearing courses are required to assess student learning within the course.

The College is in the process of changing all noncredit courses to Continuing Education Unit (CEU) courses. CEU courses will be used in Lifelong Learning as well as academic areas where the CEU or noncredit courses do not apply toward a transcribed degree or certificate. Though an assessment of learning is not required in CEU courses, students in these courses are typically asked to complete an evaluation of instruction. For example, the Lifelong Learning department requires all offerings to be assessed with a student evaluation. These noncredit evaluation results are used for assessment

of the course; instructor, facility, and registration process quality and performance, as well as course improvement feedback.

The Criminal Justice curriculum currently offers a wide array of CEU courses to meet the training needs of local law enforcement agencies. These courses can be quickly added to the CEU taxonomy, allowing the program to be nimble and responsive. Likewise, the Arts and Communication Department offers Visual Art and Music CEUs that allow community members to perform with our “for-credit” participants.

A new CEU option is the Community Interpreter program offered through the College’s Lifelong Learning Department. The Battle Creek community is home to a significant number of citizens who speak limited or no English. As a result, the Community Interpreter certificate program evolved from discussions between Lifelong Learning, Voces, KCC’s Arts & Communications department, and the Battle Creek Community Foundation. This community-driven initiative resulted in the training of 18 certified community interpreters who provide interpretation services across the community. Most specifically, the program was designed to increase the professionalism of interpretation services provided in health care settings. Initial feedback from the students and the community organizations is being collected. Going forward, this feedback will result in further refinement of the program. This includes revised testing assessment processes and providers. Additionally, scholarship funds for the majority of the participants were acquired from the Battle Creek Community Foundation, Battle Creek Health System, The Family Health Center, Voces, United Educational Credit Union, Binda Foundation, and the KCC Foundation.

3B: The Organization Values and Supports Effective Teaching

Student learning is at the core of the College mission, and student learning is directly impacted by the effectiveness of teaching by highly qualified and effective faculty. The College recognizes the value of its faculty, and their support is a high priority as reflected in the level of resources committed to recruitment, retention, development, and support. Faculty are involved in curricular content decisions on a variety of levels from program design to the individual classroom. They are empowered to develop strategies for their individual teaching approach.

FACULTY QUALIFICATIONS

Kellogg Community College employs and supports well-qualified faculty in all teaching settings and follows the Higher Learning Commission guidelines on determining qualified instructors. KCC’s bargaining unit agreement states, “Preferred minimum educational requirements for faculty members shall be a master’s degree in the subject matter, or its equivalent, directly relating to the teaching job or areas of assignment to be filled.” Instructional faculty teaching in technical education programs are the occasional exception to the master’s degree requirement and the reason the master’s degree is a preference rather than a requirement. In many occupational fields, alternative paths such as apprenticeship and on-the-job training are used rather than higher education to develop the knowledge, skills, and abilities needed within the career. In the hiring of faculty in occupational programs, KCC follows requirements set forth in Perkins, which requires faculty teaching occupational courses to have a minimum of two years of work experience in the occupation for which the course prepares students. This is verified by the dean and exceptions are not allowed.

The number of adjunct faculty varies significantly each semester which also significantly changes the mix of degrees held by them. Table 4.4 provides a snapshot of degrees held by adjunct faculty for Fall 2010.

DEGREES HELD BY FULL-TIME FACULTY (FALL 2010)	
DEGREE	PERCENTAGE
Doctorate	9%
Masters	79%
Bachelors	8%

Table 4.3

DEGREES HELD BY ADJUNCT FACULTY (FALL 2010)	
DEGREE	PERCENTAGE
Doctorate	5%
Masters	46%
Bachelors	37%
Associate	12%

Table 4.4

Note that while 12% of adjunct faculty have an associate degree, this is not unusual given the occupational focus of the College. The College abides by all program accreditation requirements for faculty degree level. KCC faculty have significant teaching experience with the average college-level teaching and technical experience of our full-time faculty at just under 12 years. Many adjunct faculty have worked for many years and often have equivalent teaching or related occupational work experience. A file complete with documentation of academic credentials and work experience is kept for all adjunct faculty in the Human Resources Department.

PROFESSIONAL DEVELOPMENT FOR FACULTY

Kellogg Community College promotes the professional development of faculty to improve and expand instructional strategies, incorporate new trends into the classroom, seek out and adapt emerging technologies, and create innovative learning environments. There are several pools of resources available to aid faculty professional development, including the faculty professional development fund (managed by the Faculty Association (KFA)), the Kellogg Community College Foundation, Perkins professional development funds, divisional and departmental funds, as well as funding that is often written into grant initiatives that originating from the State or Federal Government, or foundations. In addition, faculty qualify for tuition reimbursement upon successful completion of college coursework deemed appropriate for their responsibilities. See Chapter Five for further information on professional development activities.

Chapter Five also includes details of two mentoring programs to meet the needs of our new faculty, focusing on the specific needs of both full-time and adjunct faculty.

FUNDING FOR PROFESSIONAL DEVELOPMENT

Monies for faculty professional development are available from a variety of sources. Three of these are the Professional Development Fund, Perkins Funds, and Non-academic Credential Compensation.

Professional Development Fund

The Professional Development Fund for Kellogg Community College is a faculty-run, administratively funded resource. Current guidelines, set by faculty, provide each full-time faculty member to have access to up to \$1,800 annually for professional development activities. These funds are typically used to attend workshops or conferences, though in a given year not every faculty member chooses a professional development activity that requires funding. In 2009-2010, forty faculty members were able to utilize the funds. The budgeted amount has risen from \$50,000 in 2005-06 to \$53,570 in 2009-10.

ACADEMIC YEAR	BUDGET	NUMBER OF FACULTY
2005–06	\$50,000	43
2006–07	\$50,000	41
2007–08	\$52,000	45
2008–09	\$53,040	40
2009–10	\$53,570	40

Table 4.5

Perkins Funds

Kellogg Community College allocates a generous portion of its funding from the Carl D. Perkins Career and Technical Educational Act for faculty professional development. These funds are used to support faculty in occupational programs where the Professional Development Fund may be inadequate to meet the needs.

ACADEMIC YEAR	AMOUNT EXPENDED	NUMBER OF FULL-TIME FACULTY	NUMBER OF ADJUNCT FACULTY
2005–06	\$21,462	20	5
2006–07	\$19,281	19	2
2007–08	\$15,276	21	3
2008–09	\$23,053	23	2
2009–10	\$27,505	27	4

Table 4.6

In 2009-2010 and 2010-2011, KCC received a Curriculum, Assessment and Evaluation, and Professional Development (CAP) Leadership Grant from the State of Michigan. As the title implies, these funds can be used in part for curriculum activities and/or professional development. This grant program replaced the Fast Track Grant program, which was used exclusively for Professional Development. The \$125,000 grant program available in 2009–10 required Michigan's 28 community colleges to compete for funding, while the 2010–11 funding was equitably allocated among Michigan's community colleges.

Non-Academic Credential Compensation

KCC established the Non-Academic Credential Compensation Committee in 2008. The purpose of the committee is to recognize and compensate faculty for achieving third-party certifications in fields where such certifications are valued by employers. Before the program was established, faculty would receive an increase in salary for achieving higher levels of formal postsecondary education, but not for receiving certifications.

TECHNOLOGY TRAINING

Learning Technologies at KCC focuses on the effective use of instructional technology in education providing assistance to faculty and staff for instructional computing projects. They offer workshops, informational events, and investigate new technology for instructional use. The Director of Learning Technologies is an instructional designer who works one-on-one with faculty to assist them with effective instructional design and delivery strategies. Workshops are also offered by Information Services in a variety of formats (including seminars, online, and one-on-one) and cover technology topics associated with communication, presentation, web development, courseware, and other instructional technologies. Workshop times are flexible to accommodate the diverse schedules of instructors.

TRAINING AND SUPPORT FOR ONLINE TEACHING

Online Teaching and Learning Course

Kellogg Community College offers a four-week course in Online Teaching and Learning. It focuses on the issues and optimal strategies for delivering online courses. Successful completion of this course is required before faculty members are allowed to teach a KCC online or hybrid course. This is a faculty-led course offered online each Fall and Spring semester.

State-wide Online Teaching Certification Course

The Educational Technology Organization of Michigan offers a six-week online course designed to provide participants with the experience of being an online student while introducing them to the pedagogical and technical issues of online teaching. While participants may want to adapt their teaching materials and methods to a completely online delivery, this course is also suitable for those wishing to move only parts of their courses online (e.g., hybrid delivery). Course instruction is based on the quality principles and standards identified in the Michigan Community College Virtual Learning Collaborative Online Course Development Guidelines and Rubric.

Online Instructors Roundtable

Begun in 2010, the online instructors' roundtable was initially a once-per-semester opportunity for online instructors to discuss challenges and successes experienced in the online teaching environment. In the Spring 2011, based on faculty request, the roundtable was expanded to twice per semester. Recent topics discussed include the use of proctoring, online course standards, course success shifts, course management system use, and instructional design. Beyond providing a forum for faculty, this group is helpful in assisting the Online Course Development Committee (OCDC) in clarifying and updating their processes and procedures.

SUPPORT FOR EMERGING TECHNOLOGIES

Though broadly serving the College, the Emerging Technology team provides opportunities for faculty to discover and use new technologies in teaching. The team is led by the Director of Learning Technologies and is comprised of technology-interested faculty and staff. Membership is open to those wishing to attend.

The Emerging Technology team meets regularly to brainstorm about "new to us" technologies that might have application at the College. Between meetings, members perform what might be termed an environmental scan for these technologies. The team decides on a couple of technologies to promote in the monthly Emerging Technology newsletter, e-mailed to all KCC employees.

Employees who have ideas for implementing new technologies can approach the committee for funding to pay for the purchase or implementation of a new technology as a pilot project. Typically at least one member of the team will provide support for the implementation. The KCC Foundation through its Program Grant Initiative often funds the startup of these pilot projects.

Once pilot projects prove successful, faculty share their successes at the annual Emerging Technology showcase. Successful adoption of several technologies has occurred in the past three years include clickers, Skype, WizIQ, Prezi, SoftChalk, Starboard, and Flip Digital Cameras.

SUPPORT FOR VIDEO PRODUCTION

In 2010, based on requests from faculty, the KCC faculty and administration planned and provided funds to create a video production center on campus. The center opened in 2011, and enables faculty to enhance their courses with high quality video instruction. The Internet provides an almost limitless number of ways video can be used to connect with students and supports them outside of the classroom. Many KCC faculty already post instructional video on YouTube the College recently

created a YouTube channel to showcase and centralize these educational videos as well as create a promotional site for the community, prospective students, and their families. We anticipate the number of faculty-produced videos and innovative uses for them to grow.

IN-SERVICE WORKSHOPS

Kellogg Community College conducts many faculty in-service workshops each semester. Workshop ideas are submitted by faculty, Emerging Technologies Committee, Service Learning Committee, library staff, I.S. Department, and organized by the College administration. Topics recently presented in these workshops include: Service learning, Poverty Simulation, classroom management, WIDS, and The Student is Our Customer.

FACULTY EVALUATION

FACULTY EVALUATION PROCESS (FEP) FOR POST-TENURED FACULTY

The Faculty Evaluation Process (FEP) for post-tenured faculty has been in place since 2004. The purpose of the FEP is to provide for continuous improvement of teaching and learning at the College through formative evaluation of faculty. The process was developed by a committee of faculty and academic administrators based on the Flanders Interaction Analysis System. It is a system with a well-established body of research and information.

The four part components of the FEP¹³⁸ are

- Student evaluations: The purpose of annual student evaluations is to offer feedback that will assist faculty members in improving their performance.
- Classroom observations: Once every third year, direct supervisors observe tenured faculty members in appropriate work settings using three or four of the seven observational elements. The direct supervisor later meets with the faculty member to share the observation results; again with the expectation the observation will help the faculty member to improve performance.
- Professional Effectiveness Plan: The annual faculty plan includes six elements:
 - A summary of significant professional activities and roles
 - A summary of student evaluations and an analysis of the data
 - A summary of the observation in the third year with a reflection on the results
 - A self-assessment that includes a discussion of the four criteria of FEP including successes to celebrate and problems to solve if appropriate
 - Personal goals for professional development
 - Estimates of resources needed to achieve goals
- Annual Review Meeting: The purpose of this annual meeting between the direct supervisor and faculty member is to review the Professional Effectiveness Plan and jointly determine professional goals and any related actions.

NEW TENURE-TRACK FACULTY EVALUATION

Newly hired tenure-track faculty at Kellogg Community College are evaluated during a three-year probationary period. Upon successful completion of the probationary period the faculty member will be recommended to the Board of Trustees for tenure. Components of the pre-tenure evaluation¹³⁹ include:

- Student evaluations every semester
- Check-list of faculty competencies
- Department administrator observation each semester
- Dean observation each year
- Follow-up meetings after observations

¹³⁸ FEP_Handbook.pdf

¹³⁹ ProbationaryFacultyEvalRport_revMarch2011.pdf

FACULTY RECOGNITION

Faculty recognition comes in many forms. There is a faculty category in the College's Employee of the Semester award which accepts nominations from all employees, as well as the Kellogg Community College Foundation sponsored "Starfish" awards, which accepts nominations from students. The Public Information and Marketing department highlights employee achievements in the Bruin Beat monthly online newsletter, and the Emerging Technologies online newsletter highlights a faculty or staff member monthly based on their innovative use of technology. The annual Emerging Technologies Showcase each fall provides faculty recognition from their peers. There is also an opportunity to nominate faculty for Outstanding Michigan Community College Educator Award presented as part of the TRENDS in Occupational Studies annual conference. Two of our faculty have been nominated and one has won this award since our last accreditation.

3C: The Organization Creates Effective Learning Environments.

Over the past ten years, the learning environments available to students at KCC have changed. Basic classroom instruction has become augmented with technology, and numerous new learning environments have emerged. Courses are now offered in traditional, online, hybrid, and open entry/open exit formats. Additionally, embedded within courses, new learning experiences may include computer-based components, international travel, service learning, and simulations. The classroom is now just one component of the learning environment. Co-curricular activities and student services, once viewed as distinctly separate from the learning environment, are now viewed as critical in supporting student learning. Continuing education experiences have grown and become more varied.

ENSURING STUDENT SUCCESS— EVALUATING THE ONLINE LEARNING ENVIRONMENT

As described in Criteria Three, in 2007 the College embarked on the IDEA project to identify key data points for further evaluation. Included in these metrics were those for course success. Faculty, technology support staff, chairs and directors had reported concerns about student success in the online environment, so an initial goal was set to understand the difference in course success between face-to-face and online courses. A custom program was written by Information Services and used by Institutional Research to obtain data. Data was shared with the instructional deans and chairs, and training was offered on use of the program and its report. Chairs and directors in turn shared the data with their departments and faculty. The data indicated that generally online course success was lower than that of face-to-face courses. Conversations across campus turned to understanding what contributes to success in an online environment. In spring 2010, data for all online courses¹⁴⁰ was presented to all online instructors at the online instructors' roundtable for discussion. Several factors were identified as contributing to success: course design, student preparedness, faculty teaching effectiveness, and technology issues. Projects, some already underway, continue to address each of these issues. Technology concerns were addressed by changing processes that copied courses from one semester to the next, often incorporating corruption and "bugs" into the course. Additional Blackboard training was created for students, and an online Blackboard tutorial was developed for students.

At the same time, high level course design was addressed with the unveiling of a template for Blackboard courses so that students could find the standard components of all of their courses

¹⁴⁰ Online_F2F_DataComparison2009_2010.pdf

in the same place. Prior to this, faculty members designed their course in a vacuum not knowing how other faculty were setting up and using the Blackboard system. A frequent complaint from students to the Help Desk was difficulty locating their assignments within Blackboard. With the use of the template, complaints decreased, and students were more easily able to navigate their online courses.

Student preparedness is currently being addressed with the development of a required orientation for online learners. The intention of this orientation is to handle both technology preparation and study skills preparation issues. A logistics group met in 2010 and developed a model for delivering the orientation. In 2011, the development group met to identify content for the orientation. Whereas the logistics group involved senior administrators, technology staff, deans and faculty, the development group is faculty led. A draft version of the orientation is expected to be developed in fall 2011.

In evaluating teacher effectiveness and curriculum design, we identified a need for instructional design support for faculty. In fall 2010, after a staff retirement, a new Director of Learning Technologies was hired to provide that needed support given her extensive instructional design experience. Beginning in spring 2011, the Director worked with several online faculty in helping address low success and general instructional design concerns.

These initiatives are not yet complete, but the work done to date represents our commitment to the process of continuous improvement and the critical understanding of what contributes to student success. Analysis and conversations about other modalities (hybrid, open entry/open exit) as well as discipline and course specific concerns are needed, but progress has been made in expanding awareness about course success and improving of success rates as a priority. Beginning in August 2011, annual reports for all academic Chairs and Directors require analysis of courses for both enrollment and course success. In addition, as a part of the three year strategic planning process, an objective was identified to evaluate course success so that 80% of courses are reviewed. This review will move beyond modality and may include analysis by location, discipline, student population, or causes of grading variability.

NEW LEARNING ENVIRONMENTS

Multiple learning environments are used to achieve student learning goals. The following case studies explore examples of how multiple learning environments are used at KCC.

NURSING

Recently, the Nursing program advanced its efforts in simulation education through the establishment of a new human patient simulation lab. Historically, the KCC Nursing program had utilized basic simulation mannequins and other anatomical models for teaching purposes. Initially, the department purchased basic models such as arm models for intravenous therapy practice, chest models for central venous line therapy practice, breast and scrotal models, and gastrointestinal tract models. As the need developed, the program acquired more “life-like” models, such as infants, children, and adult mannequins. In 2005, the KCC nursing program began acquiring low-level fidelity mannequins, as well as several mid-level fidelity mannequins. Faculty used the low-level mannequins in simulating basic procedures, such as catheter insertion with the return of fluid; nasogastric tube insertion with the return of fluid, and dressing changes, utilizing exchangeable body parts for amputations, burns, and other conditions. The mid-level fidelity mannequins are capable of complex animations, such as programmable speech, cardiac sounds, respiratory sounds, and abdominal sounds. Faculty originally used these mannequins to demonstrate nursing procedures and processes. However, as instructors and students became more accustomed to the

use of the mannequins, they began using them to practice and assess complex skills. In 2006, select KCC nursing faculty began exploring the potential use of the mid-level and high-level mannequins as tools for simulating critical nursing and patient situations. From that time, the amount, quality, and diversity of the mannequins acquired by the College has evolved and improved. Since 2008, simulations have been actively incorporated during lab and clinical sessions to assist the students in learning the nursing process and developing critical thinking skills in a safe, learning environment. In 2010, KCC opened two new high-fidelity human patient simulation labs featuring computerized patient simulators. These simulators provide students the opportunity to experience and respond to realistic medical occurrences (such as seizures, vomiting, bleeding, and vascular collapse) in a safe learning environment before actual clinical practice in an acute care setting. Simulation learning challenges student critical thinking, prioritization, and communication skills without risk to a living patient. Faculty make deliberate efforts to measure simulation learning outcomes to align with clinical practice competency and NCLEX-RN scores. Data is preliminary but student surveys show promising results. Students report that the simulation scenarios challenge them to think more deeply, to anticipate events, and prioritize activities.

INDUSTRIAL TRADES

Closing the loop between learning and application of skill is critical at the College's Regional Manufacturing Technology Center (RMTC). Typically half of the students at the RMTC are taking classes at their employer's request so the loop includes the student's employer. A student could learn and apply a skill in a simulated setting at the RMTC, then later that day return to work to apply it in an actual manufacturing environment. Faculty apply the feedback from students to make improvements in academic content, teaching methods, technology used in instruction, and student assessments.

The instructional design and delivery used by the RMTC also reflects the industrial need for flexible training schedules and a format that allows for skill development. The unique open-entry/open exit model allows students to begin at any point during the academic year and progress at their own pace. The content is provided in short modules, which fosters a sense of accomplishment as students complete one module and advance to the next. This modularization also provides for flexibility and customization of programming for both student and employer. Each module is competency-based with a pass/fail grade upon completion. Students who have failed to master the content are able to continue to work on the module until a pass grade is realized. Students work through modules independently with one-on-one instruction available as necessary.

This instructional model allows companies to design a custom program that meets their needs and those of the employee. A company can outline a program, select modules, authorize, and register their employee all in less than 24 hours. Employees are able to begin their modular studies immediately upon registration.

The success of the RMTC instructional delivery model is well documented and has been recognized as a statewide and national model for innovation in providing instruction that meets the needs of industry, as well as the individual student. The College has adopted versions of this open entry/open exit system to provide instruction in applications software training and most recently in its developmental education programming.

AEEI PROGRAM

The Adult Education Enhancement Initiative (AEEI) program engages individuals who feel unprepared for college in multiple ways. The recruitment process with these students begins with a conversation about overcoming the visible and invisible barriers. A positive and supportive College staff helps them see the possibilities that could be theirs.

Working in groups, AEEI students begin the college prep process. The program provides:

- A combination of developmental “hands-on” and open entry instruction, personal and career counseling, tutoring, academic advising, individual needs assessment, individual educational planning, and socio-cultural activities
- Resources for childcare, transportation, and budget management using a wrap-around case manager model (personal counseling, intensive career counseling, individualized educational planning, mentoring, and coaching)
- Adult basic education, remedial education, and other training for low skilled adult learners in preparation for postsecondary training and/or new careers
- Access to basic skills necessary to participate and succeed in “No Worker Left Behind” funded post-secondary education and training programs
- A network of support as the College partners with area agencies and organizations at delivering comprehensive services to adult learners

Note that the AEEI program has now been brought into the new Academic Support Department. This department provides centralization of all transitional studies. Efforts are now underway to evolve the AEEI program into a sustainable part of the department.

INTERNATIONAL TRAVEL

International Travel courses offer traditional classroom instruction in addition to travel abroad, designed to increase students’ global awareness. Before students start their journey, they learn about practical travel information such as passports and customs, currency exchange, social and cultural expectations, and basic foreign words. The first trip offered in the spring of 2003 took students to Costa Rica. Since that time, 278 students have traveled to fifteen countries. The International Travel course attracts a diverse group of students who want to learn outside of the classroom and meet diverse groups of people.

In 2011, the College authorized a pilot program to offer a semester-long study abroad opportunity. Typically, travel courses limit the travel component to a 10-day period. In the spring 2012 semester, the College will deliver a semester long international studies experience. In this pilot, history professor Michelle Wright will teach seven courses using the classroom facilities of the University of London. Along with the traditional classroom format, courses will also include off-site excursions to enhance students’ understanding of knowledge of various topics.

STUDENT SERVICES

Student Services programming provides students with non-classroom learning experiences and mentorship. Examples of areas with these critical interactions include Academic Advising, Peer Mentorships, Career Advisory Committee, Student Life, and Student Employment Services.

Academic Advising

One of the advantages that Academic Advisors have as they work with students is that they are able to sit one-on-one with students to address concerns. These conversations can cover many aspects of the student academic experience. Our experienced advising staff have many resources available to them to support student learning.

Once a new student has applied for admission, applied for financial aid (if needed), completed orientation and the COMPASS assessment, step five requires them to meet with an academic advisor before scheduling courses. Academic advisors are available to help students attain their educational goals by providing information, encouragement, and giving them the necessary tools to navigate the registration process. Students are expected to play an active role in their educational journey. To assist students through this process, academic advisors rely on an

Educational Development Plan (EDP) and/or a transfer guide to empower students to become self-directed learners through their educational journey.

Academic Advisors help students:

- Interpret COMPASS assessment scores
- Obtain information about academic programs at KCC
- Understand the registration process including drop/add/withdraw
- Select appropriate courses
- Understand graduation requirements
- Navigate the transfer process by providing a transfer guide when possible
- Understand MACRAO Agreement requirements
- Understand how to use the Education Development Plan (EDP) as a tool to select courses
- Interpret the KCC catalog
- Explain College policies and procedures as outlined in the student handbook
- Seek the appropriate College resources

Additionally, Academic Advising expanded access to Internet-based career planning resources in 2005. The ACT product, eDiscover, is available to all current and prospective students who request it. The resource allows students to do research from any web connected computer in partnership with an Academic Advisor or a Career Counselor to support them in formalizing their plan.

Students are encouraged to schedule an appointment to meet with an Academic Advisor; walk-in advising is available on a limited basis. Advising services are offered on the Battle Creek campus and on designated days at the Eastern Academic, Fehsenfeld, and Grahl Centers. Academic advising office information and hours of business are posted to aid students in scheduling appointments.

Several of our occupational programs work collaboratively with Academic Advising regarding the intake of new students. Many of the programs, such as Nursing and Allied Health programs, rely heavily on the Academic Advising staff to do most of the advising. Several programs like Early Childhood Education, Human Services, and Law Enforcement share advising responsibilities. The Music, Multimedia, and Industrial Trades faculty members do their own advising because the content and method of teaching is so specialized.

Peer Mentors

For many years the college has offered Peer Mentoring through Support Services in the Student Services Division. These students are trained to serve as a resource and referral source for Support Services and Perkins Special Population program participants to encourage retention, graduation, and transfer.

Tutoring

All KCC students currently enrolled and attending class can receive tutoring assistance. Tutoring may be individual, group, or drop-in. The tutoring office webpage¹⁴¹ provides details on requesting a tutor and the tutoring policy. Free tutoring is also available through the Academic Support Department; a center that provides students opportunities to develop their skills for a successful college experience. Tutoring is available in reading, writing, chemistry, biology, mathematics, study skills and other subjects. The staff of the Academic Support Department assist students to become competent, motivated, and self-directed learners.

Career Advisory Committee

This committee networks across campus and within the community to coordinate and inventory career resources. In the formation of this committee, a cross section of faculty and staff were

¹⁴¹ Tutoring.pdf

surveyed to identify what existed and what is needed to support students as they prepare to enter employment. This collective design provided a more comprehensive approach to internships and co-op education. The committee includes community partners who provide insight as to how services would be viewed by future employers.

Academic Workshops

Student workshops were developed several years ago to fulfill a grant requirement that supported the underprepared college student. The program has expanded to provide services for students at all stages of the academic career. Workshops are offered a couple of times during the fall and spring semesters and address everything from college basics to preparing a résumé. Approximately 50 students participate each semester.

Student Life—Campus Programming

With the ultimate goal of providing the greatest number of student-led events, Student Life staff members work to integrate educational elements in campus programming, the Office of Student Life is rooted in the belief that the greatest level of student learning occurs when students are involved in the event planning process from the beginning. When making decisions about what campus events to offer and how to implement those events, Student Life engages students in the decision-making and planning process –our ultimate goal being to provide the greatest number of student-led events. Kampus Activities Board’s Scary Movie Night, the Tech Club’s Pumpkin Carving, and Phi Theta Kappa’s Roadside Pick-up are just three examples of recent student-led events.

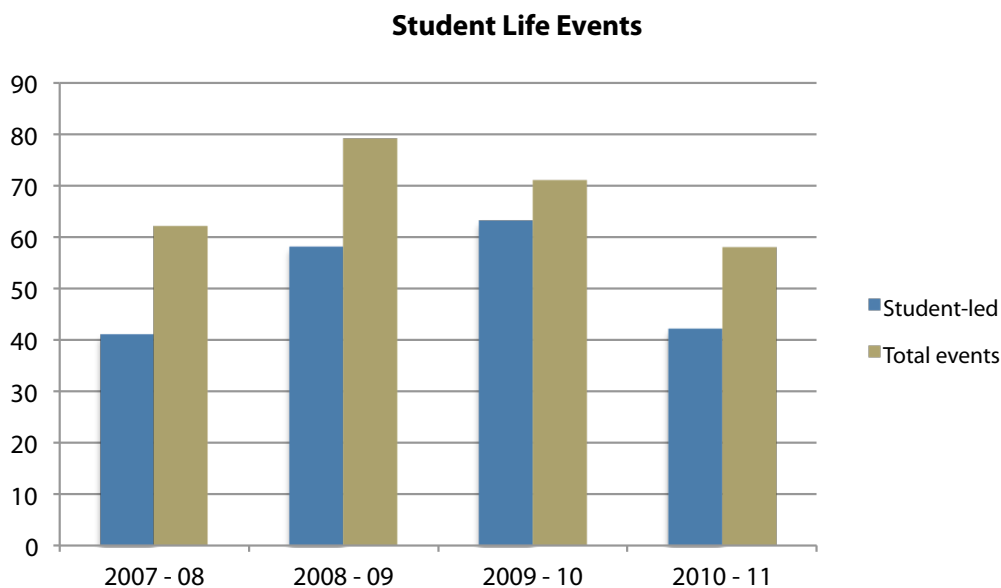


Table 4.7

CAREER AND EMPLOYMENT SERVICES

Career and Employment Services (CES) focuses on a number of work-related categories including Work Study (on- and off-campus), part-time, full-time (degree specific and non-degree specific), co-ops, internships, seasonal, and free-lance. CES works with faculty, onsite co-op coordinators, the local work development board, community based agencies, economic development agencies, and regional employers to help students develop permanent job leads and work experience opportunities. Services available to both students and alumni include job search planning, one-on-one assistance with résumé and cover letter writing, applying effective interview skills, networking, job lead development, utilizing KCC sponsored online services (such as the College Central Network

(CCN), targeted job fairs, on-campus/off-campus recruitment, work-based learning experiences, Michigan Works! partnership, leveraging emerging technology and providing access to a resource room. Private consultations focusing on the job search process are available as well as videotaped practice interviews. The format in which we deliver content includes classroom workshops, seminars, job board announcements, e-mail, website and mailers. In addition, one-on-one intensive services are available upon request to address specific employment objectives.

Career and Employment Services uses mediated and facilitated approaches. Students and alumni who need general employment information (such as job leads, job board instructions, or employment guides) are placed in the mediated track. These individuals are presented with content that is current, specific, and localized to help them make informed decisions in regards to job search strategies. Employment related resources, such as computer/Internet access, fax machines, copiers, printers, and employment ready resources (i.e. guides, manuals, books, CDs, DVDs, and Vault) are available at no additional cost to both students and alumni.

Students and alumni preferring an intensive approach are classified as facilitated. These individuals are seeking assistance with job search strategies, referral services, networking, outreach, and résumé writing. With a facilitated approach, we enable students or alumni to brainstorm and offer a sounding board to make them the best possible candidates within this highly competitive labor market. CES emphasizes meeting employment objectives and ensuring an understanding of the challenges with viable remedies.

Professional development and training for CES staff is specific and ongoing. Recent training includes the Management Leadership Institute (National Associate of Colleges and Employers [NACE]) and Business Services Professional (Michigan State University). Resources and technologies that are provided and utilized within CES in addition to what has previously been discussed are College Central Network, Visual CV, Vault, LinkedIn, Hound, and various other industry-related search engines.

CES has measurements in place to assess student learning and success. Students are tracked once they enter mediated services, which indicates that a résumé/cover letter has been developed. CES follows these students utilizing all the resources available, while trying to improve areas of deficiencies (i.e. lack of experience, gaps in employment, etc.). CES identifies those students who have gained employment through this tracking system. Efforts are currently underway to improve the reliability of student tracking.

3D: The Organization's Learning Resources Support Student Learning and Effective Teaching

Kellogg Community College provides learning resources to assure that the academic needs of students are fully met. The availability of effective and innovative learning resources is embedded within our mission that all students receive a "...high quality education to enrich our community and the lives of individual learners." The College has a strong commitment to maintaining the resources that support teaching and learning, demonstrated throughout our budgeting process. We are proud of the fact that we spent more of our General Fund dollars in the classroom and supporting instructional activities than any other community college in Michigan in 2008-09 (see Chart 3.6 in Chapter Three). Learning resources are used regularly by employees and students and are evaluated both formally and informally. Specific replacement cycle processes are in place to ensure students continue to have the classroom and technology resources needed for a comfortable learning environment and successful completion of studies.

LEARNING RESOURCE CENTER (LRC)

The Emory W. Morris Learning Resource Center was completely renovated in 1999-2000, the first facility makeover made possible by the 21st Century project. With its student-centered design, it has been completely repurposed for today's teaching and learning styles, including a unique mix of group study/learning spaces, hard-wired computing spaces, individual study spaces, and wireless network access throughout. Its open design has allowed the flexibility over the past decade for further changes including the fourth level that now accommodates additional computing work stations. The LRC is home to the College's largest public computer lab and has over 100 computers for student use including eight wireless laptops and several iPads available for in-building use. In 2006, the College's newly formed Help Desk was moved to the center of the library, along with the library Information Desk, to provide support resources for students with computer problems as well as those needing immediate assistance with library research. Use of both resource desks has been increasing steadily. The Help Desk¹⁴² support log indicates that annual visits are now over 10,000.

The resources provided include 24/7/365 access to the catalog and more than sixty databases. There are more than 23,000 electronic books included in the catalog. The library belongs to the statewide resource sharing system, MeLCat, greatly expanding access to materials beyond our collection of 100,000 items. With MeLCat, we provide access to greater than 45 million items. Items are conveniently delivered three times each week to our users. MeLCat has steadily grown to more than five thousand annual transactions for our library. Traditional interlibrary loan is available via the Online Computer Library Center (OCLC) system.

KCC's librarians take very seriously their role as learning-focused leaders in delivering information literacy sessions for students. These instruction sessions are increasing and annually touch more than 100 classes with 2,200 students. Librarians also offer research assistance in different modalities: in person, by phone, e-mail, instant messaging, and virtual co-browsing. The library belongs to a statewide academic virtual reference collaborative, ResearchHelpNow, which serves thousands of students from anywhere. In 2009–10, the collaborative became a 24/7 service, joining with others across the globe to provide answers to questions at the point of need.

The library uses LibGuides software to create customizable web 2.0 enabled subject guides, to help students gain access to relevant library resources and develop critical information literacy skills. Acting collaboratively, librarians and faculty have authored LibGuides to create customized library experiences for students, including tutorials, videos, web links, catalog search engines, and other materials related to specific classes or subject areas. The 20 published guides have received more than 30,000 user visits since their implementation in October 2008. The Nursing LibGuide¹⁴³ serves as a useful example of these helpful resources.

The library prides itself in its user-centered service philosophy and regularly conducts surveys to collect information to gauge user needs and satisfaction (LibQUAL+, LibGuides surveys and others). Gate counts (duplicated) recorded in a typical fall week are increasing dramatically, from 9,978 in 2006 to 10,539 in 2008 to 12,507 in 2010, due to enrollment increases as well as increased course assignments requiring the use of research.

DISCIPLINE-SPECIFIC LEARNING RESOURCES

LABS

There are several specialized labs on campus to assist students with their assignments. Utilization of these resources is based on enrollment. Currently labs in particular are exhibiting high use due to increases in enrollment.

¹⁴² HelpDeskSupportLog.pdf

¹⁴³ Nursing_LibGuide.pdf

Photography

The photography department has a professional studio setup for student use for photographic sessions with subjects. Equipment available for use includes professional strobe lighting and cameras. Help is available in the darkroom and graphics lab in the Davidson Center approximately 40 hours per week by either a paraprofessional or a student assistant. Most of these hours are when classes are not using the space and in the evening or on Saturday. Access is also available during these hours to the pottery studio, art studios, and photo labs.

Science

The Mathematics and Science Department has five labs where students perform experiments in biology, chemistry, physics, geography, and astronomy. These labs are equipped with specialized equipment for use in experiments, learning, and safety. There are various anatomical models including a plastinated human torso. The iWorx teaching kits offer exercises in cardiovascular, respiratory, and neuromuscular physiology. The Grahl Center in Coldwater has a Science Laboratory with a preparation room and an Allied Health classroom; the Fehsenfeld Center in Hastings houses a full Science Laboratory; and The Eastern Academic Center in Albion is equipped with an Allied Health classroom.

SPECIALIZED CLASSROOMS

Nursing

The Nursing department utilizes a state of the art METI vision nursing simulator to foster student learning. Faculty set up simulations that mimic real patient care down to the use of simulated bodily fluids. Using simulation, students are able to work hands-on with the skills they have learned in a safe situation. Students are given a brief description of what to expect from the patient before the simulation. Students work interactively with the faculty member as the scenario takes place and are evaluated on their knowledge of the steps required for that particular situation. All sessions are taped and used for debriefing with the faculty member after the simulation. The debriefing is a teaching tool. The students can observe what occurs as they view the scenario unfold and assess how they may have worked the situation in a more successful manner.

Emergency Medical Services

The Emergency Medical Services (EMS) department also uses simulation in their instruction. The department has a set of simulation rooms (e.g. a bathroom, living room, and ambulance) that mimic what medical first responders or paramedics may encounter on the job. The different scenario locations allow the student to experience the course of treatment from working with the patient in their home to transport in an ambulance. Several mannequins allow the student to experience working with patients from newborn through adult. There are two extrication simulators that allow the student to practice the correct procedure to remove a patient from a vehicle. All simulations with students are taped and used to support teaching and learning.

Computer-related programs

Kellogg Community College has several specialized classrooms for students working on specific computer degrees. The Ohm Information Technology Center (OITC) has three computer networking classrooms on the bottom floor providing support to the Computer Engineering Technology, Computer Networking, and Computer Programming curricula, each with custom hardware and software to support course learning outcomes. On the top floor of Ohm building are Computer Aided Drafting and Graphic Design classrooms. One recent addition to the lab is a specialized 3D printer that creates a small three dimensional model of what the student designs on the computer. The open entry/open exit lab is designed for one-on-one instruction in Microsoft Office Applications, keyboarding, and transcription, and includes office space for the paraprofessional staff and faculty who staff the lab. This lab is open 61 hours per week during the regular semester providing access to 36 computers.

Dental Clinic

The Dental Clinic at Kellogg Community College provides community members a facility for oral health services at low cost. Students are exposed to all aspects of the dental office. They work with patients providing pre-exam screenings that include a review of health and dental history. They perform a full periodontal assessment and teeth cleaning. If necessary, patients may be referred for additional care.

Regional Manufacturing Technology Center (RMTc)

The Regional Manufacturing Technology Center is an innovative training facility. Students train at their own pace using an open entry/open exit style format to complete competency-based modules at a time convenient for them. To facilitate this training, a lab with 24 computers staffed for 52 hours a week including evening hours. Training curricula include robotics, welding, and HVAC. The RMTc also has an 18 seat multipurpose computer classroom used for instruction with Workforce Solutions, Institute for Learning in Retirement, and Lifelong Learning classes. The College recently doubled the number of welding lab booths to accommodate increased student demand for this training. In addition an 18-seat multipurpose computer classroom is available for Workforce Solutions, Institute for Learning in Retirement, and Lifelong Learning classes.

Performing Arts Venues

There are two performing arts venues on campus. The 350-seat Binda Theatre is used for theatrical productions that include students, staff, and the community. The schedule includes two productions each academic year, a fall literary play and a spring musical. Not only do the performers experience acting, they also receive hands-on instruction in all aspects of the theater including set construction, lighting, and costume design. Community members enhance the student performance.

The Davidson Visual and Performing Arts Center Auditorium is a 90 seat auditorium with regularly scheduled student and faculty recitals during the academic year. It is also used every week by students in the individualized vocal and instrumental classes to prepare for recitals.

The Eleanor R. & Robert A. DeVries Gallery in the Davidson Center has exhibitions of student, staff, and community works six times per academic year. The gallery is able to display a variety of works including art, sculpture, ceramics and photographs.

During the academic year, readings and programs are performed in the Student Center on a regular basis. These programs are sponsored by Student Life.

CLASSROOM TECHNOLOGY RESOURCES

In addition to discipline specific labs and the Learning Resource Center, technology is present in nearly every classroom.

COMPUTER LABS

A total of 1,584 computers are in service at the college, with 1,140 of these designated as lab computers in 35 computer labs. While the LRC is the largest public computer lab, public computer labs are also located in some departments and at each of the Centers. Wireless Internet access is also present at all College sites.

In addition to discipline-specific computer labs, there are a number of mobile laptop carts available for instructors to use in classrooms where technology is not needed all the time. There are four carts located in the Allied Health department, and five located in the Schwarz Science Building.

Each of these carts holds from nine to twelve computers. The Regional Manufacturing Technology Center (RMTTC) has a set of ten laptops that are used for instruction at customer sites when Workforce Solutions is contracted to provide training for a company at its location.

CLASSROOM UTILIZATION

Classroom use is collected annually on a room-by-room basis and reported to the State of Michigan in our Five Year Plan.¹⁴⁴ The data is analyzed to assure that the spaces are used effectively. The data collected for the state report is used by Kellogg Community College to assess the number of classrooms being used in any one time slot and identify any periods that usage is not at the optimum. This information helps in determine how many classes we may offer in any time slot during the academic year.

ASSESSMENT FOR ADDITIONAL RESOURCES

This assessment utilizes information gathered from other sources such as the technology replacement cycle and the 21st Century Project. These reports, in addition to aggregated data on instructional needs, are used to determine placement of technology in newly renovated spaces and existing classrooms.

Kellogg Community College uses the information gathered in the evaluations of the learning resources to update and enhance the learning resources that are used at the College to support learning and teaching. While not all information can be acted upon, it is reviewed and assessed for feasibility of implementation. The Information Services department continually assesses the need for additional computer spaces on all campuses, and works with departments and centers to implement plans. In response to this data from past years, a computer lab in the Severin building was replaced with a large classroom space to accommodate enrollment, the Nursing lab was opened as a shared computer lab to improve efficiency of its use by serving more departments, classrooms were upgraded with technology at the Centers, and additional computers were added to the LRC to meet demand.

EDUCATIONAL PARTNERSHIPS TO EXPAND LEARNING RESOURCES

JOINT ADMISSIONS PROGRAMS

As described previously, Kellogg Community College and Western Michigan University have partnered to offer students the opportunity to obtain Aviation and Engineering degrees. Students take general education and introductory science courses at KCC but are able to take full advantage of WMU's facilities during the duration of both their associate's and bachelor's degree programs.

CLINICAL EDUCATION PROVIDERS

All health-related programs with the exception of Dental Hygiene have affiliation agreements with clinical education providers to offer an on-the-job learning experience for students. The College maintains an on-campus community dental clinic providing students the necessary clinical opportunity. However, the program does partner with organizations and require dental students to participate in community education and service. Students in other health programs engage in structured clinical practice within the scope of their chosen program at various off-campus medical facilities. The range of providers is vast, from small medical offices to large health systems. While most are located within the College service area, some reach to other parts of Michigan and even out of state. Securing enough viable clinical education opportunities to serve the number of students who wish to pursue our health related programs can present a challenge and limit the number of students who can be enrolled in a program. As a result, KCC has participated in collaboration with other colleges to share clinical opportunities.

¹⁴⁴ KCC5YrPlan.pdf

LAW ENFORCEMENT

The College's law enforcement program partners with the local Battle Creek Police Department (BCPD) to provide educational opportunities for our students. Students are able to practice firearm skills at the BCPD's firing range. They are given educational opportunities through various scenarios executed in local residential, school, and other buildings. These scenarios are extremely valuable in developing tactical, critical thinking, and decision making skills necessary for law enforcement officers.

RESOURCES FOR STUDENTS WITH SUPPLEMENTAL ACADEMIC NEEDS

DEVELOPMENTAL EDUCATION

As part of KCC's Six Steps to Success¹⁴⁵, all students are required to take COMPASS placement tests in reading, writing, and mathematics. The results of these tests, in conjunction with previous academic work, are used to determine the appropriate course of study for each student. KCC sees a significant number of students with developmental needs and we are in the process of better identifying these students.

Developmental courses have been offered through a decentralized, department-based approach, with English and Mathematics areas providing developmental curricula. The Developmental Education Committee (DEC) is comprised of representatives from diverse instructional and student services areas, as well as employee groups, and has provided a forum for collaboration on all developmental issues.

One of the best examples of the collaborative work of DEC is the implementation of a mandatory reading prerequisite for all general education core courses. In September 2005, based on research suggesting a connection between student success and COMPASS Reading scores, a proposal¹⁴⁶ was presented to Academic Cabinet¹⁴⁷ requiring students have a COMPASS reading assessment. On September 27, 2005, a prerequisite COMPASS score of 70 was approved¹⁴⁸ for all those who enroll in General Education courses. Students who do not achieve the required score of 70 are advised to enroll in a Study Skills course, which primarily focuses on reading, prior to enrolling in general education courses. An additional Study Skills course is also available to help with time management, lecture note taking, test taking skills, and information about campus resources. Note that COMPASS testing is also required for writing and mathematics. Based on student test scores, students are required to complete developmental course work. The Academic Catalog provides specific guidance for students based on their COMPASS scores.¹⁴⁹

STUDENTS FIRST-TIME ENTRY IN THIS YEAR	PERCENT OF ALL FIRST-TIME ENTRY STUDENTS TESTING INTO DEV. ED.	PERCENT COMPLETION OF ALL FIRST TIME ENTRY STUDENT BY 2009-10 WHO TESTED BELOW COLLEGE LEVEL AT ENTRY		
		ONE COURSE LEVEL BELOW	TWO COURSE LEVELS BELOW	THREE COURSE LEVELS BELOW
2004-05	57%	26%	16%	11%
2005-06	59%	23%	17%	9%

Table 4.8

Table 4.8 indicates the experience of students testing into different levels of developmental education with respect to degree or certificate completion. Note that the completion rate decreases with each additional level of remediation needed. While this is intuitive, it suggests the struggles that these students face in addressing significant developmental education needs in order to begin college level coursework. Those with significant developmental education

¹⁴⁵ SixStepsToSuccess.pdf

¹⁴⁶ AcademicCabinetProposal.pdf

¹⁴⁷ AC_Minutes_Sept20_2005.pdf

¹⁴⁸ AC_Minutes_Sept27_2005.pdf

¹⁴⁹ 2011-12 College Catalog pg 149

challenges likely require more time, more resources, and more energy to complete a degree or certificate.

In recognizing these challenges, the College has searched for innovative approaches to helping students complete their developmental education more quickly. Given the success of the open entry/open exit model of instruction used by the Office Information Technology department and at the Regional Manufacturing Technology Center, the College began to explore the possibility of offering an open entry/open exit format for developmental education. In 2010, KCC received a grant¹⁵⁰ from the W. K. Kellogg Foundation to support this work, and the transformation of the Adult Education Enhancement Initiative (AEEI) program to a sustainable model for cohort based life skills training for unemployed individuals. This three year, \$760,000 grant further supports our next step in the evolution of developmental education, the creation of an Academic Support department which centralizes developmental education instruction and instructional support services to students. The new department effectively unifies the existing Learning Place and testing functions with the new training and instructional offerings. The Learning Place paraprofessionals provide academic assistance for all students in reading, writing, and mathematics, assisting with specific assignments, or providing general help. Paraprofessionals also may work in the classroom with faculty teaching developmental courses. Tutoring is available in the Learning Place by student peer advisors either one-on-one or in small groups. The new department will include four components: Testing and Assessment, Tutoring, Transitional studies (including both traditional face-to-face and open entry/open exit academic developmental courses) and customized, cohort-based, life skills training. This approach will streamline reporting structures and provide the opportunity to bring an explicit focus on assisting those underprepared to be successful in college-level coursework. This model requires interdisciplinary and collaborative support with the new department, English and Mathematics, as well as the instructional and student services divisions. To support this collaborative model, a Developmental Education Retreat was held in Summer 2011¹⁵¹ for faculty, paraprofessionals, department chairs, deans, student services staff, and executive administration to tweak the Academic Support Department model and begin to more fully explore additional innovative approaches to developmental education.

STUDENT SUPPORT SERVICES

Student Services provides special support designed to assist students in obtaining the necessary provisions for their educational needs while enrolled at KCC. This department has several full-time and part-time staff who assist students with processing requests for tutoring services, disability services, special populations program (Carl D. Perkin's Vocational and Technology Act), and student support services programs (TRIO federally funded), and institutional Childcare grant.

ADDITIONAL SERVICES FOR STUDENTS THAT SUPPORT LEARNING

BOOKSTORE

In addition to a storefront, the bookstore has a web presence allowing students to view and purchase textbooks online before the semester begins. This textbook information includes ISBN, edition, and pricing information so that students may make informed choices. Items purchased online are shipped directly to the student. The bookstore partners with Follett Higher Education to use the vendor BookRenter to assist students that may wish to rent their textbooks in lieu of purchase.

CAFETERIA

It is important for KCC commuter students to have a gathering place for informal conversations, studying, wireless Internet access as well as forums that support engagement. The cafeteria

¹⁵⁰ WKKFStudentSuccessCenter12162010.pdf

¹⁵¹ DevEdMinutes.pdf

provides this location with student services activities and transfer tables in addition to a large seating area in the main cafeteria and two additional service points providing comfortable spaces for students to relax and collaborate with others.

The Bruin Café, a full service cafeteria, serves students Monday through Friday for breakfast and lunch. In the Severin building lobby the Mini Café is a Starbucks™ coffee service point that also offers quick snacks including breakfast sandwiches and pizza in an open setting with comfortable chairs grouped in small clusters. This service is available into the evening hours. The Crusin' Café is a mobile cart offering light lunch refreshments. It is located in the student lounge of the C Classroom building, and offers selections that include sandwiches, wraps, and salads. There are also vending machines in several locations around campus. Each academic center has a student lounge with vending machines providing snacks, soda, and coffee. These lounges have a microwave and students are encouraged to bring in more hearty meals.

Summary

STRENGTHS

- Employees have a commitment to the improvement of student learning and contribute to a college culture that fosters making continuous improvements.
- Through ongoing, stable, and robust relationships with our regional educational colleagues, the College has established numerous articulations and innovative partnerships with both local K-12 schools (i.e. Opportunity School, Educators Task Force, Superintendents meetings) and local colleges and universities (i.e. Miller College, Sienna Heights, Western Michigan University) to improve student educational opportunities.
- The College has a strong commitment to the development of students through service learning and civic engagement and looks forward to the implementation of service learning as a graduation requirement in the coming year.
- The College is considered a major force in the economic development of the counties we serve by providing a well skilled workforce, incumbent worker training opportunities, and training for those currently unemployed. The collaborative partnerships with local employers, government agencies and non-profit organizations involved with workforce development are innovative, effective, and exceptional.

AREAS FOR IMPROVEMENT

- While continuous improvement philosophy is developing, we have not yet successfully built the infrastructure and expectations to close the loop between analyzing assessment results and using those results to drive continuous improvement, particularly in the area of general education outcomes.
- Although many formal and informal processes of assessment are occurring throughout the institution, documentation of these processes is not systematic. Additionally, documentation of course and program outcomes is not yet fully centralized.
- Course outcomes assessment have been preliminarily analyzed but ongoing, in depth analysis is needed.

FUTURE FOCUS

- Renew sense of collaboration among our internal constituents.
- Continue to provide contemporary programs that meet labor market needs and student transfer requirements. This may be in the form of new programming, courses, or expansion of existing programs.
- Further strengthen partnerships with all college constituents, including community, employers, educational partners, and local government.
- Build upon the strategic planning process that has begun and broaden input into this process. Ensure the achievement of the strategic planning objectives for instruction, including expansion of course success analysis, program review process development, further emphasis on general education outcome attainment and professional development.
- Dedicate to improving the success of academically underprepared students and development of the Academic Support Center infrastructure to support new modalities and a renewed spirit of innovation.

Kellogg Community College provides
our **Students, Staff,**
and **Community** members with
many opportunities to **Enrich**
their intellectual **Lives.**

Acquisition, Discovery
and Application of Knowledge

CHAPTER
FIVE

Acquisition, Discovery & Application of Knowledge

Criterion Four: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

As a college community, and more importantly as an institution of higher learning in greater southwest Michigan, we provide our students, staff, and community members with many opportunities to enrich their intellectual lives. We exhibit this commitment in a variety of ways, with the understanding that an enlightened citizenry is one of the best ways to improve the quality of life in any community. As our namesake W. K. Kellogg once noted, “Education provides the greatest opportunity for really improving one generation over another.” Whether it’s a campus-wide workshop on poverty awareness, a student field trip to the Art Institute of Chicago, or a community-wide reading series on Jewish literature, Kellogg Community College recognizes that a sense of global awareness and intellectual curiosity are the cornerstones of a rich life of learning.

To this end the College allocates funds in support of continuous learning and improvements – not only for students but for all members of the greater communities we serve, both academic and regional. Moreover, we strive to publically recognize the exceptional achievements of both students and staff.

4A: The Organization Demonstrates, through the Actions of its Board, Administrators, Students, Faculty, and Staff, that it Values a Life of Learning.

PROFESSIONAL DEVELOPMENT

We recognize the need to not only hire high quality individuals, but further develop their skills and abilities to enhance the services we deliver. With the current rapid pace of change, we also recognize our staff needs to be abreast of the latest research, new techniques and tools, and the best practices of our colleagues at other institutions. To accomplish this, we support a variety of activities for our staff; including professional development, mentoring, and tuition waiver/reimbursement programs. We belong to state, regional, and national associations and subscribe to higher education periodicals to further assist us in staying in tune with the ever changing landscape of higher education.

BOARD OF TRUSTEE PROFESSIONAL DEVELOPMENT

The Kellogg Community College Board of Trustees engages in professional development activities in several ways. First, new trustees are given a personal orientation by the President of the College. This orientation includes an in-depth overview of the history, scope, and operation of the College, along with Board policies and procedures. Trustees are invited to attend the annual Michigan Community College Association Summer Conference. This four-day event provides keynote speakers and breakout session covering current issues relevant to community college governance. The College also sponsors attendance at national conferences such as the American Association of College Trustee (ACCT) or the American Association of Community Colleges (AACC) annual conferences.

FACULTY PROFESSIONAL DEVELOPMENT

Faculty demonstrate their commitment to continuous learning in several ways. Each year, faculty write a professional effectiveness plan, participate in college-sponsored workshops, and may elect to participate in off-campus professional development through workshops, certifications, or additional degrees. The Professional Development Fund is a faculty run, administratively funded venture. All full-time faculty are eligible for up to \$1,800 per year for professional development activities. In 2009-10, 40 faculty were able to utilize the funds.

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT FUNDS (PERKINS)

Each year, the State of Michigan receives funds from the Carl D. Perkins Career and Technical Education Act. Some monies are retained at the state level for use statewide, but the majority of the monies are distributed to secondary districts and postsecondary institutions. A portion of our allocation is made available for the professional development of faculty teaching within state approved occupational programs. Perkins-funded professional development and in-service activities

- Provide all those responsible for student learning with the opportunity to learn from accomplished professionals
- Provide sustained, meaningful dialogue among all individuals responsible for student learning
- Place classroom practice in the larger context of community life
- Assist educators to develop policies and practices that promote all community members to become partners in student learning
- Support ongoing learning for educators and staff in a college culture that supports diversity, teamwork, collaboration, and informed dissent
- Allow sufficient time to engage in an ongoing process of collegial consultation, learning, and experimentation with new instructional strategies in an atmosphere of mutual support
- Ensure access to all technologies to use as resources for effective professional work and learning
- Establish and continuously develop the knowledge and skill base required to effectively teach a variety of individuals
- Balance the learning needs of the individual educator and the college staff
- Relate to the framework of ongoing college improvement efforts and alignment of curriculum, instruction, and assessment practices at the school district and postsecondary levels
- Provide the implementation of research-based instructional strategies that are sustained through follow-up activities such as mentoring and peer coaching, study groups, and action research
- Provide an understanding of personal and organizational change management
- Promote instructor inquiry and reflective practice¹⁵²

A sampling of activities utilizing Perkins funding for professional development at KCC is noted in Appendix A.

In addition to the annual allocation of Perkins funds, the State of Michigan competitively awards a Curriculum, Assessment and Evaluation, and Professional Development (CAP) Leadership Grant. In 2009-10 and 2010-11 KCC received a \$125,000 award. Portions of this grant were also used to financially underwrite professional development.

NEW FACULTY MENTORING PROGRAM

At Kellogg Community College, we value lifelong learning and continuous improvement as evidenced by our commitment to new faculty through the first years of their careers. Prior to 2005,

¹⁵² Perkins Deans' Guide Section 2.3.pdf

KCC had no formal program to mentor new faculty during their first years of teaching. New teachers were paired informally with a member of their department to act as a “go to” source if anything were to arise concerning teaching and learning issues, department and division questions, or College policies. There was no oversight of these pairings, nor did the College facilitate any formal sessions or activities for professional development with these new instructors. Since that time, a structured program to assist new faculty through the first two years of their experience at the College has been developed. Based on participant survey feedback, the program highlighted our efforts in a presentation at the 2008 League for Innovation Conference.

The KFA oversees the New Faculty Mentoring Program, which has an annual budget of just over five thousand dollars. Each new faculty member is paired with two mentors—one within his or her department and another “institutional” mentor within the College. This team approach guarantees that new faculty members have access to more than one perspective on pedagogy and college culture. In addition, the KFA elects a member to coordinate monthly sessions for new faculty and their mentors. Working in collaboration with the Dean of Arts, Sciences, and Regional Education and the Dean of Career and Occupational Education, this faculty member is responsible for program design, delivery, evaluation, and improvement.

All tenure track and full-time temporary faculty participate in a mentoring program during their first two years of teaching. Addressing many of the pressing issues facing not only new teachers, but seasoned veterans as well, monthly meetings provide opportunities for mentors and mentees to join together as colleagues to share teaching strategies, discuss issues related to College culture, and socialize over informal luncheons. An additional component of the mentoring program is the videotaping of probationary faculty for the purpose of self-evaluation, and comments or critiques from their mentors. Since 2005, 35 new faculty and 70 mentors have completed the program.

NEW ADJUNCT FACULTY TRAINING

The Adjunct Professional Development and Education Committee (APDEC) provides new adjunct orientation at the beginning of each semester, focusing on building a support network for adjunct faculty to acclimate them to the community college culture in general, and to the College’s expectations, policies, and support systems, specifically. A series of workshops, open to all adjunct faculty members, is available each semester. The topics vary by semester and expressed need, and have included topics such as KRIS Gradebook (a grade book integrated with our student database), Diversity in Education, Seven Principles of Good Practice in Undergraduate Education, best practices, classroom technology training, and curriculum development. A stipend is offered for workshop participation.

APDEC TRAINING SESSIONS

The Adjunct Professional Development Committee (APDEC) presents a series of workshops open to all adjunct faculty members. The topics vary each semester and have included topics such as Orientation, KRIS Gradebook (a grade book integrated with our student database), Diversity in Education, Seven Principles of Good Practice in Undergraduate Education, and others related to best practices, classroom technology training, and curriculum development. A stipend is offered for workshop participation.

SABBATICAL

Kellogg Community College has had a sabbatical leave policy for more than twenty-five years. Sabbatical leave is granted to encourage travel or study in pursuit of wider knowledge and greater skills in the member’s teaching discipline. An application for sabbatical leave may be submitted to the President of the College after each six years of consecutive teaching for KCC and includes a statement of purpose, specific activities, and time table. Four faculty have been granted sabbatical leave since 2002. Sabbatical projects include co-writing a mathematics textbook (Goetz) and publishing literary works (Kerlikowske).

SUPPORT STAFF PROFESSIONAL DEVELOPMENT

Each semester the Support Staff Professional Development Committee, in conjunction with College administrators, holds a professional development activity. Past activities have included field trips to learn more of the history of the City of Battle Creek by visiting landmarks such as the Adventist Village and Kimball House Museum. Events have also included visits to the Huron Potawatomi Indian Reservation, the State Capitol, and the Michigan Historical Museum. The group has hosted presentations on personal safety and self-defense, ergonomic organization of an office workspace, workstation wellness activities, and estate planning guidelines.

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT

Professional development activities for the College's administrative personnel are encouraged and supported. Discretionary funds are available within each department which can be earmarked for the professional development of the administrative staff to enable them to attend conferences or meetings, for memberships to state and national organizations, and for subscriptions to relevant publications. These dollars make opportunities available for our staff to improve efficiency or enhance effectiveness within an area, stay current with regulatory requirements and legislative issues, learn about best practices of other institutions, and network with counterparts at other institutions.

In addition to organizations which benefit our individual administrators, many of them also hold membership in or regularly attend local, state, and national meetings as representatives of Kellogg Community College. A representative list of these organizations can be found in Appendix A.

COLLEGE-WIDE PROFESSIONAL DEVELOPMENT

Along with providing position specific opportunities for professional development, KCC also has several programs available to the entire College community.

TUITION REIMBURSEMENT

As an institution of higher education, we place great value on advancing an individual's formal education. Therefore, we offer a tuition reimbursement program that provides direct financial support for faculty and staff members to attend an accredited institution of higher education. The reimbursement varies by employee group, but in general pays for tuition, fees, and books for the employee to pursue additional education. This investment furthers our employees' abilities to educate and serve our students. In the past five academic years, 2006–10, approximately \$353,000 has dispersed as tuition reimbursement to our employees. Additionally, we have arrangements with Robert B. Miller College and Siena Heights University which grant KCC employees a 50% tuition discount.

TECHNOLOGY TRAINING

The College has invested considerable resources in providing technology training and support for employees and students. We have described those activities in greater detail in Chapter Four.

GENERAL SESSION

At the beginning of each semester KCC sets aside a day to build community among all employees and to provide an opportunity for everyone to "learn." With the College "closed for business" for the first three hours of the day, each staff member is able to attend breakfast and to enjoy a time for renewing friendships and connections with others. Next on the agenda is a college-wide meeting highlighting changes over the past semester and outlining the opportunities and challenges for KCC during the upcoming semester. Presentation of the President's Employee of the Semester Awards (outlined below) occurs during this meeting as does the awarding of service pins.

The afternoon is set aside for networking. Recent presentations have included sessions on service learning, identifying post-traumatic stress disorder in students, understanding what best teachers do, emerging technologies, copyright, and general education assessment, among others.¹⁵³

STUDENT ACTIVITIES

The administrative and support staff in the Office of Student Life provide programming rooted in student development theory. A key component is to involve students in the planning process. In addition to the programs that are administratively led, student organizations also plan events on campus. In many cases, an event is planned in its entirety by a group of students. Through this level of involvement, students learn time management, communication, conflict resolution, organizational, and overall project management skills. Student Life offers learning beyond the classroom in three distinct ways:

- Programming designed to positively impact student retention
- Events for specific cohorts designed to meet a targeted student need
- Programming designed to support student development and engagement.

BRUIN BLAST

The official kick-off event of the academic year, Bruin Blast is a College-wide party that aims to connect new and current students with campus and community resources in order to positively impact student retention and success. In its sixth consecutive year, Bruin Blast has grown significantly. The 2010 event hosted more than 800 students and treated them to entertainment and free food. The event featured 10 student organizations, 20 community vendors, and 10 College department booths designed to inform students. The intended outcome of Bruin Blast is to connect students with other students by engaging them in College-sponsored activities including student organizations and leadership development opportunities. Smaller events occur at the College's regional centers.

HONORS PROGRAM

The Honors Program offers academically-talented students an alternative way to complete general education requirements. In addition to classroom coursework, the Honors Program provides personal and social development opportunities for its members. Each fall of even years, the Program plans and hosts an Etiquette Dinner where members are invited to engage in an event to learn essential etiquette skills. Students begin the evening in a networking atmosphere where they interact with their peers and College employees before heading into a lecture environment to hear a presentation on etiquette. Immediately following the presentation, students move into the dining room where they are served a multiple course meal as a means to practice the etiquette skills highlighted during the presentation. Approximately 60% of Honors Program members attend the event.

KAMPUS ACTIVITIES BOARD (KAB) BIRTHDAY BASH

As a student-led event on campus, the students of KAB plan and implement the annual Birthday Bash. Students take responsibility for each aspect of the event planning process. To do this successfully, students form a committee made entirely of students with the KAB president serving as chairperson. Through this experience, students encounter various learning opportunities such as conflict resolution, problem solving, and communication. While a full-time administrator serves as an advisor for the committee, the students drive the event. During the planning process and immediately following the event, the administrator facilitates discussion to assist the students in identifying effective techniques to accomplish tasks, strategize goal setting, and monitor progress.

¹⁵³ GeneralSessionHistory.pdf

RECOGNITION

Kellogg Community College believes that students and staff are inspired to produce their best work when they are publically recognized for their efforts by their peers, their mentors, or the individuals they serve. The following is a brief sample of the types of recognition given.

FACULTY AND STAFF ACHIEVEMENTS

President's Employee of the Semester Award

The College recognizes quality work done by its employees through its four "President's Employee of the Semester" awards. Usually one award is given for each of our employee classifications; administrator, faculty, support staff, and maintenance. All employees are encouraged to nominate colleagues who performed an exceptional service during the semester.

Adjunct Faculty Award

The Adjunct Faculty Award recognizes an adjunct instructor from each of the instructional divisions, for exceptional teaching. The recipients are nominated by faculty members and/or the departmental leadership. Final recipients are chosen by the dean. The presentation of the awards occurs during an adjunct celebration meeting each spring semester.

The Starfish Award

This annual award recognizes College employees who have made a significant difference in the lives of students. Nominations are solicited from graduates. The nominations are reviewed by a College committee and final selections are made. During the annual graduation breakfast, held the morning of our graduation ceremony, a facilitator reads the student's written remarks while the student presents the award to the honored staff member.

STUDENT ACHIEVEMENTS

Dean's List

Each semester students achieving a semester grade point average of at least 3.5 are cited on the dean's list for the semester. This list is published in the school newspaper, *The Bruin*. In addition, every effort is made to determine and publish this honor in the students' local newspapers.

Honors Banquet

The College hosts an annual Honors Banquet for exceptional students. At this event, the College distributes over two dozen department- and division-level awards to students who have distinguished themselves in coursework related to a specific discipline, program, or activity. These students are nominated by faculty and staff for their quality coursework. The banquet—attended by students, family members, KCC employees, and board members—is an opportunity to publically celebrate and recognize academic excellence at KCC. A list of all the awards and their eligibility requirements can be found beginning on [page 22](#) of the 2011-12 Student Handbook.

Phi Theta Kappa

Each fall the College hosts an Honors Tea to welcome and induct new members to Phi Theta Kappa. The program for the day includes a guest speaker. The speakers have given presentations on subjects ranging from choosing career paths to cultivating manners and social grace.

4B: The Organization Demonstrates that Acquisition of a Breadth of Knowledge and Skills and the Exercise of Intellectual Inquiry are Integral to its Educational Programs.

The College is committed to the development of students who are able to think critically, communicate effectively, and demonstrate global awareness. The General Education Steering Committee has provided oversight to the processes of developing general education learning outcome statements, developing a general education core curriculum, and the ongoing processes associated with the measuring of student learning (assessment) related to the General Education Outcomes. Faculty have played an integral role throughout the development of the outcomes statements, the associated assessments, and the General Education Core Curriculum.

GENERAL EDUCATION CORE CURRICULUM

Having identified General Education Outcomes in the fall of 2002, a General Education Core Curriculum was developed to assist students in selecting courses which would provide the background to achieve competency in the outcomes. General Education Core Courses¹⁵⁴ were organized into five groupings; Communicating, Creativity, Critical Thinking, Global Awareness, and Healthy Living. Beginning with the fall 2004 entering class, candidates for an associate degree are required to successfully complete a minimum of two courses from the Communicating group and one course from each of the other groupings. (Candidates completing certificate programs are not required to meet general education requirements.)

The courses assigned to each grouping are to focus on the designated general education learning outcome and its related objectives. Programs may meet the requirements by either specifying certain courses from the groupings or allowing students to choose a relevant course from the list of courses identified as fulfilling the requirement. Current program guides detailing the General Education Core Curriculum for a specified program can be found in the College Catalog.¹⁵⁵

The General Education Steering Committee is charged with making recommendations to Academic Cabinet for courses to be included in the core groupings. The philosophy of the College is for the groupings to be as inclusive as possible to allow for greater flexibility for students in completing program requirements. During the revision of the outcome statements and assessment process in spring 2009, a subgroup of the steering committee revised and expand the list of general education core courses. In keeping with the new direction for General Education Outcomes, the grouping originally known as Critical Thinking (which contained only mathematics and science courses) was renamed Mathematics and Science. The proposed new course lists were shared with academic department faculty and instructional administrators. Upon review of the feedback from the departments, the list was presented to the steering committee. The steering committee recommended to Academic Cabinet the adoption of the revised list. Academic Cabinet approved the revised list¹⁵⁶ at its October 13, 2009 meeting for publication in the 2011–12 College Catalog. While an excellent job has been done in identifying courses for both the original and revised core, a formal process for adding or removing courses from the core has not been established. This is an area currently being addressed by the steering committee.

The General Education Core Curriculum and the Assessment of General Education Learning Outcomes are closely linked but separate entities. The assessment process can be found in detail under Criterion Three.

¹⁵⁴ Initial_GenEd_Core_Courses.pdf

¹⁵⁵ 2011-12 College Catalog pg 55

¹⁵⁶ 2011-12 College Catalog pg 51

LINK BETWEEN COURSE OUTCOMES AND CO-CURRICULAR ACTIVITIES

WORK-BASED LEARNING

Kellogg Community College strives to provide students with rich and varied methods of hands-on learning. Experiences involve student volunteers who work to apply concepts from their courses. Work-based learning is offered through cooperatives, internships, practicum opportunities, training programs, clinical experiences, and field experiences. Each of these opportunities has a faculty member supervisor for guidance. From academic year 2005-06 through 2009-10 the College has provided a consistent or increasing number of such opportunities for students.

	2005-06	2006-07	2007-08	2008-09	2009-10
Cooperative	33	60	42	24	23
Internship	14	24	23	22	30
Practicum	1	6	5	5	2
Training	17	30	31	35	38
Clinical	1	7	4	17	49
Field Experience	2	3	3	3	3

Table 5.1

The College values the relationships with area businesses and industries. The Regional Manufacturing Technology Center (RMTC) specializes in trades and technology training and works with area companies to tailor curriculum to meet their specific needs. Apprenticeships blend classroom theory and on-the-job experience to produce proficiently skilled workers who are awarded a Certificate of Completion of Apprenticeship from the U.S. Department of Labor. Students participate in a variety of skilled fields including welding; heat, ventilation, and cooling; maintenance; machining; electrical; and electronics. For the past three academic years, 17 companies have provided internship opportunities for our students.

CURRICULAR-BASED LEARNING

There are several ways that course outcomes link to co-curricular activities. Students taking courses in journalism, mass media, and creative writing are required to submit their work for consideration for publication in *The Bruin*, our monthly student newspaper, and *The Mosaic*, our annual literary publication. Student writers from all areas of the College are encouraged to submit articles for publication. Similarly, theater productions allow students taking literature courses to connect the script to a live play production as part of meeting course requirements. Students taking appreciation courses in art, music, and theater attend cultural events. This attendance, along with a written synopsis of the event, is a course requirement.

ACTIVITIES SUPPORTING SOCIAL RESPONSIBILITY

The College strives to provide various opportunities for students and employees to recognize the diverse needs of our community by promoting charitable giving. An effort is also made to increase student awareness of community resources and campus activities. Two of our most significant contributions are blood drives and Angel Trees.

College Blood Drives

In collaboration with the Red Cross, KCC provides the free use of facilities for an annual blood drive. Since 2003, there have been 17 blood drives on the Battle Creek campus, six at the Grahl Center, and five at the Fehsenfeld Center. Students readily volunteer their services to assist in the unloading, set-up, tear-down, and reloading of equipment.

Angel Tree

Since 2000, KCC Student Life has placed two Angel Trees on campus. The trees contain gift tags specifying a need for necessary age and gender appropriate gifts. Students and employees alike retrieve a tag from the tree and fulfill its request. The gifts are distributed early in December at the Angel Tree Party held on campus and hosted by the Salvation Army.

4C: The Organization Assesses the Usefulness of its Curricula to Students Who Will Live and Work in a Global, Diverse, and Technological Society.

Education is at the core of the Kellogg Community College mission. Faculty and staff, in conjunction with advisory boards, regularly assess and modify curriculum, measure student learning, and review the currency, relevance, and effectiveness of all academic programs.

INTERNAL REVIEW

Faculty and staff at KCC consistently review and identify areas for curricular improvement at the course and program levels. Processes have been established to review and, if appropriate, approve and implement the requested changes.

REVIEW OF COURSES

When a need for course improvement has been identified, an action proposal is prepared. The proposal highlights the specifics of the action, the rationale for the change, a detailed syllabus showing course outcomes, and financial implications. This proposal is shared with other faculty within the department as well as the department chairperson or director. Discussions occur with the appropriate instructional dean. The proposal may also be shared with other departments or faculty who would be affected by the changes. Once the proposal receives these endorsements it is presented to Academic Cabinet (KCC's curriculum committee) for discussion. If the proposal addresses an occupational course, the Cabinet expects to see input from the related advisory committee. If the proposal addresses a general education course, the Cabinet expects to see how this change ties to the general education learning outcomes and objectives. Changes undergo intense scrutiny by the members of Academic Cabinet prior to their approval.

REVIEW OF PROGRAMS

In the 1980s, the State of Michigan established a Program Review in Occupational Education (PROE) Evaluation Plan for all of its community colleges. Kellogg Community College has participated in this evaluation plan since its inception and has altered its methods as the requirements of the plan have changed over the years. The process requires the participation of advisory groups, students, and faculty for all State-approved occupational programs. The PROE evaluation includes data collection and the conduction of surveys designed to allow participants to voice their perceptions about their program. Compilations of these perceptions become a profile of the occupation program at the College. Program evaluation (ex: PROE) is a required activity when an institution, like Kellogg Community College, receives Perkins Vocational and Applied Technology Education (Perkins) funds.

The evaluation schedule for State-approved occupational programs and the Summary Report (inclusive with an action plan) is designed to meet State-level evaluation requirements in the current Local Annual Application for Perkins funds on file with the Michigan Department of Energy,

Labor, and Economic Growth (DELEG). The evaluation is linked with the accountability of core performance indicators included in the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act). By directive of the Community College Services Unit of DELEG, every State-approved occupational program is to be evaluated once every five years. The objective of this process is to provide an unbiased self-evaluation of the College's various occupational programs and to assist the College in improving its performance in the Perkins Core Performance Indicators.

Using this evaluation plan as a model, the instructional deans, together with department chairs and directors, have begun to develop a program review plan for the remaining occupational programs, for transfer programs, and for our general education curriculum.

STATE OF MICHIGAN PROGRAMS OF STUDY REVIEW

The State definition of a program of study is a sequence of instruction (based upon recommended standards, and knowledge and skills) consisting of coursework, co-curricular activities, work-site learning, service learning, and other learning experiences. This sequence of instruction provides preparation for a career. The State's Community College Services Unit, in cooperation with the Michigan community colleges, began the Michigan Community College Programs of Study Review in 2009 in order to support the student success initiatives at the colleges.

The outcomes of this review are:

- To meet and exceed the requirements with the Perkins Act
- To align technical and academic competencies and assessments for secondary career and technical courses to the community college program of study
- For youth and adults to identify prerequisite knowledge, skills and/or courses, and assessments required to be successful upon entering a college's occupational program

KCC has completed its first program of study review for the Radiography Program. Lead instructors in anatomy, physiology, and radiography, coupled with instructors at the Calhoun Area Career Center and Lakeview High School, looked at the planned sequence of courses that integrates core academic knowledge with technical and occupational skills that provide secondary Career and Technical Education (CTE) students with a pathway to career education and goals. The pedagogical structure of the program emphasizes the development of the students' abilities to acquire and apply knowledge and assure the appropriate accommodations are made for the diverse populations of students in the College service district. Every learner ought to be provided with common content and have opportunities to learn at a higher level. This connection to the expectations of future coursework motivates students to take the courses to ensure success with postsecondary education and in careers. The exemplary work of our staff was acknowledged by an invitation to present our results ("Student Academic Prerequisite Knowledge Identified for Students to Succeed in Certificate and Degree Programs – Medical Radiologic Technology") at the October 2010 TRENDS in Occupational Studies Conference (an annual conference for Michigan Community College Educators). KCC is in the process of conducting its second program of study review for Early Childhood Education. The targeted completion date of this review is June 30, 2011.

INTERNATIONAL STUDIES AND TRAVEL PROGRAM

Building on our General Education Outcomes which encourage students to "discern how the core information in their course of study is relevant to the world in which they live," the College developed an International Travel – Culture course (INTL 210) in 2003. Since that time we have offered 15 trips to various regions of the world. This course is interdisciplinary and often team-taught. Past travel has brought students to study history in Italy, the culture and ecology of Costa Rica, the literature of England and Wales, the religions of Jordan and Israel, and the urban cultures of Eastern Europe.

The impact of the INTL 210 course is far reaching. Over 300 students have experienced a trip since the course was first offered and we remain committed to offering enriching, relevant, and safe opportunities for our students to see the world and its diverse cultures. The success of this course brought about the development and approval of an associate degree program in International Studies.

EXTERNAL REVIEW

KCC seeks and values the input it receives from external stakeholders. Three major sources of this information include advisory committees, program accreditation bodies, and our graduate follow-up survey.

ADVISORY COMMITTEES

The Kellogg Community College Board of Trustees is greatly appreciative of each advisory committee's efforts and interest in Kellogg Community College and salutes the many individual members who voluntarily give of themselves by sharing their expertise in evaluating and upgrading our programs. The primary purposes of a program advisory committee include

- Providing linkage between the business, industry, health fields and education
- Lending direction to the cooperative planning essential for effective occupational education
- Serving as a guide to those charged with developing and maintaining quality occupational education

Currently the College has 22 active program advisory committees¹⁵⁷ contributing to the evaluation and improvement of its occupation programs. These committees meet at least once a year and submit minutes to document their accomplishments concerning curriculum (course, degree, or program changes), equipment, faculty, and facilities.

Since the College wants to select those persons in the community who can contribute most to the success of the various occupational educational programs, appointments to the advisory committee demand considerable discretion. The success or failure of these committees depends largely upon the ability and willingness of the members to contribute both their time and talents.

The College cannot exist apart from the community it services. We must be closely related to the community and offer occupational education curricula which will fulfill its needs. The College looks to its advisory committees for assistance in providing occupational education programs that are aligned with the Mission of KCC and designed to serve changing community needs. Further details of how advisory committees serve the College may be found in the KCC Policy and Procedures Manual.¹⁵⁸

PROGRAM ACCREDITATION AND APPROVAL

Health occupational programs (Dental Hygiene, Emergency Medical Services, Medical Laboratory Technology, Nursing, Physical Therapist Assistant, and Radiography) at the College seek accreditation or approval from appropriate agencies. In addition to these programs, our Paralegal Program is approved by the American Bar Association, and the Early Childhood Education Program adheres to the National Association for the Education of Young Children standards. There are also several industry-endorsed certifications for various programs at the College such as computer engineering technology, criminal justice, and industrial trades. KCC finds the comments made by these organizations to be extremely useful in maintaining quality programs.

¹⁵⁷ 2011-12 College Catalog pg 245-246

¹⁵⁸ Policy and Procedures Manual pg 83

GRADUATE FOLLOW-UP SURVEY

The annual Graduate Follow-up Survey is an important source of information for use in the improvement of activities at the institution, department, program, and/or course level. The purpose of gathering the information is to provide feedback for

- Reporting to the State of Michigan and other external agencies
- Program evaluation
- Improving services for students
- Career planning for current or prospective students

In addition, students also have the option of writing comments on the survey. Though anecdotal, these comments often times provide excellent leads for improving programs and services. This comment from an Industrial Trades graduate illustrates the value of comment:

*I could have used more welding – MIG and TIG. The new program in pneumatics and hydraulics could be improved upon that in the real world setting we have pressure flow controls that go bad and holes in air lines, etc. I really enjoyed the challenges in electrical, and tool and die machining. The education is priceless and one never stops learning.*¹⁵⁹

The latest Graduate Follow-up Survey Report for 2009–10 can be found in Appendix A.

4D: The Organization Provides Support to Ensure that Faculty, Students, and Staff Acquire, Discover, and Apply Knowledge Responsibly.

As members of an academic community, employees and students at KCC have both rights and responsibilities derived from recognized standards of conduct and ethical integrity.

HARASSMENT AND VIOLENCE POLICY

Kellogg Community College is committed to providing an educational and work environment free from all forms of violence and harassment. The policy of KCC is no tolerance to all forms of violence, harassment, and other forms of abusive behavior, physical or verbal, by employees, students, or the public on its property, in its facilities, or elsewhere, when conducting its business. All claims are thoroughly investigated and appropriate action taken. The policy in its entirety is published annually in the Student Handbook.

STUDENT RIGHTS AND RESPONSIBILITIES

Kellogg Community College operates within the framework of a stated mission and the expectations of the community where it lives. The College expects that students will conduct themselves as responsible citizens of the community. Students have the same rights and protection under the Constitution of the United States and the State of Michigan as other citizens. The rights of each person in the College environment carry with them a related responsibility—the responsibility to allow others to exercise their rights. A student’s fundamental right is the right to learn, and the College takes seriously its responsibility to provide those protections, opportunities, and environments which promote learning. The student, in turn, has responsibilities to other members of the KCC community to refrain from interfering with the rights of others to learn and teach.

¹⁵⁹ MISIS Follow-up 08-09 pg 44

The complete statement of Student Rights and Responsibilities and the Student Code of Conduct is published annually in the Student Handbook.¹⁶²

COPYRIGHT AND INTELLECTUAL PROPERTY POLICY

Kellogg Community College has established a copyright policy which allows for compliance with the Copyright Act of 1976 and its amendments, the Digital Millennium Copyright Act, and the Technology, Education, and Copyright Harmonization Act. The incorporation of copyright compliance into our daily activities protects the ideas and products that the College's students and employees create as well as outside materials used for academic purposes. Illegal copies or sharing of copyrighted software, movies, or music may not be made or used on equipment owned by the College. Employees and students who disregard this policy do so at their own risk and assume all liability for their actions. The complete Copyright Policy¹⁶³ can be found in the KCC Policy and Procedures Manual.

The College understands the importance of remaining informed about copyright policies and has recently established a librarian-led standing committee. Membership includes faculty, support staff, and administrators and is charged to periodically review copyright policies at the College and recommend revisions; monitor trends in use policies; changes in federal, state, or local laws that pertain to copyright and their implications for College policies or procedures. It has also been charged with promoting campus copyright awareness by identifying the educational needs of the faculty and others related to compliance with copyright and guidelines, and offering advice on ways to address those needs.

The Intellectual Property Rights Policy sets forth rights and obligations of the College and its employees, students, and contractors concerning intellectual property. Such rights include, but are not limited to, intellectual property that can be trademarked, copyrighted, or patented. The full policy, approved by the Board of Trustees in 1997, can be found in Appendix A.

RESPONSIBLE RESEARCH

It is a priority of the College to promote responsible research as part of its curriculum. To that end the library provides classes on responsible research for any instructor who requests it. These classes, taught by a librarian, include instructions for using print and online library collections, newspaper and journal databases, completing specific course-related research assignments, and critically evaluating web information.

In 2010–11 more than 100 sessions were presented, with 2,200 students engaged in these critical thinking activities. Because the College recognizes the prevalence of web-based research and the critical importance of making responsible choices from the resources available, the library includes information relating to website evaluation embedded in the LibGuides that are created for various curricular areas.

COMPUTING GUIDELINES

Kellogg Community College owns and operates a variety of computer systems (hardware, software, and networks), which are provided for the use by KCC students and employees in support of the programs of the College and are to be used for education, research, academic development, and public service only. All students and employees are responsible for seeing that these computing facilities are used in an effective, efficient, ethical, and lawful manner. The complete Acceptable Use of Technology Policy can be found in the KCC Policy and Procedures Manual.

¹⁶² 2010-11 Student Handbook, pg 67-69

¹⁶³ KCC Policy and Procedures Manual pg 96

Summary

Kellogg Community College is committed to promoting a life of learning for its students, employees, and community. The demands of our fast-paced, technologically based society have the potential to litter the education path with speed bumps, construction barrels and detours. KCC embraces these challenges and is committed to assisting students in meeting and overcoming these barriers. The College is pleased to boast a faculty dedicated to lifelong learning, creativity, inquiry, and global social responsibility; an administration actively interacting with the community to monitor its needs; staff members proudly delivering quality customer service daily; and a supportive partnership with the Board of Trustees.

STRENGTHS

- Consistently placing within the top three community colleges in the state for percentage of expenditures in instruction and instructional support along and consistently placing within the bottom three community colleges in the state for percentage of expenditures for administrative services .
- Support for professional development communicates the College's commitment to developing its greatest resource: employees.

AREAS FOR IMPROVEMENT

- Establishment of a procedure for the addition and deletion of courses from the General Education Core
- Consistent inclusion of all general education learning objectives in each course within each component of the General Education Core
- Documentation regarding the impact of professional development on improving student learning

FUTURE FOCUS

- Increase the accountability for individual employees who participate in professional development with respect to disseminating the knowledge gained and how it will be used to improve outcomes
- Implement environmental scanning and data mining processes
- Develop and implement assessment strategies on a systematic basis to identify areas that would benefit from professional development

Kellogg Community College
Proved to
the community,
its Investment in
higher Education
brought Great returns.

Engagement & Service

Criterion Five: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Since its inception, Kellogg Community College has been integrally connected with our local communities. In her book *A Celebration of Progress: A History of Kellogg Community College*, Neva Bartel references many examples of the College's commitment to the community, as well as the community's support for and satisfaction with the College.

At the end of ten years (1966) Kellogg Community College proved to the community that its investment in higher education brought great returns. Already, transfer students were taking their places as lawyers, doctors, engineers, teachers, dentists, musicians, psychologists: they were entering the workforce at a professional level. At the same time the technical two year programs supplied the area with skilled workers in business and industry. (page 46)

Kellogg Community College has continued to build its commitment to serve and engage its community. The past two presidents have been actively engaged in community involvement, and the current president continues this engagement. The College has a history of community involvement by housing non-profit organizations, supporting United Way, faculty and staff non-profit board membership, providing resources and expertise to the community, and generally being responsive to the needs of our constituents. According to Liz Neumeyer, a retired forty year faculty member of the College, "The movement to increase community involvement has been intentional and has indicated a sincere recognition that community is our middle name."

5A: The Organization Learns from the Constituencies it Serves and Analyzes its Capacity to Serve their Needs and Expectations.

Kellogg Community College engages a broad service district that touches 6 counties and includes 35 cities and townships, and 12 public school districts. As evidenced throughout this Self-Study, the mission of the College is designed to serve a broad and diverse population and to meet the needs and expectations of individual learners.

In addition to the methods of analysis and evaluation already addressed in previous chapters, in this chapter we offer the following methods used to determine whether the services we provide and the manner in which we engage with our community fit with the needs and expectations of our constituents.

INTERNAL SURVEYS

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

Kellogg Community College became a member of the Center for Community College Student Engagement in 2011, and administered the Community College Survey of Student Engagement (CCSSE) in the spring 2011 semester. Results from this initial survey administration are expected in July of 2011, and will be used to explore the student's perspective in regard to the educational environment and institutional practices which impact the overall learning experience. The College will continue to participate in CCSSE using this initial year as benchmark data against which to measure our improvement in areas identified by students as needing improvement and to further strengthen the areas students identify as having the greatest positive impact.

SELF-STUDY QUESTIONNAIRES

In 2010 questionnaires^{166 167} were sent to 325 staff, faculty, and administrators. Pertinent to this chapter were questions on how the staff engages with the College community as well as the community in which staff members live. In addition, another questionnaire¹⁶⁸ was sent to 60 KCC staff in various departments to gather information on services provided, how those departments engage with the College's internal and external communities, and the impact of those services and connections with community.

STUDENT SERVICES DIVISION

The Student Services Division is committed to helping students make the transition to college, be successful in and outside of classes, and transition from KCC to employment or further education. Student Services administers assessments such as the Astonishing Customer Service Survey.¹⁶⁹ The KCC website also has an on-line response which directs comments¹⁷⁰ to the department involved. Questions are answered by the department administrator and are forwarded to the Vice President for final review and response.

The Student Life Office supports the academic goals of KCC by engaging students in programs designed to enhance the college experience. Through campus partnerships and cooperative planning, Student Life aims to promote a positive college experience by providing programs rooted in diversity, education, leadership, service, and social interaction. Each Fall semester, in order to better understand the student population, Student Life runs a Wii™ Love Our Students assessment¹⁷¹ that provides Student Life staff information about the types of programming students would like to have available on campus, which days and times are best, and better understand why students get involved. Data collected is critical for Student Life to develop engaging types of programming for students.

EXTERNAL SURVEY

A Community Questionnaire¹⁷² was sent to 52 community partners seeking input regarding the importance of the College from the perspective of how local organizations interact with the College and how KCC supports the community. The results were used to respond to the core components contained in this chapter and to evaluate how well we meet the needs and expectations of our constituencies and communities.

¹⁶⁶ Full-time Faculty Survey.pdf

¹⁶⁷ Instructional Dept Administrators Survey.pdf

¹⁶⁸ SelfStudyStaffQuestionaire.pdf

¹⁶⁹ SSSurveyMaster5_2009.pdf

¹⁷⁰ StudentServicesSuggestionBoxWebsite.pdf

¹⁷¹ WiiLoveOurStudents.pdf

¹⁷² SelfStudyCommunityQuestionaire.pdf

5B: The Organization has the Capacity and the Commitment to Engage with its Identified Constituencies and Communities.

COLLABORATION WITH COMMUNITY FOUNDATIONS

Kellogg Community College is fortunate to exist in an area where several philanthropic organizations are headquartered which providing for economic partnerships based on shared educational and economic goals. Much of what is discussed in this section is based on funding and collaboration with these foundations.

BATTLE CREEK COMMUNITY FOUNDATION

The Battle Creek Community Foundation (BCCF) and Kellogg Community College have built a strong, close-knit relationship based on community needs and projects. This collaboration includes

- Donor cultivation and scholarship selection to ensure the highest number of students are served. In fact, of the three major academic institutions supported by BCCF, Kellogg Community College tops the list with Western Michigan University and Michigan State University rounding out the list. [from Annette Chapman, BCCF Vice President of Grant Making and Scholarships]
- Community projects such as Legacy Scholars and KCC's Lifelong Learning's Certified Community Interpreter Program (CCIP). BCCF has granted \$1,000 in scholarships to the CCIP to be awarded to 10 students at \$100 each. Through events open to students in the two participating school districts, Legacy Scholars has impacted the academic experience of over 4,000 students.
- Funding initiatives like Early Childhood Development programs and the Adult Education Enhancement Initiative (AEEI). BCCF not only funded the pilot for AEEI but also supports it on an ongoing basis. AEEI has impacted the lives of over 150 adults seeking employability skills and training opportunities to refashion their work career and provide for their well-being.
- Performing arts and cultural events such as sponsoring individual KCC theater productions and awarding operating grants to The Community Music Center housed on KCC's campus.
- Health instruction including the College's Nursing Patient Simulation Center and simulation for the EMS program.
- "KCC's RMTC [Regional Manufacturing Technology Center] provides support for companies that drive our economy—a strong economy equals an active philanthropic community!" [from Brenda Hunt, BCCF President and CEO]

BINDA FOUNDATION

The Binda Foundation is a small, private, education-driven foundation located in Battle Creek. Founded by Guido and Elizabeth Binda, the Foundation supports programs primarily in southwest Michigan with a focus on Calhoun County. For decades, the Binda Foundation has supported programs and projects at KCC, including:

- The Binda Gold Key Scholarship awarded to a student showing superior academic promise and leadership potential. This scholarship funds two academic years at KCC with an additional award available for transfer to a four-year institution.
- The Elizabeth H. Binda Performing Arts Center on KCC's campus is a facility in which theater and musical performances are held as well as community programs and special events for students.

- Community Interpreters certificate program offered through KCC’s Lifelong Learning Department has prepared 17 individuals to assist those for whom English is a second language to effectively communicate their health and well-being needs in the medical and business communities.
- Patient Simulation Center at KCC created to provide controlled clinical training for KCC nursing students.
- Nancy Tabor, Director of the Binda Foundation, praises KCC’s “high quality child care training programs” which “highly impact the organizations and programs we support.”

W. K. KELLOGG FOUNDATION

The W. K. Kellogg Foundation (WKKF) has been a partner of the College since our inception, and the relationship is held in high regard by both institutions. According to Christine Kwak, WKKF Program Officer for the Greater Battle Creek area, the Foundation values the strong resource that KCC is and its role in helping the Foundation reach its mission over the years. “Whether it be grantee, co-creator, thinker, trainer, or educator—KCC is a valuable resource for us and for this community. We are fortunate to have an institution of its caliber in Battle Creek.”

The WKKF recently completed a 10-month examination and reinvention of our local nonprofit management support organization, the Nonprofit Alliance (NPA), which involved a thorough scan of all stakeholders involved in funding or receiving NPA services. KCC President Dennis Bona worked closely with the NPA director and staff to create a solid and thoughtful plan for the future that included maximizing the resources and the capabilities of KCC. All funders involved were impressed by this new partnership and agreed to move forward with collaborative funding into the future. The NPA is housed at KCC.

In addition to NPA, other recent examples of partnerships between WKKF and KCC include:

- Legacy Scholars Program, which is focused on making high school diplomas and college degrees a reality for Battle Creek youth.
- Many workforce development initiatives over the years at KCC’s Regional Manufacturing Technology Center are pertinent to the Foundation’s interest in local economic development.

COMMUNITY OUTREACH PROGRAMS

The College listens and responds to the identified needs of the community by providing services, scholarships and grants, and programming.

SERVICE LEARNING

Kellogg Community College is committed to service learning within the community. In February 2007, the College joined the Michigan Campus Compact (MCC), a coalition of colleges committed to fulfilling the public purposes of higher education and the development of personal and social responsibility. Since that time, the College has created a dedicated service learning class and formed a Service Learning Committee with more than 50 members representing faculty, staff, students, and community members. As of spring 2011, the College has certified 85 faculty and staff and 43 community partners in service learning, and has 46 academic classes that incorporate service learning experiences for students. The College has also developed over 45 formal community partnerships, with more than 75 choices of locations to engage students in meaningful service learning experiences, academic inquiry, and reflection related to their field of study. Service learning allows students to apply what they have learned in the classroom to the community setting. In the fall of 2010, the Academic Cabinet approved the completion of a service learning experience as a new graduation requirement for the Associate Degrees in Arts, Science, General Studies, International Studies, and Criminal Justice. This supports the mission to provide high-quality education to enrich the community and the lives of individuals.

The College holds a Volunteer and Civic Engagement Fair¹⁷³ twice a year, with participation from over 50 community organizations,¹⁷⁴ dedicated to meeting the needs of the diverse populations of local communities. Evaluations¹⁷⁵ conducted are designed to improve future fairs.

In the spring of 2009, KCC and HandsOn Battle Creek wrote and received a Michigan Community College Venture Grant to develop a service learning certification process for faculty, staff, and the community. At the same time, KCC created an administrative system for the inclusion of academic service learning endorsements on official transcripts. In the Fall 2010 semester, the second semester of institutionalized service learning at KCC, 322 students from 40 different classes and disciplines chose to participate in academic service learning classes by completing course related service for community organizations. This student participation generated over 6,500 hours of academic-based service in local communities, which according to the Corporation for National and Community Service is valued at over \$135, 525 (\$20.85 per volunteer hour).

HANDSON BATTLE CREEK

KCC partners with HandsOn Battle Creek to place students in volunteer and service learning positions in the community. A newly created Community Service Learning Specialist (CSLS) is based on campus and part of the service learning team. The CSLS works directly with the Service Learning Coordinator and the service learning team which consists of an AmeriCorps Michigan Campus Compact VISTA and a Michigan Nonprofit Alliance AmeriCorps College Coaching Corps Member. Together this team connects students, student organizations, staff, and faculty with volunteer opportunities in the community. The team has a database of service learning opportunities in the community at nonprofits and in schools as well as access to over 100 community organizations. Over 200 volunteer opportunities in the community are available through the HandsOn volunteer database.

As an evaluation of the impact of the College's work with HandsOn, Shane Williamson of the organization states that "Staff from HandsOn Battle Creek and faculty from KCC have worked together over the past four years to develop a service learning program at KCC that has been integrated into academics as well as extra-curricular service." He states that the College's service learning course (SERV 200) "gives students an overview of the concept of service learning as well as gives them the opportunity to be practitioners of the concept in their community." In addition to offering opportunities for students to learn through service in that particular course, HandsOn works with KCC to find opportunities and partners in the community. Shane credits this partnership with the development of the Community Service Learning Specialist position. He describes this position as "actively bridging the gap between community based organizations, K-12 education, and Kellogg Community College through various projects shared by both KCC and HandsOn Battle Creek." (Shane Williamson, HandsOn Battle Creek, Battle Creek, Michigan November 2010).

DENTAL HYGIENE PROGRAM

The Dental Hygiene Program is actively involved with many community organizations; its goal is to be part of the solution to dental care access issues that many community members encounter. Students obtain their clinical experience in the on-site clinic and provide low cost dental hygiene treatment for the community. In addition to the on-site facility, the program participates with other community health organizations to provide services to their clients. The Dental Hygiene Program goes off-site to provide oral health education and some limited mobile dental hygiene treatment in a variety of community settings.

¹⁷³ CommVolFairInvite.pdf

¹⁷⁴ CommVolFairList.pdf

¹⁷⁵ CommVolFairEvals.pdf

Students in their final semester of the Dental Hygiene Program develop a community project to present an oral health education program to a community group and actively engage with the community partner to fulfill the learning objectives of the project. The students develop a relationship with members of varied community organizations and work together to conduct a needs assessment of the group, develop a project plan, deliver the oral health program, and evaluate the project.

An example of a community dentistry project would be the oral health instruction program for pregnant teens through the Calhoun Area Career Center (CACC). Students arranged with school officials to explain their project and then visited the site to do a pre-test of the oral health needs of the pregnant patients. This pre-test included assessing the knowledge of the patients about the importance of oral health and nutrition during pregnancy. The students developed an oral health presentation addressing patient needs and included a demonstration of effective tooth brushing and flossing, dietary instructions, and information about the importance of oral health. Students completed the project by doing a post-test; again checking patient's plaque and followed up with questions regarding what the patients learned. Dental hygiene students documented all parts of the project and presented the project to their classmates. Students were also evaluated by the community partner as to their effectiveness and professionalism.

SCHOOL NURSE INITIATIVE THROUGH CALHOUN COUNTY

The School Nurse Program in Calhoun County has a limited number of nursing staff to address all the identified needs of students in the public school setting. The Calhoun County Public Health Department and the College have teamed together to improve the health and wellness of school-age children by involving second-year nursing students to promote health and well-being at the schools. The Public Health Department employs one registered nurse at participating Calhoun County schools to work with student nurses to learn about school nursing and how to prevent illness. This is also a great opportunity for the student nurse to utilize assessment skills and knowledge learned in the classroom and apply it in clinical and community settings.

An evaluation of this joint venture identified many benefits for all parties involved. The Calhoun County Community Report Card, generated by The Coordinating Council (TCC), chose child health as an important indicator of the well-being of Calhoun County. Rationale for choosing this indicator was "Early discovery of potential health problems in children through routine check-ups helps to increase the chance for effective treatment. Childhood illnesses can lead to school absenteeism, hospitalizations, and in some serious cases, death."¹⁷⁶ The school nurse initiative meets this community need. Involvement of KCC student nurses adds to the resources of the Public Health Department in providing disease prevention, health promotion, and assessment services to public school students. The KCC student nurses benefit by participating in on-site nursing care and activities that promote health in the community.

CERTIFIED COMMUNITY INTERPRETER PROGRAM

In the fall semester of 2010, the Lifelong Learning Department offered an eight-week Community Interpreters certificate course developed specifically to certify interpreters to serve the growing Burmese and Hispanic populations in the Battle Creek area. The program is designed to take new or practicing interpreters of any spoken language and ground them in ethics, standards, and professional skills. The interactive format of the course includes role-playing, skills building, and small group activities. To receive a certificate, a student must pass the American Council on the Teaching of Foreign Languages Oral Proficiency Interview at the intermediate high or higher level. On November 15, 2010, the program recognized 17 completing participants, and those individuals are now assisting members of the community to communicate with business and health professionals.

¹⁷⁶ ReportCard2010-11.pdf

MICHIGAN PRISONER RE-ENTRY INITIATIVE (MPRI)

The goal of MPRI is to increase success rates of those individuals released back into the community after incarceration. Since its inception in this region, a KCC steering committee has provided direction for the local program. KCC staff participate in regular transition team meetings where MPRI participants are interviewed to determine their needs for successful re-integration into society. KCC then provides tailored programming to provide them the skills needed to succeed in obtaining a degree or career certificate. Michael DeBoer from the Calhoun Parole Office notes that over 90% of attendees successfully complete the program, and “those who attend KCC programming achieve personal as well as academic victories.”

CONTINUING EDUCATION

LIFELONG LEARNING

The mission of the Lifelong Learning Department is to enrich lives by engaging members of the community in creative and meaningful experiences. The Department offers classes for personal interest as well as professional development, employability skills, and continued professional licensure.

INSTITUTE FOR LEARNING IN RETIREMENT

The Institute for Learning in Retirement (ILR) is a community-based membership organization of retirement-age individuals who share a love for learning. Established in 1993, the ILR is sponsored by Kellogg Community College, is an Affiliate of the Elderhostel Institute, and hosts approximately 60 classes per year.¹⁷⁷ ILR members design an academic enrichment program to suit their interests. The college-level pursuits are without concern for credit, grades, or prerequisites. Members participate in the program to meet new friends, gain new knowledge or skills, and have fun; there are approximately 380 Institute members from Calhoun, Barry, Branch, Allegan and Kalamazoo counties. Classes are offered in the fall and spring semesters in Battle Creek and Hastings.

The ILR is governed by a board of directors consisting of four officers and four at-large directors. In addition, committee chairs, appointed by the president, sit on the board. ILR committees include Curriculum, Historian, Membership, Publicity, and Sunshine.

As an example of the success of the courses offered by the ILR, 90% of the 68 courses offered in Barry and Calhoun counties during the 2009–10 academic year secured sufficient enrollment to be conducted. This is due to the engagement of the membership in the planning and marketing of the classes tailored to their interests. One ILR member described her experiences as invaluable with classes that are informative and instructors who are enthusiastic and make the subject matter “come alive.”

EDUCATIONAL PROGRAMS – CONNECTION WITH COMMUNITY

EARLY CHILDHOOD AND TEACHER EDUCATION

Education and early childhood education students complete work-based field experiences in area schools and programs. The pre-K-12 schools and programs welcome the involvement of KCC students to help support quality programming. Our students complete work-based experiences with multiple families in the counties of Calhoun, Barry, Branch, St. Joseph, Kalamazoo, Ionia, Kent, Eaton, and Hillsdale, as well as northern Indiana. It is estimated that the experiences touch more than 4,000 families annually. Many of these families are members of at-risk populations.

¹⁷⁷ ILR Website.pdf

The work-based experiences extend academic learning allowing students to apply concepts from courses in real-life experiences. Education students observe and lead experiences in elementary and secondary environments forming relationships which help in obtaining employment or further work-based learning opportunities. These experiences are the basis for school-readiness including the application of research-based quality rating systems in both infant and toddler, and preschool environments.

Each year, the Early Childhood Education (ECE) Program sponsors events open to the community to focus on diversity, literacy, and school-readiness. Events include

- Men Matter to Kids which encouraged men and women to learn the importance of male role models in the lives of young children.
- Literacy event with Patricia Polacco, a world famous children's author. It encouraged participants to learn the importance of early literacy and how to support diverse learners.
- Events for high school students and teachers in parenting, early childhood, education, health, and human services. Participants receive a certificate of completion for attending these events which can be used towards the completion of ongoing training required by the State of Michigan Child Care Licensing Division.

HEAD START EMPLOYEE TRAINING

The Kellogg Community College Early Childhood Education Program responded to a large community need as a result of a federal mandate requiring Head Start teachers to earn associate degrees within a specific period of time. To meet this need, the ECE Program responded to specific advice from its advisory board to create high quality programming which includes recognition for current work experience, offering courses at convenient times, and offering some courses on-site at Head Start. This enabled more than 100 area Head Start teachers to earn KCC degrees. These teachers are then able to complete their bachelor degree in elementary education at Miller College. The State Department of Head Start recognized the partnership between the KCC Early Childhood Education Program and Miller College as a model of articulation for its smooth entry and exit points for non-traditional students working in the field of child development and education.

In an evaluative statement, Deb Cole, Assistant Director of Education and Children's Services with the Community Action of South Central Michigan, states that "Kellogg Community College helps provide the training that our Early Head Start and Head Start staff need to be successful early childhood professionals. Individual adult learning styles and schedules are supported through face to face, online, and when necessary, on the work site, classes. KCC helps our staff truly understand child development, the importance of family relationships, and how to provide individualized child support and strategies for positive guidance. Through our collaboration, both Kellogg Community College and Community Action Education and Children's Services are meeting one of their shared goals—providing young children and their families with the support they need to be successful." (Deb Cole, Assistant Director of Education and Children's Services, Community Action of South Central Michigan, Battle Creek, MI, November 2010).

ADULT TRAINING PROGRAM (ATP)

The Adult Training Program is part of the Doris Klausen School, a developmental center for young people ages 19 to 26 who have mild or severe developmental impairments and disabilities. The Program collaborates with KCC to provide an arena where ATP students work and train in a variety of jobs across campus, providing real-life, meaningful work experience. Sponsored by Psi Beta, the honor society for psychology students, KCC has provided a classroom for the students' use during the day and has provided information and supplies needed to do their jobs to KCC's standards. KCC students volunteer their time to work in job coaching roles with ATP students. For instance, several ATP students work with library staff to display daily newspapers and collect MeL books that will be sent to other libraries throughout the State of Michigan. In addition to working in the Library, ATP

students have assisted in the nursing, psychology, education, physical therapy, student services, and dental hygiene departments.

In an evaluative conversation regarding the Program, Sheila Ritsema, ATP teacher, states, “We have felt welcomed and valued in the role we play on campus by students, staff and administration. They have gone one step further to not ‘give attention’ to our diversity, but have seen beyond the ATP student’s disabilities to their abilities. We look forward to a continued collaboration and to look for ways to maintain the same level of opportunities for learning for their students and the ATP students.”

KCC faculty member Donn Montgomery advises Psi Beta and oversees the ATP program on campus. His evaluation of the program is that ATP has become an invaluable part of course work and career experience for students from a range of programs across the College. Initially developed to provide field experience for students from psychology and education disciplines, the ATP program is currently accessed by students from nine other programs. In addition to providing KCC students with career related experience, the ATP program has contributed significantly to diversity awareness across the KCC community. The services provided by ATP participants engage these individuals into the daily rhythm of the organization, and the result is an excellent benefit for all.

DEFENSE LOGISTICS DEGREE

The Defense Logistics degree was created in response to a request from the Battle Creek Federal Center on behalf of their employees. Basically, KCC partners with Defense Acquisition University (DAU) whereby KCC will accept up to 27 credit hours in supply chain management (managing the supply and demand of products and services) from an accredited educational institution, or students can transfer up to 30 credit hours for completed class work from the DAU towards an associate’s degree. In addition, students can apply for up to 10 credit hours of prior experiential learning for workshops, seminars, in-service training, and work experience in the defense logistics field.

HUMAN SERVICES PROGRAM

Each semester, students in the KCC Human Services Program partner with an area school or school-related program to mentor at-risk population groups. KCC students serve as a ‘buddy’ to individuals who may be exhibiting at-risk behavior such as truancy, lack of self-control, and violence; or, the individuals may live in an at-risk environment including situations involving parent illness, incarceration, or poverty. Evidence suggests at-risk populations attend school more when they have an opportunity to interact with a buddy and form a relationship.

To initiate the mentor relationship, KCC human service faculty meet with an area principal, and together they identify a potential group of students who may benefit from a buddy relationship. In this relationship, the KCC students extend academic learning beyond the classroom as they have a chance to model appropriate human service roles while abiding by an ethical code of conduct. Each KCC student is expected to maintain strict confidentiality and to refer individuals who may need further intervention services. KCC faculty supervise the KCC students.

MICHIGAN COMMUNITY COLLEGE VIRTUAL LEARNING COLLABORATIVE

KCC participates in the Michigan Community College Virtual Learning Collaborative (MCCVLC). The community colleges participate in this collaborative to provide students with access to online courses at all 28 Michigan community colleges and an opportunity to explore a greater realm of programs of study. Transfer of credit among participating colleges is eased through the MCCVLC agreement. Information on course equivalencies is provided in order for students to make informed decisions when enrolling through the MCCVLC.

SUPPORT SERVICES DEPARTMENT

KCC Support Services Department provides comprehensive access to program services from the time students enter college, through graduation, and/or placement into four-year postsecondary schools. The primary goal of Support Services is to increase retention rates, facilitate academic successes, and enhance graduation rates of program participants. This is accomplished by providing:

- Tutoring for students having difficulty understanding course material. In any given academic year, over 350 students receive tutoring assistance. Tutoring services include six study tables for athletes each semester and 20 subject specific drop-in tutoring sessions. Drop-in tutoring is offered for accounting, biology, chemistry, calculus, and physics among others. Approximately 100 students receive individual tutoring.
- Disability services for students who have a documented disability are provided to average of 100 students in an academic year. Accommodations provided include, but are not limited to, extended time on tests, alternative test location, tests read aloud, electronic versions of texts, note-taker, recording of lectures, scribe, preferential seating, and copies of instructor lecture notes.
- Child care assistance in the form of grants to students who have a licensed child care provider for their children is offered yearly. Awards range from \$225 to \$550 per semester, per eligible student. Awards total \$40,000 annually.
- Tuition assistance to eligible special populations students pursuing qualified occupational programs. On average 15 awarded annually to approximately 500 students.
- The Student Support Services program serves annually, according to federal guidelines, 250 students who are low-income, first generation, and/or disabled. On average, \$50,000 in tuition assistance is provided to participants.
- Academic advising services to help students reach their educational, academic, and career goals by providing information on academic processes, career exploration, and graduation requirements. These services are provided, on average, to over 700 students per academic year.

COMMUNITY LEADERSHIP

STAFF COMMUNITY SERVICE SURVEY

Employee Community Engagement

In a 2010 survey of KCC employee responses to the question “Describe the community organizations and events in which you volunteer” provided many duplicate community commitments such as volunteering in churches, K-12 schools, nursing homes, homeless shelters, political campaigns, and other election functions. A list of 62 community organizations and events in which our employees participate can be found in Appendix A. Many of those provided also contained descriptors such as “board member,” “fundraising committee member,” “event worker,” and “volunteer.”

The analysis of this extensive list of interactions supports the perspective that KCC employees are highly involved in the College’s external community as well as the community within which the employee lives, organization within the State of Michigan, and national organizations.

Cereal City Corporate Cup

The Cereal City Corporate Cup is an opportunity for affiliates of local businesses to compete in twelve events; mixed volleyball, mixed doubles tennis, basketball shoot-out, 3-person golf scramble, 200-yard mixed swim relay, banner contest, 5K run, 5K predict walk, 1-mile time predict walk, time-predict bike ride, 1-mile run, and tug-of-war. The four-day event is designed to promote

wellness among the community by engaging in physical activities in a fun, collaborative way. Since 2007, participation on the Kellogg Community College team has increased from 100 to 130.

Along with the friendly competition among organizations, KCC employees have the opportunity to develop relationships with co-workers and employees at other organizations. "This event allows the promotion of a healthy lifestyle while also providing a competitive platform to build team building activities among co-workers," says Tom Shaw, KCC's Corporate Cup Captain. "The enjoyment of getting to know your co-workers outside the normal work place setting and competing against other companies in the Corporate Cup has been valuable. The community itself really benefits and brings us all closer together as Battle Creek residents."

CO-CURRICULAR ENGAGING THE COMMUNITY

Kampus Activities Board (KAB)

KAB is a group of students interested in planning activities on campus and being actively involved on campus as student leaders; the board membership provides representation for the student body and acts as a liaison between the student body and College administration. The purpose of KAB is to provide students opportunities outside the classroom to enhance the college experience. KAB members help other students see that being a part of a college is more than taking courses. College life includes interacting with others and experiencing life.

KAB works closely with the office of Student Life in order to plan, promote, and facilitate campus events and entertainment. KAB also conducts fundraising opportunities for both KAB itself and for the benefit of other Registered Student Organizations (RSOs) on campus. RSOs are able to request KAB for additional funding of their events. KAB members serve as student representatives on campus committees.

The Office of Student Life established KAB in the spring of 2008 to increase the level of student involvement during the event planning process and to build leadership in students. KAB began with five members and grew to 26 members in 2010, including four officers serving on the Executive Board.

Athletics

KCC athletic teams are focused on serving the community and do so through games, camps and clinics, and special events.

In the spring of 2009, the athletic teams began working with the administration to implement service components to selected games. For example, the women's basketball team has collaborated with the KCC wellness initiatives and benefitted organizations such as the Susan G. Komen Foundation and American Heart Association. During a select game, the athletes wore custom pink jerseys and collected donations from attendees for breast cancer awareness and research. The team also played a non-scheduled game against KCC faculty and staff with community members in attendance, and donations went to heart health awareness and research.

The Athletic Department runs athletic camps and clinics throughout the community to service youth needs. Partners in these ventures include the local community businesses of Full Blast, Battle Creek YMCA, Battle Creek Parks and Recreation, New Level Sports, and the Wattles Park Men's Club. Since 2007, community participation and athletic camp offerings have increased significantly.

Athletes also participate in the Cereal City Corporate Cup, the annual Bruin Scholarship Open, and with the KCC wellness initiative in the annual American Diabetes Association Walk for diabetes awareness and research. As a final example, KCC athletic teams participate in Bruins Give Back, described in the following.

Bruins Give Back

Bruins Give Back (BGB) is an example of Kellogg Community College connecting its internal constituents with its external constituents. In 2008, BGB began as a Student Life venture, and now is connected with the College's Michigan Campus Compact AmeriCorp VISTA. Each month, a BGB event is held with students, faculty, and staff encouraged to participate in the designated community service project.

In 2009–10 and 2010–11, BGB partnered with Battle Creek Area Habitat for Humanity, a non-profit organization dedicated to solving the problem of substandard housing in the local community. Since 1989, Battle Creek Area Habitat for Humanity has built or rehabilitated 125 homes in Calhoun County; over the next ten years, their goal is to build or rehabilitate 150 additional homes. Kellogg Community College's BGB program will assist them in achieving this goal.

A review of recent BGB events indicates three events were held between October and December 2010. At each event teams of volunteers worked three to four hour shifts with Habitat for Humanity or YouthBuild Battle Creek rehabilitating homes, or on a book drive with HandsOn Battle Creek. There were 113 participants resulting in 349 hours of community service. Participants typically performed manual labor on Habitat homes and buildings.

In an evaluative statement, Habitat for Humanity Volunteer Coordinator Kara Werner states, "The Volunteers in our affiliates are the heart and soul of our programs. Habitat for Humanity is built on volunteerism. It is that reason that over 350,000 Habitat homes have been built around the world over the last three decades. The student and staff volunteers from Kellogg Community College contribute to our affiliate's mission of partnering with families in-need to become self-sufficient owners of decent, affordable homes. Whether it's working side by side on one of the home sites with a family earning their sweat equity hours, building or painting sheds, or helping with community fundraising events like Soup Day, each and every one of the Bruins helps our organization achieve that mission."

College Night

An example of Kellogg Community College's capacity to connect with its constituencies is the annual Calhoun County College Night held on the first Monday in November. College Night offers an opportunity for high school students and parents to connect with prospective colleges and universities to obtain information and inquire about institutions. The event is sanctioned by Michigan Association of Collegiate Registrars & Admissions Officers (MACRAO). The College communicates this event to its constituencies by distributing flyers and posters to high school students and counselors as well as advertising in local newspapers.

Participation in College Night has reached record numbers for both college and university admissions representatives as well as local students and parents. In response to growing participation, the College moved the venue for this event from campus facilities to a local arena. Feedback has been positive, and the event continues to grow in participation. Although this change in venue requires a significant increase in expense, the College is committed to continuing the event at the arena. With over 50 colleges and universities represented and hundreds of students' parents in attendance, the focus is on offering a broad scope of potential educational avenues and assisting students to determine the best plan for their education.

Student Life and Registered Student Organizations

Of the 25 active registered student organizations (RSOs), 12 work with community agencies to host donation drives and/or serve as volunteers in the community. The student leaders in these organizations determine the agency with which to work, create the service activity, encourage other students to participate, and then initiate and complete the project. Some examples of RSOs and partnering community agencies are shown in Table 6.1.

REGISTERED STUDENT ORGANIZATION	PARTNERING COMMUNITY AGENCY
Tech Club	The Haven of Rest
Phi Theta Kappa	Michigan DOT – Adopt-a-Highway American Cancer Society
Student American Dental Hygiene Association	The Smile Train: Cleft Lip and Palate Organization
Encore Theatre Company	Humane Society of Southwest Michigan
Human Services Club	Safe Place of Battle Creek People Under the Bridge, Calhoun County
Spectrum	Planned Parenthood of South Central Michigan – Calhoun County Coalition for Inclusion
Student Nurses Association	Susan G. Komen Foundation American Diabetes Association
History Club	Battle Creek Historical Society
Kampus Activities Board	Sierra Club Leila Arboretum
Psi Beta	Calhoun County Juvenile Home Doris Klaussen Developmental Center of Battle Creek
Paralegal Student Association	Charitable Union of Battle Creek
Film Club	The Haven of Rest

Table 6.1

Bigs in Business Program

The Bigs in Business program at KCC matches students from the Legacy Scholars program with faculty and staff to provide young students with new experiences they might not otherwise encounter, and currently ten students are paired with ten KCC staff members. These students are transported to KCC as a group to spend about one hour every other week with their mentors. The students are able to experience campus life, talk about current events, and explore new ideas in the campus setting, while discovering the value of an education.

Testimonials from KCC staff members include:

- Angela Cochran, Director of Purchasing, says “I decided to be a mentor because I have a heart for young people and the issues they face. Many students today are facing various challenging situations such as absent parents, parents with drug and alcohol addictions, and peer pressure which can breed low self-esteem. It is my hope that being a part of the mentoring program will help the students learn that they are important and their life choices do matter.”
- Holly McKee, Director of Support Services, adds “My student has been exposed to art exhibits, a college library, and wellness activities during her time with me. It has been enriching for both of us.”
- Mark Olmstead, Manager of Institutional Facilities, says what he likes most about being a mentor is being able to share the knowledge he has with his little brother and gaining knowledge from him as well.

5C: The Organization Demonstrates its Responsiveness to those Constituencies that Depend on it for Service.

COLLABORATION WITH K-12 EDUCATIONAL SYSTEMS

Kellogg Community College (KCC) responds to its constituencies with programming which is supportive of their needs.

BATTLE CREEK AREA EDUCATORS' TASK FORCE

Unique to the Battle Creek area is the Battle Creek Area Educators' Task Force (BCAETF). The task force is made up of K-12 superintendents, presidents of local colleges, and business groups who meet monthly to problem-solve education issues, create innovative solutions, and to share resources. The President of KCC serves on the Educators' Task Force and provides strong leadership. The Task Force seeks funding, employs an Executive Director, and leads unique and powerful education projects focusing on children from birth through post-secondary experiences. KCC plays a collaborative role in these ongoing efforts and maintains strong communication and commitment with the area schools. As a result, area high school students smoothly matriculate into the post-secondary environment and the community saves limited resources as districts commit to common projects, to serve the welfare of all. Two of the projects under the leadership of the BCAETF are the Battle Creek Area Learning Center and the Family Connections Project.

Battle Creek Area Learning Center

In the late 1990s, local educational leaders recognized the community was not meeting the needs of students at high risk for dropping out of or not graduating on time from high school. The BCAETF decided to take action. KCC agreed to establish a charter school to address this need in partnership with one of the Battle Creek school districts. The school district divested its existing alternative high school to serve as the foundation for the charter school and the Battle Creek Area Learning Center was created with a potential student population drawn from the entire county.

The Battle Creek Area Learning Center serves a very diverse population of students and maintains a low teacher-student ratio at approximately 15 students for every full-time equivalent teacher. The school provides outcome-based curricula with opportunities for technical education at the local career center and dual enrollment at KCC. In the decade of its operation, enrollment has grown from around 50 to 161. This charter school has been successful because of personal relationships built between students and school staff. KCC has stayed involved with the charter school, having a College official attend all of the charter school board meetings and encouraging interaction between the students at the charter school and the College.

Family Connections Project

In the Family Connections Project, KCC partners with area schools, non-profit organizations and local business to connect families to resources and help secure economic stability by assisting in continuous improvement of area schools and services. KCC is developing course offerings for area high school students. Ideally, a large percentage of students will complete college coursework prior to high school graduation, and a percentage will even earn associate degrees while still in high school.

Family Connections Project planning includes financial support of over a \$1 million in annual programming in early childhood education. The KCC Early Childhood Education Program represents area early childhood professionals as a member of the task force for planning a comprehensive

community plan to prepare all children to be school ready upon entry into kindergarten. Funders include the W. K. Kellogg Foundation, United Way Global, and the Binda Foundation.

UPWARD BOUND PROGRAM

The Upward Bound Program is one of the TRIO programs funded by the U.S. Department of Education, and administered through KCC and housed at Battle Creek Central High School. This pre-college initiative is designed to prepare low-income, first generation college students for success. Together, the Upward Bound Program and KCC provide educational, social, cultural, and volunteer opportunities to students in grades 9 through 12 to prepare and motivate them for post-secondary education. At high school graduation, KCC provides no-cost tuition for up to six credit hours, including free textbooks, for eligible participants of the Upward Bound Program.

The Upward Bound Program currently serves over 75 students from Battle Creek Central High School. Students attend study sessions and special events on the college campus throughout the school year. After graduating from high school, students with at least a 2.9 cumulative GPA attend the Bridge Program, a summer academy held at KCC. During the Bridge Program, staff provide academic instruction in college preparatory courses, study skills, college planning, and career exploration courses; and facilitates college visitations including social and cultural events.

Following Upward Bound Program participants after high school graduation, we find that the majority continue on to post-secondary education. Their institution choices range from Kellogg Community College to various Michigan four-year institutions, both public and private, and out-of-state institutions such as Xavier University of Louisiana and Quincy University in Illinois. Table 6.2 shows the number of participants continuing their educations during the past three years.

UPWARD BOUND PROGRAM PARTICIPANTS ENROLLING IN A COLLEGE OR UNIVERSITY							
YEAR	KELLOGG COMMUNITY COLLEGE	WESTERN MICHIGAN UNIVERSITY	UNIVERSITY OF MICHIGAN	MICHIGAN STATE UNIVERSITY	GRAND VALLEY STATE UNIVERSITY	OTHER	NOT ENROLLED
2008–09	3	7	1		1	1	6
2009–10	2			1		1	5
2010–11	9			1		6	2

Table 6.2

K-12 ARTICULATION

Kellogg Community College promotes strong partnerships with area schools in support of diverse learners as evidenced by its articulation agreements with high schools in more than three counties. Articulation agreements recognize student learning in high school by offering academic credit in related occupational programs at the associate degree level. Accountability is assured as high school teachers and KCC instructors work together to cross curricula, finding commonalities and sharing resources. High school students can earn credit toward an associate degree through these supportive articulation agreements before graduating from high school.

KCC holds an annual articulation meeting in conjunction with the Calhoun Intermediate School District (CISD) liaison and the Branch Intermediate School District. At this meeting, College and high school staff hear updates regarding federal and state articulation. Staff are given an opportunity to work together to update programming and articulation agreements and provide signed agreements for the upcoming school year. A chart¹⁷⁸ is provided to highlight the current K-12 articulation agreements. The articulation meetings encourage communication and shared resources. For example, the Spring 2011 meeting encouraged education teachers from more than five high schools to meet with KCC staff during the summer to discussed sharing work-based experiences.

¹⁷⁸ K-12ArticulationAgreement.pdf

COLLABORATION WITH HIGHER EDUCATION

The College maintains active post-secondary partnerships to benefit its students and seeks out innovative, collaborative partners to increase alternatives for students. Examples include partnerships enabling KCC students to further their education careers earning a bachelor's degree at institutions including Western Michigan University, Miller College, and Siena Heights University. Joint admission models eradicate most transfer issues and encourage shared resources and lower costs for students.

WESTERN MICHIGAN UNIVERSITY

Kellogg Community College and Western Michigan University (WMU) have teamed together to provide students with a unique path to bachelor's degrees in aviation, engineering, and engineering technology. Prospective students are accepted at both institutions, and this joint admission allows students to take advantage of both immediately. With an advisor, the student develops a Personal Program Plan (PPP) which outlines the entire sequence of courses at both institutions to earn an associate's degree at KCC as well as a bachelor's degree at WMU. Students benefit from lower tuition when compared to a traditional university sequence of courses. They may choose to live at home for a longer period of time which saves on living expenses, and most importantly are assured of smooth transfer. The program is in response to local students wanting to take advantage of community college benefits and be assured of credit acceptance at Western Michigan University. Area employers desire graduates in the fields of engineering and aviation which further supports the partnership.

MILLER COLLEGE

The Robert B. Miller College is a private, independent, nonprofit, degree-granting institution founded in 2005 to meet the educational needs of a diverse student population by allowing them to complete their educational programs in a variety of learning formats. The College is unique in Michigan due to its format which provides only the junior and senior level programming towards the completion of bachelor degrees. The College is housed next to KCC, sharing resources such as library services and informational services infrastructure, keeping the cost of tuition lower than typically found at universities.

KCC provides freshman and sophomore level programming, and Miller College provides junior and senior level programming. Together, the two institutions offer seamless transitions benefitting students with lower costs and time savings. This unique partnership was developed in response to local demand for access to university bachelor degrees. Students can effectively transfer up to 90 credit hours into the institution, completing minimal credit hours on site or virtually. Bachelor's degrees are offered in education, business, and nursing.

The KCC and Miller College partnership has benefitted KCC. As mentioned earlier in this chapter, the training for Head Start teachers offers an opportunity to transfer to Miller College and complete the elementary education bachelor degree. During spring 2010, the State Department of Head Start acknowledged the partnership between the KCC Early Childhood Education Program and Miller College as a model of articulation offering smooth entry and exit points for non-traditional students working in the field of child development and education. KCC Early Childhood Education students can effectively complete 100% of the State of Michigan ECE teaching endorsement to accompany the bachelor degree in elementary education at Miller College. In addition, Miller College offers an additional ECE teaching endorsement to currently certified teachers.

In addition to the partnership with early childhood, Miller College allows students waiting to enter the associate degree nursing program at KCC to begin working on the completion of a bachelor degree in nursing. KCC and Miller College share a Director of Nursing as well as resources to effectively lower the costs of staffing and programming. Students benefit from having a close association with the baccalaureate institution to aid in transfer and educational plan alignment.

SIENA HEIGHTS UNIVERSITY

Kellogg Community College partners with Siena Heights University to support students' goals of earning bachelor's degrees. Each semester, between 75 and 100 KCC graduates and current students take Siena Heights' courses towards the completion of a bachelor's degree. Siena Heights has maintained an office on KCC's campus during the entire 18 year partnership. Siena Heights offers individualized supporting KCC's occupation and academic tracks, including

- Corrections/Fire Science: Emergency Medical Services, Law Enforcement
- Health Sciences: Dental Hygiene, Nursing, Physical Therapy, Radiography
- Computer-Aided Drafting and Design: Architecture, Construction
- Industrial Trades: Electricity, Pipefitting
- Business: Accounting, Management

KALAMAZOO VALLEY COMMUNITY COLLEGE

The Fire Science Program is a joint effort between Kellogg Community College and Kalamazoo Valley Community College (KVCC). While KVCC hosts the program and confers all degrees, all general education courses may be taken at KCC and transferred to KVCC towards graduation requirements.

MICHIGAN RADIOLOGIC AND IMAGING SCIENCES CONSORTIUM (MIRIS)

To support the graduation of students in the field of radiology and imaging, an academic consortium was formed among Kellogg Community College, Grand Rapids Community College, Grand Valley State University, Lake Michigan Community College, Lansing Community College, and Mid-Michigan Community College. The purpose is to provide a format for increased programs for radiologic imaging through Internet resources such as the Michigan Community Virtual Learning Collaborative. All members participate in a single State collaborative, MiRIS, for the purpose of providing interactive, hybrid distance education learning programs in radiologic and imaging sciences. The Consortium Board of Trustees established admission criteria.

TRANSFER STUDENTS

Kellogg Community College supports the mobility of learners through the implementation of practical and clearly communicated policies and procedures. To create an atmosphere of transparency, the College provides information regarding transferring to and from the institution. Information is available to the public, potential students, and current students in the college catalog¹⁷⁹ and in a variety of other methods including the Internet, written marketing materials, and personal communication.

TRANSFER OF CREDIT

Individuals may transfer college coursework earned at an institution accredited by a regional accrediting body. Students receive credit at KCC as long as the equivalent coursework is available, and the course content is the same. Coursework must have a minimum grade of C or higher. A maximum of 60% of a KCC degree or certificate may be completed using transfer credits.

In addition to transfer of course credit, students have an opportunity to transfer credit from the following sources:

- College Level Examination Program (CLEP)
- DANTE'S Subject Standardized Tests (DSSTS)
- Prior Experiential Learning
- Military Equivalencies

¹⁷⁹ 2011-12 College Catalog pg 20

MACRAO

The College participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement helping to smooth the way for students who plan to take general education courses in preparation for transfer to bachelor-granting institutions. To promote communication and articulation between post-secondary institutions, a KCC representative serves on the MACRAO College Articulation Committee. This committee makes decisions at a state-level, monitoring articulation agreements while addressing challenges encountered by students using planned articulation.

MICHIGAN TRANSFER NETWORK

The College provides course equivalency information to the Michigan Transfer Network (MTN), which is maintained by MACRAO. Information on the MTN site shows how courses transfer to and from Michigan colleges and universities, making the transition from KCC to bachelor-granting institutions easier. A link is provided on the KCC web page as a part of the overall transfer communication system.

TRANSFER FAIR

The College hosts an annual Transfer Fair to provide information for current students planning to transfer. More than 29 colleges and universities were represented at the 2010 event, which included private and public schools. KCC received more requests from school admission representatives to attend than could be accommodated. Feedback indicated positive results of the event including stronger communication between institutions, more efficient transfer processes, and outstanding hospitality. The average admissions representative saw nine students or potential students. Feedback indicated the event length was “just right,” but suggested it start 30 minutes later to allow for more convenient access by students currently attending classes on campus. Various departments collaborated to make the event a success including Information Technology, Facilities, Academic Advising, and Enrollment Services.

TRANSFER ARTICULATION AGREEMENTS

The College facilitates more than 20 articulation agreements with bachelor degree-granting institutions to provide seamless transfer for students. The articulation agreements specifically identify courses for students to follow. To maintain the validity of the agreements, the College encourages ongoing discussion between institutions.

COLLABORATIONS ON ECONOMIC AND WORKFORCE DEVELOPMENT

REGIONAL MANUFACTURING TRAINING CENTER

KCC's Regional Manufacturing Technology Center (RMTC) is an innovative, community-driven training facility, offering programs specifically designed for continuing education and certification or recertification for persons in the industrial skilled trade fields including electricity and electronics; machine tool; robotics; welding; and heating, ventilation, air conditioning and refrigeration. The program design offers an innovative, non-traditional style of training which incorporates an open entry/open exit format with competency-based modules. Modules are credit-based and may lead to a certificate or an associate in applied science. At any given time, between 40% and 75% of students at the RMTC are sponsored by local companies in Barry, Branch, and Calhoun counties, desiring to increase their employees' technical skill levels.

CUSTOMIZED TRAINING AND WORKFORCE SOLUTIONS

In 1985 the College developed a customized training department, Workforce Solutions, to meet the needs of employers in Barry, Branch and Calhoun counties. The Regional Manufacturing Technology Center was opened in Calhoun County to provide an innovative relationship between customized training and industrial trades. Customized training¹⁸⁰ focuses on leadership and supervisory skills as well as communication, professional, and computer skills.

Workforce Solutions provides customized training and grant assistance to employers and organizations in the Barry, Branch, and Calhoun areas. The department specializes in customized courses specific to industry needs and a highly specialized Mobile Aircraft Rescue Fire Fighter (ARFF) program. In addition, Workforce Solutions has administered the Incumbent Worker Training Fund (IWT) and Michigan Economic Development Job Training (EDJT) grants. Because Workforce Solutions is contracted by employers and organizations, it serves a diverse audience. The organizations include manufacturers (food, automotive, medical, etc.), banks, hospitals, Michigan Works! program, Women's Co-op program, and fire departments. This audience includes professional workers, skilled trades, unskilled labor, and unemployed adults. All KCC-led workforce training offered through Workforce Solutions is for-credit training and is documented on students' transcripts. While most training is tailored to employer needs (not student transfer needs), students can use the institution's policies and procedures to request that coursework be applied to a program of study. Workforce Solutions is an active partner in the Michigan Works! system as a contracted Administrator of the Incumbent Worker training fund. KCC meets regularly with economic and workforce developers in all three counties through partnerships with the Michigan Economic Development Corporation and the Business Solutions Professional program sponsored by the Michigan Department of Energy, Labor, and Economic Growth (DELEG). In addition, we participate in Chamber Events and employer forums as applicable.

CAREER AND EMPLOYMENT SERVICES

The Career and Employment Services (CES) grant provides employment services to employers in the College service district and to KCC graduates and current students seeking employment. All Kellogg Community College students and alumni are eligible for free job search assistance through College Central Network, a database where employers can post jobs targeted to Kellogg Community College students and alumni, search résumés of KCC students and alumni, and search career portfolios. Students and alumni post their résumés to the site and are able to search for jobs targeted to KCC, receive e-mails about programs, services and job-related topics, and build an online portfolio to show their best work to employers.¹⁸¹

Job developers in Barry, Branch, and Calhoun counties work with faculty, cooperative education coordinators, and community placement personnel to help students and alumni develop permanent job leads and work experience opportunities.¹⁸² The College partners with community organizations such as Michigan Works!, Battle Creek Unlimited, the Women's Co-op, Fort Custer Industrial Park, Branch and Calhoun Area Career Centers, and Goodwill Industries, to name a few.¹⁸³ In support of our mission the College creates a link between business and education by developing these partnerships and providing economic development by delivering effective and innovative learning solutions.

A recent evaluation of the CES grant resulted in the College realigning services with our mission while keeping the specific services from this grant, incorporating them into the regular operations and discontinuing our role as fiscal agent for MichiganWorks!. Beginning July 1, 2011, the College will open the Student Employment and Placement Office with one director and one support staff

¹⁸⁰ CustomizedTrainingWebsite.pdf

¹⁸¹ StudentEmploymentServicesWebsite.pdf

¹⁸² MiWorks!Website.pdf

¹⁸³ WorkforceSolutionsWebsite.pdf

member. Students and alumni will continue to be served with employability skills assessment and training, resume and cover letter writing, and information on positions available with access to employers, employer networks, and job fairs. Likewise, employers will have access to information on students and graduates available for employment.

EDUCATIONAL DYNAMICS FOR RE-EMPLOYMENT SERVICES

The purpose of Educational Dynamics for Reemployment Services (EDRS) is to provide educational programs to assist professionals for successful reentry into the job market. This program has been supported by College's grant with MichiganWorks! and provides re-employment and skills-based programming to support individuals in workforce re-entry. Individuals receive help with résumé writing, preparing cover letters and application follow-up procedures, interviewing, conducting job searches, and identifying target companies. In addition, the program helps individuals evaluate and build their own employment skills. They learn their strengths; analyze their motivations; investigate leadership, money management, time management, networking and how to 'brand' themselves; and learn critical thinking skills, social networking, and Internet skills. EDRS partners with many community entities, as shown in Table 6.3.

EDRS PARTNERSHIPS	
Economic Development	Workforce Development
Albion Economic Development	AARP
Barry County Economic Development	Calhoun Area Career Center
Battle Creek Unlimited	Calhoun Intermediate School District
Branch County Economic Development	Foundation for Behavioral Resources
City of Hastings	Human Resources Development Institute
Customer Assistance Development Finance	Job Corps
Economic Development Job Training	MI Dept. of Energy, Labor, and Economic Growth
Marshall Economic Development	MI Prisoner Re-Entry Initiative
MI Economic Development Council	MI Rehabilitation Services
Sheridan Township	Work First
Village Managers	
Workforce Transition Unite	

Table 6.3

ADULT EDUCATION ENHANCEMENT INITIATIVE

The Adult Education Enhancement Initiative (AEEI) offers support to individuals needing to obtain GEDs and hone basic skills. AEEI partners with many local organizations to ensure student academic success, career skills training, and job placement. Partners include Goodwill Industries, MI Works HRDI/JET, Michigan Prisoner Re-entry Initiative, In As Much House (Women's Refuge), Haven of Rest (homeless shelter), and Women's Co-op (GED program). AEEI offers a ten-week program that includes life skills, basic computer skills, frontline employability skills, transitional studies, basic studies, and English coursework. At the end of the program based on student goals, AEEI assists students in GED completion, finding employment, or entering a college or trade school.

Evaluating participant success in the developmental skills courses, the College determined that this training method was worth exploring as an option for the general student population. In AEEI the developmental skills courses were delivered in one credit hour modules designed for self-paced learning. The one credit hour modules were offered to the general student population in fall of 2010, and the impact for the students is currently under evaluation.

The AEEI program provided training and support to 156 participants from inception to conclusion of the grant on March 31, 2011. In evaluating the impact of the program, the College determined to incorporate the concepts of the AEEI program and retain the coordinator's position, transferring both to the Academic Support Department effective July 1, 2011.

LEGACY SCHOLARS

One of KCC's major partnerships in the Battle Creek area is Legacy Scholars. Established in 2005 with a W.K. Kellogg Foundation \$4 million endowment, this program focuses on inspiring sixth grade students to graduate from high school and continue to college. Legacy Scholars' mission is "To provide educational, emotional, social, and financial support and opportunities for Battle Creek Public and Lakeview School District students to graduate from high school and obtain a college degree or certificate." The Foundation believes that every child has promise, and their goal is to break down the barriers that limit children's potential.

The Legacy Scholars program serves over 4,000 students in the Battle Creek area. Scholars engage in activities designed to teach them leadership and life skills, connect them with effective after-school programs, and encourage them to set goals and plan to attend college. To support students, there is a parent network that meets bi-monthly to receive resource information designed to assist their children with setting educational goals and with successful completion of high school.

KCC plays a major role in supporting Legacy Scholars in a number of ways:

- Students are eligible to receive a scholarship for two years of education at KCC upon graduation from one of two local high schools in the community.
- KCC hosts area sixth grade student visits to campus, allowing them the opportunity to observe college life and learning first-hand, thereby increasing the possibility that these young students will attend a college of their choice after high school.
- KCC provides on-campus office space for administration of the Legacy Scholars program.
- KCC hosts co-curricular events related to the program.
- The President of KCC is a sitting member on the Legacy Scholars Board of Directors.

KCC employees and students assist with events and serve as mentors to Legacy Scholars.

Evaluation of the program by the Legacy Scholars Board has resulted in upcoming changes to the administration of the Legacy Scholars program. Those changes will take effect in 2011 and include a decentralized administration of the program with directors housed at each of the two local high schools. A KCC staff member will serve as liaison to the Legacy Scholars program and the College will remain engaged in hosting on-campus events for the program. KCC staff are currently preparing for the first group of Legacy Scholars scheduled to graduate from high school and enter the College in fall of 2012. Preparation includes assessing the needs of this population, orienting the students and their parents to the college environment, and designing a college success course for this entering freshman group of students.

CHARTER SCHOOL

Battle Creek Area Educators Task Force (BCAETF) and Kellogg Community College identified the need for an area charter school, and the College subsequently agreed to charter the school. Calhoun Community High School (CCHS) fulfills a previously unmet need in the community for alternative education and supports high school graduation for a diverse group of students who are at high risk for dropping out or not graduating from high school. The mission of CCHS¹⁸⁴ is "to provide a safe, healthy, supportive learning environment for students who have not found success in traditional high schools." "At CCHS all students, with the support of staff, work to achieve their

¹⁸⁴ CalhounHSWebsite.pdf

academic potentials and establish life goals, which include both employment and continued learning, as they become responsible citizens in a global community.”

CCHS offers a full complement of academic classes, including English, history, government, economics, science, mathematics, health, and computers. Students must successfully complete a minimum of 24 credits to qualify for a CCHS diploma. Senior students may also participate in work-study opportunities with employers in the Battle Creek area when approved in advance by a counselor. In the seven years since CCHS’s inception, almost 350 students have graduated from the program.

NONPROFIT ALLIANCE

The Nonprofit Alliance (NPA) is a service to the community that supports and strengthens the nonprofit sector of three local counties. Prior to its inception, technical assistance was provided by the United Way of Greater Battle Creek, the Battle Creek Community Foundation, and Kellogg Community College. In 1993, these three organizations conducted a study and found that there was a pervasive need for nonprofit management assistance. The most efficient and effective way to meet these needs was to combine the technical assistance services within one organization. Following the study, these organizations convened nonprofit directors, funders, and civic leaders to determine the principles on which the new organization should be formed. The principles which the community identified included accessibility; affordability; the need for an existing; neutral 501(c)(3) which would build capacity through a self-help model; promote collaboration; and maintain confidentiality.

The NPA offices located on the main campus of Kellogg Community College provide services on campus and in the community. The NPA serves community nonprofits by providing educational workshops, webinars, technical assistance, assisting with peer coaching, and strategic organizational assistance with restructuring and executive transition management. In 2007, Kellogg Community College assumed fiduciary responsibility and expanded services to Barry and Branch counties. Current partners include: Battle Creek Community Foundation, Miller Foundation, United Way of Greater Battle Creek, W. K. Kellogg Foundation, Kellogg Community College, and Michigan Nonprofit Association. Additional information on the Nonprofit Alliance¹⁸⁵ can be found online.

THE MUSIC CENTER

The Music Center (TMC) is an example of how KCC partners with a community organization and steps in to fill a community need. In 2000, three established Battle Creek arts agencies, all formerly under the United Arts Council umbrella, merged: the Battle Creek Symphony Orchestra and its Community Music School; the Battle Creek Boychoir and Girls’ Chorus; and the Community Chorus and Pops Ensemble. In partnership with the College, The Music Center was developed, with facilities built on the campus and opened in September of 2003. According to TMC’s website,¹⁸⁶ “It was the ultimate collaboration, allowing for the sharing of not only human resources, programming, and equipment, but also the new facility at KCC.”

The College collaborates with the TMC in the following ways:

- KCC’s theater manager and vocal music instructor use TMC staff as soloists for concerts
- KCC Concert Band is offered in conjunction with TMC
- TMC staff serve as adjunct faculty for KCC music classes
- TMC staff serve as guest lecturers in KCC classes and at KCC events
- KCC provides food service and security for the building, staff, students, and performers of TMC

¹⁸⁵ NPAWebsite.pdf

¹⁸⁶ TMCWebsite.pdf

EMERGENCY MEDICAL SERVICES: LIFE SUPPORT CLASSES

KCC has one of the largest American Heart Association (AHA) Training Centers in the State. It is one of two AHA Community Training Centers to teach CPR in Calhoun County. The program has offered CPR training to the general public since 1989 as part of its responsibility to public education within the Emergency Medical Services (EMS) system. The Training Center maintains approximately 90 CPR instructors who teach within the local service district in AHA program, and has affiliations with local hospitals. Recently first aid and CPR training courses have been offered at the Regional Manufacturing Technology Center for workers in various careers in the Fort Custer Industrial Park. KCC's EMS Program also operates the Calhoun County Medical Control Authority (CCMCA), which oversees the pre-hospital medical care within Calhoun County. The Board of Directors meets on a quarterly basis and KCC handles both the day-to-day operations and the budget and funds for the Authority.

Within Barry County, KCC conducts advanced cardiac life support instruction (ACLS) and pediatric advanced life support instruction (PALS) classes at Pennock Hospital as a service to that community. Both in Barry County and Branch County, the College has offered courses at the levels of Medical First Responder, Basic Emergency Medical Technician, and Paramedic. Courses are offered on demand when requested by the local EMS agencies.

CONTINUING EDUCATION FOR PROFESSIONALS

Here are a few examples of ways Kellogg Community College is dedicated to providing continued education to our community's licensed professionals. Additional workshops and training sessions are regularly offered, and the College has adopted a future-focus to continue to develop new methods for meeting professionals' needs.

WORKFORCE SOLUTIONS

In 1985, Workforce Solutions was developed as an extension of the RMTC, to provide customized workforce training to area companies and organizations. The Workforce Solutions program is specifically geared toward meeting the continuing education needs of licensed professionals in the greater Battle Creek community. As an example, the Aircraft Rescue Fire Fighter program (described below) is designed expressly for this purpose. In addition, many courses are offered which are industry specific to help manufacturers maintain their certification to supply products, such as courses in quality systems auditing and advanced product quality planning.

FIRE SCIENCE

The Aircraft Rescue Fire Fighter program is designed expressly to meet the continuing education needs of licensed professionals. Each firefighter is required to have annual classroom and live fire instruction. This program provides the means for firefighters to enhance their skills in fire extinguishing and rescue of passengers, and to maintain their licenses.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services (EMS) Department provides education programs at all levels of licensing within the State of Michigan as well as ongoing education courses designed to relicense those working in the EMS field, including the following:

- BLS CPR Classes (Heartsaver, Friends and Family, Basic Life Support, BLS Instructor, etc.)
- ACLS (advanced cardiac life support instruction)
- PALS (pediatric advanced life support instruction)
- First Aid classes (i.e. Heartsaver adult first aid; pediatric first aid, workplace first aid)
- ITLS (International Trauma Life Support/Basic Trauma Life Support)
- Emergency Medical Dispatch Training

HEALTH FIELDS

Kellogg Community College offers options for licensed professionals in the health fields. The Advanced Placement Nursing Program is designed for licensed LPNs looking to obtain an RN license and associate degree. The Dental Hygiene and Physical Therapist Assistant Programs also offer continuing education courses for licensed professionals in their respective fields. A prime example of this is the Certification in Local Anesthesia course first offered in the spring of 2011, and an enrichment course designed to aid registered Dental Hygienists in preparing for board examinations. Another course under design will fulfill a recent State of Michigan requirement for dental hygienists in pain management.

CERTIFIED TEACHERS

The Early Childhood and Teacher Education Department offers courses which meet the needs of certified teachers. In fact, all of the courses falling under ECE (Early Childhood Education) or EDUC (Education) can be used by certified teachers as credit toward meeting the requirements for license renewal. One course in particular is EDUC 240, Topics in Education, created based on demand from local certified educators and enables KCC to offer a variety of topics which are meaningful to local educators. The course is taught by a local educator, and enables teachers to take a course with current college students. In return, the current college students are able to learn from the certified teachers. Certified teachers also have the option of earning credit by participating in one of KCC's international trips, in lieu of taking a classroom-based course. International trips are offered through the International Studies Program, and include such destinations as England, Egypt, Israel, and Peru.

PROFESSIONAL DEVELOPMENT INSTITUTE

The Professional Development Institute is a venue for open enrollment in professional development courses. Through the Institute individuals can complete Michigan Occupational Safety and Health Administration training and a certificate in supervisory leadership, among other opportunities. Institute instructors combine real-world knowledge and practical applications for exceptional learning experiences. Participants do not have the expense of, or need additional time off to, travel away from the office, and some of the programs are available online. The Professional Development Institute is located at the Regional Manufacturing Technology Center and runs as part of the College's Lifelong Learning Department.

KCC ACADEMIC AND SKILLED TRADES CENTERS

The College's academic centers were constructed during the last two decades with the oldest site, the Grahl Center in Coldwater, built in 1994. The Fehsenfeld Center in Hastings was built in 1996, and the newest site, the Eastern Academic Center, was completed in 2001. These academic centers provide transfer and applied degree courses and are attended primarily by students living in the outlying areas of the College's service district although students are known to drive to various sites for course availability.

Enrollment at the academic centers proves¹⁸⁷ the College is meeting an educational need and assisting students in their communities. On average, the Grahl Center delivers 5,000 credit hours per semester and has an average yearly headcount of 881 students attending the facility. The Fehsenfeld Center delivers about 3,000 credit hours and has an average yearly headcount of 835 students; and the Eastern Academic Center delivers 1,100 credit hours and has an average yearly headcount of 294 students.

¹⁸⁷ AcademicCenterEnrollment.pdf

The Regional Manufacturing Training Center (RMTC) is located in Battle Creek's Fort Custer Industrial Park. This facility delivers skilled trades instruction for area employers in response to customized training needs and workforce development efforts. The RMTC is also the home of the College's Lifelong Learning Department which provides personal interest courses, professional development opportunities, and programming for the Institute for Learning in Retirement.

Instruction at the RMTC curriculum is delivered in a modular format and so does not compile student statistics by semester, in the traditional method. Based on headcount, the RMTC delivers skilled trades instruction to an average of 1,924 students annually.

21ST CENTURY UPDATES – CENTERS

Another sign of community support occurred in 1998, when the voters approved a 15-year, 0.85 mills levy to assist the College with renovating and improving its facilities and technology. This levy was dubbed the "21st Century Project" and was estimated to leverage approximately \$40 million. When combined with state capital appropriations, private donations, and the College's Maintenance and Replacement Fund, it will allow KCC to invest approximately \$63 million in infrastructure improvements for the three in-district campuses. Although it will be expiring in the 2013 fiscal year, this millage has proven to be invaluable in transforming our main campus and Regional Manufacturing Technology Center, as well as creating the Eastern Academic Center, into state-of-the-art learning facilities for our community as we navigate through the 21st Century. The College will be aggressively pursuing some form of millage renewal to support future facilities improvements as the current millage is not sufficient to update all facilities.

CULTURAL OPPORTUNITIES

Kellogg Community College is a leader in providing cultural opportunities for students and for the community that it serves. A unique opportunity for students is *The Mosaic*, the College's student literary magazine which dates back to the age of the College itself. Students submit their works for publication in the magazine which is published on an annual basis. In addition, readings are held each semester and are open to any student who attends KCC.¹⁸⁸ The multiple opportunities to present work both in publication and in performance as well as the experience for all students to attend readings enhance the overall student cultural experience.

Opportunities in the arts include:

- The Kellogg Singers, a non-auditioned mixed ensemble of students
- The KCC Concert Band, which has developed into a partnership with the Cereal City Band and Southwest Michigan Community Band
- The KCC Theatre, which produces dramas and musicals starring KCC students and staff, and members of the community.

Both the Kellogg Singers and the KCC Concert Band perform at the College and in the community.

Additional cultural opportunities include art and photography exhibits held at the Eleanor R. & Robert A. DeVries Gallery on campus, various musical events held in the Binda Theatre and the Davidson Visual and Performing Arts Center Auditorium, and culturally-based events sponsored by the KCC Student Life Department.^{189 190}

BATTLE CREEK READS

Battle Creek Reads is a community-wide reading program where residents can connect through a shared reading experience. The goals of the program are to bring people together through the

¹⁸⁸ Mosaic_FA2011.pdf

¹⁸⁹ KCCEventsWebsite.pdf

¹⁹⁰ KCCTheatreWebsite.pdf

shared experience of reading the same book, to foster discussion and interaction among different segments of the community, and to encourage reading for pleasure and to have fun. Battle Creek's Willard Library hosts the program. KCC has been a founding member of the program and serves on the Steering Committee each year. In 2006 and 2010, we hosted author events on campus for local students. As an example, in 2010, Steve Lopez, author of *The Soloist*, visited the College and spoke before an audience of several hundred junior high and high school students, and community members. Several high schools brought their students to campus to hear the author's presentations.

STUDENT LIFE

Student Life coordinates a variety of events throughout the academic year that support the College's diverse student population. A significant emphasis is placed on nationally recognized ethnic celebration months such as Native American heritage, Hispanic heritage, and African-American history. Student Life also relies on the College's Diversity Mission to offer additional diversity programming that aims to promote multiculturalism beyond the nationally recognized months. Events are designed to encourage student participation; the vast majority are open to the community, held in the Student Center, and free of charge.

STUDENT ORGANIZATIONS AND CLUBS

KCC currently has 25 registered student organizations (RSO), many of which work with community agencies to host donation drives and/or to serve as volunteers within the community. To be an RSO, a non-discrimination clause must be included in its organization's constitution, and KCC's Student Life department ensures that each RSO abides by this policy. Examples of RSOs include:

- Spectrum – An on-campus student organization whose mission it is “to promote acceptance and understanding of all genders in our community through education. Spectrum is an open and affirming group.”
- International Studies Club (ISC) – Seeks to enhance global awareness and understanding between cultures by offering forums of discussion and trips abroad.
- Bruin Christian Fellowship – A non-denominational organization open to all students offering bible studies, speakers, and other activities which encourage spiritual development.
- Campus Republicans and College Democrats – Promoting greater awareness of the political process through informational forums and discussions and encourage citizens to vote and become aware and involved in current events.

5D: Internal and External Constituencies Value the Services the Organization Provides

Kellogg Community College is respected throughout the community. Feedback from students, faculty, staff, and the community is positive, supportive, and utilized in assisting the College in pursuit of its goals, mission, and initiatives. As part of an ongoing review of services, KCC uses assessments, questionnaires, and surveys within the varied programs, departments, areas, and community. A recent round of staff and community questionnaires were designed to collect information on how work at the College intersects with the lives of individuals on and off campus and with local, national, and global organizations.

COMMUNITY LEADERS TESTIFY TO THE USEFULNESS OF THE ORGANIZATION'S PROGRAMS OF ENGAGEMENT

Kellogg Community College believes in serving its constituencies with outstanding service and engaging programming. The testimonials we have included are a small part of the positive feedback the College received regarding its high quality service and programs. Testimonies represent non-profit partners, foundations, K-12 school districts and area businesses, and were gathered via a survey of our community constituents. This is what our constituents have to say about the College and our commitment to community:

- “VOCES (“voices” in Spanish) and KCC partnered in 2009-2010 to bring the nationally renowned Community Interpreter training program to Battle Creek as a program of KCC’s Lifelong Learning Department. This program is a significant step in professionalizing the field of spoken language interpreting in Greater Battle Creek. The ultimate impact of the program will be the improvement of essential support services to immigrant families with limited English proficiency – helping ensure that they have equal opportunity and access to high quality health care, education, social services, and public services.” (Kate Kennedy-Flores, VOCES, Battle Creek, MI, November 2010)
- “Oaklawn Hospital is a direct beneficiary of the strong academic programs Kellogg Community College offers. We have worked collaboratively with KCC for many years and value the partnership. As an example of our mutual respect and cooperation we can offer the example of admission standards to the nursing program. Our hospital asked the Nursing Program Director, and the academic and board leadership to consider instituting competition into the equation when admitting nursing applicants. KCC responded to this by seriously considering our request, and when additional seats were added to the program these seats became competitive based admissions.” (Kathleen Walsh, Assistant Director of Nursing, Oaklawn Hospital, Marshall, MI, November 2010).
- “As an exclusively upper-division institution, Miller College relies on the strong foundations laid by our partner institutions at the junior/community college level, and no partner provides us with better prepared students than Kellogg Community College, particularly the Early Childhood Program. Miller College is proud to have one of the highest passing rates in the state on the Michigan Tests for Teacher Certification, and this is due in no small part to the excellent preparation our teacher candidates receive in their respective content area specialization fields at KCC. Because the majority of the coursework for content area majors and minors is taken at the 100- and 200-level, Miller College relies on the strength of the academic programs at KCC to ensure that its candidates meet standards for being highly qualified teachers in their specialty areas. In the endorsement fields of English, Reading, History, Mathematics, Social Studies, Learning Disabilities, and Early Childhood Education, candidates prepared by KCC boast a 100% passing rate on their respective content area certification tests over the five years in which KCC and Miller College have been partners. The Early Childhood Education Minor, which is the most popular endorsement program among Miller College candidates, is exemplary of the quality of KCC’s programs, as 100% of the coursework in this program of study is taught at KCC.” (Dr. Sean Kottke, Dean of the Binda School of Education, Miller College, Battle Creek, MI, November 2010).
- “I have had a training relationship with Kellogg Community College for many years now and in particular with the use of these training grants. Without the help of KCC over the years I would have long time employees who would be continually falling behind in the industry. The option we have always used is welcoming KCC into our facility where our employees are able to be shown practical steps in their own atmosphere and work stations. Everything from SPC to 5 - S to Problem Solving to Creating a Purchasing Department and many other areas have been addressed by KCC and their trainers. Should we not have been able to have taken advantage of these offers through the years, I am certain that our workforce would not have taken the initiative on their own and our Corporation would not have seen the successful growth we have without the flexibility KCC has offered to us.” (Bill Wolf, Operations Manager, Wojan Windows and Door Company, Charlevoix, MI, November 2010).

- “The Guido A. and Elizabeth H. Binda Foundation has been proud to support Kellogg Community College. We recognize their commitment to high-quality lifelong learning and their willingness to partner with the communities they serve. We look forward to their continued success and future opportunities to collaborate.” (Nancy Taber, Executive Director, The Guido A. and Elizabeth H. Binda Foundation, Battle Creek, MI, November 2010).
- “We have felt welcomed and valued in the role we play on campus by students, staff, and administration. We were asked to present our Program at the most recent KCC Board of Trustees Meeting, at numerous Department meetings, and to many individual classes. They have gone one step further to not ‘give attention’ to our diversity but have seen beyond the ATP students’ disabilities to their abilities. We look forward to a continued collaboration and to look for ways to maintain the same level of opportunities for learning for their students and the ATP students.” (Sheila Ritsema, Instructor, Doris Klaussen Development Center, Calhoun Intermediate School District November 2010).
- “KCC believes in providing access to higher education to all members of the community. This is evident by their support of the Legacy Scholars program which offers two year scholarships to all students that graduate from Battle Creek Public Schools and Lakeview School District. In addition, the KCC Foundation offers several scholarships for a diverse population. KCC is home to NPA which is an invaluable resource for area non-profit organizations and KCC also offers Lifelong Learning opportunities to members of our community.” (Teresa Osborne, Director of Public Relations, United Way of Greater Battle Creek, Battle Creek, MI, November 2010).
- “As KCC serves a wide range of people representing a diversity of race, class, gender, age, experience, and capabilities, we feel that it is in alignment with our values. We work to ensure that our grants to KCC model our priorities of racial equity and civic engagement. For instance, the Legacy Scholars program places priority on those students who are not achieving success in their K-12 education. Many of these young people are students of color, who have experienced disadvantages that make their success more of a challenge for them. Many of the adults returning to school are historically low-income wage earners who want to improve their life circumstances.” (Quote from Chris Kwak, Kellogg Foundation, Program Officer, Greater Battle Creek Programming, W.K. Kellogg Foundation, regarding KCC’s attention to diversity)

COMMUNITY USE OF FACILITIES

Kellogg Community College’s facilities are used extensively by community groups for a variety of purposes. To support community groups in using its facilities, a full-time administrative position exists to coordinate scheduling of facilities. Additionally, many College departments host regional meetings and community agencies on campus. In the 2009 calendar year alone, no less than 44 outside organizations utilized facilities at KCC.

ATHLETIC DEPARTMENT

Kellogg Community College athletics events are open to community members. Average attendance at these events has remained consistent since 2007. Among the three women’s sports, volleyball averaged 75 spectators, softball averaged 50 spectators, and basketball averaged 75 spectators at home games. Among the three men’s sports, soccer averaged 50 spectators, basketball averaged 125 spectators, and baseball averaged 125 spectators at home games. Since 2007, a total of 16,825 spectators attended Kellogg Community College athletic events.

In addition to our own athletic events, several community requests for facilities are received. The list of activities and events include the following:

- A youth soccer team uses the Miller Gym three times per week
- A youth basketball league uses the Miller Gym on Sundays
- Individual baseball clinics for members of the community are held at least twice per week
- A local 14-and-under baseball team holds twice-weekly practices

- Community groups use the Miller Gym on Saturdays
- Softball clinics for area teams are offered in March and April
- Battle Creek Parks and Recreation uses the soccer field for their summer youth soccer programs
- The tennis courts are used for the summer community tennis tournament, by community members, and by the Battle Creek YMCA Corporate Cup event each September
- The secondary soccer field is used for a variety of purposes, including a practice area for local lacrosse groups, community soccer teams, and even the local semi-professional football team – the Battle Creek Blaze

ELIZABETH H. BINDA PERFORMING ARTS CENTER

In addition to performances and events held for KCC programs and departments, community members make considerable use of the Elizabeth H. Binda Performing Arts Center. Table 6.7 is presented as a list of recent community and college events held in the Center.

ELIZABETH H. BINDA PERFORMING ARTS CENTER – EVENTS 2010-11
B. C. Health System Nursing Excellence Awards
Legacy Scholars Burin 4-A-Day Events
Battle Creek Junior Theatre Performances
Legacy Scholars Fairs
Battle Creek Public Schools Performances
Legacy Scholars Parent Meetings
Battle Cree Reads – ‘The Soloist’
Non-Traditional Career Fair
Calhoun Area Career Center Graduation
Phi Theta Kappa Induction Ceremonies
City of Battle Creek Water Festival
Police Academy Recognition Ceremony
Concert Ban Performances
Psi Berta Mental Health Forum
Concert: KCC & Grand Valley State
Sherriff Goslin Company Meeting
Dental Hygiene Pinning Ceremony
Spring Montage Concerts
Diversity Contest Awards Ceremony
Student Life Group Events
Early Childhood Education Spring Fling
Sweet Adelines Performances
General Session Presentations
The Power of Dance
Holiday Images Concerts
Trade Act Meeting
Jazz Band Performances
Upward Bound Program Awards Ceremony
Junior Achievement 2010 Titan Challenge
Upward Bound Program Summer Choir/Dance
Kinetic Affect Performances

Table 6.7

COMMUNITY OFFICES AND PROGRAMMING ON CAMPUS

Several community organizations and four-year institutions have occupied College facilities. In addition to office space, organizations also utilize classroom space and event space. One illustration is with HandsOn Battle Creek; the College houses the HandsOn Community Service Learning Specialist, and HandsOn regularly uses KCC teaching and meeting facilities by hosting volunteer coordinator trainings, luncheons for community partners, database trainings, and other smaller meetings. HandsOn has also utilized classrooms, computer labs, the Learning Resource Center, and conference rooms for various community volunteer events.

Organizations using KCC facilities include the following:

- Siena Heights University, KCC Regional Office
- Nonprofit Alliance
- The Music Center of South Central Michigan
- Literacy Council
- Gen X Office
- Legacy Scholars
- Upward Bound

K-12 USE OF FACILITIES

KCC's meeting spaces, classrooms, and Learning Resource Center facilities are often scheduled for use by entities such as the Calhoun Intermediate School District (CISD), the Calhoun Area Career Center (CACC), and local high schools. In addition, the Upward Bound Summer Academy is held on campus for high school students engaged in the program's college preparatory and study skills courses. Further, KCC shared its natatorium with Battle Creek Central High School (BCCHS) until February 2011 – ceasing only because BCCHS now has a new high school with its own pool facilities.

FESTIVALS AND EVENTS

- Water festival hosted by KCC for area fourth and fifth graders to learn about surface water, groundwater, and about how to protect the watershed.
- Hot air balloon festival, for the Battle Creek and surrounding communities, is held on College grounds.
- Corporate Cup activities are held on College grounds and in the Miller Gym.
- Kid's Consider College, hosted by KCC, is an event for sixth graders designed to encourage early planning to attend college.
- Visitor Requests: The KCC Student Life office received 102 visitor requests from individuals and organizations in 2009-2010. Altogether, these organizations held 77 unique events on campus.

COMMUNITY FEEDBACK

Examples abound regarding the use of facilities at the College, both in the variety of events held, and the various levels of participation by community members. Numbers alone do not give a clear picture of KCC's ability to meet the facility needs of the community; rather, it is the regular attendance and honest feedback of individuals and organizations within the community that will have the greatest impact on self-assessment and future planning. At present, KCC maintains a positive relationship with the community in terms of facilities available and used; and, as long as the College continues to observe and listen to those who actually use its facilities, the community will continue to value the services provided. From the survey of engagement sent to College constituents, the following testimonials were received:

- Summing up the use of facilities, BCCHS counselor, Marc Colitti, stated that he "can't recall a time when a request for facilities has been denied." (Source: Marc Colitti, Engagement & Service Community Questionnaire response)

- Marcie Gothard, the Salvation Army Development Director, said this about using KCC's facilities for the annual Angel Tree event: "Every year children in our community look forward to visiting Kellogg Community College and taking part in this special event. Thank you to the staff and students of Kellogg Community College for providing this event for children in the Battle Creek community." (Source: http://www.usc.salvationarmy.org/usc/www_usc_battlecreek.nsf/vw-sublinks/0654724F1DE01AA4862574EB006D4CC6?openDocument)
- According to Laura Otte, Program and Public Relations Coordinator for the Substance Abuse Council, "[Kellogg Community College's] location and facilities are very desirable for community events." Though the Substance Abuse Council does not actually host events and meetings at KCC, its staff members regularly participate in the student-focused events held on campus, and thus offer valuable feedback. (Source: Laura Otte, Engagement & Service Community Questionnaire response.)

Summary

STRENGTHS

- Strong roots in the community both as an organization and from the commitment of individual employees as community members
- Programming and enrichment opportunities for all constituents within the College and in the community, particularly programs focused on infants and toddlers, youth, adult education and training, lifelong enrichment activities and opportunities targeted at the retired community, and innovative services to special populations.
- Responsive to the needs of the community, conducting assessments and evaluations of services to meet the ever-evolving needs of its many constituents
- Strong focus on student engagement both in and out of the classroom
- Partnerships with local organizations and K-12 schools which share educational, economic, and social goals, including healthcare and public and private foundations, to provide unique and innovative programs that benefit both community members and students
- Committed to service learning within the community

AREAS FOR IMPROVEMENT

- Expand English-as-a-Second-Language offerings to meet the needs of displaced workers returning to college
- Expand communication with transfer students including a more student-friendly website
- Promote an expanded community use of College facilities by adding contact and procedural information on the website
- Create a common understanding of institutional goals in order for all of us to speak with one voice about our responsibilities toward, and our commitment to, service and engagement
- Expand our understanding of the continuing education needs of licensed professionals, and market to those needs

FUTURE FOCUS

- Create a strategic plan with an intentional focus on service and engagement to unify all staff in a shared approach to ensuring these values
- To be intentional in planning for the future of service learning initiatives and the goal of a mandatory service learning experience for graduates
- Address the need for resources and manpower to ensure smooth development and maximization of the positive potential of service learning
- Explore new avenues of funding to continue participation in initiatives with our constituents
- Explore new types of cooperative educational partnerships such as consortiums, joint admissions, and reverse transfer to support our transfer student population

Kellogg Community College
is **Committed**
to leveraging the **Self-Study**
process as an **Opportunity**
to **Reflect** on how it is
Performing.

Conclusion & Request
for Continued Accreditation

**CHAPTER
SEVEN**

Conclusion & Request for Continued Accreditation

CONCLUSION

Kellogg Community College is committed to leveraging the self-study process as an opportunity to reflect on how it is performing and determine causes for celebration and concern. In addition, the 2012 Institution Self-Study Report is intended to serve as a guiding document for use as a basis for improving student learning and reinforcing a college-wide focus of continuous improvement. To that end, the Self-Study has employed a thorough and open evaluation of KCC's strengths and areas needing improvement, leading to recommendations for changes in our practices, policies, and processes that will improve our outcomes and strengthen our institution. The faculty and staff now look forward to continued analysis of challenges, developing strategies, and implementing solutions as a result of having engaged in this process of institutional self-reflection.

Kellogg Community College has been dedicated to providing accessible, high quality education to enrich its community and the lives of individual learners for over 50 years. The College fulfills its mission and demonstrates its values by offering a wide variety of credit and non-credit courses and programs, at multiple locations, in various modalities, and by providing learner-centered support services. Teaching and learning are clearly at the center of all that we do and that is evident in the College's support of innovation in instruction and technology, assessment of student learning, and faculty development. KCC extends its commitment to enriching the community through lifelong learning; extended student activities; extra-curricular activities; cultural, arts, and community events on campus; and opportunities for service and engagement for students and employees. KCC strives to achieve its vision of being recognized as a premier institution of higher education, having achieved excellence through innovation, quality instruction, a culture of continuous improvement, and learner-centered decision making.

REQUEST FOR CONTINUED ACCREDITATION

This self-study document is presented as validation that Kellogg Community College meets the five Criteria for Accreditation of the Higher Learning Commission. The College has made a careful effort to identify its strengths, the areas needing improvement, and to make recommendations for future directions. Kellogg Community College therefore respectfully requests placement in Open Pathways and continued, ten-year accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

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