



Focused Visit Report

After the team reaches a consensus, the team chair completes this form to summarize and document the team's view. Notes and evidence should be essential and concise.

Submit the completed draft report to the institution's HLC staff liaison. When the report is final, send it as a single PDF file to finalreports@hlcommission.org.

Institution: Gogebic Community College

City, State: Ironwood, MI

Visit Date: 04/15/2019

Names of Peer Reviewers (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

Daniel C. Wright, Ph.D., Retired Dean, Pima Community College (Team Chair)

Dr. James Baber, Executive Vice President, Eastern Gateway Community College

Part A: Context and Nature of Visit

1. Purpose of the Visit

The HLC IAC Board required that the College host a focused visit no later than July 1, 2019, specifically addressing the following:

- Progress on the continued implementation of the assessment plan;
- The usage of data for improving the quality of student learning, programs, and outcomes at the course, program, and institutional levels;
- Where appropriate, documented changes made to curricular programs and the general education program based on a review of data gathered through assessment processes; and
- Progress on at least two years of using data for improvement in the above-mentioned areas and reports of progress in assessment and quality improvement to the College's Board of Trustees.

In addition, to the review and prepare an Embedded Interim Report which evaluates evidence that Gogebic Community College is in compliance with the following Core Components: 1.C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 4.C, 5.A, 5.C, 5.D.

2. Accreditation Status

Accredited

3. Organizational Context

4. Unique Aspects of Visit

5. Areas of Focus (Complete the following A and B sections for each area of focus.)

A1. Statement of Focus:

Progress on the continued implementation of the assessment plan.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

4A, 4B, 4C

B1. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

In the fall of 2015, the College faculty as part of the assessment process examined student learning outcomes to determine that outcomes were measurable. The College has established an Access Assessment database (WEAVE) which the team reviewed. Beginning in the fall semester of 2019 all classes will undergo a review at least every five years by the Curriculum Committee to ensure that courses and program are current. Learning outcomes and program outcomes are published on all class syllabuses. The College's assessment plan is aligned with its mission and vision and is incorporated into its program review process.

The Focus Review team reviewed the program review process and the programs that were reviewed since the last evaluation. For example, the general education requirements were reviewed and were found to be adequate. The College's Curriculum Committee minutes for 2016, 2017, 2018, and 2019 were reviewed and verified by the team that the Curriculum Committee does approve courses and programs.

The Applied Technology, Social Science, Language and Arts, Business, and the Math and Sciences Divisions, Automotive and Construction Technologies, Cosmetology, Mechanical Engineering Technology, Commercial Motor Vehicle, and Welding are all scheduled for reviews

during the calendar years from 2018 to 2021. The schedule was approved by the College's Board of Trustees at its May 2018 meeting.

GCC established its Assessment Committee in 2015 with members that represent a cross-section of institutional departments, including student services staff, faculty from Allied Health, Math and Science, Language and Arts, Social Science, and Business Divisions, the Dean of Instruction, and a Board of Trustees representative. The Committee has been meeting regularly since the summer of 2015 as viewed in the Assessment Committee minutes. The Committee has been highly involved in guiding GCC assessment efforts. The College is focusing on continuous improvement in assisting students in the learning process. The College has begun the process of assessing its Institutional Learning Outcomes (ILO) according to its published cycle over the next four years. The cycle of assessment focuses on one ILO each academic year according to the scheduled cycle. The first focus area was Community and Global Consciousness and Responsibility (CGCR) for 2017-2018 calendar year. The data collected for this focus was inconclusive. So the College purchased a new database management system, WEAVE, in 2018 that appears to be able to produce better outcomes data. Each academic year faculty are required to conduct one assessment project related to that year's ILO focus and submit a report on the results to the Assessment Facilitator.

The College's assessment goals are aligned with the mission of the College, its educational and degree offerings, and student, program, course, and general education outcomes. The ILO and general education outcomes were approved by the College's staff and Board of Trustees in 2015. The current assessment cycle is from 2017 to 2021. Faculty and staff completed the general education review a year ahead of schedule. The Committee after attending an HLC conference developed a curriculum mapping grid for all programs and degrees that was approved by faculty. One result of implementing this process included changes in science and chemistry content that were made to focus on critical thinking as a different way of learning in those subject areas.

While the College has made improvements in the assessment of its ILO and general education outcomes, it is scheduled to transition to the Standard Pathway with a comprehensive visit from the HLC within four years. GCC should continue to focus on its ILOs and general education outcomes in preparation for that evaluation.

A2. Statement of Focus:

The usage of data for improving the quality of student learning, programs, and outcomes at the course, program, and institutional levels

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

3A, 3B, 3C, 3D

B2. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.

Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

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

GCC's goal for student retention, persistence, and completion is to be a minimum of one percent above or higher than the rates of like schools from IPEDS data. The College is developing a formal enrollment management plan for enrolled students, to assist with persistence, retention, and completion rates this April. Currently data is being analyzed with the goal for the College to implement and develop new quantitative goals and processes. The committee consists of the Dean of Students/Registrar, Dean of Instruction, Director of Admissions, Marketing, and will include students to participate in the process.

Improvements made as a result of data analysis include:

- Establishment of the ACES Center (Academic Choices, Enrichment & Success Center) as the College's student support hub on campus. Testing Services, Disability Services, Counseling, Career Center, Perkins Support, ORI 100 (a required college experience course), College Experience staff, the majority of Student Services Advisors, TRIO-Student Support Services, Peer Tutoring program as well as the Student Food Pantry and the Career Closet are all in a centralized location to provide easy access and streamline support to students.
- In 2014 the advising process was revised after the team discussed best practices with other Michigan community colleges and attendance at the National Academic Advising Association conference. The College adopted the new advising model to cover when faculty advisors are not under contract and not present. A core group of Student Services advisors have been hired to assist students in the enrollment process. With the implementation of this new process GCC feels that this will improve retention of students.
- All new students are now required to attend the College's college experience course. This course allows students to become familiar with the campus and community resources, evaluate and demonstrate good study habits, and to analyze and identify levels of healthy behavior and overall well-being. The course is designed to increase social capital and student engagement not on with the campus but the community.
- The College created and utilizes an Excessive Absence form and Early Student Updates (ESUs) that are used as early intervention strategies. The concerns are forwarded to Student Services advisors for follow up. At the beginning of spring 2019 semester an online Early Student Update submission form was created to increase the number of faculty members submitting ESUs. The expectation is that this streamlined process will provide the opportunity to follow up with students on an almost daily basis after the ESU is submitted.

The College presented the focus review team with retention, graduation, and persistence data from 2013 to 2017. The retention rate for first-time, full-time students in the fall of 2017 was 61% and 56% for part-time students. The graduation rate and transfer rate of full-time, first-time degree/certificate seeking students was 37% and 28% for the 2014 cohort reviewed.

A3. Statement of Focus:

Where appropriate, documented changes made to curricular programs and the general education program based on a review of data gathered through assessment processes.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

3A, 3B, 3C, 3D, 4A, 4B, 4C

B3. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

As noted in A2 changes to curricular programs and the general education program are beginning to be based more and more on a review of data gathered through the assessment process. Progress on gathering data through the assessment process is being made as evidenced by a review of the program reviews for the Welding, Medical Coding, Corrections Officer, Forest Technology, and Automotive Technology programs. These programs rely on input from advisory boards tasked with reviewing assessment data results in addition to analysis of program resource needs, costs, strengths, weaknesses, threats and opportunities along with enrollment projections in supporting the College Mission.

The Medical Coding and Billing Certificate program used a process that took into account student learning competencies that conformed with the American Health Information Management Association's requirements using data derived from the Certified Coding Associate Exam and proctored midterm and final examinations used to assess competencies. One of the results from the assessment data is the need for the program to improve the screening system used to pre-assess student readiness to enter the program. In addition, the need to evaluate whether the program supports both the CCS and CCA examination was appropriate at this time.

As a result of implementing the curriculum mapping grid, science and chemistry content was changed to focus on critical thinking as a different way of learning.

GCC maintains a schedule of program reviews with new program reviews scheduled through November of 2020. As these reviews take place, assessment data will be reviewed in conjunction with the program review. Data is being gathered using a new Weave system to support each of these program reviews.

A4. Statement of Focus:

Progress on at least two years of using data for improvement in the above-mentioned areas and reports of progress in assessment and quality improvement to the College's Board of Trustees.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

3A, 3B, 3C, 3D, 4A, 4B, 4C

B4. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

GCC adopted a new assessment tool in 2018 replacing a home-grown data collection tool used previously. The prior tool was unable to provide consolidated reports useful for assessment reviews. The College has entered at least one year of data gathered using the old tool into the new Weave system providing two years of assessment data.

The GCC Board of Trustees are informed at appropriate meeting that cover curriculum changes of assessment results included in program reviews aimed at quality improvement. This information is included in the minutes of Board meetings.

While the data collected is less than two years, progress is being made to ensure that data will continue to be collected and analyzed for the foreseeable future. The College is aware of the need to give data collection with respect to assessment further attention. Faculty and staff have taken appropriate development training in using the Weave system and are committed to using this system for future data collection needs. As the College builds upon the baseline data it has collected, better reporting and analysis of assessment data will be forthcoming.

With the College already committed to the Standard Pathway with a comprehensive review scheduled four years from now, the focus review team felt that GCC will give this area the attention it deserves without further HLC follow-up.

A5. Statement of Focus:

Embedded Interim Report which evaluates evidence that Gogebic Community College is in compliance with the following Core Components: 1.C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 4.C, 5.A, 5.C, 5.D.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

1.C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 4.C, 5.A, 5.C, 5.D.

B5. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.

- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

For the Embedded Report on Core Components 1C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 4.C, 5.A, 5.C, and 5.D, this section is organized by the concerns that had been expressed by the most recent Systems Appraisal Team for each Core Component and the evidence discovered by Focus Team that either supports or refutes those concerns. Some of these sections repeat information and text already documented above. This is unavoidable due to the overlap in the questions posed in all five sections of this report.

The focus review team found GCC to be fully compliant with core components 1C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.C, 5.A, 5.C, and 5.D. Where there is a need for further organization attention is with core components 4.A, 4.B, 5.C and 5.D.

(The specific concerns expressed by Systems Appraisal Team are provided in italics.)

1.C.1: It is not clear from the mission documents that GCC “addresses its role in a multicultural society.”

The GCC Mission statement has been revised adding a diversity statement as well since the last systems appraisal. The revised mission statement incorporates multicultural role in two goals:

“We develop students who can think critically, analyze and interpret information, communicate effectively, and demonstrate community and global awareness to make ethical and responsible decisions.”

“ We provide the educational environment that promotes technological competence, free expression of ideas, ethical integrity, and a diverse, inclusive culture.”

1.C.2: While some processes and activities reflect attention to human diversity, the college has an opportunity to provide evidence of how well it delivers to all of its students, opportunities to achieve the Institutional Learning Outcome of Community and Global Consciousness and Responsibility.

Students participate in a number of activities including events such as Indian Dancing, monthly commemorations, Finnish Heritage Day, and the Parade of Nations. Global awareness is embedded as assignments and expected outcomes in a number of courses and programs such as Cosmetology, Business, Nursing, and Welding.

Outside diversity speakers have been invited to the campus and community such as Terrell Strayhorn, Professor Founder/CEO of Do Good Work Educational Consulting LLC, one of the country’s top diversity scholars according to *Diverse: Issues in Higher Education 2011*. “Belonging: The Key to your Future Success” was the theme of Strayhorn’s address to the campus community.

An LGBTQ club has been recently organized and the College orientation course has a component where students are expected to actively participate in the community.

1.C: The college should report on how it addresses diversity in its hiring, development and promoting practices, as well as employee competence in these areas in its evaluation processes.

The commitment to diversity at GCC is well documented in their revised staff and faculty handbooks. Diversity statements have been updated in both of these handbooks.

There is direct evidence in the hiring and development processes to address diversity and employee competence at the College such as bringing in outside speakers fluent in Global and Diversity issues.

The College recognizes that it is difficult to attract diverse candidates to work in area for many reasons including lack of spousal work arrangements, lack of special needs child care, and the cold climate. Because of the rural and almost remote nature of the College, hiring faculty and staff representing a diverse community is problematic. However, new position announcements are widely and nationally circulated to attract individuals that would enhance the diversity of the Gogebic community. The Human Resources director makes use of recruitment firms that target potentially diverse candidate pools.

2.A: The evidence that the institution operates with integrity in its financial, academic, personnel, and auxiliary functions is unclear because GCC failed to provide evidence of how its finances and auxiliary functions operate with integrity.

Results of recent annual audit reports, minutes of Fiscal and Strategic Planning Committee meetings, Board of Trustee meeting minutes, and documentation provided in the Dean of Business Service's regular monthly budget presentations and updates indicate evidence that the institution operates with integrity in its financial, academic, personnel, and auxiliary functions.

2.A: There is little evidence of how the college provides guidance and training for its faculty, staff, and administration with regard to fair and ethical behavior.

Revised faculty and staff handbooks include specific statement with regards to expectations regarding fair and ethical behavior, the GCC Code of Conduct. GCC on boarding process covers training and guidance for new faculty and staff with regards to their Code of Conduct expectations. Periodic training sessions on FERPA, HIPPA, and other matters are provided to all faculty and staff. Signed conflict of interest statements are expected when appropriate.

2.C: It is not clear what opportunities external stakeholders have for input into college matters, especially during Governing Board meetings.

Governing Board meetings begin with a call for public comment. That public comment is reflected in Board meeting minutes. In addition, the College includes external stakeholders in surveys that are routinely performed to ascertain information about needs and concerns expressed by the community such as the Sense of Belonging Survey conducted in Fall 2018. Advisor board comprised of external stakeholders are assigned to each program and these boards meet twice yearly. The advisory board are a direct means of providing input concerning programs and these reflections are captured in advisory board meeting results. College faculty and staff are also active members in the community and regularly attend functions of various service organizations reporting back to the College any observations that would be pertinent to the College. There is a need to create a more formal process for reporting these interactions.

2.C: It is not clear that the oversight of academic matters has been appropriately delegated to the faculty.

It was clear to the Focus team that oversight of academic matters is fully recognized to be the prerogative of the faculty. Without much prompting, individuals correctly identified that faculty were the caretakers of the curriculum. The curriculum committee while it includes administration officials is controlled by faculty chairs overseeing their areas of instruction. Curriculum committee notes are complete with faculty comments and presentations in the academic decision-making process.

3.A: Evidence was not provided that its courses and programs are current or that they require levels of performance by students appropriate to the degree or certificate awarded. Assertions are not evidence.

GCC established in Fall 2018 a formal course review schedule for all courses on a rotating basis through the College's Curriculum Committee. This process will ensure that courses are current

and are represented accurately in all college printed materials, such as the college catalog and marketing materials. The College's website will be update to reflect changes in courses and programs. GCC determines levels of course performance by the transferability of its courses for general education courses that are reviewed by the transfer coordinator and receiving institutions in Michigan. The College uses advisory committees and to assist in ensuring that occupational programs are current. The College's program review cycle for all occupational programs also examines courses and programs for currency and levels of course performance.

In the Fall 2015 all faculty took part in an assessment process that examined each course taught and reviewed student learning outcome for each class to determine if the outcomes were measurable. Changes were added to GCC's Access Assessment Database. Beginning in the Fall semester of 2019 each class will undergo a review every five years by the Curriculum Committee to ensure that courses are current and that courses are requiring a level of performance appropriate to the degree or certificate awarded.

3.A: Since limited assessment data were provided, the assertion that the college articulates and differentiates learning goals for its degrees and certificates was not considered to be evidence. In the fall of 2015, the College faculty as part of the assessment process examined student learning outcomes to determine that outcomes were measurable. The College has established an Access Assessment database (WEAVE) of which the team reviewed. Beginning in the fall semester of 2019 all classes are to undergo a review every five years by the Curriculum Committee to ensure that courses and program are current. Learning outcomes and program outcomes are published on all class syllabuses. The learning and program outcomes are aligned with the mission and vision of the College and has a schedule of assessment that is for continuously implementation.

3.A: No clear process for ensuring program rigor across modalities and locations was presented. The College has a clear process for ensuring that courses and program have rigor across all modalities and locations, rather in-seat, on-lined, or at the distant sites. The syllabus for all modalities are the same, assessment procedures are the same. Technical programs are meeting industry standards, and HLC required general education standards. The College has in service for faculty and staff at the beginning of each semester.

3.B: No evidence was present in the portfolio of how the general education program is appropriate to GCC's mission, educational offerings, and degree levels. The college did not provide evidence of how the ILOs were aligned to the mission. The team reviewed GCC's general education requirements and found those requirements to be adequate and in line with its mission. The College's Curriculum Committee minutes for 2016, 2017, 2018, and 2019 were reviewed and verified by the team that the Curriculum Committee does approve courses and programs. The course review cycle is published in the College's Catalog and in marketing materials.

The transferability of course grids and general education courses were reviewed by the team and found to be acceptable and their ILOs aligned to its mission.

3.C: The portfolio does not clearly address how every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. The College provides the following infrastructure and resources to promote effective contribution to scholarship, creative work, and the discovery of knowledge; the College has a five- year Strategic Plan, has a current Learning Management System, a current data collecting system (WEAVE), up to date facilities and equipment to meet the pedagogic needs of students. Again, faculty have adequate professional development opportunities to support effective teaching.

Courses in English, Biology, and Chemistry, and the allied health fields allows students to learn research skills that are applicable to the 21st century.

3.C The portfolio does not adequately address how faculty and students contribute to scholarship, creative work, and the discovery of knowledge, nor does it provide clear evidence that students are offered the opportunity to learn research skills or develop skills that are adaptable to the 21st century.

The College has provided technology resources for on-line students as well as land-based students. The Library utilizes resources such as EBSCO, the Wisconsin Department of public institutional Library data Badgerlink, clinical sites for allied health programs, and provide labs for Chemistry, Math, Science, and Forestry. The Learning Resource Center is opened Monday thru Thursday from 8:30 to 5:30 and Friday from 8-12. During the Summer terms the Center is opened on Tuesday and Wednesday. The College provides to student an effective use of research and informational resources.

The College has made available funds for faculty and staff to attend professional development conferences such as attendance to the Higher Learning Commission annual conference and assessment conferences. GCC also provided Staff Development Days where full-time faculty and some staff are required to attend and part-time faculty members are encouraged to attend. Faculty, administrators, and staff gave a number of examples of recent professional development activities, and all indicated that they have sufficient support in this area.

In review of the College documents, the College has current job descriptions which document the duties, expectations, experiences, and qualifications of faculty and student support personnel. Faculty serve as academic advisers and other trained personnel serve as academic advisers during the summer months.

GCC faculty are well qualified and very experienced. The College has thirty (30) full-time faculty with twenty-eight having advance degrees above the bachelor degree. Two faculty member without Master degrees teach non-transferable courses. The College employs five (5) part-time faculty members. Faculty at the College are evaluated utilizing the Michigan Association of Higher Education which describe how faculty are to be evaluated. GCC maintains a portfolio that provides evidence of successful professional academic performance, demonstration of teaching instruction, professional development, scholarship activities, institutional involvement, and community service. The College employs approximately seventy (70) staff employees. GCC meets the academic standards for faculty as required by the Higher Learning Commission faculty credential standards.

3.D: The portfolio does not clarify how GCC determines that its infrastructure or resources provided to students, such as library space, laboratories, etc. are adequate or are meeting students' needs.

The College has provided technology resources for on-line students as well as land-based students. The Library utilizes resources such as EBSCO, the Wisconsin Department of public institutional Library data Badgerlink, clinical sites for allied health programs, and provide labs of Chemistry, Math, Science, Forestry. The Learning Resource Center is opened Monday thru Thursday from 8:30 to 5:30 and Friday from 8-12. During the Summer terms the Center is opened on Tuesday and Wednesday.

3.D: While GCC has a policy on plagiarism, the portfolio does not provide sufficient evidence on how the institution provides students with guidance in the effective use of research and information resources.

The College's Catalog and on each course syllabus the policies on plagiarism, critical thinking, and academic dishonest are clearly stated. The policies are also listed on the College's web-site.

Instruction and guidance concerning plagiarism is covered in English composition courses and reinforced in research intensive courses.

4.A: The sole evidence of academic program reviews provided was a schedule of the CTE program reviews and one actual review. The team was unable to verify that the reviews are actually taking place.

The College created and approved a review schedule to review programs every five years which was approved by the College's Board of Trustees at its May 2018 meeting.

The Applied Technology, Social Science, Language and Arts, Business, and the Math and Sciences Divisions, Automotive and Construction Technologies, Cosmetology, Mechanical Engineering Technology, Commercial Motor Vehicle, and Welding are all scheduled for reviews during the calendar years from 2018 to 2021.

4.A: No evidence was provided for how GCC awards credit for prior learning.

The College through its admissions policy requires students to provide evidence of ACT and SAT scores that meet the minimum requirements set by the College or a specified program. Transfer students are required to provide transcripts demonstrating acceptable grades. The College require entering students to take the Accuplacer test to ensure that they are college ready to enter programs provided by the College. The College has established policies for utilizing and reviewing advanced placement credits, military training credits, credit by examination, and college level program, which are all listed in the College's Catalog and approved by the Board of Trustees.

The traditional method for credits to be transcribed is through the grading process. This process begins in the Curriculum Committees where members review how students will be evaluated when a new course is presented. An enrolled student may be able to earn credit for a course offered by the College by successfully completing a comprehensive examination or a series of examination. Students may receive credit utilizing life experiences, past training or intelligence may at the discretion of the Division Chairperson, instructor and advisor, make application through the Office of the Dean of Students to take the examination if one is competent in a developed area.

4.A: The way in which transfer credits are evaluated is not specifically addressed in the portfolio.

GCC has employed a Transfer Coordinator in 2018. The Transfer Coordinator provides one on one advising to all students who are planning on going to a four-year institution. The College has a documented transfer policy that is overseen by the Transfer Coordinator. The team reviewed the policy and transfer procedures. The College utilizes the Databases of Accreditation Postsecondary Institutions and Programs to verify college credentials and to ensure that the transferring institution has accreditation before awarding or granting transfer credits. The College requires sixteen (16) course credits, which excludes Physical Education that must be taken at GCC to qualify for degree qualification.

GCC has Transfer Equivalencies and Articulation agreements with the following institutions or agencies: Michigan Transfer Network, Ferris State University, Oakland University, University of Wisconsin, and Northern Michigan University. Four years ago GCC transfer associate degree program were reevaluated to concur that they aligned with the Michigan Transfer Agreement. The team reviewed this document: re Michigan Transfer Agreement. The document is located online at <http://www.Michigantransfernetwor.org/Acceptinst.asp>.

4.A: Outcomes attainment was not addressed. Given that this is a requirement for Federal Compliance reporting, the team expressed concern.

The College created and approved a review schedule to review a schedule to review programs every five years. The Applied Technology, Social Science, Language and Arts, Business, and the Math and Sciences Divisions, Automotive and Construction Technologies, Cosmetology,

Mechanical Engineering Technology, Commercial Motor Vehicle, and Welding are all scheduled for reviews during the calendar years from 2018 to 2012. The schedule was approved by the College's Board of Trustees at its May 2018 meeting.

The College established an Assessment Committee in 2015 that represents a cross-section of institutional departments, including student services staff, faculty from Allied Health, Math and Science, Language and Arts, Social Sciences, Business Divisions, the Dean of Instructions, and a Board of Trustees representative. The Committee has been meeting regularly since the summer of 2015 as viewed in the Assessment Committee minutes. The Committee has been highly involved in guiding GCC assessment efforts. The College is focusing on continuous improvement in assisting students in the learning process. The College has begun the process of assessing its institutional Learning Outcomes (ILO) according to its published cycle over the next four years. The cycle of assessment focus on one ILO each academic year according to the scheduled cycle. The first focus was to focus on Community and Global Consciousness and Responsibility (CGCR) for 2017-2018 calendar year. The data collected for focus was inconclusive. So the College purchased a new data program, WEAVE, was purchased in 2018 that appears to be producing better outcome data. Each academic year faculty members are required to conduct one assessment project related to that year's ILO focus and submit a report on the results to the Assessment Facilitator. The College's assessment goals are aligned with the Mission of the College, its educational and degree offerings, and student, program, course, and general education outcomes. The ILO and general education outcomes were approved by the College staff and the Board of Trustees in 2015. The cycle for assessment is from 2017 to 2021. The faculty and staff completed the general education review a year ahead of schedule. The College has made improvements in the assessment of its ILO and general education outcomes. The College is moving to the Standard Pathway and a visit from the HLC is scheduled in four years. The College must continue to focus on its ILOs and general education outcomes in the future.

4.A: GCC must develop a practice of providing evidence of these processes, for example, actual program review documentation for more than one program, actual assessment reports, etc. GCC new initiative to add to long-standing services and procedures such as the Peer Tutoring program, Freshman Experience Workshops, development of a group of Student Services Advisors, offering the mandatory ORI 100; the College Experience course, the use of the Excessive Absence and Early Student Updates forms. GCC provided the team Fall to Fall retention data as well as Fall to next term retention compared to other Michigan Community Colleges.

The College does not have extensive assessment data due to their assessment program having been established in 2018.

4.B: To be in compliance with this criterion, the college will need to demonstrate that it has implemented the assessment cycle relative to both the ILOs and to program outcomes across the curriculum, including the collection and analysis of assessment results for each program learning outcome and ILO.

GCC established an Assessment Committee in 2015 that represents a cross-section of institutional departments, including student services staff, faculty from Allied Health, Math and Science, Language and Arts, Social Sciences, Business Division, the Dean of Instruction, and a Board of Trustees representative. The Committee has been meeting regularly since the summer of 2015 as reviewed in Assessment Committee minutes. The Committee has been highly involved in guiding GCC assessment efforts. The College is focusing on continuous improvement in assisting students in the learning process.

GCC has begun the process of assessing its Institutional Learning Outcomes (ILO) according to its published cycle over the next four years. The cycle of assessment focuses on one ILO each academic year according to the scheduled cycle. The first focus was on Community and Global Consciousness and Responsibility (CGCR) for 2017-2018 calendar year. The data collected for this focus was inconclusive. So the College purchased new data program, WEAVE, purchased in 2018, that appears to be producing better outcome data.

Each academic year, faculty members are required to conduct one assessment project related to that year's ILO focus and submit a report on the results to the Assessment Facilitator. The College's assessment goals are aligned with the mission of the College, its educational degree offerings, and student, program, course, and general education outcomes. The ILO and general education outcomes were approved by the College's staff and Board of Trustees in 2015. The cycle for assessment is from 2017 to 2021. The faculty and staff completed the general education review a year ahead of schedule. After attending an HLC conference, the Committee developed a curriculum mapping grid for all programs and degrees that was approved by staff and faculty. As a result of implementing this process, changes in science and chemistry content were made focusing on critical thinking as a different way of learning.

4.B: The lack of interpretation/analysis of data in the portfolio, along with missing connections between improvements and analysis, prevents reviewers from verifying that GCC uses the information gained from assessment to improve student learning. Additionally, it is also not clear if the college is actually collecting and using assessment data at this point.

The College has made improvements in the assessment of its ILOs and general education outcomes. GCC faculty are collecting assessment data towards continuing to make improvements in ILOs and general education outcomes and entering the information into a database system, WEAVE. WEAVE facilitates data analysis and will enable the College to better use assessment data in the future.

The College is moving to the Standard Pathway and a visit from the HLC in four years. The College must continue to focus on its ILOs and general education outcomes in the future.

4.C: It is not clear that the college has targets for overall student retention, persistence, and completion.

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

GCC goal for student retention, persistence, and completion is to be a minimum of one percent above or higher than the rates of like schools from IPEDS data. The College is developing a formal enrollment management plan for enrolled students, to assist with persistence, retention, and completion rates this April of 2019. Currently data is being analyzed with the goal for the College to implement and develop new quantitative goals and processes. The committee consists of the Dean of Students/Registrar, Dean of Instruction, Director of Admissions, Marketing, and students will be called upon to participate in the process.

4.C: GCC does not provide evidence that it analyzes information on student retention, persistence, and completion of its programs.

The College presented the team with retention, graduation, and persistence data from 2013 to 2017. Retention rate for first-time, full-time students in the fall of 2017 was 61% and 56% for part-time students. Graduation rate and transfer rate of full-time, first-time degree/certificate seeking students was 37% and 28% for the 2014 cohort reviewed.

4.C: The lack of interpretation/analysis of data in the portfolio, along with missing connections between improvements and analysis, prevents reviewers from verifying that GCC uses the

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

Based on the data GCC has collected, the institution has made several operational improvements after analyzing the data including:

- Creation of the ACES Center (Center for Academic Choices, Enrichment & Success) is the College's support hub on campus. Testing Services, Disability Services, Counseling, Career Center, Perkins Support, ORI 100 (required college experience course), College Experience staff, the majority of Student Services Advisors, TRIO-Student Support Services, Peer Tutoring program as well as the Student Food Pantry and the Career Closet are all in a centralized location to provide easy access and streamline support to students.
- In 2014 the advising process was revised after the team discussed with other Michigan Community colleges and attending a national conference of the National Academic Advising Association conference, the College adopted a new advising model when faculty advisors are not under contract and not present. A core group of Student Services advisors were hired to assist students in the enrollment process.
- With the implementation of this new process GCC feels that this will improve retention of students. Again, all new students are required to attend the College's college experience course. This course allows student to become familiar with the campus and community resources, evaluate demonstrate good study habits, and to analyze and identify levels of healthy behavior and overall well-being. The course is designed to increase social capital and student engagement not on with the campus but the community.
- The College has and utilizes an Excessive Absence form and an Early Student Updates (ESUs) that are used as early intervention strategies. The concerns are forwarded to Student Services advisors for follow up. At the beginning of spring 2019 semester and online Early Student Update submission form was created in an effort to increase the number of faculty members submitting ESUs. The expectation is that this streamlined process will provide the opportunity to follow up with students on an almost daily basis after the ESU is submitted.

GCC's new initiatives add to long-standing services and procedures such as the Peer Tutoring program, Freshman Experience Workshops, development of a group of Student Services Advisors, offering the mandatory ORI 100; the College Experience course, the use of the Excessive Absence and Early Student Updates forms. GCC provided the team Fall to Fall retention data as well as Fall to next term retention compared to other Michigan Community Colleges.

5.A: The portfolio does not make clear how GCC ensures that its fiscal and human resources and physical and technological infrastructure are sufficient to support its operations wherever and however programs are delivered.

The Strategic Fiscal Planning Committee is tasked with analyzing the College's fiscal, human resource, physical, and technological infrastructure needs and ensure that these resources are sufficient to support GCC's operations where ever and however the programs are delivered. Minutes of SFPC meetings reflect the discussions that this committee undertakes in its deliberations regarding these resources. For example, the committee has taken under consideration means of expanding workforce development with the addition of facilities for welding and occupational trades.

5.A: The college must provide evidence of how it leverages its resource allocation process to ensure that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

There are no superordinate entities that GCC might disburse funds to. The policies and procedures manual of the Business Office and Accounting provides details how funds are to be accounted for and a Local Strategic Value Best Practices Resolution published in 2017 indicates that the College is diligent in ensuring that it leverages resource allocation towards educational purposes and avoids any adverse elective resource allocation. Audit results indicate no adverse findings.

5.A: The college does not provide evidence for how it ensures that its staff members are appropriately qualified and/or trained.

Staff hiring begins with a review of the required qualifications by similar institutions and GCC's own experience and needs with position openings. The hiring process described in the GCC's employee handbooks follow a systematic vetting approach that ensures that individuals hired for specific positions have the requisite qualifications for the positions they are hired for. Training is provided by the human resources department and funds for outside training opportunities are available and used to maintain staff professional development consistent with the needs of the College.

5.A: The process for budget development was not present in the portfolio.

A detailed documented budget process was provided to the focus visit team. A review of the process indicates that the process is systematic and takes into account the mission and strategic plans of the College. The budget itself is built into the Jenzabar software the College uses to develop and manage its budget.

5.C: The process by which the budget is built to support the mission and vision of the college is not described in the portfolio. Also unclear is what data or evidence leaders review in order to determine the effectiveness of creating and managing the budget.

See 5A above. Data entered into and maintained in Jenzabar makes it possible for the College leaders to review and determine the effectiveness of its budget.

5.C: No mention is made in the portfolio of how the institution links its processes for assessment of student learning to an evaluation of operations or to planning and budgeting. Given the early stages of the processes for the assessment of student learning, it will be important that the college develop these links.

The College is still at a point where it is gathering pertinent assessment of student learning data that would help inform its budgeting decisions. This is an area that the College intends to improve upon.

5.C: The college does not make clear how it engages its external stakeholders in its planning and budgeting processes.

A more formal process of documenting how GCC staff and faculty engage with external stakeholders in its planning and budgeting processes is needed. GCC employees regularly meet with external stakeholders and stakeholder input is sought through surveys and direct communication. What is lacking is a documentation process that all GCC employees might utilize to indicate external stakeholder engagement. Program advisory committee minutes indicate that external stakeholders are involved in the planning and budgeting process of individual programs.

5.C: The college described its revenue streams as well as the role that the president and the board have in monitoring expenditures, however without clear evidence of the budget process, it is impossible to determine if GCC understands its capacity or fluctuations such as enrollment, the economy, or state support.

See 5A above. Fluctuations in enrollment, the economy and state support are taken into account during the budgeting process. A clear set of guidelines for making informed budget decisions is

provided in a “Budget Development Decision Matrix” attached to the Budget Process description. The College is well aware of its capacity and the need to continually monitor resource developments in its budget deliberations.

5.D: The lack of actual data in almost every section of the portfolio makes it impossible to determine if the college develops and documents evidence of the performance of its operations. This is related to the Strategic Challenges 4 and 5. 5.D: The college does not address how it evaluates operations, institutional effectiveness, or its capacity to sustain its initiatives nor does it address what it has learned from any of the evaluations.

It is unfortunate that the College neglected to link data it has with regards to its previous Systems Portfolio. Such data was readily available to the Focus Visit team. The team made recommendations to the College administration with regards to how to provide links to those sources and describe how the data is used in their evaluation of its operations and institutional effectiveness.

6. Other Accreditation Issues (If applicable, list evidence of other accreditation issues.)

Part B: Recommendation and Rationale

Recommendation:

- Evidence sufficiently demonstrated. No HLC follow-up recommended.
- Evidence demonstrated. HLC follow-up recommended.
- Evidence insufficient. HLC sanction warranted.

Rationale for the Team’s Recommendation

The evidence presented indicated that Gogebic Community College is:

- making progress on the continued implementation of its assessment plan;
- learning to communicate and make better usage of data for improving the quality of student learning, programs, and outcomes at the course, program, and institutional levels;
- making documented changes to curricular programs and the general education program based on a review of data gathered through assessment processes; and
- has made some progress on using data for improvement in assessment and its operations in addition to reports of progress in assessment and quality improvement.

Gogebic Community College has a viable Assessment plan in place that it is following.

The evidence presented indicated a weakness on the part of the institution to properly communicate its use of data in HLC reports. The College is aware of the need to give data collection with respect to assessment further attention. Faculty and staff have taken appropriate development training in using the Weave system and are committed to using this system for future data collection needs. As the College

builds upon the baseline data it has collected, better reporting and analysis of assessment data will be forthcoming.

The progress on using at least two years of assessment data has been hampered by ineffective data analysis tools. This has been rectified with the adoption of the WEAVE assessment database platform. The institution is making progress that should be apparent in the next comprehensive review.

With regards to the Embedded Interim Report which the team found the College in full compliance with the following Core Components: 1.C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.C, 5.A, and a need to improve in core components 4.A, 4.B, 5.C and 5.D. These last two core components should be addressable by the College and a focus of attention as part of its next comprehensive review.

Stipulations or Limitations on Future Accreditation Relationships

If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) Report for the current wording. (Note: After the focused visit, the institution's stipulations should be reviewed in consultation with the institution's staff liaison.)

Monitoring

The team may call for a follow-up interim monitoring report. If the team concurs that a report is necessary, indicate the topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that report. (Note: The team should consider embedding such a report as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

The team may call for a follow-up visit. If the team concurs that a visit is necessary, indicate the type of visit, topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that visit. (Note: The team should consider embedding such a visit as an emphasis in an upcoming comprehensive evaluation in consultation with the institution's staff liaison.)

Interactions With Institutional Constituencies and Materials Reviewed

List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

Interactions

- Accreditation Liaison Officer
- Dean of Business Services/Interim President
- Board of Trustees members (4)
- Dean of Students
- Director of Human Resources
- Director of Allied Health

- Director of Off-Campus Operations
- Instructor (19)
- Institutional Researcher
- Off Campus Student Success Coordinator
- Director of Financial Aid
- Director of Admissions, Marketing & Community Relations
- Transfer Coordinator/Assistant Registrar/Veteran Services
- IT Director
- Director of Lindquist Center and Athletics

Documents

- 2018 System Appraisal and Team Report
- Strategic Agenda Survey
- Notes from Strategic Leadership Team 9/20/18 Meeting
- Revised Mission Statement
- Revised Institutional Purposes Statement
- Revised Diversity and Inclusion Statement
- Revised Institutional Statement
- DE&I Team Meeting notes 11/3/17, 2/9/18
- GCC Sense of Belonging Survey Results Fall 2018
- Assessment Committee Meeting agenda 9/14/18
- IAC Hearing Committee Report 3/7/17
- Summary of GCC Improvements per HLC Focus Visit Report Received 10/27/16
- Curriculum Committee Notes 3/21/17
- GCC Board of Trustees agenda and meeting notes 2/26/19, 1/8/19
- Institutional Update 2018-19
- GCC Employee Handbook
- GCC Faculty Handbook
- GCC Compliance Committee Meeting agenda and notes 4/19/18,11/8/18
- Strategic Fiscal Planning Meeting agenda and notes 11/14/18, 2/1/19
- Analysis of Armory Purchase Strategic Fiscal Planning and
- Workforce Development Director position description
- Business Office & Accounting Policies and Procedure Manual
- Local Strategic Value Best Practices Resolution 2017
- Five-Year Campus Master Plan
- 2016 Fall Enrollment Report
- Fall 2016 to Fall 2017 Retention Report
- May 2017 Graduate Survey
- Property Statement of Values
- Audit Financial Statements, June 30, 2018
- Basic Financial Statements
- Budget development and decision matrix
- 10th Annual Taste of the Gogebic Range
- Programs reviews for Welding, Medical Coding and Billing Certificate, Corrections Officer Training, Forestry Technology, and Automotive Technology.
- Curriculum Committee Meeting minutes 12/9/14, 12/7/15, 3/3/16, 3/31/16, 10/4/16, 10/18/16, 11/1/2016,11/21/16, 2/8/16, 5/1/2018,10/2/18, and 11/6/2018.
- Advisory meeting minutes – Mechanical Engineering Technology, 5/17/2018; Criminal Justice program, 4/24/18; Commercial Motor Vehicle, 5/31/18.

Institutional Status and Requirements Worksheet

| | |
|-------------------------------------|--|
| INSTITUTION and STATE: | Gogebic Community College, MI |
| TYPE OF REVIEW: | Monitoring Focused Visit |
| DESCRIPTION OF REVIEW: | <p>The Board required that the College host a focused visit no later than July 1, 2019, specifically addressing the following:</p> <ul style="list-style-type: none"> • Progress on the continued implementation of the assessment plan; • The usage of data for improving the quality of student learning, programs, and outcomes at the course, program, and institutional levels; • Where appropriate, documented changes made to curricular programs and the general education program based on a review of data gathered through assessment processes; and • Progress on at least two years of using data for improvement in the above-mentioned areas and reports of progress in assessment and quality improvement to the College's Board of Trustees. <p>Embedded Interim Report which evaluates evidence that Gogebic Community College is in compliance with the following Core Components: 1.C, 2.A, 2.C, 3.A, 3.B, 3.C, 3.D, 4.A, 4.B, 4.C, 5.A, 5.C, 5.D.</p> |
| DATES OF REVIEW: | 4/15/2019 - 4/16/2019 |
| <input checked="" type="checkbox"/> | No Change in Institutional Status and Requirements |

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2013 - 2014

Year of Next Reaffirmation of Accreditation: 2022 - 2023



Institutional Status and Requirements Worksheet

Recommended Change:

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change:

Additional Location:

Prior HLC approval required.

Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change:

Upcoming Events

Comprehensive Evaluation:

2022 - 2023

Recommended Change:

Monitoring

Upcoming Events

None

Recommended Change:

Institutional Data

Educational Programs

Recommended

Institutional Status and Requirements Worksheet

Undergraduate

Change:

| | | |
|-----------------------|----|-------|
| Certificate | 18 | _____ |
| Associate Degrees | 42 | _____ |
| Baccalaureate Degrees | 0 | _____ |

Graduate

| | | |
|--------------------|---|-------|
| Master's Degrees | 0 | _____ |
| Specialist Degrees | 0 | _____ |
| Doctoral Degrees | 0 | _____ |

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

Gogebic Community College – Copper Country Center, 47420 Highway M-26, Suite 107, Houghton, MI, 49931 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

51.0707 - Health Information/Medical Records Technology/Technician, Certificate, Medical Coding and Billing Specialist

Contractual Arrangements

None

Recommended Change:

Institutional Status and Requirements Worksheet

Consortial Arrangements

51.0911 - Radiologic Technology/Science - Radiographer - Associate - - Michigan Radiologic and Imaging Science Consortium (MiRIS, est. 2011)

Recommended Change:
