Systems Portfolio
Gogebic Community College

7/02/2018

The Great Lakes Region is an area rich in heritage and environmental beauty while struggling with economic disadvantages and diminishing population. Gogebic Community College has made a positive impact on the region's educational environment and received national recognition for its continued leadership. We are the only accessible higher education opportunity in the western Upper Peninsula with the nearest Michigan and/or Wisconsin college/university more than 2 hours away. The smallest community college in Michigan, with 60% of our incoming students being first-generation students, our graduation and retention rates are the envy of our peers. Our faculty, staff and administration are dedicated to the empowerment of our 1,300 plus students to reach their goals not only through success at another college or university, but also in the workplace and in life. Gogebic Community College exists to provide educational and enrichment opportunities for its students and the surrounding communities in the college service region. We believe that all individuals should have opportunities to prepare for active participation in the economic, domestic, political, aesthetic, and cultural affairs of the communities in which they live.

Gogebic Community College faces the challenge of working with a community that is struggling with a decreasing economic base that dates back to the 1950's when the iron-ore and copper mines began closing and the population base began a long period of shrinking. Currently, there is no large industrial base in the area, and the region's economy is focused on recreational tourism, timber, small manufacturing companies, and various service industries. The community, region, and state perceives the College as an avenue to accomplish its educational goals and as one of the primary players in economic and community development. The College is acutely aware of its role. A close mutual relationship exists between Gogebic Community College and its stakeholders.

The student is our reason for being. Like many colleges, GCC uses retention, good academic standing, graduation rates and job placement as measures of success, but also takes a more holistic and individual approach. For some students, graduating with a degree from GCC is not how they define success. Multiple opportunities still exist to close the gap in goal achievement from recruitment to retention through completion. The college is actively pursuing those endeavors and will continue to examine best practices and data to help us, because student success is the primary initiative of our strategic agenda.

Our commitment to our students and community combined with a long term approach to our quality journey has paid off. We have been recognized by the Department of Education and the ASPEN Institute as being among the top 10% of Community Colleges in the nation numerous times including the past year.

Institutional Overview

Gogebic Community College is a comprehensive community college. We offer academic-transfer and occupational post-secondary education, developmental through honors-level educational opportunities; a full range of student services; professional development; economic development and small business assistance; as well as job training and retraining. Currently, the College offers 41 Associate degree programs, of which 19 can be classified as Occupational programs while a majority are baccalaureate transfer. Gogebic Community College campus facilities are located in Ironwood, MI. and consist of four academic buildings, a housing unit complex, an arboretum and a ski hill used as outdoor learning labs. Additional instructional locations and facilities include our Copper Country Center in Houghton, Michigan and the Porcupine Mountain ski resort located in the Porcupine Mountains State Park near Ontonagon Michigan.

Gogebic Community College currently serves 1200 students throughout the academic year with 44% being full-time students, of which 53% are male and 47% are female, and 56% part-time students, of which 36% are male and 64% are female. While not ethnically diverse, the student population closely mirrors that of the college service region. The average age of our students is 26.

Gogebic Community College employs 33 full time faculty and approximately 56-part time/adjunct (our adjunct numbers vary by semester), in addition to 39 full time and 21-part time staff, including 2 full-time Maintenance personnel.

We have provided instruction at our additional location in the Copper Country for over twenty years. In 2014 to better serve our off campus students in the Copper Country, we moved our operations into a newly renovated HLC approved facility which we expanded in 2016 to accommodate growing student and faculty numbers. This facility has 18,700 sq. feet of updated, technology relevant, and student requested space to provide instruction.

The Quality Improvement work at Gogebic Community College has been ongoing and extensive since our previous Systems Appraisal and Quality Checkup Report. It is also important to note that many of the opportunities for improvement listed in our 2013 Systems Appraisal Feedback Report and Comprehensive Quality Review have been addressed through the use of Action Projects and institution-wide initiatives to further develop our quality program. Our Feedback Report reinforced our commitment to the continuous improvement process with a need for a more systematic approach to gathering and documenting our practices as well as a more mature concept of *systems thinking* in all areas.

We approached these challenges in a number of ways. To start, we incorporated our mission statement into marketing and promotion throughout campus to make it more visible and readily available to all stakeholders in an effort to make it forefront in our processes both on campus and in the community. We underwent Action Projects to pilot embedded assessment in several key areas across campus and created the position of Assessment Coordinator to guide and facilitate the assessment process. As noted in our feedback report, we rely heavily on personal relationships to communicate with each other and the public. Our institution has been an active

participant in the community through events both on and off campus and have moved ahead with a new marketing strategy since our last Systems Portfolio in order to communicate our mission better with the community and other potential stakeholders. We formed an Administrative Council made up of members from all aspects of the campus community to better disseminate information throughout the institution. In addition, GCC implemented a monthly Accreditation Newsletter that is sent out to all Staff and posted on our website to keep issues associated with the AQIP process front and center. We are currently preparing for a focused onsite visit in April of 2019 so that we can showcase the progress and commitment we have related to the academic assessment process. GCC feels confident that we have worked hard in the area of assessment and we will have a successful visit from the HLC. In the fall of 2016, the HLC was on campus to review our faculty credentialing policy and the HLC's formal review found that "Gogebic's systematic approach to this issue could make it a model for how other institutions proceed."

We continue to invest considerable resources in laboratory, shop, and clinical facilities. Based on advisory committee comments and industry requests, we are working to develop a Civil Engineering Technology program that we are hoping to submit to the HLC for approval in fall 2018. In response to community and employer requests, we partnered with a local High School and the Gogebic Ontonagon ISD to construct a state of the art welding facility and developed a first rate Welding Program. At this time, we are looking to expand our welding program into a new facility as its success has out grown its current space. We also continue to invest in our faculty and staff by promoting development opportunities that enrich our institution as a whole. Although some areas of our institutional processes are still targeted for continued improvement, the College believes it has made significant progress toward process integration since its last Systems Portfolio.

The following AQIP Systems Portfolio was written as a collaborative effort. The College wishes to express its appreciation to the many faculty, staff, and administrators who provided data and the other forms of documentation that were used in the creation of this document.

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs.

Responses

Gogebic Community College has made helping students learn as well as the understanding and demonstration of student learning our highest priority since our last portfolio. Student learning outcomes [SLOs] are connected to institutional learning outcomes [ILOs] to generate relevant data used to inform faculty decision-making to improve curricular offerings and program and institution-level outcomes.

Course-level learning assessments take a wide variety of forms. Examples include examinations with multiple choice, short answer, and essay questions; student presentations, academic essays and research papers, performance demonstrations, and team projects. Projects, demonstrations, and performances are scored using instructor, professional association, and/or industry developed rubrics, as appropriate.

Program and ILOs are assessed continuously according to a scheduled cycle based on an institutional commitment to continuous improvement. The Assessment Committee, an interdisciplinary team of faculty and staff volunteers, focuses on one ILO each academic year (Community and Global Consciousness and Responsibility was the assessment focus during the 2017-18 year). Additionally, a rigorous assessment process for the General Educational Program core for transfer students is currently in development by an interdisciplinary team of General Education faculty. Similar to the process for assessing the ILOs; the transfer curriculum for General Education will be assessed according to a yearly cycle; however, unlike the ILO assessment cycle, assessment of the General Education transfer core will incorporate a focus upon two General Education outcomes per year in its on-going cycle.

100% of degree and certificate seeking students will be included and/or affected by these assessment processes in some way, as course, program, and institution-level assessments are being continuously systemically implemented.

1P1: PROCESSES

Gogebic Community College is a comprehensive community college offering a wide range of educational programs and student services. The programs of study can be divided into two major groups, those oriented toward students planning to transfer to four year universities (Associate of

Science and the Associate of Arts degree programs) and those oriented toward students planning to enter directly into the labor market after graduation (Associate of Applied Science, Associate of Applied Business, Associate of Applied Technology, and Certificate Programs).

 As part of a 2014-15 action project, an interdepartmental team comprised of Faculty, Student Services Staff, and Deans met to review and revise the Institution's General Education learning objectives. The committee determined that the general education objectives were out of date and untenable for assessment purposes. To ensure the newly created institutional learning outcomes were aligned with the mission, educational offerings, and degree levels of Gogebic Community College, the Action Project team reviewed the mission of the college, the general education and institutional learning outcomes of other community colleges and our primary transfer institutions, and in-demand employment skills and competencies.   The newly created ILO's reflect desired 21st Century learning outcomes that have been consolidated to make on-going assessment manageable. **(3.B.1, 3.E.2)**

The team produced four Institutional Learning Outcomes or ILO's, which were approved by the Board of Trustees prior to the start of the Fall 2015 semester. These ILO's are as follows:

- **Critical Thinking and Information Competency** [CTIC]: Students will recognize the need for information to solve problems and make decisions. Student will identify, organize, analyze, and evaluate the credibility of relevant sources and use information in an ethical manner.
- **Community and Global Consciousness and Responsibility** [CGCR]: Students will demonstrate an understanding of the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives.
- **Communication and Expression** [CE]: Students will communicate effectively and express themselves creatively. Students will interpret thoughtfully and logically, engaging actively in dialogue and discussion.
- **Quantitative and Technological Competence** [QTC]: Students will solve problems by selecting and applying quantitative methods to construct arguments with the use of numerical and statistical support.   Students will utilize technology appropriate to their chosen field of study. **(3.B.2, 4.B.4)**

The specific requirements for each of GCC's degree and certificate options are outlined in the College Catalog and are an extension of our vision, values, mission, and purposes. Additionally, in September 2017, a subcommittee of the Assessment Committee was formed, the General Education Assessment team, with the task of creating and assessing General Education Outcomes at the Associate Degree level. The first task for the committee was to determine appropriate proficiency levels, or performance indicators, for the Communication & Expression outcome for Associate Degree students. To do this, the team reviewed the Lumina Foundation's Degree Qualifications Profile associate degree level proficiency level for Communicative Fluency and the general education outcomes of many other community colleges. The team determined that the appropriate performance indicators in Communication & Expression for Associate Degree students are as follows:

At the associate level, the student

• Develops and presents cogent, coherent and substantially error-free writing for communication to general and specialized audiences.

• Demonstrates effective interactive communication through discussion, i.e., by listening actively and responding constructively and through structured oral presentations to general and specialized audiences.

Furthermore, the team reviewed the American Association of Colleges & Universities VALUE rubrics and adapted the Written Communication rubric to reflect the adopted performance indicators.

We believe our outcomes and processes for *Helping Students Learn* are aligned because of the systematic approach taken to connect outcomes with our vision. We will continue to make updates in our key processes relevant to Category One to integrate them into operations of the College. Measures will continue to be used for decision making and to find efficiencies or to drive innovation across multiple units. We have invested time and resources into understanding student learning and share our understanding of best practices within the college and with the public. **(3.B.2, 4.B.1)**

In fall 2015, GCC began Faculty Assessment In-Service sessions twice yearly, at the start of the fall and spring semesters. The first In-Service, in Fall 2015, included a presentation about the cycle of assessment, including the role and importance of institutional student learning outcomes and their connection to course outcomes. Following the presentation, a faculty working session was held in which all courses were reviewed by faculty for alignment with the institutional learning outcomes [ILO's]. Course outcomes were then connected to institutional level student learning outcomes in an institutional database to determine levels of curricular exposure that students had to each ILO and to ensure that all student have sufficient learning opportunities to achieve the outcomes. The database is used to generate relevant data to inform faculty and institutional decision-making to improve curriculum at the course, program, and institutional levels.

During the Spring 2018 Assessment In-Service, faculty began a process of curriculum mapping to document instruction, reinforcement, and assessment of each of these outcomes. The curriculum maps for the Medical Coding and Billing Certificate and the Criminal Justice, Associate of Arts, provide an example of a completed curriculum maps demonstrating the introduction, reinforcement, and assessment of ILO's. The remaining curriculum maps are available for viewing on the assessment page of the GCC website. In addition, all instructional divisions across all degree levels are required to create a special project related to a chosen ILO of focus each academic year.

To ensure that courses taught by part-time instructors provided comparable opportunities as those taught by full-time instructors, an introduction to the process of assessment and the role of ILO's in course outcomes were included as part of the Fall 2017 orientation for new adjunct faculty. Furthermore, the Assessment Facilitator conducted a "Lunch and Learn" session on

November 2, 2017, at the Houghton center to provide this information to any instructors teaching at that location who may have missed the other informational sessions. In December 2017, The Assessment Facilitator also hosted four learning sessions open to all instructors and staff at all locations through the use of video-conferencing technology. These sessions covered the highlights of what she learned at the October 2018 Assessment Institute in Indianapolis with a particular focus on the use of high impact practices in instruction. **(3.B.3, 3.B.5)**

The college is dedicated to ensuring that its educational offerings are aligned not only with its own mission and values but also reflects the human and cultural diversity of the world we live in and the world that students will eventually work in. This dedication was partly responsible for the choice of assessing Community and Global Consciousness and Responsibility in the College's most recent assessment cycle. In addition, during the past academic year the college created a committee with members from across campus to examine and evaluate diversity and inclusion at our institution and to develop strategies to promote the importance of diversity and inclusion as a part of the educational experience. A Sense of Belonging event for students and a Diversity training session for faculty and Staff were held during the past year. A survey was sent following the faculty and staff session to evaluate the training and insights gained. Results were used by the committee to evaluate not only the session but to help shape the committees initiatives relative to diversity and inclusion moving forward into the next academic year. Our continued commitment to this process is also exhibited by a statement of the College's commitment to Access, Equity and Diversity that can be found on page 13 of our catalog.

All occupation programs at GCC have advisory committees. The committees, comprised of practitioners in the fields, meet once each a semester to discuss advancements in the specific fields, as well as other needs from each discipline. Often, these discussions, led by a GCC faculty member, center on workplace and societal needs, as well as the role of students to meet those needs. Notes are taken at each of the meetings and the college's Dean of Instruction attempts to attend each meeting. The discussion points at each meeting are furthered by the faculty member in the fields and the Dean to ensure that those needs are a part of the curriculum. Additionally, GCC encourages faculty and staff to attend conferences and seminars that are discipline specific or specific to current issue in higher education. For example, GCC sent six members to the annual Trends conference, which focuses on various trends in occupational fields. **(3.B.4)**

Co-curricular activities that align with the institutions learning outcomes are valued aspect of a Gogebic Community College education that is acquired throughout the college experience. Opportunities to develop co-curricular learning are intentionally provided by the Division of Student Services and other areas that support the campus learning environment. It is important to the College to find opportunities where faculty and student affairs can work together in assessing student learning so that the students' total learning experience can be understood for both accountability and improvement purposes.

The College is constantly looking for activities, programs, and learning experiences that are connected to or mirror the academic curriculum to complement, in some way, what students are learning. In addition to the college's service learning opportunities outlined in other sections of this portfolio (i.e. Spring Break Guatemala trip and Honor Society volunteer opportunities), the

College works to promote increased awareness and celebrate diversity on campus. GCC has hosted displays for Hispanic Heritage Month, Native American Heritage Month, Black History Month, and Women's History Month throughout campus and began hosting Movie Nights showing films both historical and current to the applicable months. For the second year in a row, the college has hosted a study-abroad opportunity for students in one of the literature classes taught on campus. This year's class, enrolled in ENG 202 - *English Literature 1785 to present* - spent their spring break in London visiting the places they had been reading about. Additionally, students wrote about their experiences and discussed their experiences with the Board of Trustees this spring. All of these events not only help to support the most recently assessed Institutional Learning Outcome of *Community and Global Consciousness and Responsibility* but exemplify our goal to create an engaging environment with meaningful experiences that facilitate all of our learning outcomes. **(3.E.1, 4.B.2)**

GCC is currently under monitoring by the HLC for our assessment process. The HLC has scheduled a focus visit on April 15, 2019, to review the progress GCC has made toward assessment of learning outcomes. The HLC approved GCC's Assessment Initiative plan and timeline. The HLC expects to see sufficient progress, including evidence of the collection and use of data to improve student learning. GCC has followed the HLC approved plan and has made significant improvements to the process of assessing student learning.

Gogebic Community College has made helping students learn our highest priority since our last portfolio. We have adopted college wide general learning outcomes as well as program learning outcomes. Currently, 100% of academic divisions for degree and certificate seeking students are involved in course-level, program-level, and institution-wide assessments. 100% of degree and certificate seeking students will be included and/or affected by these assessment processes in some way, as course, program, and institution-level assessments are being continuously systemically implemented.

GCC's Assessment Committee, which represents a cross-section of institutional departments, including student services staff, faculty from Allied Health, Math & Science, Language and Arts, Social Sciences, and Business Divisions, and the Dean of Instruction, has been meeting regularly since summer 2016, and is highly involved in guiding the process of assessment at GCC, as reflected by the most recent meeting minutes. Based upon a refocused institutional commitment to continuous improvement in helping students learn, the committee chose to assess its Institutional Learning Outcomes [ILO's] according to a scheduled cycle. This cycle of assessment focuses on one ILO each academic year, starting with Community and Global Consciousness and Responsibility [CGCR] as the assessment focus during the 2017-18 year. Each academic year, faculty are required to conduct one assessment project related to that year's ILO of focus and submit a report on the results to the Assessment Facilitator. The ILO of focus for the 2018-2019 academic year will be Critical Thinking and Information Competency [CTIC].

Prior to the development of the General Education Assessment team (which did not occur until Fall 2017), the need to assess general education competencies was identified as pressing. In response to anecdotal faculty accounts of concerns about student reading proficiency, during the Fall of 2015, the Language and Arts Division was asked to conduct an assessment to determine

the overall state of student reading at GCC . To ensure a representative sampling of all students, the assessment was conducted at 10 a.m. in every class meeting at that time on the day the assessment was conducted. All students were given an identical short reading selection. Students were given two minutes to read the selection and were then asked to mark the last word read and then three minutes to write a brief summary of the reading selection. 260 student participated in the reading assessment. These artifacts were distributed among the English faculty members who scored them using a 12point rubric. The results are included below in 1R1.

In the Fall of 2016, the Language and Arts Division chose to follow up the campus-wide reading assessment with a reading assessment that was more targeted by focusing solely on the ENG 101- English Composition course. This course was selected because it is a requirement for all associate degree seeking students and is advised for students to complete during their first semester of study. The ENG 101 instructors chose to conduct both pre and post assessments to determine student reading growth over the semester. This assessment project was conducted by English faculty instructors teaching ENG 101 courses at Houghton and Ironwood, as well as in online courses. The results of the assessment are included below in 1R1.

Beginning in Fall 2017, a rigorous and systematic assessment process for the General Educational Program core for associate degree seeking students has been under development by the interdisciplinary General Education Assessment Team. The Assessment Facilitator initiated this process by conducting a team orientation to the process and importance of assessment on Oct. 5, 2017. The team met regularly for the remainder of the year on Nov. 8, 2017, Jan. 23, 2018, March 1, 2018, and made significant progress in developing a process of General Education Assessment. The team chose to implement a four-year assessment cycle for the learning outcomes. The General Education Assessment Team piloted the first stage of the general education assessment cycle by developing a plan to conduct an assessment of the Communication and Expression outcome. This plan was implemented during the Spring 2018 semester. For this pilot assessment project, the committee chose to draw assessment artifacts from the second course in the English Composition sequence, ENG 102. This course was chosen because it it is the final course in the writing sequence that is required for transferable associate degree programs. The committee randomly selected 80 students from all ENG 102 sections, including those taught at Ironwood and Houghton locations, Calumet High School, and online, and those taught by both full and part-time faculty members. Teachers were instructed to submit the final drafts of researched essays from selected students; on April 18, 2018, the committee scored the student work blindly (both student and instructor identifiers were removed) using the adapted AAC&U rubric for Written Communication. The results are detailed below in section 1R1.

The team will continue with the cycle of general education assessment by determining appropriate associate degree proficiency levels and creating and implementing assessment plans for each of the three remaining institutional learning outcomes in the upcoming years.

During spring semester, 2018, an offshoot of the work done by both the Assessment Committee and the General Education Assessment Teams grew organically out of implementation of the ILO and General Education Assessment Processes. Based on their experience participating in these processes, members of the Language and Arts faculty became curious about the amount,

type, and quality of writing instruction happening institution-wide. As a result, these faculty members developed a survey that was administered to faculty during the January 2018 Faculty Assessment In-Service. Survey results are included in Section 1R1. *(4.B.1, 4.B.2, 4.B.4)*

1R1: RESULTS

The results of the Fall 2015 institution-wide reading assessment are listed below, with scores indicating the following levels of proficiency: *Exemplary (3), Proficient (2), Novice (1).*

	Subtotal of each score			
Score	Reading Rate	Summary-Details	Summary-Content specific vocabulary	Summary-Author's Main Point
1	55	34	58	118
2	149	161	151	88
3	56	66	52	55

The attached chart displays the average scores for each criteria, as well as the aggregate score average. An aggregated score of 10 indicates proficiency.

The results of the Fall 2016 ENG 101 reading assessment were as follows:

August				
Number	Score	Percent	Standard	Percent meeting standard
0	12	0.00%		
4	11	5.48%	Exemplary	15.07%
7	10	9.59%		
25	9	34.25%	Proficient	60.27%
19	8	26.03%		
9	7	12.33%		
5	6	6.85%		
3	5	4.11%	Unsatisfactory	24.66%
1	4	0.00%		
73				

December				
Number	Score			
1	12	1.37%		
4	11	5.48%	Exemplary	28.77%
16	10	21.92%		
17	9	23.29%	Proficient	43.84%
15	8	20.55%		
6	7	8.22%	Unsatisfactory	27.40%
7	6	9.59%		
3	5	4.11%		
4	4	0.00%		
73				

In Spring 2018, the General Education Assessment team compiled and aggregated the data for the Communication & Expression outcome. The results are as follows, with a score of 3 for each item exceeding expectations, a 2 meeting expectations, and a 1 failing to meet expectations. An overall score of 10 points per artifact meets expectations:

Context of and Purpose for Writing
2.043478261
Content Development
1.782608696
Academic Writing Conventions
2.130434783
Sources and Evidence
1.98757764
Control of Syntax and Mechanics
1.98757764
Total Score
10.1242236

The results of the Communication & Expression assessment reveal that GCC's associate degree and transfer seeking students are weakest in areas of content development and the use of sources and evidence.

The Institutional Learning Outcome for Community and Global Consciousness and Responsibility [CGCR] was the focus for assessment for the 2017-18 academic year. The preliminary results of this assessment reveal that most students have developed a proficient level of competency in this outcome; however, few students demonstrated excellence. Example CGCR projects with results include assessments conducted in ENG 101- English Composition courses at the Houghton center, ENG 101- English Composition courses conducted at the Ironwood campus, SCI 110- Integrated Science online course, SAM 100- Ski Area Management, PHY 121- Applied Physics, and BUS 285- Human Resource Management.

The results of the January 2018 Writing Across the Curriculum Survey revealed that 96% of GCC faculty respondents assign writing. The survey was inclusive of both occupational and transfer divisions. 35% of respondents assign writing on a weekly basis; whereas 61% assign writing once or twice monthly. 4% of respondents do not assign writing.

The survey revealed that the most common form of writing assignment was a summary (26%), with the second most common assignment type being a tie between research papers and reflective writing (17% each). The third most common type of assignment was response writing (14%).

The survey also revealed the degree to which student grades are derived from writing assignments, with 57% of instructors basing between 25-50% of student grades on writing, while 43% of instructors based less than 25% of student grades on written work.

The survey also showed that 62% of instructors devoted no teaching time to writing instruction, while 38% did devote teaching time to writing instruction.

As a result of the institution-wide reading assessment, the Language and Arts Division determined that reading proficiency must be analyzed in a more targeted manner, starting with entering students. Additionally, without attaching the assessment to a specific class and without a measure for growth, results were too inconclusive to be useful. Thus, the division enacted the more targeted reading assessment in Fall 2016. The reading assessment results were analyzed and generated a report that included insights gained in the process. These insights led to a recognition of the need for an intensified focus on the connectedness of reading and writing instruction as a fluency building process and greater alignment of the curriculum for the composition sequence, as discussed in section 1ll: Improvement below.

On May 3, 2018, the general education assessment team met to analyze the data and the assessment process for the Communication and Expression outcome. The team produced minutes of the meeting that contain a preliminary draft of its recommendations based upon the assessment project. The team completed a final report of recommendations in summer 2018, which will be shared with faculty during the Fall 2018 Faculty Assessment In-service.

The Language & Arts faculty shared the results of the January 2018 Writing Across the Curriculum Survey with all faculty through email and invited their participation in a Writing Across the Curriculum meeting February 1, 2018 meeting. In the Feb 1

meeting, attendees analyzed the results of the survey and used the results to determine the focus of Writing Across the Curriculum meetings.

1I1: IMPROVEMENT

Upon analysis of the results of the ENG 101 reading assessment in a Language and Arts division meeting, the Language and Arts Division determined that the outcomes and instructional sequencing of the composition courses needed to be examined and aligned with external benchmarks. The division researched composition outcomes from various universities and community colleges, as well as the Writing Program Administrators [WPA] and determined that the composition sequence should be aligned with the WPA outcomes for first-year composition. The division worked on the aligning the outcomes during a Spring 2017 retreat and over the 2017 summer. All ENG 101 and ENG 102 courses were updated with the newly aligned outcomes for the Fall 2017 semester.

The Language & Arts faculty used results of the January 2018 Writing Across the Curriculum survey to guide the development of a Writing Across the Curriculum Initiative. Faculty across all disciplines received an invitation to participate and times were selected according to the convenience of those interested.

Regarding the Spring 2018 Communication & Expression assessment, the team will revise its initial report of recommendations, due to be completed in summer 2018, which will be presented to faculty during the Fall 2018 Faculty Assessment In-Service. These recommendations will be used by the team to guide faculty improvements in instruction, general education curriculum design, and the general education assessment process itself.

Regarding the 2017-2018 Community and Global Consciousness and Responsibility assessment projects, faculty as individuals examined the resulting student learning in their courses and determined needs for improvement. These reports are in the process of being aggregated and will be reported to the assessment committee during its summer meeting on July 12, 2018. At that time, the committee will review the results of this first stage of the cycle of assessment of Institutional Learning Outcomes and will make recommendations for improvements in student learning related to the CGCR outcome. A report on these recommendations will be shared with all faculty during the Fall 2018 Faculty Assessment In-Service.

The results of the January 2018 Writing Across the Curriculum Survey analysis resulted in a focus on the instructional use of Reflective Writing, due to its heavy use in instruction and the group's consensus about its potential for efficacy as a learning strategy. The group chose to begin Writing Across the Curriculum work with Reflective Writing as the topic of the March 2018 meetings. Furthermore, the committee noted with concern that, while many instructors were assigning and evaluating student writing, very few instructors dedicated time to the instruction of writing within their fields. The committee concluded that these results indicate a pressing need to continue to offer Writing Across the Curriculum meetings throughout the 2018-19 academic year and to make a concerted effort to grow faculty participation.

Sources

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- ENG 101 Reading Assessment results_2016_2017
- Fall 2015 Reading Assessment Results Chart
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- Writing Across the Curriculum Meetings
- Written Communication Rubric adapted from AACU

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess.

Responses

1P2: PROCESSES

Gogebic Community College's mission includes a commitment to offer programs with widely diverging purposes suited to meet the diverse needs of area residents. Specifically, the college is dedicated to offering "Baccalaureate-oriented curricula suitable for transfer to a four-year college or university" and to offering "occupational/career training for those students who wish to prepare for immediate employment." Due to the dual-nature of purposes, the college offers a wide range of educational programs. The programs of study include offerings for students seeking baccalaureate level study through transfer to universities (Associate of Science and the Associate of Arts degree programs) and offerings for students planning to enter directly into the workforce. (Associate of Applied Science, Associate of Applied Business, Associate of Applied Technology, and Certificate Programs). *(3.E.2)*

As discussed in the "Common Learning Outcomes" section, GCC is currently being monitored by the HLC for its assessment processes. The HLC has scheduled a focus visit on April 15, 2019, to review the progress GCC has made toward the development and assessment of learning outcomes. The HLC approved GCC's assessment plan and timeline, which is currently in progress, as reflected in the following narrative.

In February 2017, the Assessment Facilitator attended the HLC Workshop for Emerging Leaders in Assessment conducted by Dr. Gloria Rogers, held in Tempe, AZ. In spring 2017, she conducted a workshop to introduce to the Assessment committee the assessment process modeled by Dr. Rogers. Based upon the HLC training model, the Faculty Assessment In-Service in Fall 2017, the Assessment Facilitator conducted a presentation that included a review of the overall process of assessment and an introduction to the process of program learning outcomes assessment. During the working session, instructors worked within their divisions using the affinity process modeled by Dr. Rogers to develop program outcomes. This process ensured that all division members have an equitable voice in determining outcomes for programs. The results of that session and affinity process are described as follows.

Instructors in the Applied Technology Programs determined that all programs had similar educational goals, so these instructors worked together using the affinity process to develop a list of shared outcomes applicable these programs, as detailed in the following table:

Applied Technology Programs	Program Learning Outcomes
- Automotive Technology, Certificate - Automotive Technology, Associate of Applied Science [AAS] - Building Trades, Certificate - Commercial Motor Vehicles-Commercial Driver's License [CDL] - Construction Technology, AAS - Cosmetology, Certificate - Manufacturing Technology - Mechanical Design & Engineering Technology, Associate of Applied Technology [AAT] - Ski Area Management, AAT - Welding, Certificate	- Technical Competency - Core Knowledge Base - Professionalism - Problem Solving Skills - Effective Communication - Industry Standards

Instructors in the <u>Business Division</u> also determined that their programs had similar learning goals, so they also developed shared outcomes for those programs which were deemed appropriately similar, as shown in the following table:

Business Programs	Program Learning Outcomes
- Applied Management, Associate of Applied Business [AAB] - Entrepreneurship, AAB - General Business, AAB - General Business, Certificate - Computer Information Technology, AAS - Computer Information Technology, Computer Networking, AAS - Computer Information Technology, Network Administration, Certificate - Computer Information Technology, Network Security, Certificate - Web Programming, Certificate	- Oral, written and/or digital communication skills - Leadership qualities and teamwork - Business knowledge foundation - Ethical Decision making and problem solving - Critical thinking - Creativity and innovation

Two programs within the Business Division, the Medical Office Professional and Medical Coding and Billing Certificate Programs, developed unique sets of learning outcomes that were more suited to the instructional goals for these programs, as demonstrated in the following table:

Medical Coding and Billing Certificate	Medical Office Professional Certificate
- Information Governance - Information Protection - Revenue Cycle & Reimbursement - Compliance - Interpersonal Skills - Technology	- Health Record Content & Documentation - Information Protection - Revenue Cycle & Reimbursement - Compliance - Interpersonal Skills - Technology

The Allied Health Division also chose to develop similar learning outcomes for all programs, including slightly different outcomes to reflect the nature of the occupational roles that students are being prepared for in each program. These programs and outcomes are defined in the following table:

Certified Nursing Assistant & Medical Assistant	Licensed Practical Nurse & Registered Nurse
- Information Competency - Teamwork - Ethics - Quality Improvement - Patient-centered Care - Safety	- Critical Thinking & Information Competency in Nursing - Teamwork - Ethics - Quality Improvement - Patient-centered Care - Safety

Instructors within divisions associated primarily with transfer programs saw a need for greater differentiation of learning outcomes between programs.

Instructors in the <u>Social Sciences Division</u> developed differentiated learning outcomes as needed to meet the unique educational goals of each program while shared learning outcomes between similar programs, as appropriate, as defined by the following table:

Criminal Justice & Corrections Officer	History & Law	Psychology & Social Work
- Information Literacy - Communication - Professionalism and Ethics - Diversity, Inclusion, Cultural Fluency - Critical Thinking - Safety, Security, Care	- Information Literacy - Communication - Diversity, Inclusion, Cultural Fluency - Critical Thinking - Ethics and Professionalism - Problem Solving	- Utility - Critical Thought - Scientific Inquiry - Communication - Ethics - Cultural Fluency

Instructors in the <u>Math and Science Division</u> chose to pilot this process by developing program learning outcomes for the Associate of General Science and the Biological Sciences, Associate of Science, which are as follows:

Biological Sciences, AS, & Associate of General Science
- Understanding and application of basic scientific concepts   - Thinking Scientifically   - Intellectual humility   - Precision and accuracy in communication   - Lab Competency   - Collaboration

Program learning outcomes for the other programs housed within this division are in the process of development. The division will pilot the assessment process in the Biological Sciences major during academic year 2018-19 to develop a better understanding of the process and appropriate, measurable learning outcomes for these disciplines.

The Language & Arts Division does not house instructional programs that are currently enrolled with students; however, this division takes primary responsibility for general education programming, which outcomes and assessment processes are described in the "Common Learning Outcomes" section of this document. *(4.B.4)*

After program outcomes were developed, they were used as the basis for developing curriculum maps according to the protocol demonstrated by Dr. Gloria Rogers in the aforementioned Feb 2017 HLC Assessment Workshop. In January 2018, a Faculty Assessment In-Service was held in which faculty received instruction regarding the process of curriculum mapping. This In-Service session was immediately followed by a working session was held in which faculty were given time to engage in the process of curriculum mapping as a means for visualizing cumulative student learning and the attainment of program learning outcomes. The curriculum mapping process was also used to align program outcomes with Institutional Learning Outcomes to trace cumulative student learning related to the ILO's throughout each program of study. Examples of completed curriculum maps covering both transfer and occupation programs at both and certificate levels include the following: Criminal Justice, AA; Business Administration, AAB; Welding Certificate, Semester 1; and Computer Information Technology, Networking, Certificate.   Completed curriculum maps for program outcomes are also accessible for viewing on the Assessment page of the GCC website.*(4.B.1)*

The January 2018 Faculty Assessment In-Service featured a presentation which included discussion of scholarship defining desired competencies by Michigan employers and provided links to the following resources for faculty: the Lumina Foundation's Degree Qualifications Profile and the American Association of Colleges and Universities Values Rubrics.

In addition to the sharing of resources during the in-service, GCC ensures that its program outcomes remain aligned with current workforce needs in a variety of ways. All programs offered in the Applied Technology Division are overseen by governing bodies comprised of relevant employers and in partnership with community organizations. These programs are accredited through accrediting bodies that ensure the programming remains current and relevant to the field. GCC faculty also regularly participate in disciplinary and occupational organizations and through regular attendance relevant conferences, such as occupational faculty's attendance at TRENDS, and transfer program faculty's attendance at conferences within their respective disciplines. Additionally, the Transfer Coordinator utilizes the Michigan Transfer Agreement and works closely with partner universities within the states of Michigan, Wisconsin, and Minnesota to align courses and programs learning outcomes and ensure, to the greatest extent possible, that students experience seamless transfer to baccalaureate programs. Furthermore, the Dean of Students participates as a member of the Statewide Transfer Steering Committee, thus, effectively ensuring that GCC's programs are well aligned to meet the needs of transfer students. Additionally, all programs are subjected to a regular cycle of review by the curriculum committee, as well. The review process includes a review of Advisory Board recommendations for occupational programs and transfer requirements for academic programs. *(3.B.4)*

All instructional divisions have followed the HLC approved plan and have begun making significant improvements to the assessment of program level student learning outcomes; at this

stage in this assessment initiative, faculty are selecting the tools, methods, and instruments used to assess student attainment of program learning outcomes.

In January 2018, as part of the Faculty Assessment In-Service, faculty received training in development of the cycle of program learning outcome assessment. Faculty were provided a sample performance indicator and plan to assess, as well as links to resources, such as the Lumina Degree Qualifications Profile and the AAC&U Values Rubrics, to assist them with determining appropriate performance indicators. These plans include the development of the tools, methods, and instruments that will be used, as well as the plan to complete the cycle of assessment of the program learning outcomes. Examples include a plan in the Medical Coding and Billing Program for assessment of the outcome for information governance, a plan to assess the outcome for problem solving skills in the CDL Class A License, a plan to assess technical competency in the Welding program, and a plan in the Criminal Justice program to assess the outcome for professionalism and ethics.*(4.B.1, 4.B.2, 4.B.4)*

As stated in 1P1, Co-curricular activities that align with the institutions learning outcomes are a valued aspect of a Gogebic Community College education that is acquired throughout the college experience. Opportunities to develop co-curricular learning are intentionally provided by the Division of Student Services, the Director of Student Engagement and other areas that support the campus learning environment. It is critical for the College to find opportunities where faculty and student affairs can work together in assessing student learning so that the student's total learning experience can be understood for both accountability and improvement purposes.

 The College is constantly striving to exemplify our goal to create an engaging environment with meaningful experiences that facilitate all of our learning outcomes. As our assessment project progresses, the Assessment Facilitator with work with the Dean of Students and the Director of Student Engagement to find more opportunities that are connected to or mirror the academic curriculum to complement what students are learning in their academic course work.*(3.E.1, 4.B.2)*

1R2: RESULTS

Due to the intensive focus that HLC monitoring has brought to GCC's assessment processes, 100% of instructional divisions are currently involved in the process of assessing program learning outcomes. Due to the nature of different types of programs, however, divisions are at various stages in the development of these processes. Due to the nature of the occupational programs and their systems of accreditation through their certification organizations, such as the American Welding Society [AWS] and the National Automotive Technicians Education Foundation [NATEF]**,** these programs have well developed processes and well documented records of assessing program learning outcomes. Additionally, Allied Health Programs undergo a rigorous accreditation processes through Commission on Accreditation of Allied Health Education Programs [CAAHEP]. In fact, the nursing program recently hired an outside consultant to align program outcomes and instruction with instructional design and assist with curriculum mapping.

However, due to Michigan's loosely structured system of transfer among community colleges and universities that are not governed by a unified statewide system, academic programs designed for transfer have been slower to develop standardized systems of program learning outcomes assessment, and therefore, will be collecting and interpreting the first round of outcomes assessment in the upcoming 2018-2019 academic year, as approved by the HLC in the plan GCC submitted to the HLC. The HLC will conduct an Assessment focused visit to review these results in April 2019.

1I2: IMPROVEMENT

In accordance with the HLC approved plan for program assessment, the cycle of assessing program learning outcomes is due for implementation in Academic year 2018-19. In addition, the college is learning from its most recent HLC action project regarding student course evaluations that investing in tools to augment our current process helps to ensure seamless implementation. The College has made a commitment to use Weave educational assessment software for the next three years to enhanced our process by automating administrative tasks and introducing innovative collaboration tools for both our faculty and our staff. In addition to being a tool to make our assessment information from academic divisions and programs more accessible, Weave implementation will allow us to restart conversations about improving student learning and continue to conduct authentic assessment on our campus. The HLC will conduct a focused visit on April 15, 2019, to review GCC's progress, record of implementation, and data. The College looks forward to showcasing all the progress we've made in regards to assessment and will use the HLC feedback from the visit to refine our processes moving forward.

Sources

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- Jan 2018 in_service presentation PDF
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- WLD 160 Plan to Assess
- Work session Handout PDF

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs.

Responses

One of Gogebic Community Colleges core purposes is to assure the maintenance of appropriate post-secondary educational programs that meet the changing educational needs of students, community and society. Meeting the expectations both stated and implied by this purpose requires that we stay current with the changing needs of our students and other key stakeholder groups. We do this by:

- Regular communication with local, state, and federal governmental agencies and representatives helps keep the College informed about how we are doing and what our capabilities are. It also serves as a means of helping us identify their needs.
- We collect institutional data on student retention, persistence, and graduation. This data is reviewed by the deans as well as the student success committee.
- We conduct strategic planning sessions with stakeholders every five years. This affords stakeholders the opportunity to communicate their needs and expectations.
- Advisory committee meetings (consisting of community members who are knowledgeable in their field) for occupational programs and instructional divisions frequently identifies stakeholder needs. These meetings address student educational needs and the needs of the employers present at the meeting.
- During the annual Counselor Day offered on campus and at the Copper Country Center, area high school guidance counselors come to the College to discuss the Colleges programs, the needs and concerns of the High School, and the needs of High School graduates. This opportunity is also used to identify trends in education and employment.
- The GCC Foundation Director collects and shares feedback received from alumni regarding perceived needs.

Some of the best feedback the College receives from its stakeholders is through the involvement in community organizations by the faculty and staff of GCC. Gogebic Community College employees are active in over 100 different community organizations and contribute an estimated 5,144 hours annually to these organizations.

The College recognizes the cultural diversity of the world as part of our core curriculum and works diligently to expose students to opportunities outside of the classroom including volunteering and service learning opportunities not only in our local and regional community but also globally. This past year students have participated locally in volunteer opportunities in our community through participation in The College's active local chapter of Phi Theta Kappa. In addition, the college supported a service learning trip for GCC students to Guatemala in coordination with the Pura Vida Mission group. Also, students in English literature courses have had the opportunity to travel to England the past two years as part of the course. These activities

provide extended experiences for our students, engaging them in purposeful and meaningful learning opportunities.

In the case of our technical programs, students are exposed to external opportunities through cooperative work experiences and internships. In addition, advisory committee members serve as mentors for our students to help them gain the interpersonal skills needed in the workplace and provide constant instructional review to adjust programming to keep current with industry trends and practices. Our career services counselors provide students with an array of workshops and opportunities to visit both transfer institutions and prospective employers.

1P3: PROCESSES

Determination of preparedness for a given curriculum is determined by reviewing ACT and Accuplacer assessment results. During the initial enrollment period all students meet with their academic advisor to discuss student goals and intentions. Students who are under prepared for academic programs or courses are placed into appropriate developmental level courses to prepare them for their chosen college level curriculum.

About 70% of first-time GCC students assess into at least one developmental course upon entering the college. Approximately 60% of students enroll in a developmental course during their first semester. GCC has placed an emphasis on developmental education and continues to seek alternative delivery systems to improve student success for developmental courses. Since 2012, GCC has been an Accelerated Learning Program (ALP) institution, which has demonstrated student success in developmental English classes. English faculty regularly attend professional-development opportunities for ALP. In August 2017, three English faculty attended an ALP training in Detroit, Michigan, which was facilitated through the Michigan Community College Association (MCCA). ALP data are regularly reviewed to determine its effectiveness on student success. To further examine the issue, the college will examine data this academic year to determine if students who succeed through the ALP sequence are successful in additional English composition courses. GCC has identified developmental mathematics courses as roadblocks for student success. As such, GCC is seeking to improve upon its success rates in developmental math. The college is planning to pilot a modules-based-accelerated system for MTH103, Introduction to Algebra, a developmental course, in the Spring 2019 semester. The college's lead math faculty recently attended the International Conference for Technology in College Mathematics to design this system. However, this is not the only plan for remedial-math improvement at GCC. GCC is looking into the co-requisite system as presented though the Michigan Community College Association. A mathematics faculty is investigating the implementation of that system on students at GCC. Additionally, the college is considering the adoption of a thematic-based flipped classroom approach.

Students are placed in various course levels based upon their ACT or SAT scores externally. Internally, GCC uses Accuplacer to determine student placement. Students do have the option to opt out of the recommended placement level. However, the one-on-one advising each student receives commonly plays a role in students taking the recommended placement. Additionally, students who choose to disregard the recommended placement must receive written permission from their advisor and the faculty member who teaches the course in which the student plans to enroll. All developmental courses are assessed for Student Learning Outcomes (SLO's), as is the

case with all classes. GCC also has a [Developmental Education Committee](#) that meets regularly to discuss ways to improve remedial education. The committee is comprised of stakeholders from across campus.

Overall, the GCC faculty have identified improvements to developmental education as one of its faculty initiatives. This entails dedicating time at each faculty meeting and through working sessions outside of meetings to identify and employ methods to improve developmental education. Efforts by the faculty have been identified as an operational activity for [Institutional Goal 2](#) for 2017-2018**:** Gogebic Community College will improve student success and experiences. Faculty have identified more than 20 methods beyond what is in place to improve development education and student success and are determining what measures to employ collectively this next academic year.

Developmental coursework is delivered in several ways and uses unique teaching and learning strategies. First, a traditional format is offered to students, which simply means that courses are lecture based with a component of tutoring and one-on-one time with the instructor. Second, using a directed study option with our ENG 090, 091 and 095 has proven a more successful road in facilitating student success with smaller groups. This is also the case with MTH 090, 091,099 and MTH 100. Another third addition to our delivery approach of developmental coursework is an Accelerated Learning Program (ALP). ALP provides a foundation of understanding of academic reading and writing conventions. To facilitate the development of academic literacy, the ALP format allows students:

- opportunities to engage repeatedly in all stages of the writing process by writing short, focused papers; to ask questions about ENG 101 coursework
- to practice reading strategies
- to recognize patterns of error and editing options
- to participate in peer learning activities.

ALP links ENG 100 as a companion course to ENG 101. ENG 100 supports the work students are doing in 101 to ensure that they get the help they need to pass the college-level course. ALP features a small class size that provides for plenty of individual instruction and feedback.

Another developmental coursework option includes a CHM 099 Basic Chemistry course designed for students with limited to no background in Chemistry but who are interested in the sciences as a field of study.

Placement results from our [National Community College Benchmarking Report](#) show the number of students who assessed into developmental English and Mathematics coursework and who successfully completed their developmental coursework is in the 80% percentile as compared to other community college's. While we do well in completion rates for students who assess into developmental coursework, it is important to us to explore opportunities to continually improve the students' developmental education experience. *(1.C.1, 1.C.2)*

The faculty participate in local and regional dialogue regarding curriculum. For example, we work with local and regional Intermediate School Districts (ISDs) to align curriculum, as well as

our transfer institutions to ensure transfer-ability of our courses and programs. In addition, we participate in the state-wide Trends Conference (occupational program conference) and students have opportunities to participate in the development of their programs of study by being members of focus groups or by attending Curriculum Committee meetings. Starting in the Fall 2018, a student representative will be invited to sit on the Curriculum Committee.

GCC has identified achievement gaps in transfer outcomes in TRiO SSS (Student Support Services) eligible (low-income, first generation, and those with disabilities) students. These students transfer at a rate of 2.5% compared to 12.1% of non-eligible students. All GCC students face the compounding barrier of location: rural and remote with a particularly harsh climate. In addition, students from disadvantaged backgrounds face additional challenges such as lack of funding to travel to transfer institutions, lack of knowledge about how to apply to transfer institutions, lack of experienced role models within their families, lack of experience with technology, lack of experience self-advocating, and demanding family/work responsibilities. The TRiO SSS program at GCC works to eliminate these barriers by providing intensive academic advising waiving application fees to transfer institutions, providing transportation to campus visits, coordinating appointments with transfer advisors, providing specific information regarding degree and transfer options as well as providing training in self-advocacy and life skills. As of the last [Annual Performance Report](#), TRiO students graduated and transferred at a rate of 22%,increasing the transfer odds by 20%. *(1.C.1, 1.C.2)*

First and foremost, faculty are involved in all aspects of program and course development and have the primary responsibility of ensuring that courses and programs facilitate student learning. In addition to faculty review, all transfer degree programs are reviewed by our transfer coordinator (a key member of the curriculum committee) and sent to our primary transfer institutions for external review and determination of transfer equivalencies. In addition, our director of financial aid (also a key member of the Curriculum Committee), ensures that all work related to program and course development aligns with the regulations and expectations of federal financial aid guidelines.

Occupational programs have the added advantage of advisory boards and in some cases additional accrediting bodies that have a strong interest in ensuring that our programs remain current and competitive.

The design and improvement of academic programs require a collaborative effort that involves engaging those faculty teaching in respective areas, business and industry advisory committees, regional and state labor databases and personnel such as the Department of Labor, and local and regional K-12 schools. Throughout our history, the College prides itself on continually exploring opportunities to diversify and broaden our relevancy to regional and national employment needs. This has led to growth expansion in a number of areas; the Automotive Technology Program earned National Automotive Technicians Education Foundation (NATEF) accreditation status, expanded curriculum and in turn partnered with new businesses and academic institutions regionally to establish articulation, transfer, and co-operative work experience options for students. Our CAAHEP accredited Certified Medical Assistant program commenced in response to our local and regional healthcare system requiring trained employees. Furthermore, a one-year Welding certificate was developed in partnership with the Gogebic-Ontonagon Intermediate

School District and Ironwood High School. The partnership provides a seamless transition for high school graduates in to the College program. Similar partnerships exist with Mechanical Design and Engineering, Automotive Technology, and Construction Trades programs. Most recently, the college has worked with local industry and an advisory team to work to develop a Civil Engineering Technology program that is currently in the process of being revised for HLC for approval.

During the 2013-2014 academic year, the Michigan Center for Student Success developed and implemented the Michigan Transfer Agreement (MTA), effectively replacing the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement. The MTA began with the formation of a committee tasked with improving the transferability of core college courses between community colleges and public universities on a statewide basis. Building off of the MACRAO agreement and existing articulation agreements in place between individual institutions, the committee developed equivalency standards of core college courses and identified equivalent courses offered by the institutions. The adoption of the MTA was meant to promote transparency and make articulation agreements in the state simple and easy to understand. Additionally, the MTA was viewed as an improvement to general education programs at the community college level. Several representatives from GCC attended informational sessions on the MTA, which was finalized in 2013. Additionally, GCC held a number of meetings—faculty and Curriculum Committee—to discuss the MTA. During the Spring of 2014, GCC decided to revise all of its general education programs to align with the MTA. This had two impacts. It gave the college the opportunity to better serve its students by aligning programs with the MTA and thus improving transferability of the programs. Additionally, it allowed faculty and staff the chance to consider a number of changes to their programs that could perhaps improve student learning. GCC began offering its general education programs based on changes made through the MTA at the start of the 2014-2015 academic year.

 In 2016, additional changes were made to strengthen GCC's General Education Core within four areas as identified by the HLC in a Focused Visit report; Automotive, Business, Cosmetology, Ski Area Management. Specifically, each program was examined individually by the Dean of Instruction, Dean of Student Services, faculty within the disciplines, and the Curriculum Committee. A number of changes—such as adding additional general education courses to the program's General Education Core—took place over a span of several months. In some cases, specifically to certificate programs, the College found that the addition of General Education Core classes was not necessary since the general education components were already embedded. This is now documented within courses and programs, demonstrating that the general education core components are being taught and assessed within the certificate programs.*(1.C.1, 1.C.2)*

Looking to the future, GCC implemented a number of protocols for program introductions, changes, and reviews outlined in a January 2017 report to the HLC Institutional Actions Committee that will better serve the college as it ensures that the General Education Core is met within all degrees and programs. The protocol allows for the examination and review of all programs and degrees by the College's Curriculum Committee, the Dean of Instruction, and Board of Trustees. The program review process now will include direct sections related to whether the General Education Core is being met. **(3.B)**

In addition to the changes the College made since the focused visit report was received in late October 2016, GCC has included an aggressive [Program Review schedule]. Using the new protocols in place, the College will continue to review and revise the programs and degrees to ensure that the General Education Core is being met. We believe our actions demonstrate the necessity of inclusion of general education courses and concepts in our curriculum. **(4.A.1)**

Realities of the [employment market] for our graduates drive us to conduct program reviews, review all transfer credits and conduct regular meetings with advisory boards. We regularly review our transfer success rate as well as the success of our graduates at their transfer institution **(1R3, 1R4**).

A number of processes assist in the creation and continuation of four-year partnerships. GCC actively participates in Michigan Community College Association activities related to course and degree transfer-ability. This affiliation assists in fostering those relationships. For example,the Dean of Student Services serves on a subcommittee for the Michigan Transfer Agreement(MTA), which involves working with four-year colleges. Additionally, the GCC Transfer Coordinator takes part in a number of workshops surrounding course and program transfer, which again assists in fostering these relationships.GCC also actively pursues transfer agreements with colleges in Wisconsin and Minnesota. The duties involving four-year collaboration are embedded in various positions within Student Services and the Dean of Instruction office. Often, these relationships are established and then strengthened as GCC staff communicate and work with four-year colleges. Additionally, these relationships lead to discussions on program and course offerings, course delivery, and best practices. For example, GCC regularly meets with administrators from Northland College in Ashland, Wisconsin to discuss areas in which the two institutions can collaborate. The GCC President communicates frequently with the presidents of Michigan Technological University and Northern Michigan University, the closest Michigan four-year colleges. The Dean of Instruction contacts departments at the two institutions to discuss faculty qualifications in various disciplines and to create or renew articulation agreements as GCC attempts to find multiple paths for student completion. GCC faculty are encouraged to meet with their counterpart faculty to discuss best practices and course delivery.

 The decision to change or discontinue programs or courses is typically initiated by faculty of that program and the Dean of Instruction. An occupational program's advisory group is involved in making recommendations regarding changes to the curriculum. The nature of these changes can vary from simple to major and depending on the change requires Curriculum Committee approvals.

 Another key process that informs decisions related to program changes is our program review process. This process as described earlier involves a comprehensive review of a program's strengths and weaknesses and opportunities for growth. Included in the review are financial data, enrollments, recommendations from the advisory committee, as well as occupational outlook data and assessment data. *(4.A.1)*

1R3: RESULTS

Retention and graduation rates are the front line indicators that we use to measure if a program is meeting the needs of our students. The program coordinators and program advisory groups, and the Dean of Instruction's office work closely with local businesses and employers to discuss their needs and what attributes they are looking for in our graduates. The institutional researcher calculates and reports the fall to spring and fall to fall retention rates and graduate rates for fall and spring semesters. In addition to completing federal and state reports, this information is sent to the President, each respective Dean, Director of Student Outreach and Engagement, and Director of Admissions, Marketing and Community Relations.

This data assist in retention and marketing efforts and indicates to us whether or not we should collaborate and pursue ways to improve the program, or expand on things that are working well. For example, the curriculum committee recently reviewed a program review for our corrections officer certificate program. Collaboration and data mining between the corrections officer program coordinator and institutional research resulted in discussions on why the retention and graduation numbers were much lower than expected. Those discussions prompted a recommendation to the curriculum committee to consider adding an occupational certificate to the curriculum to accommodate a cohort of students that their goal was to only earn 15 credits in the program of study to become eligible for corrections officer employment in the State of Michigan. The Board of Trustees approved this new certificate program at their May 2018 meeting. Adding this occupational certificate will not only enable the college to track these students in a more efficient way and report the success and completion of their intended goal, but students will be awarded a credential for completing their goal while being eligible for gainful employment.

Follow-up is also made with all of the graduates. Graduates are asked to complete a graduation survey upon completion of their degree which asks them specific questions about their program and overall experience. Follow-up is then made every 6 months up to a year after completion. The information that is gathered from these surveys is used for state and federal data reporting. In addition, data from these surveys are available to be discussed in Cabinet meetings, Faculty meetings and Student Success committee meetings.

1I3: IMPROVEMENT

In order to make data more accessible to all college divisions and departments, responses to the graduation survey will be shared with the entire campus community via the internal ICS website. This will better integrate data as part of the decision process by making faculty and staff more aware of employment trends with their program graduates. In addition, the Administration should be aware of all of this information so that it can be used for recruiting and possible additional program development. GCC will be utilizing the retention committee, which is comprised of faculty, staff and student success professionals to review the semester DFWI grade list. This review will focus on any barriers in the classroom or delivery mode that may impede student success. The information gathered will then be shard with faculty to build on best practices in the classroom to facilitate student success.

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1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations.

Responses

 A number of processes ensure that occupational and transfer courses and curricula are current and effective. The most common is the program review process. Program review occurs on a two to three year review cycle for all programs (both Occupational and Transfer). When it comes to new programs or certificates, a review occurs following the initial year. All other programs (such as transfer programs) are generally on a two to three year review cycle. The program review process links to industry and transfer institution expectations. For example, during a program review process, each course includes objectives and content are reviewed for relevance and currency regarding what industry expects and what a transfer institution may require. An important part of the program review process involves program advisory board members. These members are generally employees within the industry that a program is connected to. The program review process involves evaluation of curriculum, costs effectiveness, outcomes and new program opportunities as well as an evaluation of challenges within the program and review of current assessment data. For example, challenges may include hiring new faculty, designing new curriculum, or attracting new students. In the end, the program review provides an important level of accountability to the institution, program, students, and employers.

Ensuring that programs and courses remain current is the responsibility of the Curriculum Committee and Advisory Committee. This Curriculum Committee involves faculty and staff from throughout the institution. The committee's purpose is to approve curriculum and programs and to periodically review programs and courses for their effectiveness and ongoing relevance in the broader curriculum. In the case of low enrollment courses some of the considerations used by the Dean of Instruction and the Curriculum Committee as part of the evaluation process involves:

- *Alternate format*: can this course be more effective or have increased enrollment if offered online or via iTV if feasible.
- *Required Course*: is the course in question required for degree completion with certain programs in order to justify running it with continued low enrollment.
- *Extenuating circumstances*: Is the dip in enrollment due to circumstances that are static to overall enrollment or due to unforeseen acute circumstances that will likely evolve over the short term.

Gogebic Community College also ensures that its programs and courses are up to date by maintaining specialized accreditation where appropriate, as well as maintaining state licensure standards. For example, our automotive technology program is accredited by the National Automotive Technicians Educational Foundation (NATEF) and the medical assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In addition, our welding program has adopted the SENSE II curriculum

standards of the American Welding Society, while our Cosmetology, Nursing, and Building Trades are licensed through the State of Michigan.

Measures of graduate success include:

- Completion Time
- Retention Rates
- Graduation Survey Results
- Student loan default rates
- Placement Rates

1P4: PROCESSES

Determining and communicating the preparation required of students for their specific educational experience at the College is a priority to best support student success. Determination of preparedness for a given curriculum is determined by reviewing ACT or Accuplacer assessment results. During the initial enrollment period all students meet with their academic advisor to discuss student goals and intentions. Students who are under-prepared for academic programs or courses are placed into appropriate developmental level courses to prepare them for their chosen college level curriculum. A body of faculty and staff focused on building and maintaining a strong developmental and remedial culture makes up the Developmental Education committee.

As a result of the College's admissions policy, new students are required to provide evidence of ACT/SAT scores that meet the minimum requirements set by the College or as specified by program criteria. Transfer students must provide transcripts showing acceptable grade point levels of achievement in prior coursework. Students who cannot provide evidence verifying college readiness are required to take the Accuplacer test to determine placement for programs of study. Placement in developmental writing and math courses is mandatory because of course prerequisites in place on all writing and math courses**.** It is important to us to explore opportunities to continually improve the students' developmental education experience. Assessment scores and course placement for ACT, SAT and Accuplacer are detailed within a single database as a tool for admissions and other staff. Along with testing, new students meet with professional and faculty advisors to assist them with planning their program of study to meet their individual needs and goals.   **(4.A.4)**

 Online course offerings are more and more in demand by students. The Distance Learning Committee under the direction of the Dean of Instruction, oversees the evaluation of online and iTV programming at GCC. Their work has included evaluating our iTV courses by administering a survey to student to gauge their perception of the current iTV offerings. The committee will use those results moving forward to provide insight for changes in the delivery format or if adding additional iTV offerings are warranted. The committee also worked to update our online instructional manual to provide faculty who teach online or are new to online instruction a valuable resource guide to being successful in that format. The College strives to meet the increased demands for alternative modalities in the ever changing educational landscape by increasing online and iTV course offerings not only during the academic year, but also during the summer session at GCC.

All of our dual credit programs are under the supervision of the Dean of Instructions office and follow the same level of evaluation and oversight as all other methods of instruction on campus. *(3.A.1, 3.A.3, 4.A.4)*

GCC employs a Transfer Coordinator who is responsible for one-on-one advising for all students planning to transfer out of the college onto a four-year institution. Private advising appointments are held throughout the student's career at GCC to ensure the student is on track to transfer successfully to their school of choice. The transfer coordinator serves as the student services advisor for most transfer degrees at GCC. They also work closely with our Student Success Coordinator at the Copper Country Center setting up appointments via phone or video-chat as needed. Incoming students are informed of this service during the mandatory new student orientation that is held prior to each semester. We are fortunate that our smaller size allows for individualized attention for each student.

Within the last four years, our transfer associates degree programs were re-evaluated to make sure they aligned with the Michigan Transfer Agreement. Each program is constructed to ensure the graduated student has completed most, if not all, of their general education requirements needed for their bachelor's degree. Also, because of our location on the boarder of Wisconsin and Michigan, the transfer coordinator ensures that students planning to pursue degrees out of state are on track, maximizing the students time. The Transfer Coordinator works closely with the students and the 4-year institutions to verify that all courses are viable for the bachelor's degree. In addition, the GCC Transfer Coordinator works closely with counter parts at transfer institutions, along with input from GCC faculty to evaluate all in-coming student transfer information. *(4.A.2, 4.A.3)*

Gogebic Community College reviews all programs to enhance the validity and marketability of its degrees and certificates for the benefit of the students who graduate. This process includes the review of specialized accreditations to enhance and provide a universally accepted credential. The majority if not all of specialized accreditations occur in the occupational trades instructional track. When a program is developed the research is conducted to determine if a third-party accreditation is existent and is recognized by the industry, which the discipline of study is located. Once the determination of the specialized accreditation is discovered and is relevant to the marketability of the certification and degree the information is forwarded to the curriculum committee to review and decide on a course of action. *(4.A.5)*

GCC maintains the following specialized accreditations:

1. NATEF - National Automotive Technicians Educational Foundation
2. CAAHEP - Commission on Accreditation of Allied Health Education Programs
3. SENSE II – American Welding Association curriculum standards
4. State of Michigan Licensing – Cosmetology, Building Trades, Nursing

As stated previously in 1.1 and 1.2, 100% of Instructional divisions are currently involved in the process of assessing course-level, program-level and institution-wide assessments. Due to the nature of different types of programs, however, divisions are at various stages of the development of these processes. The College is confident that the outcome of the processes

outlined for both common learning outcomes (1.1) and program outcomes (1.2) are not only aligned with our own mission and vision, but will ensure assessments are continuously systemically implemented. As we move through the assessment process we will be well on our way to cementing our processes for all graduates at all levels by the time we have our HLC focus visit in April of 2019. *(3.A.2, 4.A.6)*

The practice of assessing program rigor across all modalities takes on many different forms. First, in the occupational trade programs the rigor is assessed in the multitude of industry examinations that are given to validate the material is being retained by the student and that all classes are taught with consistent student learning outcomes. If the student body in these programs are not meeting the criteria of the industry examinations to prove competency, then the program is reviewed for student success at all levels of instruction and student support.

Online classes are also reviewed for student learning outcomes and those that meet the criteria set forth. Additionally, the College is investing in a Director of Online Learning and Accessibility this Fall to oversee and set uniform criteria for online instruction and student success. This position will assist the faculty in their delivery of instruction in the online modality and review the success rates of online instruction compared to on ground instruction to make sure content is as rigorous and applicable between the two modalities.

General education courses are assessed by many different methods and tools. The College completed an English reading and comprehension study a few years ago to assess how well students were reading and how much comprehension they had. This information was then utilized to adjust many general education courses to provide a better foundation for student success in the course and evaluate the rigor in our lower level English courses. Student assessment data are also a major component of program rigor. The assessment identifies areas of student mastery of learning that are determined for course and content success. When the students meet the prequalified student learning outcomes this reinforces the rigor and content requirements for the class.

Finally, all instruction is reviewed and quantified by the process of the Dean of Instruction performing classroom evaluations on every instructor on a rotating basis. This process is heavily weighted in the first three years of instruction and does periodically (scheduled interval) review the tenured faculty member's instructional rigor and performance.

1R4: RESULTS

GCC has many results for determining the quality of academic programs. The College utilizes program reviews which include SWOT analysis, graduation rates, advisory committee recommendations and oversight, job placement, and qualitative data from transfer institutions on how our students are performing in their college or university. Additionally, the data derived from the student assessments are being used to validate the criteria for determining the student learning outcomes and are our students getting the information necessary to transfer them into the next sequential class, program, or transfer institution. In conjunction with this process the curriculum committee reviews data on course success for prerequisite courses annually along with other courses that do not contain prerequisites to determine if the quality of the prerequisite

courses and sequential courses are providing the quality of instruction to support the secondary sequential class.

The academic quality of programs is measured in many ways at the GCC. A fundamental measure of quality is accomplished through student learning assessments. The success of students after transfer is another important tool for measuring program quality. Quality can also be measured by providing students with opportunities for earning appropriate, industry-recognized credentials which is the ultimate goal of all our programs but especially our occupational programming.

A summary for our assessment results were outlined in 1R1 and 1R2. The results of these assessments can be use as a gauge for determining the quality of academic programs. As stated previously, due to the intensive focus that the HLC monitoring has brought to GCC's assessment process, 100% of instructional divisions are currently involved in the process of assessing course-level, program-level and institution-wide learning outcomes. In addition, with the implementation of the Weave educational assessment software over the next year prior to our April 2019 focused visit, the College will be having an improved tracking and data collection system to extract our assessment data and utilize results to generated useful reports to help implement focused improvements for meaningful results.

 Graduate satisfaction with their program of study is another measure of program quality. A student's perception is important as it reflects what they see as the value of their training and educational experience at the College. GCC's 2017 Graduation Survey shows:

Question	Yes	No
Do you feel you achieved your goal at GCC?	97.65%	1.18%
Would you recommend GCC to someone?	96.43%	2.38%

 In addition to the above results, the survey shows that 100% of students surveyed were *satisfied* or *very satisfied* with their education at GCC.

1I4: IMPROVEMENT

Over the next few years the college will utilize the new software data from course evaluations to identify barriers to learning in each course and adapt the curriculum to better meet the needs of the students served. The student learning assessment data are gaining in volume and the College will start to data mine additional information to be used to target barriers to learning and present them to the curriculum committee for across curriculum discussion to provide the best academic experience for our students.

Sources

- 1324 20160404 Institutional Update - Survey
- 1324 20160404 Institutional Update - Survey (page number 14)
- DLC ITV Student Survey Results PDF
- Faculty Developmental Initiative
- GCC Graduate Survey
- GCC Online Management Instructional Manual 2017 PDF
- GCC Program Review schedule PDF
- Grad Survey Results
- Low enrollment chart PDF
- Medical Coding and Billing Program Review 2017 For CC
- nccbp_report_gogebic-community-college_2017-results
- nccbp_report_gogebic-community-college_2017-results (page number 2)
- placement-in-employment2
- Program Accreditation
- retention-rates

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge.

Responses

1P5: PROCESSES

Academic integrity is addressed in many ways at GCC. Along with new faculty mentoring, processes that help establish recognized good practices among faculty include: The Faculty Portfolios that must be developed through working with a dean and the Faculty Handbook, which provides a guide to both full- time and part-time faculty to maintain consistency in expectations for all faculty. The GCC Master Agreement also sets agreed upon expectations and guidelines that support academic integrity for faculty. Students are guided by the Student Handbook and standards language that is to be included in every syllabus. The content pertaining to academic integrity is also pointed out in our freshman introductory course - *The College Experience* (ORI 100). In addition, Board policy supports and supplements Instruction including " encouraging a variety of programs and teaching styles". **(2.D, 2.E.1, 2.E.3)**

 The Faculty Handbook specifically informs faculty about the rights of students based on Family Educational Rights and Privacy Act (FERPA) guidelines, specifically with regard to education records and data. Faculty may seek additional guidance on interpretation of FERPA through the institution's Dean of Student's Office or the Office of Human Resources. **(2.D.2, 2.E.1, 2.E.2, 2.E.3)**

Article XVI of the GCC Master Agreement also specifically addresses intellectual property. The language in Article XVI on Academic Freedom clearly states the conditions under which faculty-created materials are considered the intellectual property of the faculty. **(2.D.2, 2.E.1, 2.E.2, 2.E.3)**

The College Board Policy Manual Series 300 addresses instruction and has specific policies on general instruction, student freedom of expression, course syllabi, faculty qualifications, program approval and other items related to faculty guidelines and program integrity. The Board Policy Manual also contains numerous policies that reference ethical student learning and research practices and the guidelines for such activities.

Finally, the College is updating the copyright policy to ensure academic integrity on both the student and faculty side as content and sources of content have changed dramatically over the last five years. The Compliance Committee regularly reviews all policies generated from the Dean of Instruction's office related to academic integrity for both students and faculty to ensure ethical practices are relevant and current for all information resources used at the institution. The GCC Compliance Committee plays an integral role of overseeing compliance issues not only related to academic integrity but aspects throughout all areas of the institution. Representatives from all three areas of the senior leadership are on the committee as well as the director of

Human Resources, the Accreditation Liaison, and the Institutional Researcher in addition to faculty and support staff representation. Leadership support, identifying and resolving issues and communication of those issues have made our compliance process highly effective.

1R5:RESULTS

Handbooks are available to all students on our website in addition to being provided to new students at the time of Orientation and reviewed during our required ORI 100 course so that all have the opportunity to be informed of academic integrity language and processes. Our professional librarian provides sessions on our Learning Resource Center and information literacy sessions to all students in our ORI 100 course each academic year. These information sessions along with learning objectives on information literacy in our ENG 101 series, teach students information literacy skills, which include guidance in the ethical use of information resources. As part of our Assessment Action Project, the College's updated Institutional Outcomes (ILO's) includes one on Critical Thinking and Information Competency. It states that "students will recognize the need for information to solve problems and make decisions. Student will identify, organize, analyze, and evaluate the credibility of relevant sources and use information in an ethical manner". The ILO's are embedded within each degree and program at GCC and are aligned with Student Learning Outcomes. ILO's are assessed within courses and programs as part of the College's assessment process outlined in 1P1 and 1P2.   **(2.D.2, 2.E.1, 2.E.2, 2.E.3)**

1I5: IMPROVEMENT

Since the last Systems Portfolio in 2013, the College has worked to update the Faculty Handbook and Student Handbook to reflect new and more specific language about academic integrity. The college realizes that this type of information needs to have language clearly stating expectations and listing possible disciplinary actions if needed. GCC is considering plans to completely revamp the Faculty and Staff Handbooks over the next year to ensure they are current and to continue to improve processes to track digital information sources using new tools currently under consideration.

The College will continue to support the work of the GCC Compliance committee. The work of this committee over the past two years has been exhaustive and extensive to ensure that GCC is in compliance with federal, state and accreditation issues.

Sources

- 2018 April Compliance Meeting Minutes
- 465 DISHONESTY, CHEATING
- gcc_mahe1
- gcc_mahe1 (page number 31)
- Institutional Outcomes Action Project
- Instructional Board policy Snip
- student-handbook-2017

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students.

Responses

Gogebic Community College has achieved excellent student outcomes such as Fall to next term retention rate nearing 80% and our completion and transfer rates at 38% because we have worked to develop a culture of student success. We have an outstanding faculty and staff who care about student success as well as an administration, which recognizes and supports diversity in educational methodologies. 67% of contact hours in our programs are taught by tenured faculty in a low student/faculty ratio setting (15 to 1). We have implemented many of what are now considered to be best practices long before our peer institutions. GCC's success is maintained by developing connections. Whether it's our direct connections to our students (For example, our Director of Student Engagement sends out birthday cards to every enrolled student throughout the academic year), our partnerships with local and state government agencies, or ties to local business, the focus of the college has always been to facilitate and nourish relationships. Through community service and volunteer activities, our faculty and staff are highly visible in the community we serve. We form partnerships with the local community to ensure that we continue to meet the needs of all stakeholders. These partnerships are valuable to us, as they provide insight into local labor market needs.

2P1: PROCESSES

During the 2014 spring semester, Gogebic Community College enhanced its advising model to better serve the academic and non-academic needs of its students. This initiative was then supplemented by a formal [action project](#) that resulted in the creation and refinement of our current proactive advising model to enhance student success. The more proactive and intrusive advising approach has helped the college to identify the needs of students, particularly those under-prepared and at-risk students, and provide more timely outreach support. The new advising model allows for advisors to meet with all entering students one-on-one for an extended period of time and follow up with the students particularly during their first year on campus. This allows advisors to create an academic plan with each student while discussing supports they may need along the way. Advisors are able to talk with students about their course placements, their financial aid needs, support programs such as Disability Services, the peer tutoring program, and TRiO-Student Support Services, while creating a supportive relationship with each student.

Faculty members in each student's area of interest also meet with the students to discuss their career paths and future goals and to provide mentorship opportunities.

As part of the proactive advising approach, advisors help students select and successfully complete courses in a number of ways. During the initial advising appointment, an academic plan is individualized for each student, whether it be a one-year certificate program, a 2-year associate degree track, or an extended part-time 3-4-year plan. Advisors not only discuss students' placement scores and high school classes/grades, but also if students are working while attending school, if they have children at home, if they have reliable child care and transportation, etc. before creating a schedule. Students with developmental placement scores in English for example are enrolled in a one semester Accelerated Learning Program (ENG 100) course at the same time as their ENG 101: English Composition I course. This course provides support for students to help keep them on track for graduation. Once students are enrolled in the appropriate classes, faculty are an essential component of the Early Student Update (ESU) alert system. During the first week of courses faculty make the Dean of Students Office aware of any student no-shows. The Dean of Students Office then follows up with advisors to provide outreach to the students. After this time period and throughout the semester, faculty work with students during their office hours as well as submit additional Early Student Alert updates that will be shared with advisors regarding concerns such as class attendance, the recommendation of tutoring support, poor test scores, etc. Advisors contact students to provide appropriate support interventions to help students succeed in their courses. **(3.D.1)(3.D.2)**

GCC's faculty are dedicated to student learning and success. All faculty, including full-time, part-time, and adjuncts have contractually required office hours for the students. GCC's campus culture is one that faculty are on campus with open doors well beyond the required hours. Faculty are willing to meet whenever students are able including nights and weekends, and respond to students in whatever format is convenient for them – whether it be in person, by phone, by email, Skype, text message, etc. **(3.C.5)**

Faculty on campus recommend tutors each year to staff the ACES Learning Support Center on campus. Faculty also recommend tutoring directly to students or to staff through the Early Student Update system. If tutors are not available for the subject being recommended, new tutors are usually hired within a one-week window. Faculty at the Copper Country Center (CCC) recommend tutors also who have set, posted hours each semester in the primary subject areas. Meetings take place among advisors regarding learning support needs, and faculty are surveyed regarding library, laboratories, and other support needs during Division Meetings as well as Faculty Meetings.**(3.D.1, 3.D.3, 3.D.4, 3.D.5)**

The proactive advising approach provides a way for staff/faculty/students to engage throughout the semester/academic year. This helps students to navigate their first year on campus and any new obstacles that arise. It also puts a support system in place particularly for our first-generation students who may not have family members with the knowledge base regarding college procedures. The one-on-one approach coupled with ORI 100: The College Experience course provides the college with an effective way to keep abreast of changing student needs. The College Experience course is a required success class for all students that not only helps them increase their campus know-how and college readiness, but also their social engagement on

campus and in the community. There is a constant flow of communication between the College and the students, and advisors follow up on a regular basis to intervene and address needs as they arise. The College Experience course is structured in such a way that student feedback takes place for the first 5-10 minutes of each class period throughout the semester. As needs arise they are discussed within the Student Services division as well as at Administrative Council meetings. The Administrative Council is comprised of all faculty division chairs, non-affiliated directors, and the deans.

The Veteran's Affairs Officer follows up with military veterans and their needs on campus. In spring 2017, all faculty and staff completed the Veterans on Campus for Faculty & Staff interactive gatekeeper training course designed to assist in learning how to create a supportive environment for student veterans. Board policy 411 aligns with the college's commitment to our country's veterans and we continually work towards ensuring access and affordability to a post-secondary education for veterans.

For our online learners, the instructional division has worked to develop an online instruction manual to help facilitate improved delivery of our online offerings. In addition, our Distance Learning Committee conducted a student survey to specifically evaluate the offerings and experience for students via iTV and Moodle. This information was used to create a best practices guide for future iTV classes. GCC is currently in the process of posting/hiring a new position of Director of Online Learning to help understand and meet online student needs.**(3.D.1)**

The Early Student Updates, ORI 100, and the new advising model all lend themselves for timely intervention of non-academic support services. College staff is well versed in community resources, and referrals are made when appropriate to area food banks, mental health services, etc. This past academic year a question of student food insecurity on campus was looked at and a food pantry was created for students. Student need for appropriate interview/work attire was also addressed and a Career Closet was created on campus for students to use as they enter the workforce. **(3.D.1)(3.D.2)**

All staff providing non-academic student supports hold Masters degrees or higher with the appropriate background and ample years of experience. Training is also provided to all new hires regarding campus resources as well as community supports that the college has relationships with. Conference travel funds are also available to all staff for professional development. **(3.C.6)**

The availability of non-academic support services is communicated in a variety of ways to help reach as many students as possible. The college utilizes flyers, table tents, Facebook posts, resources on the college web page, SnapChat posts, emails, verbal communication in courses, and text messages when appropriate. **(3.D.2)**

A number of ways the college assesses if student needs are met is to ask students, to review retention numbers, to analyze good academic standing rates, to monitor the number of students on Financial Aid Appeals, and to consider the number of students with Warnings, Probation or Suspension statuses.

2R1: RESULTS

Gogebic Community College determines if needs are being met in a variety of ways, from informal conversations, more structured focus groups, using data pulled from our Jenzabar system as well as from formal surveys, and benchmarking against peers using SENSE and CCSSE data.

For the prior year for example, a survey was sent out to all GCC students to determine how pronounced food insecurity was at GCC. Once the results were in and the data was assessed, a small student food pantry was created for short-term/emergency need on campus. Because of the information gathered, it was determined a smaller emergency pantry would meet the need for most students and if more long term support is needed, staff bring students and make connections to area food pantries so students have additional supports in place.

An additional survey was administered at the end of the year regarding the climate on campus and students' sense of belonging at GCC. Only brief analysis has taken place of the responses, but a new committee has formed to look at providing additional diversity offerings to campus next year, an increased focus on celebrating different history months, as well as discussion on additional multicultural course offerings.

Benchmarking with SENSE data for example has allowed GCC to gain a better understanding of our strengths and opportunities. GCC scores very highly in regards to meeting with an academic advisor at convenient times, that staff members talked about commitments outside of school, college staff get to know the students, and students are able to increase their social capital, working with other students in and out of the classroom.

2I1: IMPROVEMENT

The process improvements that are being implemented over the course of the next one to three years are currently focused on work regarding diversity and inclusion, whether this be adjusting the ORI 100 course to include additional work, adding additional multicultural course offerings/requirements, trainings added for students, organizing student focus groups, a revitalization of our Multicultural Student Organization, and incorporating additional opportunities for cultural enrichment.

The college is also looking at revitalizing the Behavior Intervention Team (BIT) on campus. The team met on a weekly basis to follow up on student progress, address any student concerns and intervene where appropriate. In addition, in the next one to three years the College will be investing more resources in assessment and utilizing the data to increase course completion, and define areas of weakness internally that can be remedied to increase student success and satisfaction.

Sources

- 2017 Key Findings CCSSE
- 411.1 VETERANS ACCESS, CHOICE AND ACCOUNTABILITY ACT, SEC, 702
- Climate Survey Results
- DLC ITV Student Survey Results PDF
- Food Needs Survey - Ironwood Campus Only
- GCC Online Management Instructional Manual 2017 PDF
- ORI 100 Syllabus Fall 2017
- SENSE_2017_ PDF
- Student Food Needs Options presentation PDF
- Student Success Initiative Action Project

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making.

Responses

Gogebic Community College ensures that students receive additional academic and non-academic resources and supports with its proactive advising approach. During the first initial meeting between students and their Student Services advisors, a comprehensive approach is taken to help identify student needs and necessary supports. Referrals are made to support programs on campus, as well as off- campus, which allows necessary supports to be in place from day one of the semester. This could include anything from career counseling, Perkins support, TRiO support services, disability accommodations, transportation support, financial assistance,etc. Additional information is collected regarding Perkins eligibility at each of the college's Orientation events. Perkins staff follow up with students who are eligible for services.

The college has also found the Excessive Absence and Early Student Update alert systems to be invaluable for early intervention and continued student success. As faculty notify the Student Services (SS) advisors of concerns, the Student Services advisors are able to intervene in a timely manner to help get the student back on track. This may be with tutoring support, counseling intervention, or other mediation.

The proactive advising approach, along with the course sequence guides, course outlines, and degree audit features of our student portal, help the college provide students with clear pathways to degrees and credentials. This enables students to know exactly which courses they have completed and which courses are left for timely degree completion. Students are required to meet with advisors each semester prior to registration for the following semester. This helps the college ensure that students are continually on the proper pathway for completion. SS advisors provide each student with graduation plans at the initial advising appointment. Referrals are also made to appropriate departments on campus when necessary; for example, if a student is transferring to a specific four-year institution that we know requires certain course work on our campus, the Transfer Coordinator works with the student to help ensure all degree requirements are met for both GCC as well as the four-year institution.

Each occupational program has an advisory committee of corporate members in the field of study to review the curriculum and equipment needs, ensuring the most up-to-date job training available. Programs that require state licensing for employment, such as cosmetology and allied health, continually update curriculum to keep in compliance with current licensing requirements.

2P2: PROCESSES

Retention, persistence, and completion data are collected by the Institutional Researcher (IR). State and federal reporting requirements require the collection and dissemination of this data yearly, usually in the fall. Every semester, each student who is admitted to the college is assigned a cohort code. The cohort code and other demographic information is put through a verification process that the IR performs. The data are verified for accuracy to ensure that the data that is reported from that point forward is as accurate as possible. In addition to the regular state and federal reports, internal reports are also done. About a month before classes begin, a weekly enrollment report is sent to the President, Deans, Director of Student Outreach and Engagement, and Director of Admissions, Marketing and Community Relations which outlines the type of students that have registered compared to the previous year. The breakdown of student type indicates where marketing and retention efforts should be focused. Another internal report during this timeframe lists the students who were registered the prior semester who are not yet registered for the coming term. Personal follow-up is made and tracked typically by the Director of Student Outreach and Engagement, to encourage these students to register and assist them if they are having difficulties. Data on retention, persistence, and completion is also used from IPEDS, MCCNET, and the Michigan Governor's Dashboard.

The TRiO Student Support Services (SSS) program at Gogebic Community College has a specific process for collecting, analyzing and distributing data on retention, persistence and completion as these are among the main objectives of the SSS program. The program objectives for TRiO-SSS at GCC include obtaining a persistence rate of 69% and graduation rate pf 36%. TRiO staff collect student retention, persistence and completion data using a number of different tools and methods including Access, Jenzabar, degree audits, Clearinghouse and proactive advising. TRiO staff use an Access database to collect retention, persistence and completion data throughout the academic year. TRiO staff utilize unofficial transcripts ran through Jenzabar to determine the registration and/or graduation status of each student as well as Clearinghouse to determine the transfer status of TRiO participants. These factors: registration, graduation and transfer; are used to calculate the persistence rate in the [Annual Performance Report](.).**(4.C.2, 4.C.4)**

Gogebic Community College targets students in a variety of ways. The proactive advising approach, along with the course sequence guides, course outlines, and degree audit features of our student portal help the college provide students with clear pathways to degrees and credentials. During the initial advising appointment, an academic plan is discussed with each student, as are potential obstacles to completion. This could be anything from first-generation status, working full-time as well as attending school, lack of viable transportation, have small children, etc. Advisors try to help place supports from day one, but uncontrollable events arise throughout the semester.

As concerns arise, faculty submit Excessive Absence forms as well as Early Student Update forms regarding attendance, low test scores, need for tutoring support, etc. The Student Services advisor who has been working with the students will intervene and hopefully get additional supports in place to help the students persist.

TRiO-eligible students are targeted for student retention, persistence and completion as these students often come from disadvantaged backgrounds including being the first in their family to attend college, coming from low-income households and/or having a documented disability. These students, due to these circumstances, face additional challenges that non-TRiO-eligible students may not regularly face. Due to not having supports from parents who have attended college or not having financial means to seek additional services, these students require a more hands-on, holistic approach to advising. Through the Personal Success and Services Plan (PSSP) and Fuelz assessment, TRiO staff gain a deeper understanding of the academic and non-academic needs of each student. TRiO staff then develop programming such as Lunch & Learns, workshops, tutoring, cultural activities, career counseling, advice and assistance, campus visits, and proactive advising to ensure TRiO participants have the best chance of success at GCC.(**4.C.1, 4.C.4**)

Excessive Absence and Early Student Update data are analyzed throughout the semester as soon as faculty report. If more tutoring support is needed for example in our Accounting sequence, additional tutors may be hired to support that need. Data on retention, persistence and completion are also analyzed after each semester to help target students for registration, and to follow up with guidance if additional support is needed. This additional support may include helping students write their Financial Aid Appeals letter, or explaining the process to appeal a suspension. Each student who is not returning is contacted to try and receive a reason. If the reason is something outside of our control, for example health concerns, taking a semester off to have a baby, moving to a different state, etc. we mark it in our database. If we receive reasons that are within our control, for example poor grades due to poor time management skills, took too many classes with their workload, etc., we meet with students to help get them back on track.

Two years ago, all students who had not previously graduated or registered for the upcoming Fall semester were evaluated for what was needed for goal completion. Each student was then personally contacted and given the completion information, along with the pathway to accomplish their goal. In some cases, the student technically had not applied for graduation, but had completed the coursework. In most cases, however, the students were assisted in overcoming any barriers for completion by advisors and Student Services professionals. This project was undertaken in conjunction with the State of Michigan Project *Win-Win* and was then made into standard practice.

 Additionally, the College participated with the State of Michigan Credit *When It is Due* initiative for reverse transfer for Associate Degree completion. Having proven successful, this was also made into standard college advising practice. This includes advising students who have not yet graduated from GCC but transfer to a university, to transfer back (reverse transfer) any credit that is necessary for associate degree completion. GCC's advising structure was completely overhauled three years ago implementing a more proactive advising model where students are contacted and assisted shortly after they have been accepted to the institution.

TRiO staff serve as advisors to TRiO students to not only assist them in course selection but also help connect them with resources to aid and assist financially, socially and emotionally. TRiO staff work to develop relationships with TRiO students early on in their academic career. The

staff also work with students to create graduation plans that lay out the specific courses required and in which sequence to successfully complete their program of study. TRiO staff follow a proactive advising model due to the number of supports TRiO students often require for success. TRiO advisors go beyond mere scheduling and registration requests, but get to know the student and his/her needs on a more personal level in order to build an academic plan that best suites the student's needs, abilities and interests. TRiO staff also work to implement programming that supports the non-cognitive struggles TRiO students face in order to help them to overcome these struggles and succeed in the classroom. **(4.C.1)**

The tools used include reports run from registration data in our Jenzabar database, as well as files on Excessive Absences and Early Student Update alerts. All data goes through our Dean of Student Services/Registrar's Office and is disseminated to appropriate Student Services staff. **(4.C.4)**

2R2: RESULTS

Data used to further outcomes include the process of faculty reporting excessive absences and students experiencing academic or personal difficulties(Early Student Updates). This data are forwarded to Student Services professionals for follow-up and intervention, which has proven successful in remedying difficulties through tutoring or other student services. What was once the Retention committee has developed into the Student Success Committee. They are tasked with the job of evaluating and maintaining not only the advising structure at the College but also evaluate Early-Student Update practices and follow-up on Enrollment Trends. For example, the Retention Committee was formed on campus to analyze data regarding non-returning students on campus. One project the committee worked on was pulling data on students who were enrolled during the prior academic year, but not enrolled for the coming fall term. From this project a new process was set in place where a report can be run before each coming term and advisors now contact each of their non-enrolled advisees to try and help get them enrolled, or to find out the reason for them not returning. The barriers for not returning are discussed with the advisees, and if feasible, the advisor tries to intervene so the students are able to continue on with their coursework.

Other successful practices using specific data are outlined in (2P1) of this section and include the personal contact of students who are near degree completion, as well as the reverse transfer process.

GCC has identified gaps in completion outcomes for TRiO Student Support Services (SSS) eligible (low- income, first generation and those with disabilities) students. TRiO students graduate at a rate of 27.6%compared to non-eligible students at 45.5%. The identified barrier for the students include lack of family support, lack of funding to complete the courses required within their programs, demanding family and work responsibilities, and lack of understanding of program requirements. TRiO works with these groups to identify and rectify barriers to assist students in their goals of graduation. Intensive advising is used to assist students in course selection and provides continuous support and guidance.

Proactive coaching and workshops on goal-setting and time management skills, along with professional tutoring are also used. In the last Annual Performance Report, it was cited that

GCC's TRiO students graduated at a rate of 63%, increasing their odds of graduation by 35.4% by participating in this program.

Perkins Special Populations works specifically with individuals who are enrolled in Perkins state-approved programs that are non-traditional for their gender. These students experience challenges and may avoid enrolling in non-traditional programs because they fear the risk of confirming negative gender stereotypes. GCC works closely with these students to provide them with strategies that empower them to participate in the college experience. This ensures the curriculum is relevant for all students and that all course materials, class meetings, classroom climate, instructional strategies and supportive services are free of biased language and images and supportive in non-traditional occupations.

The college continually monitors program applications and enrollment every month prior to each semester. Based on the numbers, we feature low enrollment programs specifically on Social Media through ads or videos, carousel ads on the website, billboards and through digital marketing. Press releases are also an inexpensive way to get the word out about various programs in our local market. We can also pinpoint places, areas and regions through geotargeting so our digital ads will pop up on their electronic devices if they are within the radius that we have set for that place that we target. The college also targets prospective students who have indicated an interest in a specific program through email and postcard.

TRiO-SSS continues to exceed in the goals of persistence and graduation rates among TRiO participants. For the 2016-2017 academic year, TRiO obtained a persistence rate of 82% and graduation rate of 63%. Overall, TRiO-SSS has proven to be effective in supporting student success rates by implementing programming specific to students' needs both inside and outside of the classroom.

2016-1017 Summary results for the TRIO Standard Objectives				
Criteria	*Maximum Score Allowed*	*Approved Rate*	*Actual Attained Rate*	*Standard Objectives Scores*
Persistence	4	69%	82%	4
Good Academic Standing	4	82%	86%	4
Associate's Degree or Certificate	2	36%	63%	2
Associate's Degree or Certificate and Transfer to a 4-year Institution	2	7%	22%	2

Funded Number	3	#Funded to Serve 160 #Served 160	3
Total Scores	15	*% Served* : 100%	15

GCC has maintained a consistent Fall to Fall and Fall to next term retention rates among degree seeking students and first-time in college degree seeking students for the past 6-8 years. The college's programs regularly meet or exceed peer data for retention and completion rates as well as the state performance target. TRiO SSS also outperform peers. A slight dip was seen in the retention rates was seen in 2014 which prompted the college to revise its advising model and focus its retention efforts as described above in 2P2. Ongoing efforts to improve processes and practices will continue to provide actionable data and drive innovation to support student success.

GCC Fall to Fall Retention

GCC Fall to Next Term Retention compared to MI Community Colleges

2I2: IMPROVEMENT

TRiO-SSS at GCC aims to continually improve the process of collecting data regarding retention, persistence and completion while developing programming to help participants reach their goals. TRiO-SSS staff have implemented a 6-month progress report in which staff consistently enter data regarding academic standing and program participation to anticipate the success rates of our students. TRiO-SSS staff tailor programming around the needs that are identified in the 6-month progress report.

Data integrity and accuracy has been a focus of the Institutional Researcher. With a relational database, there are many users who are entering and updating the data, so it is important that the data are verified before reporting. Even though the data has always been verified, the IR developed a more efficient system beginning with the 2016 entering student cohort. The students admitted to the college are assigned a cohort code based on the type of student they are. The cohort code and other demographic information is put through a verification process that the IR performs. The data is verified for accuracy to ensure that the data that is reported is as accurate as possible. This is an ongoing process and improvements to make it more efficient are done frequently.

Enrollment reports that break down the student type was developed in Fall 2017. These have assisted with marketing and retention efforts. This report is a work in progress and collaborations between IR, Dean of Students, and Director of Admissions, Marketing and Community Relations on what information is needed will only make it more useful for decision making. Great strides are also being made in creating a campus culture where staff has more access to data and can run reports that are developed to fulfill their needs. This has empowered staff so they can run reports when needed, rather than putting a data request in and relying on someone else, and their timeline, to send the data. We will continue to expand this to other staff, faculty as needs arise. **(4.C.3)**

Sources

- 2016-2017 Summary Results for Standard Trio Objectives
- 2017-02-16 Student Success Committee
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- nccbp_report_gogebic-community-college_2017-results
- placement-in-employment2
- Retention Committee Minutes - 6.22.15
- Retention Rates compared to MI CC
- retention-rates

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

Responses

2P3: PROCESSES

As a small institution with an annual budget of less than $ 12 million, all of our programs must provide a reasonable return on investment or serve the needs of our community. Before investing substantial resources in new programs or retooling programs already in our catalog, proposals are brought before the Fiscal and Strategic Planning Committee in addition to the Curriculum Committee. The Fiscal and Strategic Planning Committee is a body consisting of representatives from all areas of campus (support staff, faculty, administration, and board of trustees). Since decisions involving allocation of scarce resources can have campus wide impacts and unintended consequences, it was decided that all groups on campus should have a voice in the decision making process.

This committee takes into account labor market data, advisory committee reports, community needs, faculty expertise, potential partnerships, and available resources when deciding on whether or not to bring requests having a substantial economic impact to the Board of Trustees for approval.

Through communication and inclusion, the College maintains relationships with key stakeholders in order to maintain broadest pool of input for major decisions. The following are examples of methods Gogebic Community College uses:

- Frequent contact with community members and organizations by all members of the faculty/staff/administration helps to sustain relationships.
- Advisory committees for occupational programs and divisions sustain relationships and identify stakeholder needs.
- Contacts with many local employers, and inclusion on the Chambers of Commerce and the Gogebic County Economic Development Commission, provide opportunities to discuss issues with stakeholders.
- The Gogebic Community College Foundation holds an annual foundation banquet to recognize alumni and friends and those who have generously given of their time, money, and talent to support the college.
- The Registrar, transfer coordinator, faculty, and administration maintain regular contact with transfer institutions.
- Students and community members are invited to participate with college committees including the Curriculum Committee and hiring committees to best serve the needs of the regional employers.
- Admission staff, faculty, and administration visit high schools regularly.

- The College's most recent President served on the local hospital board. The College works closely with regional hospitals to provide clinical experiences for our Allied Health students.
- The College president meets with area school superintendents on a regular basis.
- Many college staff, faculty, administration, and Board of Trustees members are involved with local community and civic groups to be aware of and participate in community efforts.
- Members of the Gogebic Community College faculty and staff maintain contact with other educational and employment facilities.
- Student Services hosts annual Counselor Days to maintain close contact with high school guidance counselors to address prospective student needs.

The College offers and/or hosts programs such as the following which are available to the community: youth athletics camps, science fairs, High School Quiz Bowl events, the Gogebic Range Band with students from 6th grade on up joining community members through senior citizens, and cooperative efforts with local theater groups. The College partners with local art groups to expose students and the public with cultural opportunities. The College recently collaborated with a local brewery to offer an Introduction to Microbrewery course as a personal enrichment course. The College developed a drone licensing course that was taken by the general public as well as those in public safety and services. Partnerships with the local hospital, Aspirus Ironwood, and the Gogebic Range Health Foundation has benefited the region on grant opportunities for health/wellness initiatives. The College's Allied Health Division partners with local health care providers to offer a summer Health Career Camp that allows potential students to experience real world job experience related to heath care professions to assist them in possibly choosing a career in the health care industry. GCC is also partnering with global outreach non-profit organizations (www.puravida.org) to provide opportunities for students, staff and community members to build relationships globally and work alongside indigenous populations in developing nations.

The College operates public facilities to promote cultural, education, or personal enrichment for community members. The following College facilities are open to the community: library, computer labs in library, programs for public information and development in the Lindquist Student Center. The College operates the following facilities which are open to the public: gymnasium, Mt. Zion Winter Recreational Area, Porcupine Mountains Winter Recreational Area, soccer field, walking track, arboretum walking trails, cross country ski/snowshoe trails and mountain bike trails. In addition, activities sponsored and/or hosted by or at the college include: flu clinics, political debates, town hall meetings, leadership seminars/activities, and area club and organization meetings.

In determining new stakeholders to target for services or partnerships, Gogebic Community College participates in a wide variety of regional and community organizations to develop networks for keeping abreast with regional needs. Examples are Rotary, Kiwanis, economic development committees, etc. The college is a prime participant. Recently, the Dean of Business Services and Dean of Students held a series of meetings with the city managers and leaders in the local regions to discuss ways to work together to assist new business ideas to come to fruition in the region. This has developed into a standing community committee of leaders in the region.

Through its Entrepreneurial Center for Innovation and Development (ECID), the college has positioned itself to provide specialized training and bring in nationally-recognized speakers for the region. Additionally, the college has been a significant partner with the regional Michigan Works state organization to provide new skills training and job retraining opportunities throughout the Western Upper Peninsula. The college also reviews state and federal career trends, works with advisory committees, many local agencies, and all the regional school districts to fill needs.

GCC provides career guidance and academic counseling for all students, assisting them to make well- informed decisions about program selection and career plans. Each student can utilize Career Cruising software, which provides an in-depth career exploration tool, comprehensive career and education information, and state-of-the-art portfolio development system.

The college begins the process with prospective students to select a program of study during the first initial contact whether by phone, email, college fair or at a high school/agency visit. All programs are presented to them with general printed advertising materials and direction to information on our website. If students are interested in a specific program, they are given more information about that program. Students who are undecided or unsure of their career path are referred to the Career Counselor for further assistance. Discussions during the students first registration meeting with their student services advisor, continually ensures that they are in the proper program and taking relevant courses to confirm their goals and academic plan. The Transfer Coordinator is also a resource to aid those students in taking the appropriate courses when planning to transfer to a four year university. After the student's initial semester at GCC, they then meet with a faculty mentor in their respective areas. This is a vital connection for the student as they interact with someone who has expertise in their specific program of study.

Students in TRiO and Perkins programming are offered workshops that provide educational soft-skills such as managing life stressors, time management, dinner, social, and workplace/office etiquette, interview skills, and financial literacy. Each occupational program has an advisory committee from regional industry to provide curricular feedback, critique former student skills/weaknesses, etc., to strengthen GCC's programs.

Students have opportunities to visit prominent industries/companies within the region to engage and network with staff. Through classroom speakers, Michigan Works, etc., students have access to professional contacts. Some examples are our welding program offers internship opportunities, day trips to industries, campus recruitment efforts conducted by faculty and staff, employers, and career placement specialists throughout the year. Cosmetology students have opportunities to job shadow in salons, participate in theater, volunteer for community events, and attend professional hair shows to broaden education and community connections. Students in TRiO or Perkins are offered workshops and *Lunch and Learn* events to provide education on cover letters, résumé writing, interview skills, and employment etiquette.

The community college provides, supports, or participates in programming to promote successful transitions to college for traditional age students, including partnering with regional grant programs such as talent search, upward bound, or other activities to promote college readiness in area high schools and community centers. College hosts an orientation program and Accuplacer

testing for readiness. Each year, College Day and Career Exploration Day programs bring junior high and high school students to campus to explore different programs, services, athletics, student activities and tour the college. Our recruitment office conducts high school visits at 60+ high schools in the region and also participates with the K-12 schools in speaking at various career day functions in addition to providing a checklist to better prepare students for the transition to college. In addition, our Financial Aid office provides a Financial Aid workshop to help potential students prepare financial aid applications and answer any questions related to funding for their educational needs.

2R3 RESULTS

Achieving our mission as an organization requires that we seek feedback from our students and other stakeholders. This feedback is collected by both formal and informal means. GCC participates in the Community College Survey of Student Engagement (CCSSE). This survey allows the College to delve more deeply into student experiences and areas of institutional performance. Benchmark scores for student engagement include; active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. GCC uses this survey as a portion of the process to target areas of low student engagement for improvement. The results of the most recent survey were present at an all-staff meeting and can be used to update our processes moving forward. Graduate surveys are also administered to determine satisfaction with GCC's academic programs and support services. GCC faculty and staff have direct access to our students and frequently ask for feedback. Judging the satisfaction of other stakeholders is more problematic, as they are infrequently on campus, reluctant to return surveys, and expensive to contact in reasonable numbers. Yet, here as well, the heavy involvement of administration/faculty/staff within the community offers direct contact with stakeholders in a more neutral environment where they may share honest information.

The College collects and analyzes the following data regularly:

- Enrollment trend/attrition data.
- Retention/ transfer/graduation rates.
- Student course evaluations. Reviewed by individual faculty and the Dean of Instruction.
- Employer and transfer-institution surveys.
- Graduate and non-returning student surveys.
- Six month graduate follow-up surveys – up to three years post-graduation.
- Community outreach sessions.

In the Fall of 2017, Student Services Staff launched a Student Food Needs Initiative as referenced in 2P1 to address the needs of students. To better gauge the food security of its students, GCC administered an online survey to all students from all GCC instructional locations. The initiative was presented to the Board of Trustee's at their Aug. 2017 meeting. Since then an on campus food pantry was developed, more of the National food holidays – i.e. National Grilled Cheese Day were celebrated, Thanksgiving Lunch and Easter Lunch were hosted on campus, a local church provided our students with a 'Souper Lunch' to go along with "Brain Fuel" snacks out for exam weeks as discussed previously in Category 2.1 of this portfolio.

2I3: IMPROVEMENT

Continued communication with external stakeholders will assist the college with both new programming and services for students. An example is a new drone CED program that was offered in April, 2018. As the need was identified, a very successful course was launched and completed. Expansion of this program is currently in progress. In addition, over the 2018 summer session the College partnered with local agencies to offer an EMT basics course. Enrollments in this course will assist local emergency service providers in expanding their capabilities to provide much needed personnel to service the community at large.

In the upcoming academic year, expansion of the food bank will include a farmer's market weekly during the fall harvest months.

Scanning of paper files will commence this summer, allowing better access to student records for advisors, especially at the Copper Country Center. This will lead to more accurate advising pathways and student success.

Sources

- 17-aug Board Doc
- 2017 Key Findings CCSSE
- 2017-03-21 Allied Health Advisory Committee
- Annual Report Final 2016 17
- Campus Career Exploration Day Flyer 2018
- College Day Ad 2017
- College Preparation Check List
- Counselor Day 2017 - Ironwood
- ECID Snip
- Fall 2017 enrollment presentation to board
- Financial Aid Workshop 2017
- Food Needs Survey - Ironwood Campus Only
- GCC Graduate Survey
- GCC Online Management Instructional Manual 2017 PDF
- Gogebic-Orientation Fall 2018 Rev0318-4
- Guatemala GCC Service Learning Presentation 5-3-17
- Health Career Camp Flyer - GCC 2018 PDF
- High school visit flyer
- memo to staff Mini Grant sept 2017
- nccbp_report_gogebic-community-college_2017-results
- New program development Chart PDF
- retention-rates
- Smart Eval Snip
- Steam Day letter to Teachers PDF
- Student Food Needs Options presentation PDF

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

Responses

2P4: PROCESSES

Written student complaints regarding faculty/staff are forwarded to the appropriate dean. In accordance with the Master Agreement between Gogebic Community College and the Michigan Association of Higher Education, the college faculty/staff member and dean discuss the complaint in a manner that respects the student's privacy and recognizes the rights of the student and the staff member. Resolution of the issue is communicated directly to the person making the complaint. The College maintains a file on the complaints, indicating the corrective action taken and complaint follow-up. Unresolved complaints or complaints regarding serious misconduct may receive further attention from one of the deans. All actions regarding the student complaint process aligns with Board Policy 401.

Gogebic Community College also has distributed a student engagement and services survey. This survey asked students questions about their opinion and suggestions on the computer lab and library hours, tutoring services, student activities, and services we offer students in our gym, workout room, and walking track. The results from this survey have guided us in adjusting hours of some of the services and have even made us aware of additional services that students are wanting. A copy of the Student Handbook, outlining the complaint process is given to all incoming students and is available on the College website. The Dean of Students has an open door policy to address the student's concern, listens to any additional information the student wants to share , and then offers a resolution.

Like many colleges and universities across the nation, the College has been engaged reviewing the specific guidelines and requirements associated with the changes to Title IX Act over the past two years. We have taken a proactive approach by assuring all staff is appropriately trained and familiar with the protocols specific to the Act's requirements, by organizing an on-campus training session, extensive professional development for the Coordinators and securing an electronic training program for all staff. The College has updated its Sexual Misconduct Policy for students. The College has three Title IX Coordinators: the Director of Human Resources, Director of Off-campus Operations, and the Dean of Students.

The college utilizes the web based reporting system Ethical Advocate which can be linked from our website to offer students and other stakeholders an anonymous location to submit a concern. The site is monitored by the College President and a member of The Board of Trustees. Either of these individuals may respond to the emailed concern, but the Internet Protocol (IP) information of the individual submitting the concern is blocked to the College to maintain her/his anonymity. Ethical Advocate's confidential and anonymous reporting is available 24 hours a day, every day

of the year. Employees and stakeholders can anonymously and confidentially report incidents via this website and call center. From these candid observations, our administration can receive first hand reporting of these potentially costly behaviors. The reporting through this system can be more effective than internal audits, external audits, and internal controls. The college has seen this as the most effective method to unearth fraud and other disturbing events. Most complaints from employees or external stakeholders are then handled by Human Resources, the appropriate Dean or the President's Office, respectively. Employee complaints are directed to the Office of Human Resources. Faculty and Staff complaint/grievance processes are outlined in employee contracts and can be revised under yearly bargaining agreements. These policies receive yearly Board approval. Any emerging issues are brought to the attention of the Cabinet during their weekly meetings by the appropriate dean or the Director of Human resources. If patterns of behavior or complaints are seen to disrupt the achievement of the college mission or purpose, improved policy and procedures will be developed to combat this trend.

Both students and employees are informed about the processes for filing complaints or formal grievances through processes outlined in college's student handbook, orientation sessions and though yearly updates to employee contracts. Students and employees working to resolve complaints through informal proceedings will be party to any resolution reached through direct contact. Proceedings following formal student or employee grievance will result in a written decision statement that will be shared with both grievant and respondent, either personally or via certified mail. Resolutions to complaints by external stakeholders will be communicated to the complainant by the President, appropriate dean for the department or division involved in the complaint. When a student is the cause of a complaint due to report of misconduct, the complaint is handled according to the process outlined in the student handbook and in accordance with Board Policy. In such a situation, the respondent and the complainant are kept informed of the status at specific points throughout the process. A record of all complaints and/or grievances are maintained in the office of Human Resources.

2R4: RESULTS

The following chart is taking from the most recent National Community College Benchmarking results.

Human Resources Data	GCC Value	%Rank	N
Grievance rate	3.68%	97%	124
Retirements Rate	1.33%	9%	173
Departures Rate	5.33%	35%	173
Harassment Rate	2.45%	97%	124

(Report of 2017 Nation Aggregate Data Prepared for GCC - 241 participants)

Only in very informal ways can complaints to date be useful for measuring results. Historic tracking of complaint issues informed and supported campus-wide efforts to improve processes, though the tracking was not of a quality that could be used beyond very general informing of the need for improvement.

Community complaints, written or verbal, are handled by the appropriate supervisor for the area impacted. The College does not track these kinds of complaints because they are typically unique events and handled expeditiously by the area supervisor.

2I4: IMPROVEMENT

The College will continue expand Title IX and Sexual Misconduct training for all faculty, staff and students as per federal requirements. The college will continue to monitor the Ethical Advocate website for actionable concerns. As stated above, as new trends in complaints and/or behavior issues withing the college arise, we will review and modify our policies and procedures as needed.

Sources

- 2.4 complaint process chart
- 2017 Key Findings CCSSE
- 401 STUDENT SERVICES - STATEMENT OF PHILOSOPHY & GUIDING
- 462 GUIDELINES FOR DISCIPLINARY PROCEDURES students
- Ethical Advocate Reporting Snip
- gcc_mahe1
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- gcc_mespa1
- gcc_mespa1 (page number 9)
- student-handbook-2017
- student-handbook-2017 (page number 20)
- title IX Gogebic

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

Responses

2P5: PROCESSES

One of the college's stakeholders, Michigan Works, provides GCC with projections, employer needs, and retraining needs. Michigan Works also has worked with the college on a plan for displaced workers. The Dean of Business, Dean of Instruction, and Allied Health Department Director serve on the Michigan Occupational Deans Administrative Council, and the college commonly attends regional workforce development meetings and conferences on occupational programming trends including workforce development through the Michigan Association of Continuing Education and Training(MACET). In fact, it was at the most recent MACET conference that GCC decided to initiate a drone-technology program. In its preliminary stages, the program has spurred much interest from local business and industry, which through conversations with the college, have discovered the application of that technology on their industry. GCC also regularly reviews and considers Gainful Employment federal reporting requirements allowing the college to evaluate the success of our gainful employment programs.

The College has active partnerships with regional 4-year colleges and universities to promote successful transfer, such as articulation, 2+2, or reverse transfer agreements. The college currently maintains transfer agreements and reverse transfer agreements with all UP colleges and universities, as well as colleges and universities in lower Michigan and neighboring states. The President is a member of the U.P. College and University Presidents Round Table which is a group that meets regularly to discuss transfer, collaboration initiatives and shared programs. In addition, the Dean of Student Services is a member of the Michigan Transfer Steering Committee.

GCC's approach to partnering has been to engage industry partners at the inception of program development and develop the relationship over time to benefit both the college and the industry.

GCC has active partnerships with advisory committees, which derive from local business and industry, for all of its occupational programs. Advisory meetings are dedicated to learning about new technologies, advancements, and issues in the fields, and the college often responds with changes to curriculum in the various programs to meet industry needs. General curriculum changes are presented to committee members. Significant relationships have been with the ski industry and Johnson Controls. Over the years the college has performed research and development on new snow making equipment for Johnson Controls, assisting in improving the product by data collection and recommendations. This relationship has produced donated snow equipment from this organization for the college to train students. Second, GCC's Allied Health programs have formed strong relationships with Aspirus and Portage hospitals, and many others.

The Aspirus system has donated countless pieces of equipment to the college to train student nurses and, the Portage system has donated $30,000 in the past for scholarships in the nursing field. The college receives many donations supporting student learning from employers such as automotive retailers who donate newer damaged parts for student education and software from major manufacturers to update student computer-aided design modules. GCC's Entrepreneurial Center for Innovation and Development (ECID) provides customized noncredit professional development training and consulting to the region's businesses and community members. The ECID has facilitated noncredit programs for Excel and New Managers and Leaders training. The Center also has taught a Business Communication program for the support staff at Michigan Technological University. GCC also offers noncredit Certified Nursing Assistant programs.

We have been very successful in establishing external collaborative relationships which serve to enhance the overall educational experience of our students. For example, all area health care facilities (including those in the Copper Country) serve as clinical sites for our allied health students. In addition, through a collaborative arrangement with Michigan Technological University, all GCC students attending classes at our Copper Country Center in Houghton MI, can use the MTU library and library services free of charge.

GCC has a state of the art welding program which follows the American Welding Society Level II SENSE curriculum and Curriculum Standards. This program would not have been possible for us to offer without the formation of a collaborative arrangement between Gogebic Community College, Ironwood High School, and the Gogebic Ontonagon Intermediate School District. Although the college level welding classes are held in GCC classrooms, the shop facilities are housed in Ironwood High School. In order to accommodate the level of instruction necessary for our students to be ready for employment upon completion of the program, each of the partners committed substantial resources to the facility. None of the three organizations could afford to accomplish this on their own, but by working together, all of our students benefit from a well-equipped facility. Due to the programs overwhelming success over the past few years, the College is currently looking to expand the lab facilities to better accommodate the program.

GCC is fortunate to offer one of only two Ski Area Management programs in the country and the only program which has its own ski hill on campus. Our close ties to our state representatives and our reputation for excellence has precipitated another collaborative relationship. We have been asked by the State of Michigan to operate the ski area facilities in the Porcupine Mountains State Park. This collaboration has opened up additional educational experiences for our students with little financial risk to the College. The State of Michigan has a more efficient skiing operation at one of its state parks and GCC students gain valuable real world experience.

The college also has active partnerships with regional high schools, intermediate school districts, and career- tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academy programs. These include

- Active dual enrollment program with local schools and Gogebic-Ontonagon Intermediate School District (GOISD)
- Intermediate School District Partnership in Welding & upgraded local school's welding labs

- GOISD partnership including high school vocational programs located on campus in addition to collaborating with the Copper Country Intermediate School District (CCISD) on Early Childhood beginning Fall 2018
- Satellite GOISD office on campus
- Partnering with Michigan Technological University on NSF grant aimed at increasing awareness and participation in the STEM field
- [Counselor Day](#) where the area K-12 guidance counselors come to campus and our Copper Country Center to learn about programs, GCC initiatives, or receive important updates
- The College has partnered with eight regional high schools to offer an Early College Program
- The President is a member of the GOISD Superintendents Round Table providing open communication, enhanced collaboration, and identifying common issues
- An articulation agreement was developed with Hurley High School in Wisconsin for Manufacturing Technology programming at the College
- Partnered with MI Works to host all regional schools in a [Career Exploration Day](#).

The College's occupational programs and area businesses/industries (examples: Ironwood Plastics and Coleman Engineering) partner to provide exposure to students on technology used in the workplace but not available in the classroom. Conversely, we assist local industries by having students work on real-world projects and prototypes on college equipment not otherwise available to small businesses/industries (example: use of 3D printer).

The College hosts local and regional Quiz Bowl tournaments (two per year) to enhance scholarly activity for high school students and expose them to the college environment. We also host an annual [College Day](#) in September where approximately 45 colleges are represented on campus for our area junior and senior high school students to explore their future programs and colleges. We have also hosted a Science, Technology, Engineering, Art & Math [(STEAM) Fun Day](#) for area schools on our campus ([Steam Day Picture](#)) and an Engineering Family night in coordination with Michigan Technological University.

These are just a few examples of the kinds of collaborative relationships we engage in. The development of these relationships would not be possible if all parties were not aware of the resources and capabilities of the other potential partners. This level of awareness takes dedication, hard work, and most of all the willingness to invest time in the community.

Because of the unique nature of each collaborative relationship we develop, we do not make direct comparisons of our results for building collaborative relationships with that of other organizations. Differences in the scope, needs goals, and administration of collaborative relationships introduce far too many variables for relevant comparisons to be made. For example, on what basis would we compare our ski hill operation collaboration with the state of Michigan with that of another College when this relationship is unique?

As student success and goal achievement are primary in any collaborative relationship, the fact that Gogebic Community College has been ranked in the top ten percent of community colleges in the country by the Aspen Institute and the U.S. Department of Education numerous times

including the past year, attests to our high degree of success in comparison with other higher education institutions.

A review of the data assists in curriculum decisions, based on the length of the program and whether that and the cost match Gainful Employment expectations. In addition to Michigan Works, GCC relies on data derived from the U.S. Bureau of Labor Statistics for nationwide information, the Michigan Department of Technology, Management, & Budget for state and local data, as well as advisory committee members for local data. Advisory committee members are an active part of how GCC improves curricula practices and supported by Board policy. For example, the advisory committee for Mechanical Engineering technology played a vital role in the revision of the program to meet industry needs and to develop a one-year certificate in Manufacturing Technology. In addition, the Institutional Researcher and Career Counselor work together to conduct student surveys to gather information on job placement and career goals. Follow-up is then made every three months to two years after completion. Because of the size and location of our college and the region we serve, the college is often the host of agency and organization meetings and events. This opens the doors to direct communication with outside groups that develop into mutually beneficial partnerships.

2R5: RESULTS

The results for determining the effectiveness of aligning and building collaborations and partnerships are many and identified in both qualitative and quantitative data. Qualitative analysis shows that the partnerships the College carries with the GOISD and Ironwood High School in creating and maintaining a welding laboratory is very effective. This partnership is effective because of the sharing of resources among three entities, all of whom benefit equally from cooperation. The College was able to start a very high cost program for a small investment and bring 25 plus students to the institution for instruction and meet the needs of our local businesses. Quantitatively, data can show that the operation of this partnership brings in revenue to the institution to support education while not having to finance a million-dollar liability to create a program and purchase a building to educate students.

Partnerships are an integral piece of the educational field in today's day and age and with GCC's rural location and constrained revenue streams, the ability to offer high quality education would not be possible without the investment and continual cultivation of partnerships.

2I5: IMPROVEMENT

Gogebic Community College's approach to building, maintaining and improving collaborative relationships is simple, direct and highly effective. We know the organizations we work with and we know the people who work for those organizations. Our process can improve when we learn more about our partners and understand how our mutual needs can be met. We will consider expanding the travel resources of our president and administration so they can maintain the relationships established both in Lansing and in Washington, D.C. We have an ongoing dialogue with all of our partners – both formally and informally. This will continue to provide us with a great deal of feedback that we can access and act on. In an attempt to increase our awareness of student needs and concerns, we look to evaluate and possibly expanded the resources earmarked for student life activities.

The improvement of collaborative relationships is a perpetual process. The College's strategic planning process is one avenue used to identify specific areas in need of improvement but certainly not the only one. Establishment of improvement priorities can begin at any number of levels within the organization including the president's Cabinet, individual instructional divisions, or the Strategic Fiscal Planning Committee.

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3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided.

Responses

Gogebic Community College recognizes that all employees play a significant role in helping our students achieve their goals. Since our 2013 portfolio, Human Resources has aligned its priorities with a stronger focus on employee development and wellness. We believe that our approach to valuing people is strongly aligned with our institutional mission and values. As a small Community College, our employees are expected to be active participants in multiple areas of the college. The College is currently working to develop a new method to track employee satisfaction and engagement so that we can better review our processes and evaluate responses to align measures, metrics and benchmarks in order to achieve systematic results and better align with our ongoing strategic plans.

3P1: PROCESSES

The hiring process at Gogebic Community College is a team-based process. A typical hiring team is a representative cross section of the institution. We try to ensure that our teams include individuals who will work directly with the selected person, have expertise in the knowledge areas required for the position, will supervise the individual, or simply volunteer for such duty. The team first meets to discuss the requirements for the position in accordance with Board policy and directives. The College is contractually obligated to post all staff vacancies internally for a period of ten days prior to advertising externally through various media including online websites, social media sites, local newspapers, the College Web site, etc. Applications, transcripts, resumes, and references are collected from all applicants. The team screens the applicants by reviewing their portfolios, resumes and other application materials. Candidates who best meet the criteria of the vacancy are invited to meet with the team for an interview. The interview process may require a demonstration of competence such as an instructional demonstration in the case of faculty applicants. Following the interviews, the team forwards a recommendation to the appropriate Dean.

Gogebic Community College has embedded extended retirement notification requirements in all employee contracts. Early notification of an impending transition allows the college to review the position that will be vacated and make any necessary adjustments. The college begins the search process early so that the new hire can be trained by the outgoing employee where appropriate. This planning process reduces interruption during employee transition. Many of our staff members are capable of performing the job duties and responsibilities of staff members in

other areas of the college which is important in the event of an unexpected vacancy. Having an outstanding, reliable, and self-motivated staff is an important consideration in our strategic planning process. The College has enjoyed a long period of stability in personnel. We believe this to be a testament to the quality of our work environment. The downside of this stability, if there is one, is that periodically we have an unusually large number of vacancies due to retirements. During the next two to three years we will experience a significant number of retirements. The Director of Human Resources will be responsible for a number of duties related to recruitment, orientation, reporting on employee safety, welfare, and health, benefits administration and record keeping.

We are currently undergoing the process of replacing our recently retired President. This process is directed through our Board of Trustees to ensure that it aligns with Board Policy 201. At the April BOT meeting the Board approved hiring a facilitator to help begin the search for the next President of GCC.

Gogebic Community College recruits employees by utilizing ads in newspapers, professional journals, and posting vacancies on our website. Competitive compensation, continuing education opportunities, open communication with supervisors and cohesiveness among employees encourage retention of employees.

 A Faculty Mentoring Program and Orientation programs are available for new faculty, full time/part time and adjunct, as well as Board members. In 2010, the College initiated an orientation program for new faculty. This program presents mini workshops on GCC as an organization, including programs the College offers, services it provides to the community and to students, and its processes and procedures. In addition, all new full-time employees begin their orientation to the College with an individualized orientation provided by Director of Human Resources. The Human Resources orientation focuses on explaining the employee's benefits package, the affirmative action plan, and relevant state and federal guidelines. Human Resources also provides information regarding the College's mission, values and business practices. New employees are encouraged to ask questions or request specific details on issues related to their position or benefits package during the orientation. For both our on and off campus new adjunct faculty, every semester we conduct a mandatory adjunct faculty orientation session.*(3.C.6)*

In the fall of 2016, the HLC focused visit reviewers looked at our processes for evaluating faculty qualifications. As addressed in Core Component 3C of the 2014 Reaffirmation of Accreditation Recommendation report, GCC has worked to confirm that faculty are or will be properly credentialed, per the new Higher Learning Commission credentialing policy. GCC has an established Board policy stating that the college will strive to hire the most qualified individual based on the faculty qualification guidelines established by the HLC. After reviewing the newly revised HLC faculty credentials policy, the college found minimal deficiencies regarding faculty qualifications. Those issues have been addressed and the college believes it is in compliance with the new policy. GCC has always attempted to adhere to the recommendations provided by the HLC and supports it with GCC Board Policy 312:Faculty Qualifications, which can be found on our website. The college reviewed all faculty credentials prior to the HLC fall 2016 focused visit and determined if instructors meet the qualifications for the individual classes they instruct. These review forms are located in the Dean of Instruction's office on campus. The

college administration has met with each faculty member to discuss and assess whether the faculty member requires additional credentials for the classes they teach. Faculty lacking the credentials, based upon the new HLC credential policy, have been informed of these deficiencies. GCC supports efforts by its faculty to earn the credentials that would bring instructors into compliance with the new policy. The process for determining qualified occupational instructors has also been developed with the faculty over numerous meetings. Those qualifications for instruction in the occupational trades are filed in the Dean of Instructions office as well.*(3.C.1, 3.C.2)*

In the HLC team Focused visit report, the site reviewers stated:

"The Focused Visit Team finds that the college has now sufficiently addressed these issues through an adoption of Board Policy and a comprehensive self-audit of credentials with specific reference to its compliance with Assumed Practice B.2. and a parallel process of employment vetting that determines the compliance with this Assumed Practice for future hiring and future assignments. Based on the institution's successful completion of credentialing audits and conferences for full-time and part-time faculty, and the progress made to date in applying the process to adjunct faculty, the Team is highly confident that this process will be fully accomplished by the end of 2016, and that Gogebic will be fully-compliant well before September of 2017. Gogebic's systematic approach to this issue could make it a model for how other institutions could proceed."

In order to ensure that all our courses are adequately covered, we have provisions in the Instructional Master agreement to provide for faculty overload assignments should qualified adjunct instructors not be available. The college is also using the faculty qualification review process relative to faculty qualifications for our adjunct and dual credit faculty. GCC was granted an extension for our dual credit faculty until fall 2022 and we intend to be in full compliance with the HLC and Board Policy at that time.

The process of ensuring that the institution has sufficient faculty and support services staff in critical to maintaining the quality of our programming and student support services. Each week the President's Cabinet meets to discuss a number of topics related to the requirements needed to support teaching and learning at the College, but student enrollment and the staffing requirements to support learning are at the top of the list. The Dean of Instruction is charged with hiring adequate numbers of faculty to meet classroom and non-classroom needs for all instructional divisions. With near level student enrollment over the past few years and fewer faculty retirements than in previous years, the need to hire more faculty has shifted to the development of new programming or the expansion of dual enrollment options for high school partner institutions. Effectiveness of this practice is evidenced by our low institutional student/faculty ratio, currently 15:1, which is also benchmarked against NCCBP peer institutions. Not only do faculty staffing levels allow significant interaction with students, both in and out of the classroom, it also allows faculty to chair or serve on committees, such as the Curriculum, Diversity, Retention or Assessment committees.*(1.C.2, 3.C.1, 3.C.2)*

Along with the process outlined for faculty listed above, the Dean of Students is required to have sufficient numbers of staff to provide sufficient student support services. Knowing the impact

student support services staff can have on student satisfaction and success, GCC routinely benchmarks staff numbers against NCCBP peer institutions and monitors student opinion through student satisfaction and need assessment surveys.

GCC monitors Student/Faculty Ratio and benchmarks it with national NCCBP median data. The College's low ratio results in smaller average class sizes and more personal contact between faculty and students both in and out of the classroom.

The percentile ranking for the various student support services employee groups is also tracked. The data illustrates that four of six areas show a general downward trend, with half of the groups staffed at 25th percentile or lower (meaning a smaller student to staff ratio). The strongest focus has been in providing support personnel in Advising and Student Activities through the office of Student Support Services (SSS).

3R1: RESULTS

Overall, benchmarking and longitudinal data support the continued process improvements that have been implemented. Internal benchmarks for student/faculty and student/staff ratios also support continual improvements. The college is successfully maintaining a low student/faculty ratio, currently 15:1.

3I1: IMPROVEMENT

Feedback received following search committees by faculty and staff involved is invaluable and will be used by HR to continually evaluate the current processes for hiring at GCC. In addition, evaluation of our processes in this area will be included on future workplace satisfaction surveys currently being developed by the office of Human Resources. As survey data indicates whether faculty and staff are satisfied or dissatisfied with recruitment, hiring, and orientation will provide useful feedback on areas where ongoing adjustments will be required. In addition, the updating of our faculty and staff handbooks over the next couple years will ensure that the processes relating to hiring and orientation of all new faculty and staff are well aligned with our current mission and vision.

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3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution.

Responses

3P2: PROCESSES

All employee groups contribute to the success of the Gogebic Community College. Providing well-designed, timely feedback on performance is an important mechanism to recognize employee contributions and to increase engagement with the work of the College. Our key goals for all performance evaluation processes are to foster the continuous improvement of employee skills, increase employee satisfaction with the workplace, and the enhanced communication flow between supervisors and their employees.

Staff members completed a Non Affiliated Strengths and Opportunities Assessment form that was developed a few years ago and recently updated. It is an excellent opportunity for employees and supervisors to communicate openly, review department goals, and look at professional development. The evaluation process followed the following steps:

Step 1. Staff complete the goals and development section of the Assessment form and then submit it to their immediate supervisor.

Step 2. Supervisor then completes the rest of the form.

Step 3. The employee and the supervisor meet to discuss the completed form; supervisor provides staff member with a copy for their records at this meeting.

Step 4. Supervisor gives the form to HR, and it is added to each staff member's personnel file.

The Supervisor and staff member identify areas of improvement and opportunities for professional development. When issues are identified, they are addressed at the appropriate level.

The performance evaluation system for faculty is structured within the bargaining process. During each year's bargaining session, the faculty and the administration's bargaining teams use a specific process called Interest-based Bargaining. This approach to negotiations is based on five principles that support the idea of searching for solutions that meet the needs of the parties involved in the process. The Interest-Based process includes the following steps in a joint problem-solving process:

1. Identifying the Issue

2. Identifying Individual and Mutual Interests

3. Brainstorming Options

4. Developing Standards for Selecting the Solution(s)

5. Selection of the Solution from those options that meet the criteria.

In accordance with the Master Agreement between GCC faculty and the College, all instructor evaluations are conducted according to policy jointly formulated or amended by the Administration and the Faculty, subject to approval of the Board of Trustees. Faculty evaluations are directed through and evaluation forms are completed by the Dean of Instruction's office. The primary purpose of evaluation is for the improvement of instruction, and direction and assistance of the instructor in a constructive manner.

The following procedure will be used for evaluation:

Steps	Process
1	Each Faculty member shall maintain a portfolio providing evidence of successful professional academic performance. The three areas of professional academic performance are: a.) Teaching/Instruction b.) Professional Development and Scholarly Activity c.) Institutional Involvement and Community Service
2	During the first year of employment, the Faculty member will work with the Division Chair and the Dean of Instruction to build their professional performance portfolio and identify any areas that need improvement. The professional performance portfolio will be completed and submitted to the Dean of Instruction by the end of the first year of employment. The Dean of Instruction will conduct at least four direct observations of the Faculty member's instruction during the first year.
3	By the beginning of the second year of employment, a corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. The plan will be reviewed at midyear and evaluated at the end of the year by the Dean of Instruction and the Faculty member. The Dean of Instruction and Program Administrator will conduct at least two direct observations of the Faculty member's instruction during the second year.
4	The professional academic performance portfolio will be reviewed by the Dean of Instruction, Program Administrator, and the Faculty member before the end of the

	second year of successful employment. A corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. The plan will be reviewed midyear and evaluated at the end of the year by the Dean of Instruction and the Faculty member.
5	The professional academic performance portfolio will be reviewed by the Dean of Instruction, Program Administrator, and the Faculty member before the end of the third year of successful employment. A corrective action plan will be developed by the Dean of Instruction, Program Administrator, and the Faculty member for any area(s) identified as needing improvement. This plan will be specific, attainable, and contain a timetable. This plan will be reviewed midyear and evaluated at the end of the year by the Dean of Instruction, Program Administrator, and the Faculty member. The Dean of Instruction or Program Administrator will conduct at least two direct observations of the Faculty member's instruction during the third year.
6	After the third year of successful employment, a professional development collection including but not limited to current CV, professional goals to further academic development, and updated licensures or credentials will be reviewed by the Dean of Instruction, Program Administrator, and faculty member on a regular predetermined schedule.
7	Any professional development costs required to meet the goals of a corrective action plan will be paid for by the College.
8	If the Faculty member, Dean of Instruction, and Program Administrator cannot reach agreement on any corrective action plan, the President of the College will resolve the dispute. The Faculty member may add an addendum to any corrective plan where there is a dispute.

Aligning the evaluation processes that make up both the faculty and staff evaluation process is essential to ensure institutional objectives are met for both instructional and non-instructional services.

Through our department meetings, division meetings, open door administrative policy, and collective bargaining, we maintain an awareness of issues related to motivation for all employees. We operate in an environment where individuals are encouraged to take initiative and recognized for their efforts.

Until spring 2016, the college utilized a yearly Workplace Satisfaction survey. The survey was established in house for many years with it evolving as different needs and concerns were identified. The final two years of administering a survey the Noel Levitz survey was used to allow the college to be able to benchmark its results with similar institutions. Results from the spring 2016 survey , included in the following chart, indicates measures for employee perception of how well they understand their job responsibilities, how well they are supported for growth through training and professional development opportunities and whether they feel their work is valued by the institution, showing that employees' level of satisfaction more closely mirrors the importance they place on each item. In the 2016 survey comparison report, the gaps at GCC were within the standard deviation for those reported for the comparison group. While the difference

is not significant, it indicates that our employees are as satisfied or slightly more satisfied with the quality of the work environment and the impact they can make in their position.

Work Environment	Importance	Satisfaction	GAP
Understand job responsibilities	4.48	3.58	.9
Supported for growth through training	4.33	3.54	.79
Supported for growth through professional opportunities	4.31	3.59	.72
Feel Valued	4.52	3.91	.6

The President and the Board of Trustees have made professional development a priority through the executive team and the Cabinet. All staff of GCC have the opportunity to take advantage of professional development funds with coordination of their direct supervisor. The process for use of these funds is to make a request through the employee's supervisor, who forwards it to the President's Cabinet for review. If the request meets strategic objectives and there is funding available, the request is approved.

As stated above the faculty evaluation policy is in direct accordance with the College's the Master Agreement with faculty. It is also support by the Board of Trustees in the approval of the Master Agreement but also aligned with Board Policy to " support the staff's continuing efforts to improve instructional programing" The Board's Quality Assurance Policy supports that " students can be confident of receiving the highest quality instructional programs" . The College utilizes these established institutional policies and the above outlined procedures to regulate the evaluation of staff and faculty. The College President's annual evaluation is set by the Board of Trustees policy for June and is based on achievement of the Board's policy on Presidential duties and responsibilities.*(3.C.3)*

In addition to established institutional policies and procedures to evaluate all employee groups, the College has established employee recognition, compensation, and benefit systems to promote retention and high performance. Employee recognition and compensation are tied to a number of different factors at Gogebic Community College. Faculty, support staff, and custodians are unionized. Therefore, compensation packages are based upon negotiations with unions. Benefits to employees through contract negotiations include such categories as medical insurance, dental insurance, vision insurance, life insurance, and disability. The benefits also include personal days, sick days and vacation days. All employees are eligible for family medical leave services. The College takes the position that compensation needs to be sufficient to attract and retain good employees. In this way compensation is linked to our ability to achieve our instructional and non-instructional objectives.

In the past, the College hired an outside consultant to review job descriptions and compensation for all non-affiliated employees. This Rahmberg study resulted in our reducing the number of grades in the pay-scale from twenty-four grades to twelve grades with eleven longevity steps

associated with each grade. Compensation for our non-affiliated staff positions was determined by benchmarking with similar positions at similar institutions.

We value the contributions of our staff to the college, our students, and our community. Near the end of each academic year we hold an employee-recognition ceremony to honor those who are retiring as well as those who have reached the 10, 15, 20, 25,30, 35, and 40 years of service milestones at GCC. We also celebrate great work with an annual award for exemplary job performance by a Faculty member and exemplary job performance by a Staff member. These awards were initiated during the 2011-2012 Academic year. Results of these recognition processes are discussed in division meetings, All-Staff meetings, faculty meetings, student support services meetings, and Board of Trustees meetings.

As an institution of higher learning, it is incumbent on the College to ensure faculty and staff are engaged in the learning process and encouraged to seek additional educational opportunities. All full-time and part-time greater than fifty percent faculty, non-affiliated employees, their spouses, and dependent children, as defined by Internal Revenue Service, also have access to tuition reimbursement for credit coursework at GCC. Details of the application for reimbursement process and the specific reimbursement allocations are available through the office of Human Resources. This program is outlined and supported by [Board Policy 620](#).

We recognize the demanding nature of the high expectations we have of ourselves. We encourage information sharing and give thoughtful consideration to the ideas and concerns raised by our employees. Our administrators maintain an open door policy so that concerns can be addressed as they arise. In the past, Administration would regularly practice rounding, where an administrator would meet with every employee on campus to listen to concerns and their ideas for the College. This practice will be resurrected in the near future. As mentioned previously, we have adopted the practice of interest based bargaining and conduct our collective bargaining in the presence of a neutral mediator from the Federal Mediation and Conciliation Service. Our Faculty union has made extensive use of this process. Some of our other unionized groups have opted for a more traditional form of bargaining. The employee unions decide what is more comfortable for them. We have a long standing tradition of a [sick leave bank](#). In this system, each employee contributes one of their available sick days to the bank each year. In the event of an extended illness an employee can draw from the bank after their available sick leave has been exhausted. This is particularly advantageous for newer employees who may be facing an extended illness before accruing a significant amount of sick leave. We make significant investments in professional development for our faculty and staff. In 2011 we started the **[Center for Faculty and Staff Development](#),** we bring speakers to campus on a yearly basis for professional development sessions, we send our staff for training when training needs are identified, and we use a portion of the week before each academic semester for staff development activities.

The College provides continuing education programming for leisure, wellness, personal enrichment, or professional development. The College provides wellness and leisure related programs through its walking track, gymnasium, [exercise facilities](#), Mt. Zion Winter Recreational Area and the Porcupine Mountains Recreation Area. The GCC Wellness Committee organizes numerous opportunities to promote wellness throughout the year and offers

an incentive program to participants that is showcased at the last all staff meeting of the academic year. The college also provides each employee with a season pass to both college recreational areas to further promote health and wellness. GCC strives to create an enriching, safe environment for all of its employees. The College accomplishes this by providing all employees with the tools they need to perform their job duties while maximizing customer satisfaction, in this case the student body. Its commitment to shared governance, and active engagement through formal and informal mechanisms ensures employees have numerous opportunities for engagement in the operations and setting the direction of the institution. The College offers numerous training opportunities for all employees with salary adjustments and incentives for increased skills, duties, and knowledge. Opportunities exist and are encouraged for both lateral and upward movement within the structure of the organization. Professional development programs are offered in education and business-related topics. Each employee has the opportunity to seek out opportunities for Professional Development, which are then presented to their immediate supervisor for consideration. The College also takes a team of faculty and staff the the HLC annual conference every year to not only benefit from the information presented at the conference but also to be an opportunity for team building among faculty and staff. In addition, options to take credit courses for enrichment are offered to non-degree seeking participants.

At this point the College does not have internal targets or external benchmarks. It is currently building capacity in establishing metrics, gathering baseline data, and moving toward target establishment.

3R2: RESULTS

As mentioned in the above processes, the College grounds its evaluation processes within position descriptions, which describe the role and responsibilities each position uniquely plays in contributing to the successful attainment of the Institution's mission. These position descriptions guide the employee recruitment and development process to ensure individuals with the requisite ability to meet those responsibilities are hired and retained. These descriptions are developed with collaboration between specific divisions, Division Chairs, Administration and the Director of Human Resources. As described in 3P2 the Rahmberg study resulted in changes in the longevity steps for certain staff positions.

The process for determining if employees are effectively contributing to the Institution is the employee evaluation process and the tool utilized to determine this is the evaluation tool itself. The College's current faculty and staff evaluation forms include not only the evaluation of the performance of the employee in successfully meeting the major duties within the position description and employee's job-related goals and objectives, but the overall process itself is tied to strategic and operational goals of the Institution.

3I2: IMPROVEMENT

GCC has been making satisfactory strides in redesigning its foundation HR processes. However, we recognize that the establishment and tracking of outcomes and measures to determine if our evaluation process assesses employees' contributions has yet to be accomplished. The College has plans to re-evaluate its system to track measures such as employee evaluations, the number

of performance issues and employees on performance improvement plans, etc. In addition, the College is also reevaluating its method of gauging employee satisfaction by looking to develop a system or process that better measures our culture and all related systems to establish the most optimum working environment to achieve our overall mission and goals. The College recognizes it has significant work to become more strategic in the assessment of its performance management processes. This is one area where the College may seek assistance from professional organizations and other institutions to aid in this work. The college is examining methods to better benchmark its results with other institutions.

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3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution.

Responses

3P3: PROCESSES

Training needs of Faculty and Staff are determined in a number of ways. Our most recent HLC Action project was to overhaul our student evaluation system. It was recognized that our course evaluation system was in need of improvement through conversations between faculty, administration, Accreditation Liaison, and Institutional Research resulting in a wish list for GCC's course evaluations:

- simple delivery method
- ease of use for all parties involved, especially students
- results accessible to faculty with options to compare results to past semesters
- increase response rate with results that are valuable, informative and useful for faculty.

After looking at a few products, GCC committed to SmartEvals. The application features charts that are easy to read and interpret, and target feedback given through the graphs and reports that are provided. Faculty results are easily accessible. Our goal is that this new method of administering course evaluations will not only serve to increase student participation, but will also provide meaningful results that faculty, instructional divisions and deans can use to facilitate our commitment to helping students learn. Faculty members receive a feedback report generated from their student evaluations shortly after the completion of each semester as well as periodic evaluations by the Dean of Instruction.

In addition, faculty are required to maintain a portfolio documenting their instructional activities, professional association memberships, community involvement and professional development. The faculty member and the Dean of Instruction meet face to face to discuss the faculty member's needs in regards to specific training, education, and professional development. As discussed in 3P2, faculty and staff are evaluated through processes outlined in the Board approved agreements for each employment division. As a results of these periodic evaluations, meaningful discussions on professional development take place and plans of action are initiated.

Faculty have access to online professional development through Starlink. The Dean of Instruction's office provides faculty with a monthly newsletter and development opportunities available to them at their convenience. Recent articles and webinars include topics on:

- ADA Compliance
- Communication Strategies

- Digital tools
- Classroom management
- High performance learning
- Serving veterans more effectively

In addition to these more formal and wide-ranging processes, it is also the responsibility of the individual faculty and staff member to self-identify opportunities for improvement through self assessment and seek out professional development activities to address them. These self-identified opportunities are discussed with each employees direct supervisors in alignment with the College's faculty development pathway and are funded by the college whenever possible.*(3.C.4)*

Faculty and Support Staff also receive training necessary for the performance of their job duties whenever it becomes necessary, such as following computer of software upgrades or changeover. Support Staff also have an evaluation system in place that is used to determine training and professional development needs as described in the 3P2. This process of assessment gives both staff and supervisor the opportunity to evaluate not only performance but have an open discussion on areas for improvement and professional goal attainment. As discussed previously the evaluation system for faculty is undergoing a revision as also outlined in section 3P2. **(3.C.6)**

Administrators frequently attend conferences, workshops, and continuing education in order to stay current with the changing needs of the institution, our accreditors, and governmental agencies. Training needs of the Administration are most often self-identified by the individual administrator. As discussed previously, evaluation of the President is done on a yearly basis and is aligned with Board Policy. All administrators attend meetings of their peers in Lower Michigan up to four times per year. It is at these sessions where professional development occurs by vendor, state programming and networking. In addition, the deans are reviewed by the President on a yearly basis and job performance, expectations, and goals are outlined in each session. The President receives an evaluation on a yearly basis from the Board of Trustees and during this evaluation goals are established and reviewed based on prior performance.

All training is intended to help us meet our organizational objectives. The most important of objective we have is student success. We are well aware that our individual faculty, staff, and administrators have different responsibilities, are at different places in their careers, have varying levels of expertise, and therefore have very different needs in terms of training, except in cases where we provide specific training to the entire staff (such as with campus security and safety procedures, or when we bring in speakers to address the entire faculty about issues relating to student learning), training is both individualized and specific.

We train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers by:

- Encouraging our staff to seek out professional development and enhance their skills
- Initiating the *Center for Faculty and Staff Development.* Participation in the Center for Faculty & Staff Development is encouraged. As a result, everybody has the opportunity to share their best practices and knowledge.

- Bringing Speakers and Trainers to campus
- Sending staff members to conferences such as the HLC annual meeting, and CQIN on a rotating basis
- We encourage all new and existing adjunct faculty to attend the adjunct orientation events both on and off campus
- Ensure that new and existing staff are up to date on AQIP guidelines and updates through inclusion in orientation events and monthly newsletters distributed

The Board of Trustees has been very supportive of professional development for the purpose of enhancing our ability to contribute to our mission.*(3.C.4, 5.A.4)*

Following each of our Employee Development/Training Days and Faculty In-service Days, faculty and staff receive an email invitation to complete a satisfaction survey. Survey results are evaluated by the training organizers. Debriefing sessions after each event, along with reviewing data results and written comments from satisfaction surveys in coordination with Human Resources ensure optimal results and successful outcomes of campus-wide training initiatives. In addition, these surveys aid in planning effective training sessions for future sessions.

3R3: RESULTS

Previous Workplace satisfaction surveys have helped gauge overall employee satisfaction with development opportunities available at the college. GCC has consistently ranked high in employee satisfaction relative to opportunities available to improve skills and job performance support. Our new survey and measures under development to evaluate employee satisfaction in this area will be broken down by employee groups to offer more specific data relative to employee satisfaction.

The surveys conducted following training sessions have proved to be valuable tools for not just analyzing the data results, but are also important data sources to track the overall types of professional opportunities provided to faculty and staff as well as the associated costs for planning each year's budget allocations

3I3: IMPROVEMENT

As we expand the capabilities of our new evaluation system over the next few semesters, our primary goal of this project is to ensure that our institutional evaluation system is meeting the needs of all courses. We have already begun initiating customization of the evaluation process to be more specific to occupational programs and will expand to include more program specific evaluations in the Fall of 2018.

Faculty evaluations are currently undergoing an overhaul and set timeline for evaluations is being developed. As the staff evaluation continues, it will be constantly monitored and updated by the Human Resources department for its quality and effectiveness.

The College also plans to revitalize the faculty professional development site on the college's intranet (ICS). This Center for Faculty Development includes professional development activities/opportunities offered by divisions/departments of the College as well as by external

vendors. It will be relaunched as part of the revamping of the faculty handbook by Human Resources. The long term goal is to continue to expand options to meet the needs of our various employee groups and to increase ease of acquiring skills and knowledge in their specific or desired areas of expertise.

Sources

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- Accreditation Newsletter March 2018 PDF
- Adjunct ORI
- AQIP Summery - Adjunct Orientation PDF
- Center for Faculty Development Snip
- course-eval-action-project-2018-old
- Faculty Development chart PDF
- FW_ STARLINK Professional Development - March Newsletter
- gcc_mahe1
- gcc_mahe1 (page number 9)
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- Gogebic_Community_CESS_Comparison_Report_2016
- Interest Based Bargaining
- Mission Snip
- Non Affiliated Strengths and Opportunities Assessment
- SmartEval snip
- Starlink Capture
- title IX Gogebic
- TLSTalks Belonging Handout

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision.

Responses

It is with our students and our stakeholders in mind that Gogebic Community College has developed the following Vision, Mission, Values, Philosophy, and Purpose statements approved by our Board of Trustees in October 2017:

Our Vision

Students, community, and stakeholders will recognize Gogebic Community College as a post secondary educational provider of choice, presenting high quality, relevant, and enriching programs and services in a caring environment.

Our Values

- Student-first policy
- Stakeholder-driven operations
- Integrity and mutual respect
- Caring and responsive staff
- Student learning emphasis
- Accessibility
- Affordability
- Accountability
- Quality focus

Our Mission

We are a bold community of learners dedicated to building a better future in every endeavor, in every environment, in every way.

Our Purposes: Consistent with the belief that the community college is the most readily available, and often the only avenue to higher education, Gogebic Community College sets forth the following institutional purposes:

1. To ensure the maintenance of appropriate post-secondary educational programs that meet the changing educational needs of students, community and society;

2. To ensure institutional leadership in the promotion and support for economic development in the western region of the Upper Peninsula;

3. To ensure a baccalaureate-orientated curriculum suitable to transfer to a four-year college or university;

4. To ensure occupational/career training for those students who wish to prepare for immediate employment upon completion of their program of study and for students who wish to upgrade their skills or be retrained in new areas;

5. To ensure students the opportunity to participate in a curriculum or in a sequence of developmental or advanced courses consistent with his/her individual needs and abilities;

6. To ensure a general education component with a variety of learning experiences within an academic framework;

7. To ensure continuing education/community service opportunities by utilizing the college resources through a cooperative effort with individuals, civic groups, educational institutions, and other public or private organizations for specific benefits of the citizens of the college district;

8. To ensure guidance, counseling, advisement, and placement services to meet the personal, academic, social and career needs of students;

9. To ensure student educational achievement and growth through appropriate, systematic and periodic assessment.

Our Board of Trustees is required to develop and oversee the mission, vision, and institutional goals of the institution they are elected to serve. The College feels they have maintained a high level of efficiency over the subcategories in Category four. In response to the Feedback report from our last Systems Appraisal and with the implementation of our new marketing and promotion strategies we have communicated, integrated and aligned our mission, vision and purposes throughout our institutional processes.

4P1: PROCESSES

The mission statement for Gogebic Community College was developed by a cross-sectional group of individuals representing every employee group as well as members of the Board of Trustees. The Vision, Values, Mission and Purposes are part of the colleges Five Year Campus Master Plan, which is updated periodically and reviewed by the college President and his Executive Committee. The most recent update was conducted in November 2017 and approved by the Board of Trustees. Our Vision, Values, and Mission statements are displayed on our website for the public to view. There is a survey embedded in our website allowing for public

comment regarding the college and the services we provide. The work to accomplish our mission, vision and purposes ensures the planned actions of the Institution (through the implementation of a strategic plan) are aligned with the over-arching purpose of the College. Thus, the College recognizes, and verifies, that its role is to serve its community, and it does so through the deployment of its resources into programs and services that meet identified needs.*(1.A.1, 1.D.2, 1.D.3)*

Our mission, vision, and values statement are the driving force behind everything we do. Our choices in regards to program offerings are driven by our responsiveness to our students and other stakeholders. Our student-first policy and student learning emphasis require that we have support services in place to meet our students' needs. The Board of Trustees (B.O.T.) is a publicly elected board and as such is responsive to all of our stakeholder concerns. The B.O.T. meets monthly to conduct business. Monthly B.O.T. meetings are held in accordance with the open meetings act and allow for public comment. While the B.O.T. has the ultimate decision making authority for the college, it's activities are generally limited to setting policy, adopting budgets, and acting on ultimate hiring recommendations. Each B.O.T. meeting schedules time for looking at ways of "Growing the College Business Smartly" to avoid the pitfalls of an unsustainable rush to growth. Day to day operations and decisions are the responsibility of the college administration. Our governance process considers both internal and external stakeholder comment in decision making.

The allocation of institutional resources undergoes extensive review at a number of levels. As mentioned many times in this document, GCC has in place a Strategic and Fiscal Planning Committee that reviews all proposals having significant budgetary implications. Development of annual budgets are done at B.O.T. retreats and adopted by the full Board each fiscal year.

Program reviews are presented to the B.O.T. after they are screened by the Curriculum Committee. Program Reviews incorporate a S.W.O.T. analysis (Strengths, Weaknesses, Opportunities, and Threats). The Program Review process requires a careful analysis of student learning including the most up to date assessment data, student success data, attrition rates, additional resource needs, and enrollment projections for the next five years.

As can be seen from our Organizational Chart , the day-to-day operations of the college are divided between three major operational areas. Each operational area is headed by a Dean. We have a Dean of Business Services, Dean of Instruction, and Dean of Student Services. None of these three areas could function optimally as a silo. We are keenly aware of the fully interdependent nature of our three operational areas. As such, our Deans meet weekly at a minimum, to discuss upcoming programs and initiatives. Operationally we are highly integrated and no one area operates completely independently. All instructional initiatives have budgetary implications as well as student support system needs. Likewise, decisions regarding facility operations impact instructional capacity and student life activities. Decisions regarding admissions, recruiting, student housing etc. will ultimately have an impact on instructional capacity, facility usage and college finances.

The conveyance of a shared mission, vision, values and expectations comes from the Board of Trustees and is communicated through the President to the members of the GCC community.

Our current Mission statement is an integral part of our new marketing strategy and is posted throughout the college on signage, event monitors, apparel and correspondence. The college has worked diligently since the last portfolio to ensure that our mission is a visible expression of who we are through the institution. The process for communicating its mission, vision, and values is becoming embedded in the organizational culture at GCC. The College, starting with the Board of Trustees, the President, and the executive team, have committed to the process of ensuring the mission, vision, and value statements are communicated through all of the primary and most visible communication channels of the Institution.

The GCC Board of Trustees are the ultimate stewards of the College's mission, vision, and values. Their primary mechanism for setting their expectations is through policy, and they have established Board Policy 102 to communicate their commitment to the mission, vision, and values of the Institution.*(1.B.1,1.B.2, 1.B.3)*

- The College's mission statement appears as one of the first things individuals read when they access the Gogebic Community College website, and the mission, vision, and values are highlighted on their own prominent page (see About: Mission).
- GCC's mission is represented on the cover of our Course catalog and listed completely and in detail within the beginning General Information section of the catalog which is distributed throughout campus and available on the front page of our website.
- The College's mission, vision, and value statements are the first elements written within the Institution's 5-year plan and will be center in the new strategic planning process that will begin fall 2018.
- The College has adopted a process of incorporating the mission statement in their primary communications, such as having the "Go Bold" mission included at the bottom of most email closings, incorporated into executive letter head and included on all college printed materials disseminated to the public

As is clearly shown in governance structure, our leadership does not set directions in a vacuum. Our students and other internal and external stakeholders have opportunities to provide input into the direction the college is taking at numerous points in the decision making process.

In this process, internally generated issues are either discussed in the appropriate committees or taken up directly by the Cabinet. Recommendations are then made to the appropriate decision making authority. The decision making authority may be a Dean, the President, or the Board of Trustees. Decisions are then reported back to the individual or group that brought up the issue. This is done by regularly sharing minutes of Board of Trustee meetings, Cabinet meetings, and the President's Institutional Overview to the Board with all employees. Because all committees include at least one member of administration, committee meetings also provide an opportunity for the College's senior supervisors to foster discussion that helps ensure a shared focus on the college mission, vision, and values while setting high performance expectations

Externally generated issues are taken up by the Cabinet first. After review, these issues are either referred to an appropriate committee or a recommendation is made to the appropriate decision making authority. Again, decisions are reported back to the individual or group that brought up

the issue. Extensive reliance on inclusive committees ensures participation by all employee groups on campus in decision making processes.

Our five year master plan (updated in Oct. 2017), is posted on our web page under the heading of Transparency Reporting within Student Consumer Information. This document clearly articulates our values, mission, and purposes, as well as the nature, scope and constituents of the programs and services we provide.*(1.A.2)*

Gogebic Community College operates from a Strategic Agenda with annual goals that correlate to the agenda. Towards the end of a fiscal year the College begins to plan for the upcoming year and assigns priority to resource allocation throughout the budgeting process that involves all staff directors, Deans, and then is presented to the board at a workshop to validate the priorities and the alignment with the mission and vision. Once this process has been followed the budget and allocation of resources is formally presented to the Board at a public meeting for input and acceptance. The Strategic Agenda will be updated this academic year. *(1.D.1, 1.A.3)*

The College utilizes many items to track and quantify the results developing, communicating and reviewing the institution's mission, vision, and values on a yearly basis. Some of the most important tools utilized are retention rates, market analytics, graduation rates, Perkin's performance outcomes, assessment of student learning outcomes, feedback from occupational advisory groups, and student satisfaction surveys. Although the previous collection efforts are very well defined, the College also places emphasis on qualitative results like staff meeting discussions, performance appraisals that relate to mission, vision, and values, and other face to face interactions were these items are reviewed and discussed to reinforce the culture of our educational purpose.

4R1: RESULTS

In 2015, the College decided it was time to evaluate and update our brand. GCC commissioned a brand study with a marketing company that specializes in community college branding, and they confirmed that our brand was in need of updating. Understanding how key stakeholder perceive the college is important in positioning the College for the future. The marketing firm conducted community focus groups and surveys throughout our service area during 2015 and the Director of Marketing led a committee made up of faculty and staff charged with conducting internal focus groups to develop ideas on a new college logo and brand. The final brand concept and logo were vetted by the entire college faculty and staff. The brand concept selected was *Go Bold* and the logo moved to a more contemporary "G" that can be used for print and electronic media marketing. With our current mission and branding being integrated into our college processes over the past three years, the College is looking to obtain measurable data related to the efficiency of our processes with the next upcoming strategic planning cycle to begin Fall 2018.

4I1: IMPROVEMENT

In the next year the College will be embarking on a new strategic planning cycle. The College will look to incorporate not only its own updated mission and vision into the strategic planning process but also the inclusion of HLC criteria and internal surveys to best represent the input of all college stakeholders. As part of the planning process, the College is currently working to develop processes for better implementing strategies to improve the development, review and communication of the mission, values and vision statements. The first major improvement area pertains to institutionalizing the process for strategic planning. The College has been fairly consistent with implementing its process for strategic planning, including the review and update of its mission, vision and values, but recognizes that there is no institutional documentation in policy and procedure to ensure this practice is followed. A strategic planning Board Policy and Administrative Procedure will be developed to address this. The College's marketing firm in coordination with our on ground staff have continued to work on additional video media, additional signage on campus, and print material to promote the mission. In addition, a coordinated effort is being made to demonstrate a commitment to the mission statement by incorporating it within the signature area of all official emails, with the end result to be that this practice will catch on across campus further ingraining it into the culture. GCC will continue to identify venues where it can implement process and practices that include (in full or in part) the communication of the mission, values, and vision statement so that the proper evaluation methods may be implemented to capture evidence of how well the Institution understands and affiliates with these statements. Post-process evaluations, surveys, and other tools to gather evidence will continue to be developed and deployed. To this point, the College will continue its process to develop a new Employee Satisfaction Survey that will provide robust measurement of employee understanding and engagement with the College's mission and strategic priorities.

Sources

- 102 Mission and Vision
- 5-year Master Plan 2018
- Gogebic Community College Organizational Chart PDF
- Goverance Process Chart PDF
- Medical Coding and Billing Program Review 2017 For CC

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision.

Responses

The College is governed by a seven-member Board of Trustees, who are elected to four-year terms. Chief among the board's requirement to lead, develop and oversee the mission, vision, institutional goals of the institution they are elected to serve. Under the Board Policy on Governance, the Board of Trustees has empowered the President, and subsequently his/her subordinates, to make all decisions affecting the achievement of the College mission. The President's Cabinet, comprised of three deans and executive directors, meets weekly to review key data reports and share updates from their respective divisions. At the heart of the work of Cabinet is the responsibility to ensure alignment of decisions and actions with Board Policy, mission and goals, legal requirements and core values.

4P2: PROCESSES

Our process is responsive to the needs of our internal as well as external stakeholders. A key feature of our process is the involvement of our Fiscal and Strategic Planning Committee in the prioritizing of requests, analyzing needs and determining feasibility of all plans which involve commitment of substantial resources.

Gogebic Community College's regular full-time/part-time faculty and staff include approximately 145 people. To begin any planning process, members of the Cabinet share potential goals and objectives with their staff through a formal structure. The Dean of Instruction works with division chairpersons to share institutional goals. The division chairs then return to their respective divisions and develop divisional goals and plans of action, which coordinate with those of the College. The Dean of Instruction also holds regular meetings with all instructional and related support staff to discuss goals and issues. The Dean of students has Student Services meetings to develop plans consistent with the overall goals of the College. Monthly staff meetings provide opportunities to comment and coordinate processes. After additional staff input and review, the finalized goals go to the GCC Board of Trustees.

The Fiscal and Strategic Planning Committee provides faculty and staff members with an additional voice in the strategic planning and financial management of the College. The committee participates in the setting of long-range fiscal priorities and budget planning as well as immediate fiscal and budget concerns. The committee reports regularly to faculty and staff via the all-staff meetings and works closely with the Board of Trustees, the administration of the College, especially the President, Dean of Instruction, Dean of Student Services, and Dean of Business Services. The committee meets in anticipation of any large fiscal decisions including upcoming construction or acquisition endeavors and is represented by all working groups on campus including a member from the Board of Trustees.*(5.C.3)*

The President presents the slate of proposed strategic initiatives at Cabinet and Administrative Council meetings to narrow the scope of the institutional goals before formally presenting them to the Board of Trustees for approval. These groups are then solicited to help develop sub-goals that would provide a road map to achieving the broader Institutional goals. Their efforts produced our current 5-year plan and Institutional Goals and Operational Activities that align the operations of the organizaton, Board policies and the mission, vision and values of the institution. It should be noted that GCC faculty and staff always have the opportunity to create action projects to work on processes that need improvement. To create an action project, employees can submit information to the Accreditation Liaison Officer. Each action project should include not only the process to be improved but members of a cross-institutional team to address the issue, potential funding needs, and expected outcomes. The coordinator then works through the Accreditation Liaison Officer to complete their goal.*(5.C.2)*

On a yearly basis, the College seeks input from faculty and staff to comprise a list of Institutional Goals and Operational Activities as outlined above. These were presented to the Board of Trustees along with an updated 5-year plan at the beginning of the 2017-2018 academic year. The following are the representative of the 3 broad institutional goals that were presented:
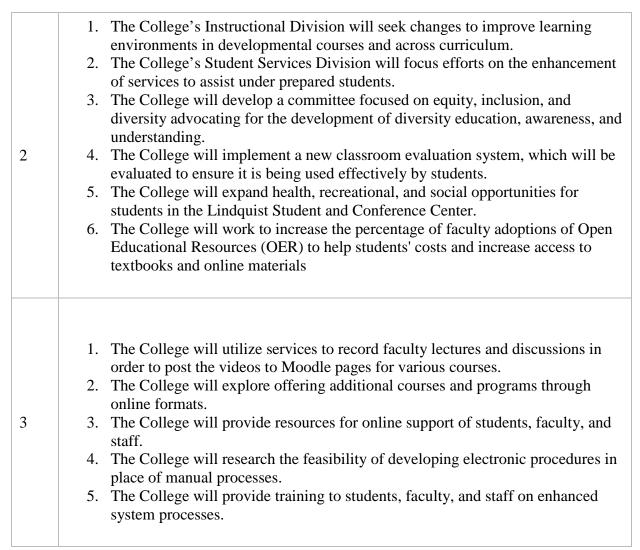
GOAL 1 : Gogebic community College will increase credit-generated enrollment by 2% for the 2018-2019 academic year

GOAL 2: Gogebic Community College will Improve teaching and learning strategies, student success and student experience

GOAL 3: Gogebic community College will increase its technological presence internally and externally

As part of the Board presentation of the Institutional Goals, each specific goal was broken down into smaller operational activities that gave specific direction and categorized the methods by which each goal will be attained over the 1-2 years.

Goals	Operational Activities
1	1. The College will start men's baseball and women's softball, recruiting players from in and outside of the region. 2. The College will develop viable programming, such as Civil Engineering Technology, to assist with enrollment. 3. The College will enhance its website, making it more accessible and adding program videos. 4. The College will increase marketing efforts in outside markets. 5. The College will strive to allocate resources to improve student enrollment.

2	1. The College's Instructional Division will seek changes to improve learning environments in developmental courses and across curriculum. 2. The College's Student Services Division will focus efforts on the enhancement of services to assist under prepared students. 3. The College will develop a committee focused on equity, inclusion, and diversity advocating for the development of diversity education, awareness, and understanding. 4. The College will implement a new classroom evaluation system, which will be evaluated to ensure it is being used effectively by students. 5. The College will expand health, recreational, and social opportunities for students in the Lindquist Student and Conference Center. 6. The College will work to increase the percentage of faculty adoptions of Open Educational Resources (OER) to help students' costs and increase access to textbooks and online materials
3	1. The College will utilize services to record faculty lectures and discussions in order to post the videos to Moodle pages for various courses. 2. The College will explore offering additional courses and programs through online formats. 3. The College will provide resources for online support of students, faculty, and staff. 4. The College will research the feasibility of developing electronic procedures in place of manual processes. 5. The College will provide training to students, faculty, and staff on enhanced system processes.

Once a goal has been established and approved by the Board of Trustees as a priority and aligned with the College's mission, it is either assigned to an area of our governance structure or assigned to a standing committee as an Action Project. Implementation of a plan or process are evaluated using criteria established during the planning process by individual committees and or divisions. Processes determined to be ineffective at the end of the planning phase are reworked by the committee or governing supervisor and then subjected to further evaluation. The findings of a plan or process found to be effective will be reported to all stakeholder groups at completion. *(5.B.3)*

Gogebic Community College utilizes a series of data collection sources to identify strengths and weakness and how to engage them both. The College participates in the Survey of Entering Student Engagement (SENSE) process and the Center of Community College Student Engagement (CCSSE) research. Both of these documents provide an unbiased picture of what students expect and how the College is delivering upon those expectations. We are then able to compile the data derived and focus in on how to change our practices or enhance them to meet the needs of students.

Additionally, the College invests and employs a Student Retention position that works directly with students to identify strengths, weaknesses, opportunities, and threats for immediate resolution.*(5.C.4, 5.C.5)*

Gogebic Community College has entered the renewal year for our Strategic Agenda, which will be developed by staff, faculty, administration, and students. This agenda will focus on the areas that the College will need to invest in to remain competitive with the students and our workforce employers. Once the Strategic Agenda is complete, the Board of Trustees will adopt the document, and will meet monthly on its implementation and execution.

The data that will go into the Strategic Agenda will come from the SENSE and CCSSE results along with the data received from these other resources: Perkins audit, fiscal audit, Student Retention Director, Marketing department, third party marketing firm, State of Michigan, Department of Education, and Higher Learning Commission initiatives.

Risk is inherent in any endeavor requiring the expenditure of substantial capital or institutional resources. Our planning process seeks to minimize risk while preserving creativity and responsiveness to our stakeholders. We recognize that some ventures have more risk associated with them than others. For example, investing college resources and tuition dollars in equipment and infrastructure to support an already well-established program has less risk associated with it than the establishment of a completely new program. This is especially true for occupational programs requiring substantial capital resources.*(5.C.1, 5.C.4)*

We address risk in a variety of ways:

- We established a Fiscal and Strategic Planning Committee specifically to ensure that all employee groups on campus are adequately represented before substantial resources are committed to any project.
- We form Partnerships with outside organizations whenever possible to meet stakeholder needs while minimizing our financial liability. Two recent examples of this approach are; our collaboration with area businesses and an industry advisory council to develop a future Civil Engineering Technology program at the College, and our work with area school districts to improve our welding and fabrication programs by sharing facilities.
- Feasibility studies are conducted to ensure that new programs and program changes do not interfere with our ability to meet the needs of our students.
- The curriculum development and review process ensures transferability of our courses and programs prior to implementation.

A few examples of successful initiatives stemming from the College's latest [Strategic Agenda](#) are marketing and advising. GCC has employed a campus wide marketing plan to attract students from out of the area and state. The College has hired a Marketing Director who has embraced social media and is enhancing our web presence with the marketing plan. Additionally, the College has developed a new logo and integrated that into the marketing plan as the focal point. Over the last three years, GCC has brought in increased numbers of out of district and out of state students and has kept the enrollment relatively flat in a period of drastic enrollment

declines. The College has data to show the student numbers and analytics of our marketing approach online and in social media to provide evidence that the goal was attained.

Furthermore, GCC has redefined the advising process at our institution and focused it on student pathways and success. Although the College has not adopted the Guided Pathways model that is very clerically cumbersome, our advising process outperforms those institutions with the Guided Pathways model. GCC is very proud of the work it does to assist students and facilitate their success. In fact, our own model tends to mimic the Guided Pathways model.

4R2: RESULTS

At the end of the strategic planning cycle, the administration provides the Board of Trustees with a report outlining the progress on past initiatives and goals. The summary includes an overview of the number of successfully completed projects, their impact on the institution, the need to continue work of some plans to build upon success, and lessons learned for plans that did not meet the goals/metrics anticipated. As of yet, other institutions do not directly share performance metrics for their individual processes of planning continuous improvement. However, we do have comparative benchmark data related to things like enrollment trends, retention, and completion sited in numerous places in this document. If used as indicators of effectiveness for our systems of Planning Continuing Improvement, then we compare favorably to other Michigan Community Colleges.

4I2: IMPROVEMENT

In efforts to align the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums, GCC makes a considerable effort to integrate AQIP criteria into planning and processes to ensure that the College's work is aligned with the systems portfolio and AQIP standards, although this is not always readily apparent in the language used. This is an area in which GCC has an opportunity to be more deliberate in the use of AQIP tools and language to draw a clearer line between the College's strategic plan and systems portfolio. As we move into the next strategic planning cycle which will begin in the Fall of 2018, the college will be more deliberate in its planning and implementation process of strategic planning in order to best align with the HLC Criteria for Accreditation. This can be done in several ways:

- Align the strategic plan language with AQIP language to create a more natural connection between the internal strategic plan and the accreditation pathway
- Using AQIP tools, like the Action Project declaration questions, reviews and comments , as part of the project planning process
- While the Systems Portfolio Feedback Report is used to understand where the College may have opportunities to improve, this feedback could be used more transparently and explicitly with regard to particular strategic initiatives

Sources

- 102 Mission and Vision
- 106 Long Range planning
- 1324 20131003 System Assessment - Team Report
- 17 oct Board mtg
- 17-nov Board Doc
- 2017 Key Findings CCSSE
- 2017-18 Institutional Goals and Operational Activities
- 5-year Master Plan 2018
- Board of Trustee By-laws
- Goverance Process Chart PDF
- SENSE_2017_ PDF
- Strategic Agenda2014

4.3 - Leadership

Leadership focuses on governance and leadership of the institution.

Responses

4P3: PROCESSES

As can be seen from our [Organizational Chart](#), the day-to-day operations of the college are divided between three major operational areas. Each operational area is headed by a Dean. We have a Dean of Business Services, Dean of Instruction, and Dean of Student Services. None of these three areas could function optimally as a silo. We are keenly aware of the fully interdependent nature of our three operational areas. As such, our Deans meet weekly at a minimum with the President, to discuss upcoming programs and initiatives. Operationally we are highly integrated and no one area operates completely independently. All instructional initiatives have budgetary implications as well as student support system needs. Likewise, decisions regarding facility operations impact instructional capacity and student life activities. Decisions regarding admissions, recruiting, student housing etc. will ultimately have an impact on instructional capacity, facility usage and college finances. With this being said, the monthly board meetings are attended by the President and the three Deans who all have input at the board meeting and relay how the College is operating and take back board direction on issues of priority to them.*(2.C.4)*

In relation to the responsibilities of the governing board they are defined in the [Board By-Laws](#) Series 104 in the Board Policy Manual. The College board has direct oversight over all operations of the institution as defined in the Board Policy Manual, which states policies are administered by the President and Deans. The Board reviews the performance of the institution through many channels such as program reviews, presidential evaluations, surveys, and direct communications with students, faculty, and staff.*(2.C.3, 5.B.1, 5.B.2)*

Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

The College develops policies within the institution and runs them through the [compliance committee](#) for validity and institutional fit and effectiveness. Once these policies are reviewed within the institution the Board has the opportunity to review them for the first reading and act upon them at the next board meeting during a second reading as defined by [Board Policy Series 107](#).

Ensuring open communication between and among all colleges, divisions and departments

GCC uses a variety of ways to create and foster relationships between departments and units within the institution. The President's Cabinet discusses many issues of importance and brings the information back to their respective divisions/departments. Monthly meetings of the entire

staff are conducted prior to each Board of Trustee's meeting. In addition, academic Division Chairs meet, as do individual departments and divisions. Representatives from Student Services are invited and included in Instructional meetings.

Many other cross-departmental committees meet regularly and bring representatives of many departments together. Examples include the Retention Committee, Curriculum Committee, Marketing, and Developmental Education, to name a few. Minutes from these meetings are made available to the entire campus community through posting on our intranet web page.

The President's Office issues a monthly electronic newsletter that includes contributions from people across campus. The GCC Connections not only showcases campus events but includes faculty and staff profiles and related community events. This office also distributes news from the state political newswire daily so that all employees can keep abreast of political activities and the monthly Accreditation Newsletter to update employees on changes and upcoming events related to the accreditation process..

Communication between the levels, instructional divisions, and units at GCC takes a number of forms as no one method of communication is preferred by a predominance of the staff. In reality, we use all communication methods available and let individuals decide what works best for them. For example, information regarding the current political landscape as well as state and federal funding issues, are relayed directly to the staff by the college president at the beginning of every all-staff meeting. This information is also relayed to the staff by way of a daily email distribution of the state of Michigan report, the Gongwer news service, and the MCCA Board reports. Communications of an emergency nature are done through our campus emergency notification system which contacts all staff members and students by way of phone calls and emails in the event of an emergency or foul weather closing. We have a staff newsletter which is distributed by email monthly.

Ensuring high academic standards is essential to the efficient and effective operations of the College body and is accomplished through many processes. The Deans all function independently and yet together as one as every decision affects multiple processes within the institution. The Deans meet every Monday to discuss institutional issues that affect academics and student success. At these meetings all areas of the institution are represented and decisions can be formulated that take into account all facets of the institution. if additional issues or ideas arise, the Deans will week throughout the week to collaborate.*(5.B.3)*

The leadership at Gogebic Community College starts from the Directors/Division Chairs to the Deans and up to the President. The College invests continually in professional development in order to streamline leadership effectiveness and provide outside perspectives on how our industry and others are tackling positive productive leadership skills.*(2.C.1, 2.C.2)*

Leadership is fostered by providing professional development opportunities to our staff members as well as an abundance of opportunities to participate in or chair committees. We invest a significant proportion of our budget in staff development by providing for travel to conferences that we feel would have a positive impact. In addition, we have started a number of initiatives

including the Entrepreneurial Center for Innovation and Development, and the Center for Faculty Development which seeks to encourage knowledge sharing related to best practices.

Leadership knowledge is shared through meetings including all-staff meetings, all faculty meetings, division meetings, and committee meetings, as well as attendance at conferences. The rounding process, accreditation newsletters and the evaluation process at GCC have helped to inform individual staff members of professional development opportunities. In addition, news letters from AACC and MCCA are distributed to all staff as they are published.

Our collaborative, participatory leadership concept has been established as Board Policy. As a result, the involvement of our Fiscal and Strategic Planning Committee in college resource allocation decisions cannot be diminished simply due to leadership succession. Also codified in board policy are instructional expectations and an anti-bullying policy that outlines expectations regarding civil and professional interactions between all employees. Candidates for senior positions are screened to ensure that their personalities are consistent with the culture and values of the organization.

Within each area of the college, we identify internal options for succession and develop people who could step into more senior roles on short notice. It is often difficult to recruit qualified individuals to a small rural area. We have adopted an executive committee format so that all of the Deans are familiar with the operations of the college and any one of them could fulfill the duties of the president at least on an interim basis. At the time of this report, the College has experienced the retirement of its current long-standing president. As referenced above, the Dean of Business Services has been appointed the Interim President and is supported by the other two deans in facilitating the duties of the president. *(2.C.3)*

We evaluate the building of external and internal collaborative relationships in a number of ways. Including:

- Student Satisfaction Surveys.
- Student class evaluations.
- Student Exit Surveys.
- Non Returning Student Surveys.
- The number of industry based advisory committee members attending committee meetings (a number of these individuals have to drive considerable distances)
- Hours of community service volunteered by our staff in the local community each calendar year. (community involvement survey)
- Campus facility usage by community groups.
- The annual Employee Satisfaction Survey gauges the attitudes, concerns, and overall satisfaction of our staff with GCC as a place to work. Results of this anonymous survey are distributed to the entire staff. A five-year comparison of the survey results is posted on our website. The College is now revising this survey to align it with an employee engagement survey to review how engaged employees are at the institution and correlate that with student success and employee job satisfaction.
- Because of the high degree of involvement of our staff in community organizations, we are well aware of how we are perceived.

The faculty, staff, administration, and board of trustees at GCC enjoy a good working relationship. Evidence for this can be found in our prior workplace satisfaction surveys. The most recent results indicate that an majority of the GCC Faculty and staff not only feel that they have a good working relationship with their peers and supervisors, but that their peers and supervisors take the time to recognize their good work.

4R3: RESULTS

The results for ensuring long-tern effective leadership for the institution are many. First, Gogebic Community College has been nominated for the Aspen Institute Top 150 Colleges in the nation in 2011, 2013, and 2019. Second the institution has seen growth in size, locations, and services over the last 10 years where other institutions regionally and nationally have been retracting. This is evidenced by our steady enrollments with no major dips when the economy was rebounding and the expansion of our Copper Country location where we are experiencing increased enrollment and program expansion to serve the needs of the community and employers. Additionally, the College could recite successful ventures in taking over a ski hill for the State of Michigan and providing another instructional facility for our students, creating new programs that meet the needs of our workforce like our Commercial Drivers Training program and non-credit workforce development programs that remedy employer needs in very short time frames.

4I3: IMPROVEMENT

Process improvements that will be implemented in the next year to three years will be the development of staff advancement criteria to educate those who wish to advance their career in a manner that will prepare them to transition and inform their supervisor of their goals. In addition, the College will facilitate sessions with the faculty and staff on how to grow the institution and think constructively about institutional decisions and their impact on the Colleges future as a whole.

Sources

- 107 Policy Proposals
- 201 President Duties
- 2017 December Compliance Meeting Minutes PDF
- 209 ANTI-BULLYING
- 301 GENERAL INSTRUCTION Student Achievement
- Board of Trustee By-laws
- Center for Factulty Development Snip
- ECID Snip
- February 2015
- Gogebic Community College Organizational Chart PDF
- Goverance Process Chart PDF
- idea bounce flyer
- January 2016

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities.

Responses

4P4: PROCESSES

Developing and communicating legal and ethical standards and ensuring that these standards are met begins with our Board of Trustees. The GCC Board of Trustee By-laws, which directs and regulates board members' behavior to preserve independence from undue influence, ensures that board members have the guidance to maintain the highest ethical standards that is essential to uphold their trustee responsibilities. The college provides training on legal, ethical and trustee responsibilities to each new board member and as a refresher for longtime members of the board. Our board members are elected or re-elected to office every four years, so this training is provided according to the election cycle or more often if legal or ethical information is needed to assist board members in fulfilling their duties. The College has high expectations for the ethical behavior and conduct of all individuals associated with the Institution. The Board of Trustees sets the standard and leads by example setting the tone for ethical governance of the College along with the President establishing Administrative Procedures to ensure these standards are carried out in the operations of the Institution (Board Policy 107). In addition, GCC Board policies include a Conflict of Interest Policy which refers to both the Board of Trustees and all college employees, including a code of ethics in reference to:

1.Engaging in any activity that involves a conflict of interest or presents an appearance of impropriety; i.e., any transaction from which he/she stands to benefit personally.

2. Using confidential information, college resources, property, or funds for personal or financial gain.

3. Except for natural and ordinary social courtesies, accepting anything of value from persons or firms conducting business with the college

The GCC Student Handbook and Student Code of Conduct also communicates standards for ethical behavior. A copy of the Student Handbook can be found on our website as well as being distributed to all incoming students during orientation. **(2.A)**

In addition to policies that ensure the legal and ethical responsibilities of all trustees, the Board policies contain specific constraints to define the legal and ethical behavior of the President, specifically directing ethical behavior and practices in the treatment of all College employees and in the oversight of the college finances. These guidelines are to ensure that the President maintains all of his/her legal and ethical responsibilities. **(2.A)**

The College operates under the Community College Act of 1966, the Michigan Freedom of Information Act, and the Administrative Code of the Michigan Department of Education. It also follows all rules, guidelines, and regulations of state and federal agencies in areas of compliance. The College has a Compliance Committee that involves faculty, staff and administration from all divisions of the campus to review, identify and update matters relating to compliance. All staff and faculty observe the professional codes of ethics for their profession. **(2A)**

All new full-time employees begin their orientation to the College with an individualized orientation provided by Human Resources that focuses on providing employee benefit information and emphasizes our mission, values, and ethical standards for the workplace. **(2.A)**

As a publicly-funded institution, all aspects of our operations are required by Michigan Department of Education to be open and transparent to the public. Open Meetings and public information laws guide our work as well. All Board documents are made public (i.e. meeting notices for monthly and special meeting and supporting documents) and copies are sent to the media prior to each meeting. Copies of all documents used at each public meeting are distributed through out the college prior to meetings and a printed copy is also available for public use during board meetings. These policies are outlined in the Board of Trustee By-laws. **(2.B)**

Information regarding ongoing accreditation processes and updates regarding HLC policy changes is made available through the monthly Accreditation Newsletters distributed to all College employees and posted on the Accreditation Page of our website. In addition, all information regarding College programs, requirements, faculty and staff, cost to students, control, and program, state, and regional accreditation relationships is posted for public view on our college website. **(2.B)**

4R4: RESULTS

The monitoring of these processes are managed by the Director of Human Resources, the GCC Compliance Committee or the departments requiring documentation of compliance with specific legal and ethical policies. We recognize that we have room for improvement in this area and realize that a more structured system of monitoring would greatly benefit the college.

4I4: IMPROVEMENT

The college will continue to support and facilitate the work of its Compliance Committee as it has been the key source and coordinator for the development of many updated and revised policies over the past two years since its inception.

The College is considering implementing the Personal Assessment of the College Environment (PACE). This online survey instrument would allow our institution to easily assess progress and highlight areas for growth, define areas needing change or improvement, and set the stage for more in-depth strategic planning. The college would then receive a comprehensive report annually that outlines the survey results, including the standard PACE and demographic reports, a personnel classification report, a qualitative report, and custom report if an institution uses custom questions. Continued use of the PACE survey would help the College to better monitor our progress on improving open and ethical communication. Over the next two years the College

will investigate the advantages and disadvantages of utilizing an online survey tools versus returning to an in-house generated Workplace satisfaction survey to monitor the college's culture and processes.

Sources

- 107 Policy Proposals
- 111 AFFIRMATIVE ACTION STATEMENT
- 201 President Duties
- 2017 December Compliance Meeting Minutes PDF
- 570 Conflict of Interest
- Accreditation Newsletter April 2018 PDF
- Board of Trustee By-laws
- Community College Act
- ComplianceAgendaApril192018 PDF

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

Responses

Resource stewardship requires careful mid- and long-range planning to ensure that the institution has the fiscal, physical, and technological infrastructures necessary to maintain current educational programs and operations as well as for the continuity of operations into the future. The College takes very seriously its obligation to maintain the public's trust through careful management of the resources entrusted to meet the educational needs of our students and serve our communities. The technology and institutional research personnel work closely to ensure that data is processed and distributed in a timely manner to users who have been authorized to receive access to this information based on their educational/organizational need for such data. They along with standing committees work collectively to manage resources and find improvements. Moreover, college units, departments, and divisions have moved well beyond silos to setting common goals that align with the institutional mission, resources, opportunities, and emerging needs.

5P1: **PROCESSES**

Gogebic Community College strives to develop and use measures that assist in self-assessment and improvements for all students, faculty, programs, and overall institutional objectives.

Data items are selected based upon the information needs of data users. Data element selection focuses on the anticipated end result and the specific objectives of the program or service. Instructional and non-instructional programs or services will by their very nature have different data needs. It is the responsibility of the end user to request appropriate data for their purposes.

Data and performance information utilized to support our instructional and non-instructional programs and services may include:

- Student course evaluations
- IPEDS Data
- Community College Benchmarking Project Data
- Enrollment
- Course completion

- Facility usage
- Information from intervention lists that instructors provide and the monitoring of Educational Development Plans (EDPs) for at-risk students results in improvement in proper student placement and increased student retention rates.
- The college monitors its desired outcomes based on employer surveys, non-returning student surveys, graduate surveys, and transfer institution reports.
- Students monitor desired outcomes through electronic, web-based access to their individual grade reports, grade history, degree audits, grade projection tools, and "what if" major change tools.

The data are managed by the end user. This is usually a Dean (Dean of Instruction, Dean of Students, or Dean of Business Services.), Division Chairperson, or Committee Chairperson. Information of a more general nature needed to support a variety of programs or services may be managed by our Institutional Researcher. Data not routinely queried can be accessed by way of a data request to our institutional computing and support department or institutional researcher.

Data are shared with the appropriate personnel through our Intranet (ICS), email, the college Dashboard, at all-staff meetings, or by face-to-face meetings. We have learned that while our staff likes to be kept informed about things that affect them or their job performance, individuals like to have information disseminated in a variety of ways.

Data items are selected based upon the information needs of data users. Data element selection focuses on the specific objectives of the program or service, or in this case, the planning or improvement effort.

Our strategic planning and action planning processes, begin with an understanding of stakeholder needs. Planning for our improvement efforts can originate from a variety of other sources as well. While not an exhaustive list, the origin of planning processes may include:

- Strategy forum discussions
- Changes in regulatory and accreditation requirements
- Specialized accreditation efforts on the part of specific occupational programs
- Executive committee discussions
- Cabinet meetings
- Discussions with the Board of Trustees
- Student course evaluations
- Institutional performance results
- Graduation rates
- Retention rates
- Enrollment data
- Student performance on licensure exams
- Student performance on occupational program specific task lists
- AQIP *Systems Appraisal* results
- Action Project feedback
- Financial statements
- Annual Financial Audit report

The management and distribution of performance information that supports our planning and improvement efforts.

Accessibility to data considered confidential or data related to a specific student's records are limited by an employee's job role. Data accessibility at Gogebic Community College is in compliance with FERPA and HIPPA regulations. This aside, individual departments, instructional divisions, or committees determine what their specific data needs are. In addition, the program review process is used to identify additional data needs critical for the improvement of specific programs. Individual instructors may request data from either the Institutional Researcher or computer services as needs arise.

The College examines enrollment trends for each program, completion rates (GPA of 2.0 or higher), and general and divisional budgets. Annually a cost effectiveness analysis is conducted for each academic/occupational program. Currently, the College shares most information through Division Chairs Committee meetings, division meetings, all-staff meetings, individual requests, and web postings.

Currently, the College uses several comparative options. The State of Michigan Activities Classification System(ACS) reports provide comparisons of GCC to 27 other community colleges throughout the state. For many variables, the ACS reports are categorized by institutional size, allowing comparisons across "like" institutions, as well as comparisons to less similar colleges; each division receives a copy of the ACS report where individuals are able to gather information necessary for the assessment and improvement of their programs.

The College also reviews comparative information with other Michigan community colleges through the Carl Perkins vocational education grant program. Data for various core indicators are collected and analyzed statewide, measuring performance indicators for all occupational students and occupational students with special needs. These reports and comparisons are utilized annually in determining priorities for allocation of grant funds to targeting intervention projects.

The federal IPEDS system also provides an ongoing source of comparative data and information. This system has made dramatic improvements in recent year in ease of access. Reports are now obtained from this system for institutions with similar characteristics (such as: small, rural, 2 year, public, Midwestern). IPEDS reports are posted on the college's website for all employees and board members to access.

Since our last portfolio submission, we have joined the National Community College Benchmarking Project as a means of accessing additional comparative data. We have found this to be very helpful.

Additional comparative reports are obtained and utilized from other smaller, and generally program specific sources. For example, passing rates are obtained from state licensing boards such as nursing and cosmetology, identifying patterns of success and shortfalls across groups of graduates. Another example is the collection of transfer grade point averages for first time entering students from GCC in comparison with entering transfer student GPAs from other community colleges at specific universities of interest.

One of our institutional goals is that all Instructional Divisions, Individual Instructors, Committees, and Departments have access to the data they need to determine if they are meeting their stated objectives. We are committed to providing access to all necessary data to make these determinations. Data, may for instance, be shared with individual instructors via email as is the case with their student course evaluation reports, be posted on the college dashboard, shared at meetings, provided as part of the program review process, or sent as a response to an individual data request.

What is most important to us is that instructors get the feedback necessary to determine if their students are meeting the stated course and program objectives. It is only by a careful analysis of data that a determination of effectiveness can be had and improvements made. This information could come from a variety of indicators including grade distributions, student course evaluations, and specialized licensure exam pass rates.

Much of the data we collect are required by State or Federal Agencies as well as our accrediting bodies. This data are made public in the Transparency Reporting dashboard on our web page. Unbiased data analysis must be conducted independently of institutional goals. We learn a great deal when the data we collect indicates a misalignment of our processes and program outcomes.

The learning management system, consisting of our relational database and associated processes, is monitored daily by our Information Technology team. The following is an outline of how our Information Technology team ensure timeliness, accuracy, reliability, and security of our database:

Timeliness:

- Online inquiry forms – processed daily by Admissions Office
- Online admissions application – processed daily by Admissions Office
- Student portal allows online registration, online course schedule, online payments, online degree exploration, and online transcripts (unofficial).
- Reporting – pre-configured reports available to administrative offices for timely reporting.
- Ad-hoc reporting requests are responded to promptly by the Information Technology team

Accuracy:

- Relational database - data entry verified against pre-populated control files and data base schema
- Data edits to ensure data accuracy
- Interdepartmental cross-checks to ensure data accuracy

Reliability:

- Offsite data backup storage for disaster recovery
- Systems available 24/7 to valid users

- Network downtime limited to keep information systems available to users

Security:

- Access to database limited by job duties
- Administrative network physically separate from academic network
- Private network – not accessible from outside without valid user ID and password
- Firewall allows traffic for certain functions only
- Student portal – SSL connections only – with valid user ID and password
- Faculty/staff portal – SSL connections only – with valid user ID and password
- Sonic wall – security subscription to keep firewall up to date with latest intrusion protection software
- Current anti-virus and anti-malware databases, database subscriptions and scans
- Portal, network, and software access for users is kept up to date at all times so that separating employees or students are properly removed from access, and new employees or students are properly granted access in a timely fashion.

 To ensure GCC maintains current and updated Academic technology, GCC's Technology Specialist performs scheduled maintenance on workstations, laptops, servers, peripherals and the network as follows:

- Workstations/Laptops – replaced on a three or four-year cycle depending on usage or technology needs and depending on vendor support expiration.
- Servers – replaced on a five to seven-year cycle or as needed due to new technology needs.
- Peripherals – printers, plotters, projectors, smart boards, VCRs, DVD players replaced as needed.
- Network – wiring, switches, routers, access points replaced as technology needs increase or change.
- All equipment is cleaned, inspected or re-imaged every year maintaining a high standard of usability. All repairs are done in a timely fashion as needed.
- All software (both server based and workstation) is kept up to date on a daily basis or as needed. (*5P1)*

5R1: RESULTS

- We use the information stored in our database regarding student preparedness for college level courses, student success, human resources need, professional development needs, as well as budget and enrollment projections.
- Event log monitoring is done daily to evaluate hardware and software failures and security and data backup integrity.
- Each year we contract training services for our integrated software system to offer training to employees. The need for training is evaluated each year and is contingent on new staff and new processes that may have been added. Priority is given to the area with the largest need, but also simultaneously trying get the most people trained as possible. The training is typically done during the summer months when student traffic is less than the regular academic year, trying to be conscience of student service.

- Information demands across campus are satisfied.
- Completion rates and student goal attainment are improving.
- We are able to generate the reports and necessary data required to ensure we are meeting our reporting requirements and data needs.
- The combination of our Action Projects and initiatives align with our institutional mission.
- Work done by our Student Retention Committee has shown us that over 50% of our students are first generation college students. We have identified this as an opportunity to take a closer look at their needs.
- While we have a high degree of student success we continue to look for ways to improve (*5R1*)

5I1: IMPROVEMENT

We believe our processes for measuring effectiveness are comprehensive and systematic. Recent improvements in this category include the adoption of highly detailed, course specific task lists, for all of our occupational programs. Students are aware of the skills they will be required to exhibit proficiency with at the beginning of the course. As they proceed through the curriculum they have opportunities to demonstrate their skills proficiency to their instructor. A record is kept of skills completed and students are provided with guidance so that they can complete their skill set before the course completion date. One of the advantages of being a small institution is that we are able to communicate effectively with one another. All staff members report to a Dean who reports to the President. The selection of performance measures and processes in need of improvement can be done at a variety of places within our organization. The cabinet or Board of Trustees selects institutional performance measures to improve, while individual instructional divisions look at their own performance results, select appropriate processes to improve, and set realistic targets. (*5I1*)

Sources

- 1324 20131003 System Assessment - Team Report
- 2017auditreport - pdf
- budgetapproval1718-old
- Fall 2017 enrollment presentation to board
- Institutional Outcomes Action Project
- Institutional Outcomes Action Project (page number 6)
- Ipeds
- nccbp_report_gogebic-community-college_2017-results
- retention-rates
- Smart Eval Snip

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations.

Responses

5P2: PROCESSES

The management of the institutions resources is the responsibility of all employees and at all levels of the organization. The Board of Trustee's responsibility for conservation and management of the institutions funds and properties is expressed in the Board of Trustee Bylaws with authority outlined in the Community College act of 1966. The Board of Trustees receive the Dean of Business Service's monthly Monitoring Report on the financial status of the college that shows budgeted categories compared with current date expenditures. In preparation for developing the financial monitoring report each month, the President and the Cabinet discuss the budget during each week's regularly scheduled executive meeting to ensure that resources are aligned and prioritized to meet organizational goals. This report verifies that the necessary resources are available to support all educational programs and operations. The process for resource management at GCC was developed to serve the campus through our governance structure that consolidates processes to create a deliberate feedback loop to the administrative team in a systematic way. More so than in past years, the needs of students and stakeholders impact the design of GCC's infrastructure. A specific example is when the college distributed surveys to students to gauge the utilization of our Lindquist Student Center in the early stages of the decision making process to eliminate the pool from the activity center in anticipation of a proposed Wellness Center addition. It was through these survey results that it was decided that a better use of this area would be to structure it more for direct student use needs and tailored toward program development and potential partnership with local stakeholders. The Institution continues to strengthen its feedback infrastructure so that it provides better needs and satisfaction information. More progress has been made on aligning resource development. The budget process aligns resource distribution to strategic planning and institutional priorities that emphasize educational programming. A contingency fund is in place for emergencies. The Institution regularly engages in the state of Michigan's process for funding major construction projects as identified in the Campus 5-year Master Plan, annual surveying of campus units, and in accordance with State priorities. To sustain tuition funding, the College participates in ongoing and strategic enrollment management activity that has sustained enrollment with only moderate fluctuations over a five-year period. The Board approved student fee structure aligns to education purposes and supports resource development that strengthens and modernizes instructional capacity for student learning. In addition to maintaining the fiscal resources to support operations, college departments and divisions are also monitoring resources to support their specific operational goals. For instance, IT continually monitors and assesses infrastructure needs and plans for computer upgrades and replacement to ensure students are using the most relevant technology in their academic environment. We also continually update our facility plan and prioritize resources to ensure a safe and secure environment while seeking energy efficiencies for positive budget impact. Annually, the

Administrative team and the Board of Trustees hold a special budget review planning session at the end of May to consider enrollment trends, budget reductions to non-personnel expenditures, and tuition increases to ensure adequate resources are maintained to fund ongoing expenses. The GCC management team is dedicated to resource stewardship to ensure our mission to service of our students and communities is fulfilled. *(5.A.1) (5.A.2) (5.A.5)*

The College's strategic priorities are aligned with the Institution's mission, vision and purposes with consistent resource management over the last five years demonstrating that these goals are realistic. As stated previously, all major institutional fiscal expenditures and acquisitions are considered in the Strategic and Fiscal Planning committee which is comprised of members from all aspects of the campus community include a member from the GCC Board of Trustees. Revenue sources are evaluated and estimated at the beginning and throughout the yearly budgeting process. The evaluation includes an estimate of tuition and fees based on the tuition rate and projected enrollment, the projected state aid received through the Michigan funding formula, and local appropriation based on projected property tax assessment. In addition, the College consistently maintains a well-managed fund balance. Recent new hires across the College, as well as structural reorganization recommendations following retirements over the past three years, provide the College with the organizational capacity to achieve the Institution's mission and goals. The tools used for knowledge management discussed in the previous section with regard to technology, facilities and finance are the same tools used to make decisions on resource allocation. Using the various databases, reporting tools, and benchmarks, we are able to continually monitor and plan for threats and opportunities for our enterprise in these areas. Maintaining the campus infrastructure is a capital-intensive process that requires constant monitoring to meet repair and maintenance costs as well as find efficiencies. *(5.A.3)*

5R2:RESULTS

Over the last 10 years the College has continued to grow as an institution, and we have added new faculty and mandatory staff positions along with increased student instructional facilities to provide the best student experience for success and maintain compliance with numerous authorities. The College's fund balance has also continued to grow as we look toward the future and balance student costs and our ability to handle budget and market fluctuations that will always occur. As a small institution, marketing and enrollment management is critical to us. Even small fluctuations in enrollment can have a dramatic effect on our budget. Fiscal sustainability is paramount to our continued existence. Every area in the College has a responsibility to ensure that we remain on target with our budget projections.

5I2: IMPROVEMENTS

In relation to improving College processes in the next one to three years the College will continually revisit the inclusion of stakeholders to add value to the process along with the inclusion of any necessary measures to insure compliance with new and existing laws and criteria.

Sources

- 17 oct Board mtg
- 17 oct Board mtg (page number 4)
- 18 may mtg
- 18 may mtg (page number 22)
- 2017auditreport - pdf
- 5-year Master Plan 2018
- Board of Trustee By-laws
- Board of Trustee By-laws (page number 2)
- Community College Act
- Community College Act (page number 18)
- Fall 2017 enrollment presentation to board
- Governance Process Chart PDF
- Pool and Snack Bar survey to students

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future.

Responses

5P3: PROCESSES

As stated in the previous section, The Board of Trustees receives the Dean of Business Service's monthly Monitoring Report on the financial status of the college that shows budgeted categories compared with current date expenditures. While annually, the Board of Trustee special budget review planning session at the end of May considers enrollment trends, budget reductions to non-personnel expenditures, and tuition increases to ensure adequate resources are maintained to fund ongoing expenses. The complete budgeting process is designed to allow public input and requires Board approval to set each year's property tax levied rate and maximum spending authority for the college. At the due date of the certified budget, many unknowns exist which causes the process to have limited value other than setting the property tax rate. As more pertinent budget-related information is received or developed (State Aid funding allocations are set, tuition and fees amounts are approved by the Board, and up to date enrollment projections are finalized) a "working budget" is developed with input from all units, departments and divisions of the college. This working budget is then continually updated and monitored and is the main tool for assessing resource allocation for the many needs of the College. **(5.A.5)**

As outlined in 5P1 and 5P2, GCC maintains current and updated academic technology. The College's Technology Specialist performs scheduled maintenance on workstations, laptops, servers, peripherals and the network following a regular and systematic schedule.

GCC maintains a 5-year campus plan that incorporates the campus building index. It was assessed and updated in 2017. An annual Board of Trustee review prioritizes and updates the deferred maintenance schedule as needed. In the past year the College has placed a $4 facility fee per credit hour to support the campus infrastructure. This fee has upgraded some deteriorating exterior items in the past year and is projected to provide numerous infrastructure improvements each year forward.

The college conducted a safety, security and accessibility audit in 2016 that was used as a guide for improving our campus facilities. As result of this assessment, the college implemented a number of changes to improve the safety, security and accessibility of the physical infrastructure including informational signage, and security systems upgrades. We also implemented a new emergency alert system that integrates with all desktop computers and smart phones on campus and provided all employees with "go-bags" that contain emergency and personal protection supplies. Unfortunate recent national incidents show the importance of remaining vigilant, reporting suspicious activity, and having a plan to prevent and respond to the possibility of such incidents on our campus like an active shooter. During the 2016-2017 academic year, all faculty

and staff underwent active shooter training. The college also uses campus wide monitors and sends automatic notices received from NOAA in the case of severe weather alerts.

5R3: RESULTS

Most importantly, all of the above have been accomplished while maintaining our internal financial goals and remaining very competitive with other community colleges in terms of the cost of attendance, and keeping a property tax levy rate that is supported by our local stakeholders. The College uses a system of internal control (checks and balances) to monitor all budgetary, expenditure and revenue activity within the financial system. Technology-related, instruction and division expenditure requests are considered and allocated during the annual budgeting process, during which each division compiles new project or equipment replacement needs and submits them as part of their total budget request. In addition, GCC uses the annual external audit process to serve as confirmation of effectiveness of financial management processes and has continuously enjoyed clean or unqualified audit results.

5I3: IMPROVEMENT

Over the next one to three years, the college plans to implement the following improvements:

- Continue upgrades to technology infrastructure, security, and usage as part of and outlined our five-year Strategic Plan.
- Design and construct a Student Wellness Center in the existing Lindquist Center to enable us to further our educational mission.
- Continue improvements made to our existing facility infrastructure as outlined in our five-year maintenance and repair plan and Facilities Maintenance Spread Sheet.
- Design and construct a new welding center with additional room for occupational programs.
- Copper Country Center student computer lab will be fully updated (new tables & 20 desktops) for this upcoming academic year.
- Ceiling replacements in the main academic building.
- Upgrades to the flooring in the restrooms and main entrance at the College's residence hall.
- Exterior security lighting upgrades
- New directional and informational signage on US Hwy 2.

Sources

- 18 may mtg
- 18 may mtg (page number 3)
- 2017auditreport - pdf
- 5-year Master Plan 2018
- 5-year Master Plan 2018 (page number 36)

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

Responses

The College was one of the first to start its quality journey as an AQIP institution in 2000 when the Higher Learning Commission (HLC) approved our application to move from a traditional 10-year accreditation model (now referred to as the Standard Pathway). The Quality Improvement work at Gogebic Community College has been ongoing and extensive since our previous Systems Appraisal. Although our understanding and implementation of quality processes has increased immensely over the past several years especially through attending a HLC strategy forum and implementation of successful Action Projects, the road from concept to fruition generally takes longer than expected. We recognize this as inevitable but seek ways to speed up the pace of positive change nonetheless. We believe that continuous improvement is an essential part of our operations. Through strategic planning, program reviews, curriculum reviews, transferability reviews, and being responsive to our stakeholders' needs, we ensure that we remain relevant to the community we serve. Since our last Systems Appraisal, we have made substantial improvements to our existing programs and invested time and resources to the development of new programs which our stakeholders needed. These program additions and improvements were made possible by our planning and curriculum review processes as well as our much improved system of data acquisition and sharing. We are a small but agile and responsive organization. We are not afraid to take risks and learn from our mistakes and past experiences.

6P1: PROCESSES

As part of our [Outstanding Opportunities for Improvement Action Project](#) and in direct response to our last [System Appraisal feedback report](#), the College convened a group from all areas of campus to evaluate the feedback from the HLC and to work to come up with a process for address all perceived areas of concern. The projects as outlined below were directly aligned with the feedback and insight from the review team and served as a guide to making meaningful revisions and enacting quality improvement as an [ongoing process](#). The Action Project (AP) team examined the complete report and grouped deficiencies together relative to relatable opportunities identified by the team. The AP team then decided to place most of the College's effort on "process" related questions to confront the systems and process which were in most need of attention. It was through this process that the College focused their improvement efforts

on Outstanding Opportunities to not only improve the processes in anticipation of the current Systems Portfolio but to also make the best use of our time and resources in selecting, deploying and evaluating our ongoing improvement initiatives and address systems and areas of concern.

Following our last Systems Portfolio, the College has worked hard to align the feedback received from our last systems portfolio and comprehensive quality review to streamline our quality improvement efforts to address processes identified by the HLC. This process of evaluating the feedback and constructing Action Projects was designed not only to improve our system process but to also align our AQIP efforts to achieve organizational quality improvement.

The following chart lists Action Project initiated and completed since the last Systems portfolio:

Action Project Declaration Table	
Action project	**Declaration**
Student Attendance and Retention	The College looked to identify causes for student absences to work to eliminate roadblocks and improve retention.
Student Success Initiative	The College focused on incorporating three of the best practices based on the success of the TRIO-SSS program into the general College's population retention practices.
Institutional Learning Outcomes	GCC planned to refocus the Institutional Learning Outcomes (ILO), updating them to fit the changing educational environment and linking outcomes with across-campus assessment measures at the College.
Institutional Compliance	The College looked to systematically organize our federal, state and accreditation agency compliance activities.
Embedded Assessment in ENG	Through assessment of student learning in ENG 101 courses, they College intended to provide quantifiable data related to student learning.
Measuring Nursing Student Success	The College tracked student progress from admission to completion in the nursing program to gain a better understanding of strength and weaknesses to use as a gauge of student learning and a predictor of success on nation board examinations.
Master Syllabi and Standardization	To update and standardize all course syllabi to include clearly defined learning objectives and reflect best practices to be used in the advising

	module and be made available to prospective students and transfer institutions on our website.
Opportunities for Improvement	The College wanted to specifically address questions received through the Systems Appraisal Feedback Report following our last Systems Portfolio to manage perceived deficiencies.
Program Learning Outcomes Assessment	The College needed to clearly define how our Learning Outcomes are assessed and how these assessments are used to inform our course improvement efforts.
Overhaul of Course Evaluation System	GCC wanted to overhaul its current method of course evaluations to create a more user friendly method in order to increase faculty and student participation.

6R1: RESULTS

As identified in 6R2, the College has seen institutional change and process improvement following all of our most recent Action Projects. As a result of participation in AQIP strategy forum and with help from feedback following our 2016 focused visit, GCC has developed a culture of assessment that aligns with our mission and vision. At the core of this mission is teaching and a focus is on assurance of a quality learning experience. It is here that the College has concentrated its efforts and resources toward quality improvement for the past two years. The College has achieved measurable progress, as outlined in 1P1 and 1P2, that it anticipates will lead to a favorable review following the HLC's spring 2019 Focused Visit on Assessment.

6I1 IMPROVEMENT

AQIP provides an opportunity to see our organization through a lens of continuous improvement. The value of AQIP must be clear. Its purpose and workings as a process must continue to be evident to all staff. AQIP is a process for organizational development and transformation and must be talked about often. We currently keep our AQIP process at the forefront of our discussions and a constant part of our processes by distributing a campus-wide Accreditation Newsletter monthly throughout the academic year and by regular updates by the ALO to the staff and Board. In addition, the Accreditation Liaison is included on most all the institutional committees that deal with policy, strategic planning and curriculum development. The College will continue to ensure that AQIP becomes part of the culture not just an activity that a committee drives forward. It is an ongoing participatory process. As we move forward in our Strategic Planning cycle, we will work to better embed the AQIP model as a foundation for our future initiatives and use our most recent Systems Appraisal feedback report as a guide to defining where to focus our organization resources and how to promote a culture of continuous quality improvement.

Sources

- 1324 20131003 System Assessment - Team Report
- 1324 20140915 Reaffirmation - Team Report
- Action Planning Process
- Course Eval Over Haul AP
- Embedded assessment for Eng AP
- Institutional Compliance Action Project
- Institutional Outcomes Action Project
- Master Syllabi Action Project
- Measuring Nursing Students Success Action project
- Opportunities for Improvement Action Project
- Program Assessment Learning Outcomes Action Project
- Retention and Attendance Action project
- Student Success Initiative Action Project

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture.

Responses

Since GCC's last HLC Systems Portfolio, fostering the college's culture of quality has been at the forefront of the College's mindset and an integral part of our processes relating to everything from program development to enrollment strategies to assessment. The administration allocated resources to assist the Accreditation Liaison in achieving quality goals and supporting Action Projects that were selected to fulfill accreditation standards. In addition, the position of Assessment Coordinator was created as a direct result of a need identified following an Institutional Action Councils recommendation. Prior to our last systems portfolio, continuous quality improvement was less about quality and more about HLC compliance. Since 2013, 10 AQIP Action Projects were completed and many resulted in lasting improvements to a number of departments across the institution. Although continuous quality improvement is not yet fully adopted as a part of the college culture, great strides have been made and to focus on quality improvement to drive innovation across the institution at all levels.

6P2: PROCESSES

In order to achieve a culture of quality at the College, available resources and administrative support are key components of a successful process. This is accomplished through the following process:

Process for providing resources supporting culture of quality	
Step	**Procedure**
1	GCC's cabinet and administration, in consultation with the Accreditation Liaison Officer, communicated the importance of a culture of quality through their leadership. The Board of Trustee's is continuously updated on Action projects and the direction of quality improvements on campus. There is annually dedicated budget for AQIP projects and quality initiatives.
2	At the start of each Action Project, the Liaison with the support of an Action Project team, will create Action Project declarations with stated goals and metrics.
3	The Accreditation Liaison will use allocated funds to support projects and request addition support from administration as needed.

4	Fund are allocated with administrative approval.
5	Action project outcomes are evaluated by the Cabinet and presented to the Board as part of scheduled AQIP updates.

The process for ensuring an evident and widely understood impact is mainly achieved through comprehensive communication of AQIP standards and initiatives throughout the institution. This is done by monthly publications distributed and posted on the website to inform all stakeholders of the most recent progress on current Action Projects, updates to HLC policy, upcoming AQIP events and available opportunities for faculty and staff to get involved in the quality improvement process. In addition, there are monthly updates provided to the Cabinet by the Accreditation Liaison Officer on the status of AQIP initiatives along with Board presentations 2-3 times during the academic year. This process demonstrates the commitment of the College leadership to continuous quality improvement in a collaborative environment. **(5.D.1)**

The process for ensuring learning from CQI initiatives relies on evaluation discussions held between the Accreditation Liaison Officer, the Action Project Teams, and administration at the close out of the projects. Feedback received is shared with all participants and utilized to evaluate and adjust existing processes or to aid in development of new processes as needed. As stated above, through monthly updates and ongoing presentations to both the Cabinet and the Board of Trustees, the institution is able to align its processes by keeping the AQIP process front and center in everyone's mind. **(5.D.2)**

The college's Cabinet and administrative team is closely tied to the quality improvement process. The College will continue to reaffirm the role of the AQIP pathway through the integration of the AQIP model into the institutional strategic plan that is set to begin a new cycle in the fall of 2018.

6R2: RESULTS

More than half of our faculty and staff have participated in or have had a role in an Action Project since the last Systems Portfolio. Below are the Action projects that have been completed since the last Systems Portfolio and corresponding quality improvements that have resulted.

Action Project Outcomes	
Action Project	*Project Outcomes*
Student Attendance and Retention	Student road blocks address by class scheduling and ESU to include lack of attendance in order to continue to seek ways to help students succeed.

Student Success Initiative	Early Student Updates (ESU), Proactive advising and Registration Interventions.
Institutional Learning Outcomes	Institutional outcomes created the foundation for meaningful assessment across the institution.
Institutional Compliance	Current Compliance Committee composed of cross campus representation systematically updates federal, state and Accreditation compliance activities.
Embedded Assessment	Course refinement and advanced pedagogy in ENG 101 has become a best practice and has better prepared students for their next level of education.
Measuring Nursing Student Success	Success in the Allied Health Division using data systematically to evaluate and improve student learning has served as a model for institution wide implementation.
Master Syllabi Standardization Project	College has a consistent and clear syllabi management system with each syllabi on the college website under each division.
Overhaul of Course Evaluations	New web based course evaluation system has resulted in increased participation by students and faculty, along with bench marking capabilities.
Opportunities for Improvement	Better understanding and involvement across campus in quality improvement processes.
Program Learning Outcomes	Established the foundation for systematically collecting learning data and using it to document and improve student learning.

6I2: IMPROVEMENT

Gogebic Community College has adopted many improvements as part of the AQIP/Continuous Improvement pathway. At the program and the broader institutional level, these changes are helping better inform all college stakeholders about the benefits of continuous improvement efforts and encourages implementation of the institutions culture of quality. GCC will continue to need to make a significant shift toward an evidence-based approach to its work to help the College to create a strong culture of inquiry and a natural tendency toward continuous quality improvement.

Sources

- Course Eval Over Haul AP
- Embedded assessment for Eng AP
- Gogebic Community College Map
- Institutional Compliance Action Project
- Institutional Outcomes Action Project
- Master Syllabi Action Project
- Measuring Nursing Students Success Action project
- Opportunities for Improvement Action Project
- Program Assessment Learning Outcomes Action Project
- Retention and Attendance Action project
- Student Success Initiative Action Project