

Assurance Argument
Moberly Area Community College -
MO

11/13/2015

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

MACC's process for reviewing its mission statement is built into the regular, recurring cycle of its strategic planning process. In this way, MACC can remain current and responsive without cumbersome processes or reinvention of procedures.

Mission Development

MACC promotes an inclusive culture with shared decision-making. This culture is revealed in the way the College approaches decisions regarding its mission. The review of the mission statement is handled through the Strategic Planning Committee which is comprised of faculty, staff, and administration. In fall 2014, the Committee began the process of mission evaluation as it worked to develop a new strategic plan. A sub-committee made up of two faculty members and three administrators was formed. Incorporating the ideas that arose from Strategic Planning Committee discussions regarding strengths, weaknesses, opportunities, and threats to the College as well as the results of feedback from various surveys, the sub-committee developed four different mission statement proposals. The Strategic Planning Committee reviewed the four proposals and crafted a new one using components of the four proposed statements. The President then sent an email to the entire College with both the old mission statement and the proposed new one asking for feedback. Responses were received from 112 College employees, and based on that feedback the committee developed its final version of its mission statement:

MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities.

In February 2015, the Board of Trustees approved the new mission statement. The mission statement, institutional purposes, vision, and values statements guide the actions and decisions of the College. The College's strategic plan flows out of the mission statement, and six

institutional priorities and their related goals ensure the actions of MACC remain aligned with its mission. See Core Component 5C for further description of how the current mission and strategic plan were developed and how they guide the actions of the College.

Dynamic, accessible, empower, and enrich were consciously selected key words within MACC's mission statement. *Dynamic* was chosen to help the College focus on being flexible, responsive, and adaptive to the ever-changing educational landscape and needs of its stakeholders. *Accessible* was selected to emphasize the College's role as a democratizing agent within higher education in terms of financial, academic, and geographic accessibility. *Empower* was included to focus the College's actions on improving the lives of its students. Finally, *enrich* was chosen to keep the College mindful of its purpose in the community. MACC's academic programs and support services are centered upon those key words in its mission.

Mission Consistency with Stakeholders, Programs, and Services

MACC provides a wide array of programs and services designed to offer the greatest possible value to its students and other stakeholders. The College offers academic, career/technical, transfer, and developmental coursework. Furthermore, the College demonstrates that it lives its mission by providing student support in terms of academic advising, ongoing assessment, course and program articulation information, career planning and placement counseling, library and learning resources, and financial aid advising.

General education coursework is an important part of MACC's mission as the College is in close proximity to the state's flagship university (University of Missouri-Columbia) as well as several other four-year institutions (e.g., Columbia College, Truman State University, Central Methodist University, Hannibal-LaGrange University, and Stephens College). Over 80% of MACC students are transfer majors. Thus, the College offers a variety of general education courses and has numerous articulation agreements as well as other partnerships with four-year institutions to facilitate transfer.

Career and technical education is also a key part of MACC's mission. These educational programs are designed to meet training needs and provide students with skills for successful careers. For example, MACC's Allied Health graduates have high placement rates and typically enter the work force with good paying jobs. MACC is also committed to remaining nimble in its response to community needs. For example, the College recently developed a new Industrial Technology-Mechatronics degree in just one year in response to a training need identified in the Columbia area. Additionally, the College provides non-credit and business/industry training opportunities to enrich its communities. For example, the College recently developed a new Fire Training Academy in response to a request from area fire departments.

MACC is dynamic in its approach to developmental education as the College recognizes the important role it plays in accessibility. MACC participates in the state's Completion Academy and has developed alternate remediation pathways to facilitate students' successful entry into college-level coursework and eventually degree completion. (See Core Component 4C for further elaboration on these initiatives.)

Besides making higher education academically accessible, MACC strives to make its programs geographically accessible throughout its sixteen-county service region by means of traditional in-seat, hybrid (a combination of in-seat and online), online, virtual and ITV, and dual credit courses. MACC's Accelerated Associate Degree Nursing program in a virtual delivery format is a prime example of how MACC has expanded access to high need training.

As an open-enrollment institution, the College has an enrollment profile that reflects the service region (e.g., in race and geographical distribution) and demonstrates a commitment to all students (a wide range of selected majors and nearly a quarter of students classified as non-traditional in age), regardless of their socio-cultural or academic background (the majority of degree-seeking students receive some form of financial assistance and require at least one course in developmental education). MACC's enrollment profile suggests that the College provides accessible educational opportunities within its service region, with over 80% of its students residing in the service region. Each fall, the Director of Institutional Effectiveness and Planning generates the enrollment profile, which is disseminated to President's Council for review.

Planning and Budgeting

MACC's planning and budgeting processes and priorities are shaped by the College's mission. The strategic plan, which identifies the College's priorities, is developed with direct ties to the budget. The budget reflects the College's commitment to its educational purpose. The 2015-16 budget indicates that 46% of the budget has been dedicated to instruction, 12% to academic support, and 13% to student services. Therefore, over 70% of the MACC budget for 2015-16 is stipulated directly into the areas needed for education. Of the remaining 29%, maintenance comprises a significant part and directly relates to ensuring that educational responsibilities can be fulfilled. The planning and budgeting process is outlined in further detail in Core Component 5C.

Sources

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- AcademicResourceCenter
- ArticulationAgreements2014
- AssessmentofStudentLearning
- BudgetedExpendituresGraphFY16
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- CareerandPlacementServicesFlyer2014
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- CTEProgramReviewCycle2014

- DevEdProgramReview2011
- DevelopmentalEducation
- DualCreditProgramReview2012
- DualCreditScreenShotWebsite
- FinancialAidScreenShot
- FiremanTrainingAcademy
- GeneralStudiesAcademicMap
- Hybridwebsite
- IPEDSStudentProfileFall2014
- LibraryFactSheet2015
- MasterPlanMeetingMinutes (12 11 14)
- MechatronicsFlyer
- MissionandVisionStatements
- MissionStatementsub-CommitteeMinutes
- MissouriCompletionAcademy2013
- NewMissionStatementBoardApproval
- OnlineClasses fromWebsite
- ServiceRegionMap
- SmarthinkingDirections2014
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1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Teaching, learning, and service to its community are the heart of MACC's mission. The College's vision and values, institutional purposes, and strategic plan all articulate this emphasis and work in tandem with the mission statement.

Articulation of Mission

The College articulates its mission in a variety of ways. Its mission statement and institutional purposes are located on the College website, and in a number of public documents, such as the Strategic Plan, Policy Manual, College Catalog, and faculty handbook. The off-campus sites also display the College's mission statement in administrative and student spaces. Each College department has a framed copy of the mission statement hanging in a prominent area. In spring 2015, wall clings were placed in high traffic areas at each site as an additional public display of the College's mission.

MACC's mission statement is further articulated through institutional purposes and through a series of value statements supporting the College's vision. All of these expressions can be found on the College's website, featured prominently on pages of their own.

A number of documents offer evidence of MACC's commitment to its mission and institutional purposes. The College Catalog shows the alignment of course offerings and programs, and program reviews (e.g., AA Program Review) indicate the quality and health of these programs. The MACC Policy Manual and common syllabi (faculty-created templates to help with consistency of expectations across sections of a given course) indicate an environment supportive of teaching, scholarship, and learning, as do the Red Book, Curriculum Committee processes, and the work of the General Education Assessment Panel, which is tasked with assuring the quality of teaching and learning. The College's articulation agreements demonstrate commitment to academic preparation, and clinical agreements for Allied Health programs demonstrate cooperation and coordination with external agencies. MACC works with the Moberly Arts Council to provide cultural enrichment. MACC's Art (art shows),

Music (choral concerts), Theater (play productions), and English (poetry contests) departments offer co-curricular activities that broaden the student's collegiate experience and serve as avenues of creative expression. Additionally, the College's dedication to economic development is typified by the work of the Entrepreneurship and Business Development Center, as well as programs like Corporate College and Discover Technology.

Scope and Relevancy of Mission

The wide ranging nature, scope, and constituency of MACC's mission is identified in documents like its vision statement which further articulates the value the College places on learning, people, reputation, accessibility, diversity, community outreach, participatory decision-making, forward thinking, heritage, and stewardship. As noted previously, MACC's institutional purposes outline the scope of its programs (transfer, career/technical, developmental, non-credit, workforce development, etc.) and support services (advisement, assessment, articulation, career planning, library and learning resources, financial aid, etc.) as well as its constituents (open to all students regardless of cultural, socio-economic, or academic background; other educational institutions; business and industry; etc.).

MACC's strategic plan also identifies the nature and scope of its programs and services as well as their intended constituents. The strategic plan is built around six key priorities reflecting the College's focus on students' academic performance, higher education accessibility, students' experience, employees' experience, fiscal sustainability, and community partnerships.

Each priority encompasses focus areas with goals and strategies to further define the specific actions the College will take in working to meet its priorities and ultimately its mission. For example, under the priority regarding student academic success, developmental education is identified as a focus area. The goal is to meet or exceed state requirements for performance funding. A strategy to meet this goal is to develop a more prescriptive program for faculty teaching developmental classes. With a comprehensive mission, MACC has recognized the importance of identifying the scope of its programs and services as well as their constituents, and its mission documents provide a good map for mission fulfillment.

The College's mission documents are regularly reviewed as part of the strategic planning cycle. MACC's strategic plan is reviewed/updated annually, with comprehensive reviews occurring every third year. In 2014-15, the College did a major overhaul of its strategic plan; the revision of its mission documents is an outcome of that process.

Sources

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- EvelynJorgensonArtGalleryEvents2014
- InstitutionalPurposes
- MACCSingersInfofromWebsite
- MissionandVisionStatements
- MUSinclairSchoolOfNursing(BSN)ArticulationAgreement2010
- RedbookEnrollmentGuide
- SpineLabelPoetryContest
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- StrategicPlan20152018 (page number 11)
- StrategicPlan20152018 (page number 13)
- StrategicPlan20152018 (page number 15)
- TheaterPlayAlmostMaine
- VisionandValuesStatement

1.C - Core Component 1.C

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

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

Argument

MACC is committed to increasing awareness, deepening experience, and promoting understanding in an increasingly interconnected world. To that end, there are many programs available to encourage such interactions.

Attention to Diversity

The College recognizes that increasing diversity benefits the student body as a whole as this exposure widens the student's perspective. For example, MACC's Multi-Cultural Club participates in a variety of cultural experiences including International Education Week and International Education Day at the state capitol. The College offers a Global Studies Certificate, a credit-bearing option within the Associate of Arts degree (including courses such as GLS 201) demonstrating that cultural awareness is taken as seriously as any other academic or career-based pursuit. Additionally, all degrees have a Humanities requirement aimed at fostering cultural appreciation, and several instructors have embedded global education within their courses. Also, the College offers opportunities to study abroad (e.g., England and Italy) and learn as a part of a global community. The College Catalog along with the website promotes these study abroad/global education opportunities.

As evidence of its commitment to global education, MACC maintains membership in professional organizations dedicated to this cause, such as the Midwest Institute for International/Intercultural Education, the Missouri Consortium for Global Education, and the Study Missouri Consortium. MACC recognizes the importance of preparing students to live and work in a diverse society. One of the College's institutional purposes is to "prepare students to be successful in the global community." In 2007 and 2013, MACC faculty earned the prestigious statewide Global Educator Award of the Missouri Community College Association due to their individual efforts at promoting global education.

MACC is an active participant in opportunities like Black History Month, Women's History Month, Native American History Month, World Peace Day, and Human Rights Day. The College also keeps abreast of significant religious holidays through College-wide emails distributed by an instructor teaching Religions of the World. Various instructors at the College have also hosted multicultural awareness events, such as a Global Taste Experience (featuring cuisine from around the world) and World Music displays. The College also partners with the

Moberly Arts Council to host cultural exhibitions and presentations for both MACC students and the wider community.

Enrollment of international students at MACC has increased over the last several years. In fall 2009, 29 students from 16 countries were enrolled at MACC. In fall 2015, that number increased to 74 students from 29 countries. MACC is aware of the challenges faced by this population and has hired an ESL tutor for its Columbia location (which has the largest enrollment of ESL students), as well as an additional International Student Advisor whose focus is to be responsive and sensitive to the special obstacles that international students, perhaps non-native speakers of English, must overcome in the college environment.

Additionally, the College has devoted resources in time and money to address Title IX compliance. One of the College's professional development days in fall 2014 was dedicated to a presentation on the complexities and responsibilities in complying with Title IX. Beginning in 2014-15, all College employees are now required to complete an online Title IX training course. This training is also made available to all students.

MACC is committed to meeting the needs of a student body that is diverse in socio-economic and academic backgrounds. The College has participated in federal TAACCCT grants which have provided affordable training to qualifying students. The College has increased staffing in its Access and ADA department and has revised job titles and descriptions to reflect the growth of these support services.

Additionally, MACC recognizes that a diverse faculty and staff bring multiple perspectives and appreciation of differences. Faculty job openings are advertised through national venues to attract a more diverse faculty body.

Sources

- AprilInterfaithHolidays2015
- GlobalStudiesCertificateInformation
- GlobalStudiesonWebsite
- GLS201onWebsite
- InternationalAdvisorPosition2015
- InternationalEducationDay2015
- InternationalEducationWeek2014
- SemesterAbroadMACC
- Study-MissouriMinutes2-2-2015
- StudyTriptoItaly2016

1.D - Core Component 1.D

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

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

Argument

MACC is a place where larger social responsibilities are understood and embraced. This awareness makes it incumbent upon the College to offer programs and services aimed at the public good, as well as work with local and regional partners in improving the quality of life and economic health of the communities it serves.

Public Good and Educational Role

The Entrepreneurship and Business Development Center (EBDC) provides continuing and community education and training opportunities throughout MACC's service region. For example, the EBDC coordinates community education classes in Certified Nurse Assistant, Certified Medication Technician, and Insulin Administration. The Center also assists area companies with financial and training needs and coordinates training and reimbursement as appropriate through the Missouri Customized Training Program, Missouri Community College New Jobs Training Program, and Missouri Community College Job Retention Training Program. MACC's Corporate College recently sprang from within the EBDC to provide professional training customized for businesses in the region. The EBDC develops and distributes promotional materials to the public and hosts events for the public in the facility.

The Small Business Technology Development Center (SBTDC), housed within the EBDC, offers free individualized counseling, operational/financial analysis and planning, market strategies, management training and development, business and networking referrals (i.e., legal advice, accounting, business development, banking, government contracting), business start-up counseling, business plan development, as well as demographic and market research. The SBTDC, along with the Moberly Economic Development Corporation, founded the Grow Mid-Missouri partnership to promote business development throughout the service region.

Partnerships with local, state, and federal organizations enhance employment training opportunities for College constituents. Working with and through agencies and organizations like the network of Missouri Career Centers, the US Small Business Administration, or the Missouri Department of Economic Development enhances employment training opportunities for College

constituents. Workforce Development, under the Workforce Investment Act, also provides educational opportunities by providing qualified students funding for coursework.

MACC participates in a statewide network of resource centers and personnel called New Traditions, a program helping members of special populations enroll, enter, and complete career and technical programs. This program's primary purpose is to assist individuals in planning careers that offer job security, higher pay, and employment success. MACC also offers career and placement services to the public. This office provides free services to anyone residing in northeast Missouri who desires career direction.

The College hosts Career Expos in Columbia and Moberly and invites its own students as well as high school students and the general public. The Career Expos bring together employers, who explain to potential employees what products and services their company provides, thus allowing potential employees to compare and learn what skills they have to offer (or need to develop) in order to work in a chosen career path. Through these exchanges, the gap between learning about and applying for an occupation is successfully bridged. MACC also utilizes a College Central Network which gives employers the capability of posting employment and internship opportunities that will reach hundreds of students within the service region. Additionally, MACC hosts a drive to collect professional clothing so that students may present a professional image during the job search process regardless of their personal financial situation.

There is no question that MACC regards education, applied widely, as its proper sphere and acts accordingly. The College currently partners with over forty high schools to provide dual credit at a reduced rate allowing qualified high school students to participate in challenging coursework and earn college credit prior to graduation. Approximately 1,100 area students per semester benefit from access to a great range of MACC courses. MACC also offers a Senior Summer Start option, where students can take up to three credit hours free of charge during the summer following their high school graduation.

MACC offers free Adult Education and Literacy (AEL) classes on its Moberly campus to adults ages sixteen years and older. The AEL program provides any citizen of the community with access to free classes to obtain a GED (now called HiSET), improve basic skills, prepare for the workplace, or receive career counseling. AEL also offers volunteer tutoring assistance through qualified instructors with posted hours.

To ensure affordable access to higher education, MACC offers financial aid services and payment plan options for students. Scholarship opportunities are available along with other resources for tuition funding, dependent upon individual circumstances. State-funded A+ scholarships are available to qualifying high school graduates to offset tuition cost for up to twelve credit hours per semester at any Missouri community college. However, there have been some recent state funding deficits for the A+ program that created potential financial difficulties for students. To help students who found themselves victim to this funding gap, MACC quickly implemented options for students that helped them manage financial strain and avoid derailment of their educational plans.

MACC hosts outreach events aimed at educating the children in the community rather than generating financial return. The College hosts an annual Art on the Block event, free of charge, to promote an appreciation of the arts. It also hosts an annual Summer 2 Discover camp, at minimal charge, to provide fun and educational activities for children in third through sixth grade. The College also runs a series of free UCan2 events where middle school students are brought to campus and presented a program aimed at helping foster the belief that they can attain a college education.

Service to the public also entails hosting cultural, civic, and community events. MACC houses rotating exhibits throughout the year featuring the work of artists around the nation as well as local high school and MACC student work within the Evelyn E. Jorgenson Fine Arts Gallery, which is open to the public. Additionally, there are holiday concerts and plays that the public is encouraged to attend. In terms of civic responsibility, MACC offers the use of its Activity Center for a polling place as well as for other community-based meetings and events, such as the Moberly High School prom. The College frequently hosts high school events, such as the Future Business Leaders of America district contest and regional-level high school cheerleading competitions, usually attended by more than two dozen schools.

External Engagement

MACC understands very well the value of working with – and within – its communities. Community engagement is a two-way avenue. MACC participates in local and state organizations and councils as well as invites external participation in advisory committees and events.

MACC staff are very active in their communities, serving on numerous advisory committees, economic development councils, community planning boards, etc. For example, MACC is a member of the Moberly Area Employer's Training Consortium which assists employers in the Moberly area with their training and workforce development needs. It is also a member of ACE in Hannibal, whose efforts led to the new and permanent building for its Hannibal students. Recently, through its involvement in CORE (Connecting Our Regional Economy), MACC received feedback that businesses in Columbia have significant need of employees with specific skill sets in computer information technology. As a result, MACC is currently developing ways to meet their training needs. Through community participation such as this, valuable community partnerships are formed and nurtured.

Conversely, many community members participate on MACC advisory committees and attend MACC-hosted programs/events aimed at enhancing the flow of communication and ensuring programs and services are meeting the needs of constituents. For example, each career/technical program has an advisory committee which includes area employers in the field, and superintendents throughout MACC's service region are invited to an annual Superintendents' Luncheon where they learn more about the College and provide input into various issues. The College works to expand relationships with school guidance counselors and teachers to encourage college preparation and participation in academic and career/technical programs. MACC hosts an annual guidance counselors' luncheon as well as a dual credit

workshop in order to enhance communication with its partner K12 schools and assist them in preparing their students for college.

MACC students are also provided opportunities to engage with the community. The MACC Greyhound athletic program is an important part of the community and campus activities. Serving as role models for children in area schools, the student-athletes read to children, talk about the importance of education, sign autographs, and show up at recess to play basketball. They also visit the YMCA after-school program to play basketball with the children, pass out t-shirts and posters, and sign autographs. The Greyhound program participates in fundraising for breast cancer as well. Additionally, students in academic programs also have opportunities to provide public service. Students in the Occupational Therapy Assistant program volunteer at the Cedar Creek Therapeutic Riding Center as part of their internships to help those with disabilities, and students in Victimology classes participate in service learning projects such as volunteering at a domestic abuse shelter. Students in Drama classes have performed at local nursing homes, and the MACC Singers have participated in community parades.

Sources

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- CareerExpoFlyer
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- MACCActivityCenteronWebsite
- MACCSingersHolidayConcertonWebsite
- MAETCWebsitge
- NewTraditionsScreenShot
- SBTDConWebsite
- ScholarshipsfromWebsite
- SummerttoDiscoverFlyer2015
- TheaterPlayAlmostMaine
- TuitionFeesonWebsite
- UCan2Article

1.S - Criterion 1 - Summary

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

Summary

MACC has a clear sense of its mission, which is articulated through multiple public documents. Developed through a process reflective of the inclusive culture of the institution, the mission is consistent with the College's stakeholders, programs, and services. Dedicated employees demonstrate an understanding of the College's mission and a commitment to that mission, as well as the College's institutional purposes, vision, and values. The College has long recognized its educational role in an under-served area of northeast Missouri and as an agent of public good. Both credit and non-credit programs as well as College services are indicative of the College's understanding of its public obligation. MACC is continually expanding external relationships to more fully understand its obligations and to ensure that its mission aligns with the needs of its communities.

Strategic planning is a comprehensive process designed to align funding priorities with the College's mission. The College is excited about its newly developed strategic plan and looks forward to operationalizing the strategies within the plan. The new plan emphasizes the importance the College places upon teaching, learning, and continuous improvement. The identification of six key priorities will provide focus in an era of competing obligations, constrained funding, and shrinking enrollment.

MACC is charged with serving a large geographic area--one of the largest community college service districts in the state--and must be innovative in serving a rural and sparsely populated northeast region of the state while also meeting the demands of a more urban southern region. Because of its primarily rural location and the demographics of its service region, MACC sometimes finds it difficult to attract a diverse student body as well as a diverse team of faculty and staff. However, the College has recruited nationally for faculty, has increased its attention on services for international students, and has promoted multicultural events and travel opportunities to increase an awareness of and respect for diversity. The College must also continually educate state legislators on the value and role of community colleges. It meets this challenge by cultivating relationships with local and state legislators and through active participation in the Missouri Community College Association.

Over the past decade, state funding declines have been offset with enrollment growth or modest tuition increases to enable the College to effectively meet its mission. MACC is genuinely committed to accessibility, particularly through affordability. Until enrollment begins to uptick again or state funding improves, MACC will need to maintain a keen focus on funding priorities as outlined in its strategic plan.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

MACC places an emphasis on integrity through ethical and responsible conduct. Institutional integrity is attained through the articulation of clear policies and procedures and adherence to those.

Policy Manual

MACC's Policy Manual is a comprehensive document governing the actions of Board members, employees, and students, as well as other stakeholders. The Policy Manual ensures MACC's compliance with federal and state laws, statutes, and guidelines. For example, the recently revised Drug and Alcohol Policy reflects new Title IV requirements, the new Infectious Diseases Policy was developed around a new state law concerning TB testing in higher education, and the expanded Sexual Misconduct Policy now reflects the new requirements of Title IX and the Violence Against Women Act. All additions, deletions, and revisions to the Policy Manual must be approved by the MACC Board of Trustees.

Financial Integrity

Financial transactions of the College are handled with transparency and in accordance with established policies and procedures. The Board of Trustees provides oversight of MACC's annual budget and the payment of all expenditures, and Board members as well as employees abide by the College's Conflict of Interest and Financial Statement Disclosure policies. MACC has a formal Purchasing Policy to ensure good stewardship. Goods, services, supplies, and equipment are to be purchased at the lowest possible cost, provided that appropriate quality and service standards are met. The Business Office monitors adherence to these purchasing policies. Final purchasing responsibility rests with the President and the Board of Trustees. Additionally, the Finance Office prepares financial statements in accordance with Government Accounting Standards Board (GASB) principles, and MACC's financial statements are audited by an independent agency to ensure compliance. The independent auditor's report is presented publicly. These reports reflect that MACC is following accepted accounting principles and is presenting itself fairly to its stakeholders.

The budget process is administered through the office of the Vice President for Finance and is designed to present a fiscally sound budget that efficiently utilizes College resources. Input is solicited from all departments in February/March of each year, and the President presents the annual operating budget to the Board of Trustees in June. Additionally, a revised budget is presented for approval to the Board in mid-year that reflects actual financial activity through the first six months of the year and any projected needs for the remainder of the year.

MACC also strives for integrity in its management of federal financial aid. A recent audit by the Department of Education in relation to Title IV funding provided the opportunity to reevaluate College processes involving documentation of student attendance. Changes have been made to strengthen the tracking and documenting of student attendance. For example, the attendance policy now clarifies that all faculty must submit drop slips within one week following the student's violation of MACC's attendance policy. Additionally, a new learning management system (LMS) implemented in fall 2015 now provides an attendance module that meets the needs of the College for tracking and reporting student attendance for financial aid purposes. All MACC faculty are now required to record student attendance in this module.

Treatment of Employees

MACC abides by employment laws and treats employees with fairness through its institutional policies and practices. MACC's statement of non-discrimination is located in the Policy Manual as well as other documents, such as MACC's employment application. The College strives to update all policies to remain compliant with new or revised state and federal employment regulations. For example, procedures have recently been established to ensure compliance with the mandates of the Affordable Care Act as well as the revised credit hour reporting requirements of the state's retirement system.

A number of benefits are offered to employees and are outlined on the College's website. Insurance benefits and recommendations from MACC's insurance broker are reviewed by the Director of Human Resources, Vice President for Finance, and the Insurance Committee appointed by the Board each year. Employee meetings are held in the fall semester to provide information on benefits and insurance open enrollment.

New employees receive information and training upon hire. Job descriptions (e.g., Advisor) exist for each position to aid new employees in fulfilling their job responsibilities, and all full-time employees upon hire meet with the Director of Human Resources to review general information and benefits. Each new full-time employee is assigned a mentor, who helps acquaint new employees with various aspects of the culture, including policies. MACC has recognized a need to improve the onboarding process of new employees and has included this goal within its current strategic plan. One particular area of focus is mentoring of adjunct faculty.

Supervisors provide departmental operations and procedures training as part of the onboarding process as well. Additionally, the College offers an in-house staff development program and also provides travel budgets to support external professional development. The College also offers a Leadership Academy to provide employees the opportunity to learn more about the College and enhance their leadership skills.

MACC provides training and information to ensure employees have an understanding of compliance responsibilities. For example, MACC provides an online FERPA training module and has also hosted presentations regarding FERPA compliance at College-wide workshops. Also, MACC has intentionally increased its focus on Title IX compliance, resulting in the designation of a new Title IX Coordinator and approval of a new Sexual Misconduct Policy. The MACC website has also been updated to provide easy access for all Title IX related information. Because all MACC employees have been designated as mandated reporters, all employees (full-time, part-time, and student employees) are now required to complete formal training related to sexual misconduct through a new online training module.

A formal Employee Grievance Procedure ensures that all employees have the opportunity to have their concerns heard, addressed, and resolved. In addition to this Grievance Procedure, MACC has in place a Complaint Policy that is designed to provide anyone--College employees, students, or third parties--to file a complaint that cannot be resolved through an existing policy.

Participatory Decision-Making

MACC strives to maintain a strong level of communication and governance that transcends the unique culture of each site. President's Council meets weekly to discuss key institutional issues and promote communication between different departments within the College. Minutes from these meeting are shared via a weekly email from the President. A wide variety of other standing committees also provide opportunities for participatory decision-making or directing the operations of different areas of the college (e.g., Distance Education Committee, General Education Assessment Panel, President's Student Advisory Council, etc.) Efforts are made to provide representation on each committee from as many sites and departments throughout the College as possible.

MACC regularly seeks feedback from employees regarding what works well and what can be improved in terms of communication and department interactions. For example, the Annual Faculty/Staff Assessment of Support Services Survey provides faculty and staff the opportunity to evaluate internal communication. Results from this survey are shared with department heads and supervisors as well as President's Council. Additionally, the President holds "Pizza with the President" at each site to provide opportunities for open dialogue between the President and faculty, staff, and students.

Integrity in the Classroom and with Students

MACC places a high priority on teaching and modeling intellectual integrity through the practices of faculty and staff. In the classroom, students are expected to attend regularly, conduct themselves in an appropriate manner at all times, and demonstrate intellectual integrity through their academic performance and behavior. Procedures for addressing errant student behavior are outlined in the Policy Manual and student handbook with the Student Conduct Policy. MACC also has a Student Grievance Procedure as well as a Grade Appeal Procedure and Academic Dishonesty Appeal Procedure for students who believe they have been treated unfairly.

Each syllabus includes the College's statement on academic dishonesty and a process is in place for addressing instances of academic dishonesty in an educational context. The College also has purchased TurnItIn, which is available to both students and faculty to detect plagiarized work. Additionally, LARC (Library and Academic Resource Center) staff work with students on the ethical use of information. The Library Director makes presentations to College Orientation classes, and the Library webpage provides a number of resources to help students with proper documentation of sources.

With the increasing use of social media, MACC has established a list of Best Practices for Use of Social Media. This document outlines expectations for faculty, staff, and students utilizing social media in their work or educational capacity.

The Office of Access and ADA Services is committed to ensuring equal access to education and upholding the integrity of MACC's mission, goals, and programs through support, compliance, and collaboration. The office focuses on maintaining a balance between providing students with the appropriate accommodations to meet ADA standards and holding students to the same academic standards. The Office of Access and ADA Services protects the privacy of student records through isolation of personal records. Student records are not part of the academic record, and details related to disability are not disclosed. Staff in the ADA office participate in professional development to ensure they are knowledgeable regarding ADA requirements. Presentations regarding ADA law have also been made at recent college-wide workshops so that faculty and staff are apprised of their responsibilities in this area.

Auxiliary Services

Auxiliary services at MACC provide goods and services at a reasonable cost. These services include the bookstore, cafeteria, student housing, basketball program, and Activity Center. The services exist to provide support to MACC students and services to the community rather than to generate significant financial return.

MACC's bookstore operates within established margins for textbook pricing and offers a buy-back program, loose leaf editions, and used book options for students to enhance affordability. MACC has also implemented ebooks into some of its courses as this format offers a substantial savings in textbook costs to students. In addition to textbooks, the bookstore also sells class supplies and College apparel. MACC also has a cafeteria, called Area 27, which provides breakfast and lunch. Rather than outsource its cafeteria, MACC has opted to keep operations in-house in order to control cost and quality. Menu items are priced comparably with local restaurants.

The McCormick Commons and Residential Center provides on-campus housing for fifty-four students. MACC's housing charges remain relatively low, at \$1,300 per semester, in comparison with other colleges in the state. This charge does not include meals, but students are able to purchase a meal plan in the cafeteria. Many of MACC's dorm residents are student athletes. Because the College's coaches recruit nationally, residential housing provides key support for the basketball program. Student athletes are guaranteed safe and convenient housing that offers them easy access to campus services. The basketball program provides students an

opportunity for extracurricular participation. MACC students, employees, and school-age children are admitted free to games.

Finally, the Activity Center provides a venue for community events. Past events have included a circus, home show, dare devil motorcycle jumping, deer antler exhibition and scoring, and intermural athletics. These events provide education and entertainment for students as well as the community. Additionally, the Activity Center's walking concourse is open to the public free of charge.

Sources

- AcademicDishonestyAppealProcedure
- AcademicDishonestyProcedure
- AcademicDishonestyRedBook
- ActivityCenterUsage
- ADAServices
- AnnualFacultyStaffAssessmentofSupportServicesSurvey
- Area27Menu
- AttendanceEmailtoFaculty
- AttendancePolicy(2)
- BasketballProgramScreenShot
- BenefitsSummary
- BoardFinancialStatementDisclosurePolicy
- BookstoreServices
- ComplaintPolicy
- ConflictofInterestPolicy2014
- Drug AlcoholPolicy
- EmployeeGrievanceProcedure
- EmploymentApplication
- FinancialAuditReport2014-2
- GradeAppealProcedure
- JobDescriptionAdvisor
- LibraryResourceforCitations
- MentorGuidelines
- Presidents'LeadershipAcademyApplication
- PurchasingPolicyandProcedures
- SexualMisconductPolicy
- SexualMisconductPreventionTrainingRev
- SocialMediaPolicy
- StaffDevelopmentProgramPolicy
- StudentConductPolicy
- StudentDueProcessGrievanceProcedure
- StudentHousingContract
- TurnitinTranscript

2.B - Core Component 2.B

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

Argument

MACC presents itself clearly and completely to its students and the public through a number of avenues. The College strives to continually update all documents and information, distributed both physically and electronically.

Programs and Accreditation Relationships

The College's academic programs are easily identified on its website. A prospective student can find information about a desired program in the online and printed catalog. Over the past two years, the College has revamped its listing of academic programs to align with Complete College America's Guided Pathways to Success, with the goal of reducing the overwhelming number of choices faced by students and starting students on a defined academic pathway early in their studies. Interactive academic maps are included on the website to show course sequence and provide the student with an overview of each program.

Information regarding MACC's affiliation with regional and specialized accrediting agencies can be found on the College's website, in the College Catalog, and in student handbooks (for Allied Health programs). Career and Technical Education programs accredited by professional agencies indicate those affiliations in marketing materials, as well as on individual program webpages and the catalog. The Associate Degree in Nursing program and the Practical Nursing Certificate are fully accredited by the Missouri State Board of Nursing and are approved by the Coordinating Board of Higher Education and the Missouri Department of Elementary and Secondary Education. MACC's Medical Laboratory Technician program is accredited with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The Missouri Health Professions Consortium Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

MACC's Consumer Information webpage provides a single point of access to institutional data and disclosures. Through the National Center for Educational Statistics, an overall view of the College's statistics is available to students and the public and is based on information from the Integrated Postsecondary Education Data System.

Requirements

MACC is an open admissions college. General admission requirements are listed in the College Catalog and on the College's website, and the College's application can be completed via the

website. Programs with specific admission criteria (e.g., Allied Health and Law Enforcement programs) clearly state individual program requirements and application procedures on website links, as well as student handbooks and recruiting materials. Policies concerning satisfactory academic progress are outlined in the College Catalog as well as the Red Book (student handbook).

Academic maps provide students with a semester by semester sequence of classes required for a particular degree or certificate program. Any prerequisite courses are linked/listed within the academic maps to make students aware of the requirements to be eligible for these particular courses. The College Catalog also includes all requirements for all degrees offered.

Advisors follow an advising checklist to ensure consistency of information and treatment of students. Additionally, College-wide advisor meetings are held regularly to keep advisors apprised of changes to program requirements.

Faculty and Staff

The Employee Directory is updated by the Human Resources Office on a regular basis. Faculty and staff academic credentials are listed in the online directory, and full-time faculty and administrators' academic credentials are included in the College Catalog. All new hires and position changes are approved by the MACC Board of Trustees, so all hiring decisions are public record.

In addition, the Human Resources Office houses job descriptions for faculty, staff, and administration, and hiring and evaluation processes have been established. Job openings are posted to the College website, in area newspapers, in online employment publications, and in national publications as deemed appropriate.

Costs

MACC clearly presents all costs for enrollment, including tuition, fees, and books, on its website, in the College Catalog, and in the Red Book. The College shows costs by combining tuition and fees into a single amount per credit hour, as this helps students more easily compute the total cost of their education. The Financial Aid page contains links for the required Net Price Calculator and the Financial Aid Shopping Sheet. An explanation of cost of attendance as well as financial aid policies is found on the Financial Aid webpage. Any change to financial aid policy is conveyed through multiple communications. These communications keep students and the public informed about changes to financial aid. For example, when the state's A+ program faced a potential funding deficit in the spring 2015 semester, letters, Facebook posts, and emails were sent to students impacted by the shortfall.

Marketing

The Marketing Department uses various sources to disseminate information to students and the public. Radio advertising is one method used throughout MACC's service region. To communicate information to smaller communities which may not otherwise be reached, local

newspapers are utilized. Streaming services through Pandora is a new means of advertisement for the College. Facebook and the MyMACC portal are also used to convey information about happenings with the College. The College's Facebook page has over 4,500 followers.

MACC recognizes two challenges it currently faces with marketing and is working to address those challenges. First, keeping its website up-to-date is a cumbersome process. MACC is working to link information behind its pages so that changes can be made more efficiently. Secondly, MACC needs to do a better job of telling its story. The HLC multisite reviewer who visited in June 2015 indicated that MACC is a vibrant and dynamic institution, but its current website does not effectively convey that message. The Marketing Committee is currently redesigning the entire website to improve the College's image.

Control

The organizational charts in the Policy Manual indicate the organizational structure of the College. These charts are updated as necessary to facilitate organizational efficiency. For example, the impending retirement of the Dean of Student Services in spring 2016 has led to a restructuring of the departments of Off-Campus and Student Services to better foster a one-college attitude.

The Board of Trustees delegates the operational and administrative duties to the President. The Policy Manual also outlines the roles and responsibilities of administration and faculty. The dates of all Board of Trustee meetings are posted to the College website, and agendas are posted on a bulletin board located by the President's Office. The monthly meetings are open to the public and are covered by local media. Minutes of each Board meeting are sent via email to College employees.

Sources

- AAGenStudiesRev
- AdmissionRequirementsCollegeCatalog
- AlliedHealthFlyers
- CollegeNavigator
- EmployeeDirectoryScreenshot
- FinancialAidScreenShot
- FinancialAidShoppingSheet
- FinancialAidShoppingSheet (page number 3)
- OrganizationalCharts2014
- ProgramsonWebsite
- ResourceLibrary
- StudentConsumerInformation

2.C - Core Component 2.C

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

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

Argument

With over twenty years of combined service to the College, the six-member Board of Trustees is well-informed, appropriately trained, and sufficiently autonomous to make decisions in the best interest of the institution.

Board Training and Support of Institutional Priorities

As part of the initial training for Board members, an Orientation Manual is given to each Board member outlining the roles and responsibility of the Board and President, as well as the authority held by these offices. Board by-laws dictate it is the duty of the Board to consider and approve policies relating to the welfare of the College and to function as the legislative and policymaking body of the College. Per the Board Code of Conduct, Board members will hold the educational welfare of students as their primary concern. In addition, Board members are given the Conflict of Interest Policy and must sign a Financial Statement Disclosure Policy. If there is a conflict of interest, then a Board member will abstain from voting on the matter. For example, at the August 2014 Board meeting, a Trustee abstained from voting on the Athletic Insurance Policy because he works in the insurance industry.

MACC's Board of Trustees supports institutional priorities that enhance MACC. The President of the College presents recommendations regarding policies, programs, and institutional operations to the Board at monthly meetings. Recently, the Board approved a new mission statement and strategic plan to help ensure the College remains focused on its overall purpose and goals. Additionally, the Board's support of the new Mechatronics program, which was created in response to local manufacturing companies in the Columbia area, is an example of the Board's commitment to institutional priorities, such as meeting the training needs of MACC's service region. The rapid growth of the Mechatronics program reflects its need. In January 2014, the College had three declared AAS Mechatronics majors, and in spring 2015, there were twenty-six declared majors.

Sound fiscal responsibility is critical to the preservation of the College, and the Board of Trustees provides this fiscal oversight. The Vice President for Finance presents the annual operating budget to the Board, which approves the budget when confident that it reflects the best interest of the College.

The Board of Trustees exerts leadership through governing the College on behalf of the community. Board members frequently attend College events, are actively involved in the local community, and demonstrate leadership through offices held and services provided to the community. They must also be residents of the College district. Through local involvements, Board members become aware of the needs of the local community which are considered during the decision-making process. MACC's new Fire Academy is an example of the Board's awareness of and support for needed training in the community. This new academy prepares students for state certification testing and fulfills a gap in training at the local level, as expressed by local fire chiefs.

Undue Influence

The very nature of the power held by the Board assists in preserving its independence from undue influence. The Board of Trustees only has power as a group, and no individual member can enact laws on the Board's behalf. The Board's power is also executive in nature, and any approved changes are not administered by the Board itself. Board business is conducted with transparency which also helps preserve independence from undue influence. The President's Office sends Board meeting minutes electronically to all faculty and staff, and external constituents are kept informed of Board decisions by the sharing of monthly board meeting minutes with local newspaper and radio.

Delegation of Power

Although the Board of Trustees provides College oversight, the administrative officers of MACC are responsible for the daily management of the institution. President's Council, the administrative cabinet of the College, meets on a weekly basis to share information, discuss policies, address concerns, and conduct other business related to day-to-day operations. President's Council minutes are disseminated across the College so that all employees have the opportunity to keep abreast of current issues and provide input.

MACC faculty oversee academic matters. The Curriculum Committee meets monthly and is comprised of faculty, staff, and administrators. Proposals submitted to the Curriculum Committee are primarily developed by faculty. Once approved by Curriculum Committee, the proposal moves to the President's Council, and upon approval by the President's Council, the recommendation is presented to the Board of Trustees. In addition, a Faculty Forum is in place to provide a faculty voice. Faculty Forum is open to all full-time faculty and works to formulate policies and procedures which affect the faculty. The Chair of Faculty Forum serves a two-year term on President's Council and provides a faculty perspective in administrative decisions. Division Chairs and Department Coordinators, who are also full-time faculty, are appointed to serve as liaisons between faculty and administration and communicate regularly with the Dean of Academic Affairs and the Dean of Career and Technical Education.

Sources

- AthleticInsurancePolicy
- BoardCodeofConduct2014
- BoardFinancialStatementDisclosurePolicy
- BoardofTrustees2014
- BoardofTrustees2014 (page number 3)
- BoardofTrusteesOrganizationalChartPolicyManualp16
- BoardOrientationManual2014
- BoardOrientationManual2014 (page number 5)
- ConflictofInterestPolicy2014
- DivisionChairDepartmentCoordinatorPolicyManualp52
- DutiesofPresidentPolicyHandbookp32
- FacultyForumPolicyManual
- MechatronicsProgramBoardAgendaMarch2013
- NewMissionStatementBoardApproval
- OrganizationalCharts2014

2.D - Core Component 2.D

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

Argument

MACC demonstrates a commitment to freedom of expression and the pursuit of truth in teaching and learning as evidenced through institutional statements and adopted policies, through support for innovation, and through teaching and learning opportunities offered to faculty and students.

Freedom of Expression

MACC has articulated statements and policies that emphasize its attention to freedom of expression. Respect for people is closely tied to freedom of expression. MACC places a high value on its people, as reflected in one of the College's value statements:

We respect our students, faculty, staff, alumni, and other supporters for their personal and professional worth and dignity. We honor academic freedom and encourage professional growth, individual development, and personal initiative. We protect individual privacy and safety.

MACC strives to live up to this statement by creating a culture of open dialog, inclusivity, shared decision-making, and support for new ideas. Further elaboration of this culture can be found in Core Component 5C.

Additionally, MACC's Statement of General Education Philosophy includes the following tenet regarding freedom of expression for students:

MACC students will pursue an education in an environment of intellectual purpose, freedom of thought, and meaningful inquiry.

MACC has built its general education program around the above tenet and assesses student learning to ensure the achievement of this goal. Further evidence regarding MACC's assessment of general education can be found in Core Component 4B.

MACC's policies also demonstrate a commitment to freedom of expression in the classroom. MACC's Academic Freedom Policy is based on the American Association of the University Professors' Principles of Academic Freedom. This policy defines the responsibilities and rights inherent in academic freedom at MACC.

All faculty are provided with a common syllabus for each course to ensure that core academic competencies and objectives are consistent across course sections. However, within this

framework, faculty members have the freedom to determine how the core academic competencies and objectives are met through their individual instructional approaches.

Innovation reflects an environment where people feel free to pursue new ideas, and innovation is encouraged and recognized at MACC. In recent years, faculty and staff have been recognized with the MACC Innovation Award. For example, MACC faculty have received the award for redesigning developmental education and for the initiation of a Writing Across the Curriculum program (i.e., the LOGOS Project). Additionally, multiple MACC faculty have won the annual prestigious state-level Innovation Award through the Missouri Community College Association.

Pursuit of Scholarship

MACC faculty and staff are encouraged and supported in their pursuit of scholarship and professional development. They have opportunities to attend regional and national conferences and are encouraged to belong to professional organizations within their disciplines or departments. All full-time employees are required to complete a minimum of three in-house staff development sessions each year which provide opportunities for professional enrichment and collaboration with other colleagues. Additionally, the College offers extensive in-house technology training. A tuition waiver for MACC coursework is offered to full-time employees, and MACC's Professional Growth Policy encourages continued education by providing partial tuition reimbursement for college coursework beyond the associate's or bachelor's degree.

MACC has been invited by four-year institutions to participate in national research grants, which provides another avenue for MACC faculty to participate in the pursuit of knowledge. For example, MACC participated in Truman State University's SPECTRA grant, with MACC faculty working alongside TSU professors on a study involving math anxiety. MACC has supported these types of immersive learning opportunities by providing faculty with release time, travel funds, and letters of support.

In addition to budgets for professional development travel and the purchase of supplies to support teaching and learning, faculty and staff can apply for mini-grants through the MACC Foundation to support innovative projects. As of spring 2015, the Foundation had awarded 95 mini-grants totaling \$53,750.

Full-time faculty have the opportunity to earn an academic rank of Assistant Professor, Associate Professor, or Professor. Through a peer review process, faculty are evaluated on characteristics including education, service to college and community, professional development, and leadership. Without any financial incentive, over 65% of full-time faculty have applied for and received an academic title through the academic rank process. A sabbatical leave policy also exists to support faculty in their scholarly pursuits.

MACC encourages students to pursue learning and development opportunities as well. The Student Government Association (SGA) acts as a liaison between students and the College's faculty and administration. Through SGA, students can express themselves collectively in coordinating student activities and making recommendations to President's Council on matters that benefit the student body and the College. MACC's Phi Theta Kappa (PTK) chapter is

currently a Five Star Chapter, the highest rank a chapter can receive. PTK's purpose is to recognize and encourage scholarship and service, develop character and leadership, and cultivate fellowship. Members have opportunities for hands-on leadership experience by planning and implementing chapter activities. MACC has supported the chapter by providing financial assistance with trips to regional, state, and national conventions. As another example, students in MACC's DECA organization for marketing and business have won top honors at state and national competitions. MACC has supported these DECA students and sponsors as well. Finally, students are provided the opportunity to express their creativity and explore the arts through campus and community art exhibitions, poetry readings, and musical and theatrical performances. Each year, the students prepare a compilation of their work for publication in MACC's Anvil & Lyre. The student newspaper, MACC's Greyhound Express, is produced by the News I and II classes. In this publication, students express their views through articles and social commentary.

Sources

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- AcademicRank
- Anvil&Lyre15
- CALMLetterofSupportDrGlover
- CALMLetterofSupportDrLashley
- CitingSources2016
- CommonSyllabusPSY101
- ComputingResourcePolicy
- DivisionChairDepartmentCoordinatorPolicyManualp52
- EmployeeTuitionWaiverBenefit
- GeneralEducationReportingMatrix (1)
- GreyhoundExpress
- InnovationAwardWinners2015.docx
- MACCInnovationAwardArticle
- MCCASStateFacultyInnovationAward
- MiniGrantProgram
- ProfessionalGrowthBenefit
- PTKAwardsArticle
- STEPLetterofSupportDr.Lashley

2.E - Core Component 2.E

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

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

Argument

MACC has policies and procedures in place that govern the acquisition, discovery, and application of knowledge.

Oversight of Scholarly Practice

The Faculty Handbook serves as an overall guide for faculty and includes policies and procedures specific to their role at MACC. In particular, the handbook provides guidance in the assessment of student learning and the assignment of grades. Faculty are expected to evaluate students through frequent and varied measures to obtain a sound appraisal of the quality of students' work.

Because MACC is located near a major research university, it receives frequent requests from graduate students and university faculty to conduct research. To protect the institution, employees, and students, MACC has developed a protocol for reviewing and approving external research proposals. All research requests must be submitted in writing to the MACC Vice President for Instruction and should provide an overview of research methodology and indicate whether IRB approval has been obtained from the home institution. Requests are then reviewed and approved by President's Council.

Student Guidance

The College works to educate students on the ethical use of information resources. A tutorial for using the Library and finding information is provided by Library staff. On the Library webpage, students can download a citing sources handout showing the proper format for citations. The Academic Resource Center web page also lists online resources for citations in all formats and includes information on writing research papers and avoiding plagiarism. The Academic Resource Center at each site is staffed with peer tutors to assist with research questions and the proper application of research within essays and papers.

The Computing Resources Policy reminds students that the use of computing resources is a privilege which may be revoked at any time for inappropriate conduct. The Social Media Policy states all MACC faculty, staff, and students must follow the "Best Practices of Use of

Social Media” in their work or educational capacity, and they are encouraged to adhere to these guidelines in their personal capacity as well. TurnItIn is another source of guidance used by faculty and students to ensure academic integrity. This web-based software is used to avoid academic plagiarism, and students can access a tutorial on using TurnItIn through their course’s webpage.

Academic Dishonesty and Student Conduct Policies

MACC’s Student Conduct Policy and the Academic Dishonesty Policy demonstrate to students the appropriate conduct and ethical application of knowledge that MACC expects. The Academic Dishonesty Policy is located on the College website, in the Faculty Handbook, the student Red Book, and the Policy Manual. Each course syllabus also contains a statement concerning academic dishonesty to ensure students are aware of the policy prior to starting a course. When an instance of academic dishonesty occurs, the instructor completes an Academic Dishonesty Incident Form and submits it and all documentation to the appropriate Dean. The Dean will then consider further action which could include additional meetings with the student or disciplinary sanctions. In order to guide disciplinary action, the Dean’s Office maintains a log of students accused of academic dishonesty. If a student has multiple offenses, stiffer penalties may be deemed necessary.

Sources

- AcademicDishonestyIncidentForm
- AcademicDishonestyRedBook
- CitingSources2016
- ComputingResourcePolicy
- GradingandAssessment
- GradingScalefromPolicyManual
- MentorGuidelines
- ResearchProposalForm
- SocialMediaBestPractices
- StudentConductPolicy
- TurnitInTranscript

2.S - Criterion 2 - Summary

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

Summary

MACC is an institution that places integrity at the forefront of its operations, particularly in financial, personnel, and academic matters. The College has well-developed policies and procedures providing parameters for institutional operations. Financial operations are in accordance with federal and state guidelines and regulations. In personnel matters, employees are treated with fairness and as valued team players, as reflected by MACC's offering of professional development and participatory decision-making opportunities, and a spirit of mutual trust exists among faculty, staff, and administration. Students can also be assured of fair treatment through College policies that articulate expected conduct, consequences for inappropriate conduct, and appeal processes when students feel they have been wronged. The College respects freedom of expression and the pursuit of truth in teaching and learning, as reflected in its Academic Freedom Policy and its Statement of General Education Philosophy, both honoring freedom of thought.

MACC strives to present itself clearly and accurately to the public. The College's website provides comprehensive information to aid in this goal. Program requirements, tuition and fees, and faculty and staff credentials are easily accessible and clearly identified on the College's website and in the College Catalog. Newly developed academic maps also clearly define program requirements as well as curriculum sequencing.

The College is governed by a well-informed, ethical Board of Trustees who have demonstrated a commitment to the best interests of the College and its communities. While providing College oversight, the Board also recognizes the importance of empowering the administration, faculty, and staff in carrying out their daily job functions.

MACC values its employees and strives to be an organization where people are proud to work. To improve the employee experience, the College plans to develop an improved onboarding process and develop a centralized process for tracking and implementing training needs for Title IX, FERPA, and Clery Act compliance. Additionally, the College is a vibrant and dynamic institution. As such, the College recognizes a need to tell its story better to the public. The College's website is currently being redesigned for that purpose. Overall, the College demonstrates exceptional commitment to integrity and responsible conduct and is open to adaptation in order to do the "right thing."

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

MACC is a public two-year institution offering both transfer and terminal degrees. Its transfer degrees include the Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science (AS). Its career and technical degrees include the Associate of Applied Science (AAS) and Associate Degree in Nursing (ADN). In addition, the College offers short-term and one-year certificates. These certificates are designed to be stackable towards an AAS degree in the same program. A complete list of all credit programs and their requirements are included in the College Catalog.

Program Requirements and Relevancy

Program requirements are clearly articulated and communicated to students in a variety of ways. The requirements of each degree and certificate are outlined in the College Catalog, on the website, and in program brochures. The requirements are also articulated to students through academic maps providing a clear picture of the curriculum path.

The College receives formal, external approvals for its degree programs which help ensure that its programs are relevant and require appropriate levels of performance.

- Coordinating Board for Higher Education: Every degree program offered by MACC is approved by Missouri's Coordinating Board for Higher Education (CBHE). All new

degree programs, significant changes to current degree programs, and requests to expand current degree programs to off-site locations must be approved by CBHE.

- Specialized Accreditation: All Allied Health programs go through formal accreditations by outside agencies.
 - MACC's Associate Degree of Nursing, Accelerated Associate Degree in Nursing, and the Practical Nursing Certificate (Moberly, Mexico) are accredited by the Missouri State Board of Nursing.
 - MACC's AAS Medical Laboratory Technician Degree is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.
 - MACC's AAS Occupational Therapy Assistant Degree is accredited by the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association.
- Industry Certifications: As occupationally-oriented degrees, AAS programs prepare students for industry certification exams. Built into AAS degree coursework, these certifications ensure that appropriate skills are mastered prior to entering the specific trade or career.
 - American Welding Society Level I Certification
 - Microsoft PowerPoint Certification
 - Microsoft Outlook Certification
 - Microsoft Excel Certification
 - Microsoft Word Certification
 - Microsoft Access Certification
 - A+ Industry Certification
 - Cisco Industry Certification
 - Child Development Associate Certification

In addition to external approvals to ensure currency and relevancy, MACC also has several internal mechanisms in place. All new programs and courses, as well as changes to current ones, must be presented and approved by the College's Curriculum Committee. A variety of faculty, staff, and administrators are members of this committee. Therefore, multiple perspectives are included when making curricular decisions. The College also conducts regular reviews of all its degree/certificate programs. The review process provides an opportunity to analyze the curriculum, transferability, program relevance, student performance, and the overall health of the program. Program reviews allow the administration and faculty to determine appropriate changes that could benefit a specific program.

All of MACC's Career and Technical Education programs have an advisory committee consisting of business, industry, and education professionals who collectively provide recommendations and advice regarding career and technical education and workforce development and help ensure that local training needs are being met. The advisory committee provides feedback to the College about necessary job skills, current employment trends, relevancy of the program's curriculum, and program delivery needs.

The numerous articulation agreements (e.g., Nursing) that MACC has with its four-year partners also indicate that the College offers appropriate transfer coursework. MACC also participates in the Missouri Transfer Course Library developed by the Missouri Department of Higher

Education. This library consists of courses that transfer on an equivalent basis among all public colleges and universities and participating private institutions in the state.

Quality Assurance

MACC uses several methods to assure quality instruction and consistent learning goals across all modes of course delivery. All MACC faculty use a common syllabus (e.g., Composition II) that helps ensure consistency among all courses by standardizing course objectives and content. Faculty submit their course syllabi to the appropriate Dean for review each semester. A Syllabi Review Form is used to ensure that all faculty are meeting designated criteria for each course.

Faculty are provided with several opportunities to meet with other faculty in their disciplines to discuss learning outcomes, teaching strategies, department-level assessment, and overall consistency of instruction. Department Coordinators, the Academic Affairs Office, and the Career and Technical Education Office are charged with the responsibility of communicating with adjunct faculty. The College holds adjunct faculty orientations, discipline-specific trainings, and online course trainings multiple times each year. The College has made several efforts to improve overall communication with adjunct faculty and consistency among all faculty:

- Faculty Resource E-companion: The Academic Affairs Office manages a Faculty Resources shell through the College's learning management system (MACC Online). This shell allows faculty to share syllabi, course outlines, assignments, rubrics, exams, and any other materials that faculty may find beneficial.
- Developmental English Welcome Packets: The Developmental English Coordinator provides all faculty teaching developmental English a welcome packet at the beginning of each semester.
- LAL101 Composition I User's Guide: A full-time faculty member developed a guide for adjunct faculty teaching Composition I. The Guide outlines teaching and learning expectations and provides ideas for assignments.
- Developmental Math Newsletters: The Developmental Math Coordinator provides faculty teaching developmental math with a newsletter a few times each semester. This newsletter communicates changes to all faculty.
- Adjunct Accounting Faculty Quick Guide: The full-time Accounting instructor communicates with adjunct Accounting faculty on a regular basis. The instructor provides a Quick Guide to adjunct faculty to keep them updated on textbook changes, online resources, tax changes, and curriculum changes.
- Lead Instructors: The Lead Instructor communicates classroom expectations to adjunct faculty during classroom observations and evaluations.

MACC offers courses in a variety of formats including online, hybrid, and virtual. The Instructional Technology Office has several systems in place to ensure the quality and consistency of distance education courses:

- Online Instructor Training Course: All faculty are required to complete the Online Instructor Training Course prior to teaching an online or hybrid course at MACC. This course ensures that faculty are proficient with the learning management system,

understand best practices in online instruction, and are capable of developing clear goals and plans for online course development.

- Online Course Shell: Faculty are provided with a common course shell for the courses they teach online. This promotes consistency across all courses.
- Online/Hybrid Course Audit: Online and hybrid courses are audited by the Office of Instructional Technology on a yearly basis. This audit provides oversight and ensures the quality of the online course environment.
- Lead Instructor Online Evaluation: Online course evaluations are conducted on a rotating basis by lead instructors. In addition to items covered during the course audit process, this evaluation also includes knowledge of content, instructional strategies, and student rapport.

Adjunct faculty are required to have the same academic credentials as full-time faculty. Dual credit and online courses must cover the same course objectives and must have similar assessment measures as the same course offered onsite at MACC. The classroom performance of adjunct faculty, including dual credit and online, is evaluated in the same manner as full-time faculty. Over the past several years, MACC has increased its number of full-time faculty serving as Lead Instructors so that more visits could be made in dual credit classrooms. Beginning in fall 2015, the College implemented a cycle to ensure that dual credit faculty receive a classroom observation by an MACC faculty member in their discipline.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Intellectual inquiry, as well as depth and scope of learning across the disciplines, is integral to MACC's general education program. MACC faculty formulated the following philosophy statement regarding general education:

MACC students will pursue an education in an environment of intellectual purpose, freedom of thought, and meaningful inquiry. Through general education classes, the student will demonstrate the ability to interpret, analyze, apply and critique—thoughtfully, logically, rigorously, and with creativity. Students will develop these abilities in the core requirements of Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, Mathematics, and their areas of emphasis. Their degree will also prepare students for further study.

All MACC degrees contain a core of general education:

- The Associate of Arts degree and the Associate of Arts in Teaching degree both include 42 hours of general education coursework distributed across the areas of communications, humanities, literature, social and behavioral sciences, physical and biological sciences, mathematics, computer literacy, and life skills.
- The Associate of Science degree includes general education courses in communications, humanities, social and behavioral sciences, physical sciences, mathematics, and life skills.

- The Associate Degree in Nursing and the Accelerated ADN include general education courses in communications, social and behavioral sciences, biological sciences, and mathematics.
- The Associate of Applied Science degrees (e.g., Early Childhood Education) all require general education courses in communications, humanities, social and behavioral sciences, physical or biological sciences, mathematics, and life skills.

General Education Outcomes

All students completing a degree are expected to meet prescribed general education outcomes. These outcomes are assessed by faculty through an ongoing process. Assessment occurs at the course, department, and institution level. (This process is explained further in Core Component 4B.) Student learning outcomes, objectives, and institutional rubrics are reviewed, and student learning goals are identified by faculty each academic year. MACC hosts day-long faculty professional development days each semester that allow time for faculty to engage in the assessment process and improve student learning.

MACC's distributive model of general education requires students to complete designated hours across disciplines where general education competencies can be developed. For example, students in the Associate of Arts degree gain proficiency in creative thinking, critical thinking, and adaptability through literature courses (three credits required), communication courses (nine credits required), science courses (nine credits required), and humanities courses (six credits required). The assessment process, which includes the analysis of student artifacts from these courses, tracks students' progress toward these outcomes. Additionally, several Career and Technical Education programs as well as the Associate of Arts in Teaching degree require a capstone course. The capstone course ensures that students are mastering the modes of inquiry and creative work required of that discipline. Examples of syllabi illustrating the work done by students in various capstone courses include CIT260 Systems Project, EDU295 Education Capstone, and GRA290 Portfolio Design.

Attention to Diversity

MACC's open admission policy ensures access to learning opportunities for students regardless of their cultural, socio-economic, or academic background. Recognizing the unique needs of students from these diverse backgrounds, MACC offers a variety of services to support students both inside and outside the classroom.

- **Access/ADA Services:** The Office of Access and ADA offers services for students who have disabilities in order to ensure access and equal opportunity for all students to pursue their educational goals.
- **Developmental Education:** The College offers developmental coursework in reading, writing, and mathematics for students under-prepared for college-level coursework.
- **Library and Academic Resource Center (LARC):** Each MACC full-service site offers tutoring in a variety of subjects free of charge to students. Students can also receive online tutoring.

- **Adult Education and Literacy Program (AEL):** MACC's AEL program offers free services in a flexible classroom setting for adults in a variety of interest areas. Many students use AEL services to brush up on skills needed to prepare for the High School Equivalency test.
- **New Traditions:** This program helps members of special populations enroll, enter, and complete Career and Technical Education programs.
- **Student Assistance Program:** The Student Assistance Program provides free services to students and their families who are struggling with personal or student/life balance issues.
- **International Student Advisors:** The College has four international advisors on staff to accommodate the international student population at MACC.

While MACC's student population is predominately white (82% according to fall 2014 census data), the College continues to provide opportunities to expand students' awareness of diversity through its curriculum, programs, and extra-curricular activities. The College's Global Education Committee is comprised of faculty and staff interested in developing international activities and relationships for MACC. This Committee celebrates International Education Week each year with a variety of activities, which have included viewing parties of international films, global food tastings, and dinner at a local Indian restaurant.

Students and faculty have the opportunity to participate in MACC's Semester Abroad program and EF Travel Tours. Students who participate in the Semester Abroad program spend the fall semester at Canterbury Christ Church University in England. Since the inception of the program in 1998, over sixty MACC students and faculty have participated. Additionally, MACC faculty have led a number of two-week travel tours abroad to such destinations as France, the Netherlands, Germany, Austria, Spain, and Italy, among others.

Scholarship, Creativity, and Discovery of Knowledge

MACC faculty and students contribute to scholarship, creative work, and the discovery of knowledge in a variety of ways. Faculty are continually working to improve themselves and grow professionally. All full-time faculty are provided with a professional development budget to attend conferences, trainings, and workshops, and they are evaluated in the area of professional growth as part of the evaluation process.

MACC students have opportunities to be involved in scholarship, creative work, and the discovery of knowledge. The school newspaper, the Greyhound Express, is created and published by students in News I and II and Newspaper Production classes. This project gives students hands-on experience in news gathering and news writing as well as newspaper layout.

MACC also provides students with creative outlets, such as art shows, poetry readings, plays, concerts, and a creative writing journal, *Anvil & Lyre*. The Evelyn E. Jorgenson Fine Arts Gallery has rotating art exhibitions and often showcases student work. An English professor organizes a poetry reading every semester where students can read their original pieces, and students are also able to submit their work for publication in the *Anvil & Lyre*, which is published annually. The MACC Theater Department presents both a fall and spring

production. Past performances have included such favorites as *Our Town* and *Grease*. Students from all MACC locations are able to audition for parts and assist in the production. The MACC Singers choral group is composed of approximately thirty students and community members. Participants audition for the choir, and the group performs public concerts at the College as well as in the surrounding community.

Furthermore, certain classes and clubs host guest speakers and topic-related events. For example, the Education Club held an all-campus event to inform students of current legislative action. Theater faculty have regularly taken their Theater Appreciation classes to see professional productions in St. Louis. Also, a full-time faculty member involved in a raptor rescue group has brought several birds to campus to raise awareness of and generate interest in raptor rehabilitation efforts. These are just a few examples of MACC's commitment to the discovery of knowledge and the fostering of creativity among its students.

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3.C - Core Component 3.C

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

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

Argument

MACC employs sufficient numbers of faculty and staff to provide effective programs and high quality services. These individuals are appropriately qualified and are supported in their roles, and they form a strong cadre of dedicated professionals.

Faculty

MACC hires sufficient faculty to maintain small class sizes. The faculty to student ratio is 1:22, with class size rarely exceeding thirty students. This ratio allows faculty to provide individualized instruction for students and create an environment for student success.

According to MACC's fall 2014 IPEDS report, the College has 76 full-time and 236 part-time faculty. In recent years, to balance the ratio of full-time to part-time faculty, MACC has added full-time positions or re-assigned current faculty to the Columbia site, which has the largest ratio of adjuncts. Seven full-time faculty positions have been added in Columbia since 2011, and two full-time faculty positions were recently restructured to teach half of their course load in Columbia. Also, in 2013, a new full-time position in Biology was added to the Hannibal site, which housed the fewest full-time faculty at that time. Additionally, to enhance consistency in instruction regardless of the delivery location or mode of delivery, a core of full-time faculty is located at each MACC location, and most full-time faculty also teach at least one online course each semester.

The Policy Handbook outlines the full time faculty responsibilities for teaching, professional development, and involvement in College committees and activities. Full-time faculty are required to teach at least fifteen credit hours each fall and spring semester. They also oversee the curriculum in their discipline and present appropriate changes to the Curriculum Committee, select textbooks, develop and update the common syllabus (e.g., Composition I), and participate in the assessment process for their discipline. Appointed full-time faculty also serve as Division Chairs, Department Coordinators, and Lead Instructors who assist with the coordination of assessment, communication with adjuncts, and the handling of other instructional issues within the department.

The Policy Handbook also outlines the duties of adjunct faculty. Their duties and responsibilities include teaching assigned courses, developing their course syllabus in alignment with the common syllabus, and following College policies. In addition to assigned duties and responsibilities, all adjunct faculty, including dual credit and online faculty, are encouraged to participate in departmental assessment and professional development activities each semester. Dual credit faculty must attend at least one discipline-specific training each year.

Faculty application materials are carefully reviewed before hire. A Review of Credentials is completed and approved by the appropriate Dean and Vice President for Instruction for every instructor hired at MACC. This form requires the reviewer to document an applicant's qualifications, including academic credentials, specialized training, and related experience. All general education faculty must have a minimum of a master's degree with eighteen graduate hours in the content area. Career and Technical Education faculty are generally expected to have at least a bachelor's degree, but they may have a combination of academic credentials and related field experience. All faculty teaching dual credit courses must have credentials equivalent to faculty teaching on-campus courses.

The full-time faculty evaluation process is articulated in the Faculty Handbook. All newly hired full-time faculty submit a Faculty Portfolio to the appropriate Dean each year for the first five years of employment, then every three years thereafter in accordance with their evaluation cycle. Faculty also receive classroom observations by an administrator every year for the first five years and then every three years after or more frequently if deemed necessary. The final step of the evaluation process culminates in a summative conference between the faculty member and the administrator, where multiple documents are reviewed, including the portfolio, students' evaluative ratings/comments, and classroom observation. In the summative evaluation, the administrator will provide the faculty member with feedback regarding instruction/teaching, service and leadership, and professional development. Any ratings of a one or two require a written plan to be completed by the faculty member, the Vice President for Instruction, and the appropriate Dean to address and improve areas of concern. Ratings of one or failure to show improvement in an identified area of concern during consecutive evaluations may result in the instructor's failure to receive a subsequent contract.

The evaluation process for adjunct faculty is detailed in the Faculty Handbook and consists of three primary components: an in-class observation, student course evaluations, and an evaluation conference. Adjunct faculty, including dual credit faculty, are typically observed by a Lead Instructor, a full-time faculty member who has been trained on conducting observations and

evaluations. The Lead Instructor also reviews the adjunct instructor's course syllabus to ensure that grading standards and assessment methods are appropriately rigorous. All new adjuncts are observed/evaluated in their first semester of teaching. Thereafter, adjunct faculty are observed at least once every two years or more frequently if deemed necessary. The process culminates in a conference between the instructor and the observer in which they review and discuss all materials related to the evaluation. The results of observations and evaluation conferences conducted by site Directors and Lead Instructors are forwarded to the appropriate Dean for review. In recent years, MACC has allotted more resources for Lead Instructors to help ensure all new adjunct instructors are evaluated in their first semester. Prior to fall 2014, Career and Technical Education adjunct faculty were not observed as regularly; however, a plan has now been implemented to ensure they are being observed regularly.

MACC supports faculty professional development. MACC has designated faculty professional development days throughout the year. In recent years MACC has obtained speakers to discuss current issues in higher education. For example, recently the workshops have covered topics about competency-based education, college completion initiatives, and critical thinking across the disciplines. Faculty are encouraged to attend and present at relevant conferences and trainings. Full-time faculty are active in state and national organizations like the Missouri Association of Colleges for Teacher Education (MACTE) and the Missouri Developmental Education Consortium (MoDEC). Faculty have a budget to support opportunities for conference attendance and other training.

In addition to outside professional development, MACC is committed to offering several opportunities during the year for in-house professional development. All full-time faculty are required to attend three sessions each year. Additionally, faculty teaching online must complete a four-week training course. There are also many professional development opportunities for faculty to attend virtually. For example, in spring 2015, faculty could attend a virtual training session on a new library database. With the exception of the training required for online teaching, adjunct faculty are not required to participate in professional development; however, they are encouraged to attend College workshops and training. The College provides a stipend for adjunct faculty for participating in this training.

Orientation sessions are provided for new faculty. These sessions provide general information about the College as well as specific information about professional responsibilities, communication, technology, course management, academic policies, and support services for students. The orientation for new full-time faculty is held on the Moberly campus. Each off-campus location provides its own orientation for adjunct faculty. One-on-one orientation sessions are available for faculty unable to attend a group session.

Instructors are accessible to students. As indicated in the Faculty Handbook, all full-time faculty are required to hold ten office hours each week, and adjunct faculty who teach nine or more credit hours are required to hold three office hours per week. If teaching online, faculty are required to hold virtual office hours for online students. Office hours are listed in the course syllabus and posted on the MACC website. All courses also have a course website where information can be posted, and students can communicate with instructors. All instructors are

available via email, and email addresses are posted on the College website as well as on course syllabi.

Staff

Every staff position has a specific job description which identifies the duties, expectations, and qualifications for the position. The qualifications, including experience and education, vary depending on the type of work performed. Examples of positions providing student support include Student Services Advisor, Financial Aid Specialist, Learning Center Coordinator, and Instructional Technology Specialist.

All vacant positions are posted on the MACC website. Applications are reviewed by Human Resources, the supervisor, and a search committee (if applicable) to ensure that they meet the minimum qualifications for a position. Applications are forwarded to search committees to further evaluate specific work experience and educational background and to select interviewees. The search committee holds interviews and recommends the top candidate to the MACC President for a final interview.

Upon initial employment, full-time staff participate in an orientation session provided by the Director of Human Resources. Additionally, new employees are assigned a mentor to assist them with the transition to their new job. New staff receive one-on-one training with supervisors and peer staff. Because processes change, the training process for staff is continual. Staff at each off-campus location are cross-trained in all facets of admission and enrollment, including financial aid, registration, business office transactions, and bookstore sales. Thus, students do not need to travel to another location for any service. In particular, advisors are trained in many financial aid matters and assist students with the completion of financial forms (e.g., Financial Aid Satisfactory Academic Progress Appeals, student loan applications, verification forms, etc.)

This cross-training approach has allowed MACC to provide effective services with limited resources during heavy traffic times, such as open enrollment periods when advisors and other staff are in high demand. For example, Moberly staff from the offices of Off-Campus, Student Services, Business Office, and Financial Aid will often assist at the Columbia location, which has more than twice the enrollment of the Moberly home campus. This process has allowed the College to provide on-demand service and has reduced the need for hiring part-time staff.

Staff members are also required to participate in three in-house training sessions each year. Additionally, departments may also arrange for their staff to attend webinars, external training, or pertinent workshops. For example, Student Services staff participated in a Faculty Professional Development Day to hear a presentation by the Chief Attorney for the Region 7 Office for Civil Rights. Each department also has a travel budget to provide support for employee travel for professional development. Most departments hold meetings periodically to provide their staff with updates and to discuss problems and solutions. For example, advisor meetings are held each semester to discuss changes to curriculum, testing, and enrollment procedures.

The evaluation process for staff includes an annual performance review conducted by the employee's supervisor, who uses a standardized form to rate the employee in key areas as well as provide comments. Unsatisfactory performance will result in an improvement plan for the staff member. The staff evaluation form is targeted for revision in the near future in order to provide more useful feedback and to better align performance measures with institutional priorities.

MACC recognizes a need to improve its processes for onboarding, training, and evaluating staff. The institution has grown significantly since some processes were originally implemented, and at times, the communication of expectations regarding staff development, training, and evaluation lacks consistency across sites. MACC's strategic plan includes specific strategies for addressing these concerns. The plan directs the College to develop orientation programs and materials to assist new employees, to implement a new mentoring system, to provide performance evaluation training for supervisors, and to develop new staff evaluation forms.

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- StaffEvaluationForm
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

MACC has students from diverse backgrounds and with different needs. The Fall 2014 Student Profile provides an overview of student demographics. Students originate from both rural areas (most of northeast Missouri) and larger towns and cities (e.g., Columbia). They are diverse in age, with approximately one quarter of students being of non-traditional age, and half choose to attend part-time. Many come needing developmental education to prepare for college-level work. Though the profile does not show it, many MACC students work part-time or full-time jobs and/or care for a family at the same time. Thus, these students need support outside of the classroom to be successful inside the classroom.

Student Support Services

To provide appropriate and effective support services, MACC seeks feedback regarding needs and quality through several means. All student support services are assessed through the Student Satisfaction Survey and the Faculty/Staff Assessment of Support Services Survey. Results are reviewed by President's Council and department supervisors to make appropriate changes and additions as necessary to best serve the campus community. MACC also participates in the Noel-Levitz Student Satisfaction Inventory and receives comparison information about student satisfaction. Results are used to set department goals and are incorporated into the strategic planning process. Students can also submit feedback through comment card boxes located College-wide or through the more formal complaint procedure.

MACC enrolls a significant population of students whose test scores indicate they may not be college ready. These students are required to complete preparatory coursework in writing, reading, and math. Test scores (ACT and Compass) are one method used to place students into

appropriate classes, and testing services are offered at each location. In fall 2014, MACC began offering alternative methods of assessing and placing students. Compass workshops are now held to assist students with preparing for the Compass. Students who test into developmental coursework also now have the option of completing a writing appeal to be placed in college-level English. For math, students have the option of placing into college-level math if they meet a combination of measures including high school GPA, a Compass/ACT score in a designated range, and a recent high school graduation date. Students with placement scores near the cut score now also have the option of taking a college-level English class, paired with a co-requisite lab that allows them extra help with areas that they need to improve. It is the intent of these methods to more accurately place students and to facilitate an accelerated and more successful route through developmental education.

MACC offers preparatory classes through the Adult Education and Literacy (AEL) office. AEL classes are offered at the Moberly campus and cover topics like balancing a checkbook, learning to read, writing letters and memos, and understanding graphs and data. Students can also receive help obtaining their HISET or learning English as a Second Language.

Mandatory academic advising prior to enrollment helps students think about their academic plans, develop career goals, and understand MACC's policies and procedures. All students are assigned an academic advisor, though they are able to meet with any advisor available at the Mexico, Hannibal, Kirksville, Moberly, and Columbia locations. Academic maps have been created to ensure that students are taking appropriate classes and stay on track for their degree. Advisors also assist students with academic and career planning decisions. Students who need more assistance with career planning can receive help through Career and Placement Services.

In addition to receiving one-on-one academic advising, students devise their degree plans in their College Orientation course. Students are encouraged to take College Orientation during their first semester, so that they can optimize their degree plan. Degree plans are created in Academic Planner, a tool within the MyMACC portal. Students can then self-enroll in subsequent semesters once their plan is approved by an academic advisor.

Career and Technical Education (CTE) programs have a special advisor who assists with these programs, and CTE faculty are also available to assist with program specific advising. Additionally, CTE faculty help students within their specific degree programs to stay on track academically as well as prepare them for internships and jobs. Faculty in the Associate of Science degree and the Associate of Arts in Teaching degree also advise many of their own students.

Regardless of their major or educational goal, students have access to free tutoring at all locations. Students can access tutoring services in person, virtually, or online through Smarthinking. Tutoring services and schedules for each location are posted on the College website.

Students who qualify for Access & ADA Services may also receive additional assistance in addressing academic needs. Additionally, MACC offers a Student Assistance Plan which

provides free services for students needing assistance with legal issues, stress, or financial concerns.

Library and Academic Resource Centers (LARCs) are located at the Moberly, Columbia, Hannibal, Mexico, and Kirksville sites. LARCs offer support for teaching and learning by offering free tutoring, educational software, print and electronic library resources, reference support, and a variety of other materials.

- The Kate Stamper Wilhite Library, in Moberly, houses the main library collection. Faculty, students, and staff have access to MACC's print collection, and they can also request books from other institutions across Missouri as well as other states via MOBIUS (a statewide interlibrary loan system) and other search catalogs. There are a variety of electronic resources, available remotely, including eBook databases, EBSCOhost databases, Gale databases, and Films on Demand. The Library is operated by a full-time Director.
- The Academic Resource Center offers Certified Peer Tutoring both face-to-face and virtually, as well as software to assist with coursework. The Academic Resource Center is operated by a full-time Coordinator, with additional oversight provided by a full-time faculty member with Director responsibilities.
- The Columbia, Hannibal, Mexico, and Kirksville locations have library and tutoring services tailored to each location's need. LARC Coordinators provide oversight at each location.

Technology Infrastructure

MACC's technology infrastructure supports effective teaching and learning. The College's website is a valuable tool, providing students 24/7 access to information about MACC services. From MACC's home page, students can also access links to their Online Class Login, College email account, and MyMACC portal. The College Catalog and the Red Book (student handbook) are available online as well.

MyMACC, MACC Online, and Webmail are integral educational tools at MACC. Through MyMACC, students can see their course schedule, their semester grades, and their financial aid award, as well as make payments on their tuition. MyMACC is also vital to faculty, who use it to view their course rosters, access MACC's retention software, and enter grades. MACC Online is the distance education platform, where faculty and students can access their online courses. Traditional courses also have a webpage in MACC Online, making it possible for students to download course materials, see their current grades, and email their class or instructor. Many online and traditional classes also utilize MyLabs, online resources which offer additional material for students to study and improve their skills. Many classes are utilizing built-in ebooks, which has helped students unable to purchase textbooks near the beginning of the semester gain access to class material upon the start of the class. Finally, each faculty, staff, and student is issued a College email account. Students are taught how to use their student email accounts during advising sessions. Email addresses for faculty and staff are published on the website, so that students can easily communicate with them.

Because MACC has embraced the use of technology as an instructional tool, it understands the importance of providing students access to that technology. As of spring 2015, nearly 900 computers were available for student use. The Moberly campus, with its offering of Career and Technical Education programs, had the largest number of computers (398), followed by Columbia (179), Mexico (113), Kirksville (80), Hannibal (74), and Edina (28).

In addition to providing computers for student use, MACC assists students with using the technology. Eight full-time Instructional Technology Specialists are available to assist students with using computers and logging into MyMACC and MACC Online. These Specialists also hold technology training sessions during student orientations. Students who need support in technology skills can also take advantage of MACC's Discover Technology courses. These non-credit courses provide basic technology information such as keyboarding, email, social media, and Microsoft programs. The Discovery Technology courses are free to all students and community members.

The technology infrastructure is expanding to enhance communication with students. MACC uses a Facebook page, YouTube account, and Twitter feed to communicate with students about events, programs, and other news. Currently, MACC has 465 Twitter followers and over 4,000 Facebook page likes. The College intends to improve the efficacy of social media tools in reaching current and potential students.

Physical Infrastructure

MACC provides the physical infrastructure needed for its programs and activities. MACC offers many performances each year, including art shows, theater productions, musical concerts, and sporting events. The Moberly campus offers a variety of spaces to host these events.

- An Auditorium for theatrical performances, music concerts, and speaking events
- An Activity Center where sporting events take place
- An Art Gallery that is home to a permanent art collection
- An Alumni Museum that preserves the College's rich heritage

MACC has scientific laboratories to support the science curriculum, with adequate space for experiments, testing, and storage. The Moberly and Columbia locations each have three science labs used to support biological and physical sciences. The smaller sites of Hannibal, Kirksville, and Mexico each have a multipurpose lab for their classes. Additionally, on the Moberly campus, there are facilities to support the arts program, including a studio for Art classes, a keyboard lab for Piano courses, choir rehearsal and audition rooms for the MACC Singers, a rehearsal classroom and storage area for Acting classes, and a dark room and Mac lab for Photography classes.

MACC also supports its Career and Technical Education programs by providing the following:

- Computer labs for its Computer Information Technology, Business Office Administration, and Graphic Arts programs
- Drafting lab for its Architectural and Mechanical Design program

- Machining lab for its Machine Tool program
- Mechatronics lab for its Mechatronics program
- Labs for each of its Allied Health programs, including a high tech simulation lab for Nursing programs
- Law Enforcement Training Center with space for physical training and simulations

Additionally, MACC partners with other institutions and agencies to meet space and equipment needs. For example, MACC's Welding program is offered at the Moberly Area Career and Technical Center, and local hospitals and medical centers serve as clinical sites for student training in Allied Health programs.

Guidance in Research

For students, guidance in the effective use of research and information sources begins early with an assignment in College Orientation, a required course in most degree programs. All students complete a library assignment which includes creating a bibliography of library resources and answering questions meant to help them understand library research. The Director of Library Services and LARC Coordinators at each campus are available to assist students with research and information resources. Tutors at each location are able to assist with library research as well.

Guidance is continued in specific courses, most commonly Composition II, which is an introduction to argumentation and research writing. The course objectives for Composition II state, "Upon successful completion of this course, students will demonstrate academic research techniques, incorporate secondary research into original writings..." This means that all students completing this course successfully should be able to perform academic research and incorporate those findings into their own persuasive writing.

Effective use of research and information sources is assessed through General Education Outcome I, which states, "The student will demonstrate effective written and oral communication skills." Subcomponents of the outcome are the following:

- The student will construct logical and ethical arguments with evidence to support the conclusions.
- The student will analyze, synthesize, and evaluate a variety of course material and points of view.
- The student will accept academic responsibility for all work regarding issues of copyright, plagiarism, and fairness.

This means that the ethical use of sources is assessed by looking at student artifacts during the general education assessment process. The average score for this outcome in fall 2014 was 2.9 for Composition I and 2.87 for Composition II. Scores could range from 1 (low) to 4 (high), so although student performance was rated as acceptable, there is room for improvement.

Furthermore, the Academic Dishonesty Policy is included in the Red Book (student handbook) and highlighted on course syllabi. The policy outlines the definition of plagiarism as well as the academic sanctions for violations of the policy.

Sources

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3.E - Core Component 3.E

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

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

Argument

MACC's co-curricular programs stem from MACC's mission to provide "*dynamic and accessible educational opportunities that empower our students and enrich our communities.*" These co-curricular experiences include cultural exposure, creative expression outlets, leadership opportunities, career experience beyond the classroom, and athletic participation. Each contributes to the educational experience of MACC's students and frequently benefits the greater community.

Cultural Education

Cultural opportunities are limited in rural northeast Missouri. Therefore, MACC attempts to fill this void by hosting cultural events to enrich its community. Faculty, staff, students, and community members can attend art shows, poetry readings, dramatic performances, and concerts at the Moberly campus. The Evelyn E. Jorgenson Fine Arts Gallery has rotating exhibits featuring the work of professional artists as well as MACC students. Additionally, through a partnership with Moberly Area Council on the Arts, MACC provides unique opportunities for cultural exposure. For example, in 2014-15, in conjunction with the Arts Council, MACC hosted a concert pianist, an a capella vocal group, and a Mexican and Brazilian dance group. As another example, MACC holds an annual Art on the Block event. This one day event brings children, their families, and the community together to celebrate art.

MACC's Semester Abroad Program, EF Travel Tours, and Global Studies Certificate also offer unique and enriching cultural experiences. The Semester Abroad program is in partnership with Canterbury Christ Church University. An instructor accompanies students to Canterbury and is available to students throughout the semester. MACC also works with EF Travel Tours to offer global experiences to students. For example, in 2014, MACC offered a ten-day trip to Amsterdam, Paris, and London. Students taking the trip had the option to receive three credit hours of Cultural Studies in Music. Also, students may earn a Global Studies Certificate by completing a prescribed set of courses within their Associate of Arts degree. The purpose of this certificate is to provide students with theoretical and practical knowledge for living and working in a global society.

Creative Expression

MACC provides co-curricular opportunities for students to develop and demonstrate their creativity. Events such as art shows, plays, and concerts not only provide enriching experiences for the audience but also for the performer. Students are empowered by using their creativity and having their work viewed and acclaimed. Another example of an outlet for creative expression is the Book Spine Poetry Contest held to celebrate National Library Week and National Poetry Month. Students are encouraged to visit a library and create a poem out of book spine titles. This event gives students the opportunity to express their creativity and compete for a spot in the College's creative writing publication, *Anvil & Lyre*.

Leadership Skills

A key component of MACC's mission is to *empower* students. MACC's co-curricular programs empower students by helping them develop leadership skills. Student Government Association (SGA) and Student Advisory Committees encourage students to participate in the governance and betterment of the College by taking on leadership roles. SGA acts as a liaison between MACC students and faculty/administration. Students on the Student Advisory Committees discuss with campus administrators what they would like to see at each location.

Students can participate in a variety of organizations to aid in the development of leadership skills. For example, MACC's Collegiate DECA chapter helps students enhance their organizational and presentation skills and empower them to become emerging leaders in today's business world. In 2015, eight students participated in the Missouri Collegiate DECA competition. Two students received first place honors in the Emerging Technologies Marketing category, another student received first place in Project Management and finished in the top ten for Retail Management, and four students qualified to compete at the Collegiate DECA international competition. MACC's DECA also launched a service project titled "Allow Life to Thrive, Don't Drink and Drive," which raised money for the county's Drug Court Program, and organized numerous speakers to demonstrate the dangers of drinking and driving to area students. Additionally, MACC has an active and award winning chapter of Phi Theta Kappa. In 2015, MACC's five-star Alpha Tau chapter attended the Phi Theta Kappa Missouri Regional Conference in Branson, MO, where they received numerous awards. Their Honors in Action project, "How Does Social Media, Especially Facebook, Shape Our Perception of Friendship?" won the Distinguished Theme Award and reflects some of their learning outcomes. The success of DECA and PTK indicate that students are being empowered through their development of leadership skills.

Career Training

Students are also provided with opportunities outside of the classroom to learn more about their chosen career field or to interact with the community through their educational program. For example, MACC hosts an annual Health Fair where Nursing students and faculty provide free blood pressure, blood sugar, and cholesterol checks, and Allied Health students and local health providers provide information booths on health topics and provide health services, such as flu shots. The Health Fair provides an opportunity for students to gain hands-on experience, enhance their knowledge and communication skills, and provide a community benefit through the provision of health services and information. Additionally, students in several Career and

Technical Education programs have the opportunity to complete internships with local businesses. These internships are designed to provide real-life work experience through on-the-job training in the students' chosen field.

Athletics

MACC has athletic opportunities for students, including a men's basketball team, a women's basketball team, and cheerleaders. These programs have a rich heritage at MACC and provide athletes the opportunity to enrich their educational experiences beyond their academic studies. Students who participate in sports programs are active in MACC events and are often the face of the College. They also provide community service. For example, the players visit area schools to read to children.

Mission Fulfillment

MACC claims that it will provide an environment that creates opportunities for student engagement by offering co-curricular activities, such as those previously listed, that enable learning and encourage student success in a safe atmosphere (see Institutional Purposes—Collegiate Environment). A “safe atmosphere” refers to more than physical safety. It also refers to an environment that nurtures student development and provides students with support services needed for success. As described in Core Component 3D, MACC provides appropriate advising, learning resources, support services, and developmental education programs to enable student success. MACC recognizes that giving students early exposure to higher education in a less threatening environment as well as providing incentives to test out the waters of higher education can also help students feel “safe” to pursue continued education. To that end, MACC provides dual credit opportunities and financial incentives. MACC offers dual credit coursework at a reduced tuition rate in over forty high schools in the area. Students in this program start their higher education experience in the familiar environment of their high school classroom. An additional financial incentive comes through MACC's Senior Summer Start program, which is available to graduating high school seniors or GED/HISET completers. This program allows students to enroll in one three credit hour in-seat course the summer after graduation for free. This allows students to get a jump start on their college education, get acclimated to the college experience, feel reduced financial stress, and perhaps feel reduced anxiety in their first fall semester.

MACC also claims it supports economic development (see Institutional Purposes—Economic Development). The Entrepreneurship and Business Development Center (EBDC) offers customized training to businesses and industry as well as non-credit classes/trainings to the community for areas such as Certified Nursing Assistant, First Aid/CPR, and other areas like Paralegal Certificate and New Media. The EBDC recently developed the Fire Training Academy, which trains fire fighters at a low cost. Additionally, the EBDC houses the Small Business and Technology Development Center, which assists businesses with a variety of needs, such as professional business analysis and strategic planning. MACC's service region benefits from these offerings. Students find better career opportunities, and the community gains a skilled workforce.

To effectively support economic development, an institution must have good relationships and networks established to understand the needs of its community. MACC is actively involved in a variety of agencies and organizations that support economic development. A few examples include the regional Workforce Investment Board, Affordable Community Education, CORE (Connecting Our Regional Economy), Moberly Area Economic Development Council, Rotary, K-REDI (Kirksville Regional Economic Development Incorporated), Northeast Missouri Economic Development Council, and Cradle to Career, just to name a few.

Whether traditional students are looking for co-curricular programs to enrich their college experience or community members are looking for cultural events or workforce training, MACC lives up to its mission by providing dynamic, accessible opportunities that empower students and enrich communities. MACC's success is found in the satisfaction of the students and communities that it serves.

Sources

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3.S - Criterion 3 - Summary

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

Summary

MACC provides students with a high quality educational experience. The College has several mechanisms to ensure that its programs are current and consistent, regardless of the mode of delivery. External accreditation, industry certifications, curriculum committee processes, regular program reviews, and common syllabi are just a few ways MACC assures the quality and consistency of its programs.

MACC's general education program is built around learning outcomes that college-educated individuals should possess. The College has a well-established assessment process for gauging these outcomes. Recognizing their primary role as teachers, faculty demonstrate buy-in with assessment and are willing to experiment to foster improvement in student learning.

Highly qualified faculty are provided ample resources, formative and summative feedback on their teaching performance, professional development opportunities, and peer networking opportunities, which further enhance the consistency and quality of instruction at MACC. All instructors must possess appropriate credentials, and a review process exists for certifying that faculty meet stated requirements. MACC also has an evaluation system for both full-time and adjunct instructors. Its Lead Instructor observation process provides a valuable link between full-time and adjunct faculty.

Staff are hired according to the requirements as stated in their job descriptions. Staff are encouraged to participate in training in their job area as well as cross training so that MACC's off-site locations can provide a full range of support services for students. Competent, dedicated, and well-trained staff are a strength of MACC.

As an open access institution, MACC recognizes the importance of providing support services for students. It has testing and placement guidelines as well as a developmental education program for students to help ensure they are prepared for collegiate coursework. Academic support for learners is provided in a variety of ways, and the College assesses itself regularly to determine if students' needs are being met. The College has been conscientious in ensuring that students at all MACC full-service locations as well as online have parity in the support services available to them. Beginning in spring 2016, the organizational structure will be revised to further promote a "one college" mentality, and the "off-campus" and "main campus" nomenclature will eventually be phased out.

MACC is not without challenges in the area of teaching and learning. Because the ratio of adjunct faculty is significantly greater than full-time faculty, particularly in some disciplines, it has been difficult to pair adjunct faculty with full-time faculty in their discipline for the purpose

of communication and evaluation. However, the College has increased its number of Lead Instructors and has implemented Department Coordinators to meet this challenge. Additionally, the strategic plan directs the College to develop an improved mentoring program for adjunct faculty, so progress will continue in this area. Finally, as a commuter college, MACC has difficulty engaging students in extracurricular and co-curricular activities to enhance their educational experience. The new strategic plan provides direction in this area as well. MACC will expand marketing of student activities, explore student academic interest groups, and coordinate College transportation from off-site locations to on-campus events, such as basketball games, concerts, and plays, to encourage more student involvement in these activities.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

MACC places high importance on maintaining the quality of its educational programs. This is demonstrated by the attention that the College gives to reviewing its programs, establishing credit evaluation policies and procedures, overseeing its curriculum, providing learning resources, maintaining accreditation, and monitoring and improving the success of its graduates.

Program Reviews

MACC regularly reviews all of its degree programs. Each review includes an analysis of student demographics and enrollment trends, success rates/assessment results, faculty credentials and professional development, curriculum matters, and program resources. Transferability, program relevance, and future trends are also considered. The academic program reviews (e.g., AA, AS,

AAT, Dual Credit, Distance Education) take place every four years and each CTE program (e.g., Early Childhood, Drafting, Med Lab Tech, OTA, ADN) every five.

Findings of the reviews drive program decisions. In 2013, for example, the Associate of Science (AS) program review resulted in a number of changes.

- The review provided justification for expanded delivery of the AS degree, so MACC sought approval from the Coordinating Board for Higher Education as required to offer the AS program at its off-site locations. In spring 2015, MACC began offering the curriculum for the entire degree at its Columbia location where AS students are most concentrated.
- The program review also noted the need for curricular changes. A new pre-calculus class (MTH150) was developed because many potential AS students were not prepared for Calculus and therefore not able to progress as needed in their math and physics sequence. Also, following the review, faculty visited with several four-year institutions and redesigned the AS degree to ensure curricular alignment and smooth transfer.
- MACC made changes to improve advising and provide students with program information early in their degree plan. An AS-designated section of College Orientation was developed and piloted in fall 2014. This gives students and faculty a chance to explore specific engineering programs that students are considering, as well as specific engineering career fields. It also connects students with others who have similar academic and career interests.

Prior to the above changes, many students transferred out of the AS program before degree completion. However, the program is now on track to triple its number of graduates, with students having increased access to courses at the Columbia location. Additionally, students can keep on track through alternative math preparation and receive program-specific information early in their course planning.

Several AAS programs have also been reworked and reorganized based upon the results of program reviews. Those programs include the following:

- Business and Office Technology was revised and renamed to become Business Office Administration.
- Business Accounting Technology and Marketing/Management were merged under one parent program, Business Administration.
- Industrial Technology-Machine Tool and Drafting Design Technology were reorganized and merged under one parent program, Engineering Design and Development.
- Industrial Technology-Mechatronics and Industrial Technology-Maintenance were reorganized and merged under one parent program, Engineering Systems.

Evaluation of Transfer Credit

MACC's transfer policy, which is clearly outlined in the College Catalog and the College's website, explains what will be accepted as transferred credit. Depending on the type of credit, the Registrar and either the Dean of Academic Affairs or the Dean of Career and Technical

Education review each request. If the transfer credit is from a regionally accredited institution, the Registrar designates the equivalency on a transcript evaluation form, which is then sent to the appropriate Dean for approval. Credit may be accepted from proprietary schools if the school is accredited by an agency approved by the US Department of Education. Then, as necessary, the appropriate Dean reviews the student's transcript with help from a faculty member who is a subject matter expert. Course descriptions are matched to MACC classes with similar descriptions and content. Additionally, course syllabi may be requested from the proprietary school before any transfer credit is awarded. Credit from international institutions is similarly evaluated, once translated into English by an approved agency.

Students sometimes have prior learning experiences and credentials that offer them an opportunity to receive college-level credit toward a degree through MACC. MACC's Credit for Prior Learning Policy describes the methods for awarding this type of credit, including credit by standardized testing (e.g., Advanced Placement and CLEP), credit by examination, credit by certification, credit by credential, military credit, and credit by articulation. In each of the above, the appropriate Dean, with input from faculty as appropriate, reviews the competencies mastered by the student to ensure that learning is equivalent to the credit being granted.

Internships are also evaluated to ensure that they are substantive and deserving of credit. Students and employers both receive an MACC Internship Handbook to ensure awareness of internship policies and procedures. The internship coordinator must approve the work the student will be doing. Students must complete weekly time sheets, a mid-semester and end-of-semester evaluation, and final project (often a presentation or paper summarizing the internship). The employer is also asked to provide feedback about the student at mid-semester as well as when the internship is complete.

During the 2013-14 academic year, MACC was one of six Missouri community colleges that participated in the pilot program for the Missouri Reverse Transfer Program, which was launched state-wide in 2014-15. MACC's Reverse Transfer Program clearly outlines what requirements must be met to qualify, including completing at least fifteen credits at MACC. As the MACC Registrar receives reverse transfer transcripts, they are evaluated, and a degree audit is prepared to ensure that students have completed degree requirements. As of spring 2015, MACC had awarded nine Associate of Arts degrees to reverse transfer students. It is anticipated that these numbers will increase as the Reverse Transfer Program becomes more visible.

Curriculum Oversight

MACC has clearly defined prerequisites for courses. The prerequisites can be found in course descriptions, on course syllabi, in Academic Planner (an online system students use to plan their course of study), and in degree maps (e.g., Business, Teacher Education), designated by the symbol "^." The English and Math Placement Guidelines chart outlines placement score requirements as well as the sequencing for math and English courses. Prerequisite requirements are monitored through several means. If students are using Academic Planner, the system prevents them from registering for a class if they have not met the appropriate prerequisite. Student Services also checks that students have met developmental education prerequisites, while Academic Affairs checks that students have met general education course prerequisites,

and Career and Technical Education faculty check that students in their programs have met course prerequisites. Students are administratively dropped from a course if any prerequisite is unmet.

Curricular changes are made through established procedures. The Curriculum Committee, which consists of a variety of members from all MACC locations and from various stakeholder positions, meets monthly during the academic year. Changes to programs, development of new courses, and changes to course descriptions and course names all must be approved by the Curriculum Committee. Changes are generally presented one month and voted upon the next in order to give Committee members time to research and reflect on curricular decisions. Any new programs approved by the Curriculum Committee are taken to the Board of Trustees for final approval. All Career and Technical Education programs have Advisory Committee meetings twice a year where curricular changes are discussed. Recommendations of the Advisory Committee help ensure Career and Technical Education classes are relevant and up-to-date.

In order to maintain the integrity of online courses, beyond the already implemented best practices of unique student log-ins and timed tests, several instructors/disciplines also use proctored exams. This helps ensure that the correct student is taking the exam and is not consulting with others or using outside material. As more faculty wish to use the proctored exam strategy, accommodations at some locations may become a challenge, as these locations do not have testing centers. In order to address this challenge, MACC has a staff member at the Moberly campus coordinating proctored exams across all locations. Register Blast is used to schedule exams, and students receive email reminders of their scheduled exam. The exam "window" has been slightly lengthened in order to fit in all exams. Saturday exam proctoring is now available at the Moberly and Columbia locations. Some locations are combining placement testing with other exams to best utilize the proctor's time.

MACC considers rigor of its courses to be extremely important. This starts with hiring qualified faculty. Faculty qualifications are closely reviewed before hire. Potential faculty (including adjunct and dual credit instructors) must provide all official transcriptions showing their educational experience. Their transcripts and professional experience are evaluated through a consistent procedure, and all faculty hires must be approved by the Dean, Vice President for Instruction, and Board of Trustees. Nursing faculty must also be state board approved prior to their hire.

With courses taught at different locations by different instructors, the College has recognized the importance of consistency in course objectives and student learning expectations. A common syllabus (e.g., Sociology) is used for all classes so that items, such as course description, textbooks, and prerequisites, are consistent across locations and instructors. Individual instructors do have some flexibility (identified by highlighted text on the common syllabus); however, overall course integrity among various sections can still be maintained because of the shared areas of each course.

Norming sessions held by English faculty are another strategy MACC uses to maintain curricular oversight. With writing courses, the variations in grading can be one of the most problematic

concerns, so the English faculty began conducting artifact norming sessions. English faculty submit samples of student essays each semester along with their scoring of the essays using an institutionally-developed rubric. Then, at least two other faculty members, not knowing the scores assigned by the original faculty member, score the essays with the same rubric. Comparisons are then made, and feedback is given to determine how close, or how well-normed, the entire faculty are across all sites. This also helps adjuncts who are unable to attend professional development or assessment days; they are still able to participate and receive feedback to see if they are well-normed with other faculty. Any adjunct who is consistently too high or too low is contacted by the department chair to discuss the scores given by the on-campus faculty and the reasoning behind the scores to help norm the adjunct from afar. The feedback on this process has been positive, and each semester there are fewer adjuncts who are not well-normed. This not only increases the confidence of the adjunct faculty but also helps ensure that all students are held to the same rigor and expectations. Discipline-specific activities like this are encouraged by the administration to make assessment meaningful, promote consistency in student learning expectations, and widen faculty participation in the assessment process.

The math department has also implemented measures to increase consistency in student learning across multiple sections of the same course. For example, identical math problems are used in a pre-test in all sections and are also used in exams throughout the semester to allow for comparison across sections and instructors. Even mid-semester, adjustments in teaching can be made, if necessary, based upon the information collected from the shared problems. The department recently implemented a day-long faculty workshop dedicated to analyzing student pre and post-test scores, setting goals for improving student outcomes, and brainstorming best practices for reaching those goals.

MACC has worked to ensure consistency across dual credit classes. MACC hosts annual meetings bringing together dual credit adjunct and full-time MACC faculty to discuss issues, share goals, and work to bring greater consistency to classes. In spring 2015, the meeting included discussion on syllabi, course content, assessment, and pedagogy. Work sessions took place for dual credit instructors to revise areas inconsistent with MACC's common syllabi.

MACC also has an institutional grading scale to promote consistency in the assignment of grades regardless of the variable of instructor or delivery format. The policy does not assign numeric value to what equals an A, B, etc., but instead gives a description of what work is considered to be acceptable for each letter grade.

Learning Resources

Students at MACC have access to a wide variety of learning resources. The Library and Academic Resource Centers (LARCs) are a valuable resource. Because the Library is part of the state-wide MOBIUS consortium, students can check out books from the libraries of other colleges and universities throughout the state, giving MACC students access to thousands of additional resources. Although it can be a challenge to provide equal access to resources across all locations, the Library has addressed this challenge by providing access to multiple online databases. Through MACC's EBSCO database subscriptions, over 30,000 journals are available

to students, on site or from remote locations. The Library is also continuing to add more electronic databases, including expanding ebook selections, with remote access for students whether they are part of a class that is online, in-seat at any site, dual credit, virtual, or hybrid.

The LARCs also provide tutors who are College Reading and Learning Association (CRLA) certified. MACC's smaller locations have fewer tutors with more limited hours, but each LARC strives to provide adequate tutoring to meet demand. In addition to face-to-face tutoring, students have online tutoring options. Students can schedule an appointment for online tutoring from an MACC tutor. There are also online tutoring options available through Blackboard Collaborate for students taking online classes. Students are made aware of these options through their College Orientation classes, signage, the MACC website, and announcements from instructors.

Students have free printing privileges and access to computers at every site in classroom computer labs and open lab areas. Third-party software is often used by faculty to supplement instruction and provide additional resources. For example, several courses include a MyLab subscription with the purchase of the textbook. For Career and Technical Education classes that require specialized software (CAD, Quickbooks, etc.), the software is available on student computers at every site where the course is taught. MACC also provides free access to the Microsoft software suite to help students complete coursework successfully at home.

For students who have not received financial aid but need to purchase books, an emergency loan book voucher can be used. Students must meet certain conditions, apply, and be approved. Books must be paid for within a specified time. Textbooks are also “on reserve” at each site for student use. Starting in fall 2014, several courses began using ebooks. Ebooks generally cost significantly less than printed textbooks and are immediately available upon the student’s enrollment in the course. Additionally, most software supplements have built-in trials for students who do not yet have their textbooks, so students are able to keep up with the course.

Specialized Accreditation

In addition to MACC’s accreditation with HLC, it also has several programs that require outside review and accreditation. MACC received approval for its Associate of Arts degree to be completed fully online. Because accessibility is integral at MACC, that designation is important and helps the school fulfill its mission.

The Law Enforcement Training Center (LETC) at MACC must be audited by the Department of Public Safety every three years, and all Allied Health Programs (Medical Laboratory Technician, Associate Degree Nursing, Practical Nursing (Moberly, Mexico), Occupational Therapy Assistant, and Emergency Medical Technician) must receive outside accreditation from the appropriate agency. These programs have always received and maintained their accreditation with high standards for excellence. Having accredited programs at MACC ensures a high level of excellence in these classes and also provides the students better transferability and workforce marketability.

Success of Graduates

MACC evaluates the success of its graduates. Program reviews and annual assessment reports provide evidence of MACC's attention to the success rates of its graduates by their inclusion of such measures as job placement rates, licensure rates, transfer rates, etc. MACC's overall graduation rate is posted online on its Institutional Data and Statistics webpage. The institution also breaks down the number of degrees and certificates conferred in each program or area to analyze trends in student demographics.

MACC conducts several surveys as a means of following up on its graduates. Upon application for graduation, students are requested to complete a survey regarding their educational experiences at MACC. Additionally, the Career and Placement Office contacts all graduates of Career and Technical Education programs to complete the 180-day follow-up survey. As shown in survey results, MACC exceeded its goal that 80% of its career/technical graduates would be employed or continuing their education in a related field. It also exceeded its goal that 90% of its career/technical graduates would be employed or continuing their education in any field. In addition, specific surveys are given to all ADN and PN graduates. Survey results for all Career and Technical Education programs are reported in annual assessment reports (e.g., Law Enforcement) and are used to inform program decisions.

MACC uses the Collegiate Assessment of Academic Proficiency (CAAP) to assess achievement in general education and benchmark itself against national averages. MACC also uses its home-grown assessment process, as described in Core Component 4B, to ensure graduates are meeting expected learning outcomes. MACC's Continuous Improvement Report pulls together the above-mentioned assessment results into a comprehensive annual report so that the College can gauge its progress as a whole.

Providing students with transfer options is a critical component of MACC's mission, and transfer success constitutes a state performance funding measure. Therefore, MACC has many established articulation agreements with four-year institutions in its service area to facilitate the transfer process. MACC continues to build relationships with additional four-year institutions and expand student transfer opportunities. Columbia College in Columbia, Missouri, has a Transfer Office housed on MACC's Moberly campus to facilitate a strong connection and easy transition for students. MACC has partnerships with Columbia College and Central Methodist University for those institution to provide upper-level coursework in the evenings at MACC's Columbia location. Additionally, MACC is currently working with two area universities to develop co-enrollment programs. MACC obtains data from the Student Loan Clearinghouse to track its transfer students and works with its major receiving institutions to obtain data regarding the performance of former MACC students. MACC reports transfers to other institutions in its graduation rate report.

Additionally, MACC is researching better ways to track and report on the number of students who have completed dual credit courses and then choose to attend MACC. All dual credit students are asked to complete a survey one year and four years after their high school graduation. The survey asks students what they have done after high school and the level of education they have obtained. In the latest one-year out survey, all but one respondent was still pursuing education either at MACC or another institution, and 91% rated their MACC

experience as excellent or good. While many of these dual credit students may not graduate from MACC, the institution still evaluates the level of preparation they received.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Fostering student success is a priority at MACC. The College's assessment processes have matured into practices and pedagogies that have become part of the institutional culture. MACC's approach to assessment is robust and College-wide. The process is centered upon goals for student learning, includes both entry- and exit-level assessments, provides both internal and external benchmarks, and encompasses both direct and indirect measures.

Learning Goals and Assessment Processes

MACC has articulated goals for student learning, and assessment plans have been developed around these goals. For example, scoring rubrics are designed around MACC's general education outcomes and used universally across all general education disciplines. Each Career and Technical Education program's assessment plan includes measures to assess learning outcomes specific to that program (e.g., Early Childhood Education). Faculty in Career and Technical Education programs will be working during the 2015-16 academic year to revise and further develop technical program outcomes within each of their programs.

All course syllabi are required to include a statement of how the course connects to either general education outcomes (e.g., Sociology) or to technical program outcomes (e.g., Principles of Management). When faculty design new courses, they must explain to the Curriculum Committee how the course will directly connect to these outcomes. Also, the common syllabus helps ensure that students in each section of a course are taught the same course outcomes no matter the format of delivery (online, ground, virtual, hybrid). This provides students clear goals for their learning and faculty clear goals for what to teach and assess.

Assessment processes at MACC are multi-faceted and multi-layered. In general education, faculty assess student learning in their classroom as an ongoing mechanism throughout the semester, and they are encouraged to incorporate formative as well as summative learning assessments. Comprehensive final exams (held during Finals Week) are required in each course

and enable faculty to fully assess how students have progressed toward overall course goals. Beyond these individual assessment tools, faculty are also presented with clear goals and directions regarding assessment expectations. For example, faculty teaching identified general education courses have at least one consistent assessment tool used to assess learning outcomes. This may be a universal writing prompt or an embedded essay question on the final exam that each faculty member uses in each section of that chosen course. To ensure that faculty members know in advance what the assessment tool is for each course, every general education discipline has an assessment narrative (i.e., History, Music Appreciation) that is given to all its faculty members, outlining the department's assessment methods and expectations. Department Coordinators update and distribute the narrative as needed.

To aid faculty in scoring the department-wide assessment tool, a faculty work day is designated each year during the spring semester for assessment work. During this work day, student artifacts are scored, and faculty have the opportunity to discuss the progress or challenges the findings suggest. An assessment timeline was created by the General Education Assessment Panel (GEAP) to ensure that outcomes are connected to courses and are assessed on a regular and timely rotation. Data from each discipline are then compiled in an annual report which tracks yearly progress and are used as part of each program's review.

Each Career and Technical Education program has its own assessment plan. In these plans, particular attention is given to the students' attainment of career-related knowledge and skills. For example, Nursing students take a standardized HESI exam (ADN and PN) upon exit from the program to assess learning outcomes. These exams not only ensure the quality of learning in the program but also are indicative of how successful students will be on their board exams. The Work Keys exam is administered to students graduating from most CTE programs to assess their "soft skills" and readiness for the work place. Some programs in Career and Technical Education require capstone portfolios or projects in which students demonstrate cumulative knowledge and skills gained over their course of study. For example, students in Early Childhood Education complete a portfolio in their capstone class in their final semester. Program outcomes for Early Childhood Education are based on the National Association for the Education of Young Children Standards for Early Childhood Professionals. In their portfolio, students must apply learning from their past courses to these standards in order to demonstrate mastery of program outcomes. Additionally, annual assessment reports for each program (e.g., Computer Information Technology) are compiled and reviewed each year to ensure that the assessment cycle is complete and ongoing.

Aspects of co-curricular activities are assessed as well. For example, some Career and Technical students complete internships in their field, and these experiences are assessed by the student and employer through surveys (at mid-term and at the end of the semester) to gauge the success of the student's internship experience and the attainment of learning outcomes. This procedure is outlined in the Internship Handbook. Students can also participate in academically-related organizations, such as DECA or Phi Theta Kappa, and study abroad programs. Indicators of the success of students in these programs include the awards garnered, the number of participants involved, and qualitative data regarding students' experiences. For example, MACC's DECA program is consistently successful, which confirms that students are able to achieve learning objectives and apply them in real-world scenarios. In relation to study abroad, MACC

consistently sends more students to Canterbury than the other Missouri community colleges in the Consortium, and students perform well academically while abroad. Since fall 2010, 24 MACC students participated in the program and completed 276 out of 288 total credit hours with a grade of C or higher for a success rate of 96%. Qualitative feedback regarding this program is also positive. Each year, past participants speak to prospective students and their parents at informational meetings held in preparation for upcoming semester abroad programs, and they consistently express positive reviews. More information concerning the success of students in co-curricular programs can be found in Core Component 3C.

Using Assessment Results for Improvement

The most important part of assessment at MACC is how the information gained from the assessment tools is used to improve learning. A Faculty Professional Development Day dedicated to assessment is held each spring semester. Faculty use the day to score student artifacts, analyze the data, and set goals for improvement. The data aid each discipline in assessing the effectiveness of key courses in the curriculum and allow them to identify needed changes or adjustments in content or teaching strategies.

Each fall semester, full-time general education faculty members must complete a Closing the Loop document. This document asks faculty to identify a goal for improving student learning (based on assessment results), departmental strategies identified to help achieve the goal, and the individual faculty member's implementation of those strategies and the ensuing result. This is an important component of the assessment cycle because it demonstrates how the assessment findings are used at the classroom level to enhance student learning.

Certain departments have additional ways of using assessment data. For example, Developmental English faculty also discuss best practices for improving the lowest scoring rubric criterion. These best practices are elicited from all faculty (full-time and adjunct), compiled, and then distributed to help faculty in their classrooms. The Developmental English faculty (along with key staff and administrators) meet as an ad-hoc committee to keep a continual focus on potential improvements to the department that would positively impact student learning. One significant way that assessment has been brought to the forefront of student learning is that in the developmental writing course the assessment rubric has now been integrated into the course. Because the rubric is designed around the state-determined entrance competencies for Composition I, students are provided a scored rubric as part of the feedback they receive on each essay submission. This helps students participate in their own assessment and keep track of where their skills should be to enter Composition I and in which areas they may need more focus and instruction.

Recently, assessment data have led to a new initiative to improve critical thinking, reading, and writing skills among students. The LOGOS Project grew out of discussions among faculty regarding deficits in these skills among students. As shown through assessment results and anecdotal evidence, students struggle with analyzing texts for meaning and consistently writing at a college-level. The "One Read" project, one of the first activities of the LOGOS Project, was piloted in spring 2015. Thirty faculty across fifty course sections representing fourteen disciplines integrated the use of *The Immortal Life of Henrietta Lacks* into their

classes. Faculty were provided mentoring and resources to help them integrate the book into their curriculum and develop critical thinking and writing assignments. The pilot was evaluated at the end of the spring semester, and the Logos Project Committee is currently analyzing and determining actions regarding the future of the “One Read” project based on student and faculty feedback.

At an ongoing and broader level, the General Education Assessment Panel continues to evaluate assessment processes at MACC and works to ensure that the discipline assessment findings are used to develop best practices for faculty to use at the classroom level. Each discipline is required to submit assessment findings from the spring assessment day, along with an analysis of the findings. Using this and other information, the General Education Assessment Panel produces an annual report highlighting the progress made throughout the year and articulating goals to maintain or improve the quality of student learning in general education.

Career and Technical Education faculty also participate in Closing the Loop practices. All full-time instructors are required to complete a Closing the Loop form, which is reviewed by the Dean of Career and Technical Education and the instructor during the instructor's summative evaluation. Changes made as a result of Closing the Loop in the Career and Technical Education programs may range from fairly small changes to more complicated structural changes. The following are examples of recent changes:

- Students were doing poorly in the beginning assignments for ACC210 Federal Income Tax Accounting (earning an average of just 78%). The Accounting instructor added additional, more detailed examples and included additional lecture time on the topic. In the semester when the change was implemented, the average homework score rose to 90%.
- Many students in BOA165 Presentation Skills suffered from severe stage fright when giving presentations (of which verbal presentation skills is a part of the class objectives). The instructor began incorporating information on reducing stress when speaking in public, self-assessments before and after presentations, and multiple presentations by each student (instead of just one at the end) for better feedback throughout the semester. Following these changes, students' confidence and public speaking ability greatly improved.
- Before changes were implemented, Practical Nursing students practiced skills in the lab room at the same time. The lab was crowded, loud, and not conducive for learning. Adjustments were made to the schedule so that only twenty-five students worked at one time. After the changes were implemented in the first semester, skills checks went more smoothly, students had more space, and individual students were more prepared. Perhaps most importantly, all students passed all of their required skills checks.

MACC's Nursing program also provides a good example of how adjustments are made to improve student performance. To address the increasing difficulty of the RN-CLEX licensure exam and sustain high pass rates, the Associate Degree Nursing program recently implemented a standardized testing product to help students prepare for the exam. Called Advantage, the test assists them in preparing for unit exams by focusing on individual concepts tied to the textbook and quizzing on each. This new test was added in fall 2014, and a four-day course was also

included at the end of the spring 2015 semester to prepare students specifically for the RN-CLEX. Following this change, the pass rate for the May 2015 graduating ADN class was 100%. Additionally, the PN and ADN programs complete systematic evaluations, which outline action plans for using the results from assessment.

Assessment results have also led to curricular changes in CTE programs. As noted in the Welding program review, students were either struggling to pass the AWS certification or choosing to not attempt certification. In response to this finding, the Welding curriculum was revised in summer 2015 to allow students to take portions of their American Welding Society (AWS) exam after each class rather than a cumulative test at the end of all the classes in order to help with the certification pass rate. If students are successful in taking tests throughout Welding I through IV, there is a better chance they will complete the AWS certification. The focus is on passing the written portion during regular courses so that more time can be devoted to hands-on tests during the capstone course.

Good Practice

MACC works to continually motivate faculty, staff, and administration to participate in the assessment process and to approach the goal of improving student learning from different vantage points. Additionally, MACC utilizes both internal and external, as well as direct and indirect, assessment measures to have a more complete picture of student performance.

Professional development opportunities are offered throughout the year, and MACC holds four faculty workshop days (two before the fall semester begins, another later in the fall semester, and one during the spring semester). These professional development days allow faculty to collaborate on issues regarding assessment, curriculum, and pedagogy. This collaboration, which is difficult to have outside of scheduled work days due to teaching schedules and other obligations, helps promote faculty buy-in and improves consistency in instructional delivery.

Each MACC full-service site also holds formal adjunct orientations before the start of each fall semester to make sure that both new and returning adjuncts are aware of site-specific information as well as institutional expectations and important information. This gives adjuncts a chance to connect with other faculty and staff and ask questions before the semester starts. Furthermore, dual credit instructors are now required to attend at least one training each year and are encouraged to attend more as available to increase and improve the interaction and contact with other faculty in the discipline.

Realizing the value of the collaboration provided by faculty work days, the administration incentivized adjunct faculty attendance through a professional development stipend. Adjunct faculty participating in workshops, training sessions, or other faculty assessment processes can earn credit toward this \$250 stipend. As of spring 2015, seventeen adjuncts have earned the stipend (one has earned it twice) since its implementation in summer 2012.

Other methods of increasing involvement with adjuncts, including dual credit instructors, have been initiated as well. Department Coordinator positions for general education were added in 2010 to improve communication with adjunct faculty. Department Coordinators are also

assigned the responsibility of helping manage assessment processes within their departments. The Coordinators have become the go-to resource for adjuncts and a more direct conduit of information regarding assessment. Department Coordinators meet with the Dean of Academic Affairs once a month and then communicate important information from that meeting to their respective department members. In Career and Technical Education, full-time faculty are also working to better include and coordinate with adjuncts. For example, the Accounting instructor meets with all Accounting adjuncts before the semester begins to review new information, semester schedules, etc. She also works to stay in regular communication with adjuncts throughout the semester. On MACC's 2014 Part-Time Faculty Satisfaction Survey, adjuncts were asked, "Overall, how satisfied are you with the flow of communication at MACC?" Of the 100 respondents, almost 95% indicated they were satisfied. Thus, MACC appears to have bridged the communication gap between full-time and adjunct faculty.

The Department Coordinators for Developmental Math and Developmental English have created packets of information for adjuncts to reference, including information related to assessment, sample lesson plans, explanation of the course goals, important contact information, etc. The Developmental Math Coordinator has developed field guides for developmental math courses and also sends out newsletters to keep adjuncts up to date on initiatives, current research, best practices, and any changes that might be on the horizon. These improvements have led to increased participation of adjunct faculty. In the 2014 Part-Time Faculty Satisfaction Survey, almost 70% of respondents felt good to excellent about their access to full-time faculty in their discipline. This is encouraging, but continued improvement in this area is a goal with more disciplines using additional and more consistent outreach methods.

Lead Instructors have been another addition to improve the connection between full-time and adjunct faculty. Full-time faculty in each area can serve as Lead Instructors and observe adjunct faculty in the classroom. The Lead Instructor observes at least one class period of the adjunct and completes the Classroom Observation form. The observation form specifically addresses assessment; thus, it facilitates a conversation between the adjunct and the evaluator regarding assessment during the follow up conference.

To approach assessment and best practices from multiple angles, there are at least four MACC committees that connect to this issue -- the General Education Assessment Panel, the Completion Team, the Retention Committee, and the Assessment of Support Services Committee. Each committee is made up of diverse individuals, with representation from the different sites, to ensure that assessment happens College-wide. The Completion Team is the newest committee, resulting from MACC's selection in 2013 to join the Complete College America initiative in Missouri. Under the leadership of this committee, several initiatives are already being piloted. While data is just starting to come in, faculty and administration are hopeful that these initiatives will be best practices that can be scaled.

MACC works to include all stakeholders. Faculty and support staff are also encouraged by the administration to attend conferences that focus on assessment or HLC accreditation. Similarly, students are invited to engage in the process. Students are invited to join the Student Advisory Committee, which meets with the President and allows students a chance to speak directly about

concerns or suggestions. Additionally, a sampling of students complete the Noel-Levitz Student Satisfaction Inventory and MACC's Student Satisfaction Survey each year. In 2013, a total of 807 students completed the annual Student Satisfaction Survey. Also, students with a civic or political interest in education are invited to attend "rally days" at the state capitol along with administration, faculty, and staff to participate in the process of advocating for their own education.

Finally, good practice in assessment is evidenced by MACC's use of external assessment tools. For example, the institution uses the Work Keys exam, the Collegiate Assessment of Academic Proficiency (CAAP), and the National Community College Benchmark Project (NCCBP) to gauge student success. External measures allow MACC to benchmark the progress of its students to comparable institutions across the region and nation. Also, as a performance-funded institution, MACC is able to compare its performance against other community colleges on measures in developmental education, transfer/completion rates, and licensure pass rates. Performance on these external measures helps satisfy ever increasing calls for accountability in higher education from legislators, parents, and public organizations.

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4.C - Core Component 4.C

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

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

Argument

MACC has demonstrated a commitment to retention and completion by setting goals, emphasizing retention as a College-wide theme, and implementing specific strategies to improve the College's retention, persistence, and completion rates.

Retention Goals and Focus

MACC analyzes its retention rates every year as it reviews enrollment data and compiles assessment results. While MACC's retention rate for first-time, full-time freshmen is on par with national averages, the retention rate for all students, including part-time students, is slightly below the norm. According to the National Community College Benchmarking Project, the fall-to-fall retention rate average for students enrolled in community colleges from 2013 to 2014 was 47%. MACC's retention rate for that same period was 44%. With a retention rate inclusive of part-time students below the national average, MACC has made improvement in this area an institutional focus. Specific retention and completion goals are included in the College's new strategic plan:

- MACC will be in the top third of Missouri community colleges in its fall-to-fall retention rates for first-time, full-time students.
- MACC will be in the top half of Missouri community colleges in its fall-to-fall retention rates for first-time, part-time students.
- MACC will establish a graduation rate that is in the top third of Missouri community colleges.

These goals are clear and measurable. The plan also includes specific strategies for how the goals will be accomplished.

The message about the importance of retention is conveyed by the administration and flows throughout the institution. For example, the President's summation of the President Council retreat in summer 2014 included encouragement for all employees to evaluate their respective areas of expertise and their role in helping MACC reach its completion goals. Several MACC committees focus on retention, especially the Retention Committee. The primary focus of the Retention Committee is to identify retention issues and develop strategies to address those issues. Additionally, several departments have increased their focus on retention efforts. For example, advisor meetings often revolve around how to improve the persistence of students. The Associate Degree Nursing faculty have been working to specifically address the retention of their Nursing students. The new position of Assistant Director of Allied Health and Nursing has the responsibility of working with the Associate Degree Nursing program to improve student success rates.

To help meet its retention goals, MACC applied for and was accepted into the state's Complete College America initiative. The primary purpose of Complete College America is to increase the number of Americans with a college degree or credential. As a result of this initiative, MACC has implemented completion strategies, including multiple measures of placement, academic maps, and new course designs in developmental education.

To help engage all stakeholders in these goals, College workshops have emphasized the importance of retention and completion. During the spring faculty workshop in April 2014, the Director of the California Acceleration Project spoke to faculty about instructional design principles and practices that all faculty can use to support under-prepared students. During the August 2014 opening fall faculty workshop, a leadership coach for Achieving the Dream and former community college president led an opening general session, which was then followed by breakout sessions related to more specific national and institutional completion initiatives. Most recently, retention was a theme of the fall 2015 faculty/staff workshop. Banners and displays featuring the theme of "Be That Person" were placed throughout the main meeting room, and the President, as well as the featured speaker of the opening session, focused his presentation on how any employee can "be that person" who makes a difference to a student at MACC.

Retention and Completion Data

Data-driven decision-making has gained increased importance over the last decade at MACC. In regards to retention, the College now analyzes data to identify where students are being lost, which students are leaving, and what the causes and solutions might be. Each year, the Director of Institutional Effectiveness and Planning collects, compiles, and distributes data monitoring retention, persistence, and completion. Besides being posted in the institution's Resource Library for easy access by all stakeholders, reports are specifically shared with President's Council and appropriate committees and Deans.

Graduation rates are compiled annually and posted on the College website. Additional information that MACC collects related to retention, persistence, and completion include Annual

IPEDS Completions, Annual IPEDS Retention, an Annual Completions Report, and College data for Missouri's Performance Funding Key Performance Indicators.

Since 2008, MACC has administered the Noel-Levitz Student Satisfaction Survey to solicit student feedback on a variety of issues having the potential to impact retention rates. President's Council receives the results of this survey, looks at national benchmarks, and compares student ratings across each of its locations. In January 2009, MACC joined the National Community College Benchmarking Project (NCCBP) in order to better gauge its performance against peer institutions and determine future standards of achievement.

Beyond the yearly data, general education program reviews (e.g., Associate of Science) are completed on a regular four-year cycle, which help evaluate trends and provide a program-level picture of MACC's retention success or struggles. Similarly, the Career and Technical Education program reviews (e.g., Law Enforcement) provide assessment in each of these areas for each program every five years. Results of these reviews are used by Deans and faculty to identify and address areas of concern.

Improving Retention, Persistence, and Completion

In recent years, MACC has been very proactive in implementing innovations and initiatives aimed at improving retention, persistence, and completion. MACC's developmental education programs are an example of areas where recent data have led to improvements. Developmental education has been a target of national criticism for its high attrition rates. Complete College America has claimed "time as the enemy" for many students, with completion becoming less likely the longer a student takes to earn a degree.

MACC has implemented multiple measures to more accurately place students into appropriate coursework and has created accelerated routes through developmental coursework. During 2014-15, developmental math faculty created Math Exit Competency Assessments (MECA tests) to complement the standard Compass/ACT exams to help inform placement. Additionally, a multiple measures pilot now places students into College Algebra if they score into a zone below the cut score but meet a combination of other measures. Initial results of this pilot have been promising. Grades in College Algebra showed these students performed comparable to or better than the average for all students enrolled in College Algebra courses. Of the 73 students participating in the pilot in 2014-15, 75% passed with C or higher compared to 64% of all students in the course.

In spring 2014, the Developmental English faculty created a pool of writing prompts for a Writing Sample Appeal. This appeal process gives students (those who believe that while the standardized test may place them into developmental coursework, their writing skills are adequate for college-level writing) a different placement tool option. In 2014-15, thirteen out of the sixteen students who were granted an appeal subsequently enrolled in Composition I. Of these thirteen students, ten passed the course with a grade of C or better for a success rate of 77%, compared to the success rate of 70% for all students enrolled in Composition I. Thus, the writing appeal option has saved students both time and money. This success, while relatively

small in scale and still in the early stages, is encouraging and seems to suggest that an improvement made has led to improved student success.

New course designs in Developmental English now offer options to students. Not every student who tests into developmental coursework needs sixteen weeks of curriculum. During spring 2015, two sections of a Composition I Lab were piloted. In this pilot, the Composition I course is taught with its normal rigor and expectations, but developmental students also participate in a co-requisite lab where the foundational skills are supported and improved. The co-requisite design eliminates the gap that often occurs with students who successfully complete developmental coursework and never enroll in the gateway course. Additionally, the lab satisfies both developmental reading and writing; thus, it condenses six credit hours into three for students. Early results show promise, with 100% of the fourteen students enrolled in the spring pilot passing Composition I with a C or higher. Plans are to scale the co-requisite lab model, offering it at all MACC sites. A co-requisite math course combining Intermediate Algebra and College Algebra is underway as well for fall 2015.

The English and Math Departments both will pilot new course offerings in the near future to continue improving delivery options for students and to increase retention and persistence. "Bootcamp" style courses, called Transition to Composition I and Transition to College Algebra, have been developed to be offered as short-term, accelerated remediation courses prior to the start of each semester. This delivery method will target students who were just under the placement cut score and who only need a "brush up" of skills to be prepared for Composition I or College Algebra. MACC will track the success rates of these students to ensure that the course adequately prepares them for college-level coursework.

The Math Department has made other redesigns, including a computer-assisted developmental math course where material is mastery-based. Students in this class progress through online modules during class sessions with on-demand assistance provided by an instructor. This course was originally designed to allow students to move at their own pace, as long as they completed a minimum number of modules by the end of the semester. However, assessment results showed that many students were taking longer to complete the sequence than they would have if they had completed the traditional developmental math sequence. Therefore, new course guidelines were implemented regarding the pacing of work and appear to be helping more students stay on track. Despite the pacing issue, the computer-assisted class shows other encouraging results. The pass rate for these students when they reach Intermediate Algebra is 88.6% compared to 75% for students in traditional developmental math coursework. Just as important, students have been satisfied with the course and gained confidence. Survey results show that 86% of students who had taken a previous math class at MACC felt more successful after the computer-assisted course, and 98% of students would recommend it to others.

MACC also recently added a Compass Workshop. The workshop provides test-taking tips and strategies for the Compass Reading and Writing tests. For students who just missed placing into college-credit coursework, a few pointers regarding the design and expectation of the test may be all that is necessary to be successful. Between the fall 2014 semester and spring 2015 semester, four workshops were held. Twelve of the twenty-four students who attended a workshop were able to pass the necessary tests to qualify for Composition I. Of these twelve, eight were able to

adjust their schedules to include Composition I for spring 2015. Four of the eight students successfully completed Composition I, while the other four withdrew from the course (three of the four students withdrew from all their classes). Plans are to continue this developmental intervention to establish reliable data trends on which to base future decisions.

Allied Health is also working to develop specific policies, based upon best practices from other Nursing programs as well as internal data collection, to improve program retention and licensure pass rates. One policy change that has already been implemented is the increase in the grade point average required for admission (from 2.5 to 2.7). This change was implemented after studying the correlation between retention in the Nursing program and high school grade point average upon admission.

MACC also recently implemented academic maps to eliminate the overwhelming number of choices students face in choosing classes and majors. These maps also improve advising by clearly outlining program requirements on a semester by semester basis. The maps encompass a new requirement that students enroll in required developmental coursework at the beginning of their study to prevent them from delaying developmental classes and potentially underachieving in college classes. The maps also funnel students into gateway courses early on, and high attrition courses are avoided in the beginning semester. All students enrolled in College Orientation complete an academic plan to guide their path through college. Not only does a plan help students know what they need to complete and when they will do it, the Academic Planner allows students to enroll online once their plan is approved. MACC is hopeful that retention data in the coming years shows a positive impact as a result of these improvements.

As another advising intervention, MACC uses its Retention Manager program as an "early alert" for students who are deemed at risk of dropping out. Although a campus-wide retention program was implemented in fall 2009, the results of this early in-house program showed limited success, with relatively few faculty using the system and few students being retained as a result of interventions. Thus, MACC purchased a better, vendor-supported early alert system designed to assist students exhibiting academic deficiencies or other behaviors impeding their success in the classroom. Faculty and staff have been offered training on the use of the system, and early results have been promising, with advisors following up with numerous students in fall 2015. MACC will continue to monitor retention results in relation to this effort.

In addition, MACC also offers a Student Assistance Program. This program is a confidential service designed to help students with personal or student/life balance issues. Students have 24-hour free access to help regarding legal assistance, stress reduction, child care, crisis counseling, and a host of other services. System monitoring indicates students are using the service, and users have indicated high satisfaction rates. MACC believes the program has successfully helped students address and resolve problems that could have otherwise derailed their educational plans. The College's new strategic plan includes a strategy to increase the use of the program, especially among students experiencing financial difficulties. (See Strategy A-3-5.)

Finally, based on the results of student satisfaction surveys as well as anecdotal evidence, MACC expanded the availability of learning resources to help students be more successful. Several courses have integrated an ebook into the course shell. The ebook is immediately available to

students and has additional learning resources built into it. Many courses have added supplemental software into their courses (e.g., MyLabs or Aplia). Student tutoring is available to students virtually and online, and if a student tutor is unavailable, students have access to Smarthinking, an online 24/7 tutoring service. Although the Smarthinking tutoring has only been available to students since 2014, monthly usage reports indicate that usage is consistently on the rise as students learn about the resource.

Because many retention and completion measures are newly developed, MACC faces the challenge of having only limited data on which areas of improvement are working best. MACC realizes it is not enough to simply create new programs for retention and completion. The College must continue to monitor individual measures to see where student success is rising and to see which measures are working and which need continued improvement.

Good Practice

MACC's new strategic plan indicates the priority the College places on retention, persistence, and completion. As discussed previously, MACC tracks retention and persistence regularly through delineated processes and procedures, and data are fed back into related areas to inform the decision-making process. MACC's use of the IPEDS definitions results in clear, common definitions. Data are also collected across multiple sources, such as IPEDS, NCCBP, Noel-Levitz Student Satisfaction Inventories, internal student surveys, etc. To help analyze the data collected, MACC compares the findings across all sites, compares it to previous years, and gauges itself in relation to both internal and external benchmarks.

Furthermore, much of the collected data are easily accessible to College stakeholders. MACC posts graduation, retention, persistence, and other data online for transparency and accountability. Information is also available on College Navigator and an internal Resource Library that serves as a warehouse of assessment reports. The College's assessment processes cover a wide scope of services and programs and provide data to comply with the Student Right to Know Act. The Institutional Research Office completes diligent fact checking to verify accuracy and works closely with other departments to verify data and streamline all processes.

MACC has faced several challenges in the areas of retention, persistence, and completion in regards to difficulties in the collection of data, the variety of definitions for "retention," the problems related to a decentralized approach, and the impact of things beyond the institution's control (students' financial situation, etc.). However, as evidenced above, MACC has already been making changes and improvements to help students persist and complete.

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4.S - Criterion 4 - Summary

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

Summary

All stakeholders work to ensure that the quality of an MACC education is exceptional. Rigorous institutional policies are in place; assessment measures are consistent, varied, and of depth; and evaluations of policy, program, services, and instruction are conducted, discussed, and used to help the institution evolve for the needs of its ever-changing student population.

Policies and procedures are in place to maintain the integrity and quality of instructional programs, such as those guiding the evaluation of credit, adherence to the common syllabus, and credentialing requirements for faculty. MACC has proven experience and expertise with delivering education and services across multiple modes of delivery and at off-site locations.

MACC has a robust, College-wide assessment program, which includes comprehensive program reviews, departmental assessment plans, and annual assessment reports. Faculty demonstrate ownership of and fearless leadership with assessment of student learning, and the administration is supportive of their efforts. While it can be challenging to involve adjunct faculty in assessment outside of the classroom, the College has made strides in this area by encouraging their attendance at workshops and involving them in processes such as the developmental writing norming activity. Additionally, dual credit faculty are now required to attend at least one training/workshop each year at MACC.

Student persistence and completion are institutional priorities. MACC monitors student performance in these areas and is actively implementing strategies to drive improvement. Recent changes in MACC's developmental education program, the use of Retention Manager, and the College's "Be That Person" theme during its fall 2015 workshop reflect the College's attention to student persistence. Tracking and data collection, which are spread over various departments, can be challenging for the College. However, the College has implemented coding procedures to assist with tracking students in completion initiatives, has recently created a new position in Computer Services to assist with data collection, and is currently considering joining HLC's Persistence Academy for its quality initiative to gain additional expertise with data collection.

MACC administration, faculty, and staff are dedicated to continuously improving and enhancing student learning from all areas, whether through improved student services, added resources, curriculum changes, course revisions or additions, or alternate delivery methods. MACC is not afraid of change if it will help students succeed, as demonstrated by some of the innovative improvements made in just the last few years.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

MACC has a history of providing adequate resources to support its educational programs. The College has always positioned itself to thrive regardless of economic and political climates. A flexible institution, MACC continues to expand, update, and improve technological and physical resources, while maintaining sound financial practices, in order to meet the ever changing needs of its stakeholders.

Fiscal Resources

MACC exhibits good stewardship which has resulted in fiscal stability and healthy financial reserves. Annual Financial Audits confirm that the College is financially sound.

The main sources of revenue for the College include tuition and fees (63.08%), state aid (30.04%), local property taxes (2.37%), federal grants (3.05%), and other (1.45%). State aid to the College has declined over the past several years. Tuition increases in recent years have helped to offset this decline. Additionally, after a number of years of rapid enrollment growth, the College is now experiencing a decline in enrollment. This decrease in revenue is being offset by conservative budgeting, a cautious approach to hiring additional personnel, deferred spending on technology and building maintenance, and modest employee raises of 2% to 3% per year.

MACC values accessibility and makes it a goal to keep tuition affordable and competitive. Compared with the eleven other Missouri community colleges, MACC's tuition is the fifth lowest in the state. MACC's in-district student population is small in comparison to its out-of-district total, as the in-district taxing population is the same as Moberly Public Schools. Therefore, a majority of the College's tuition revenue comes from students who pay out-of-district tuition rates, though they reside in the service area.

The College's budget is carefully monitored throughout the year, as are the major funding streams to the College. Budget requests are distributed annually to directors and department heads to outline the needs of their departments. These requests are submitted to the Vice President for Finance for compilation. Budgets are then approved by the President, based on revenue projections and need, in order to balance the budget. In February of each year, budget revisions can be requested by a department head and either approved or denied, based on revenue projections and necessity. The Board of Trustees meets twice during the fiscal year to hold a budget work session, separate from the regular monthly meeting. These meetings are to discuss the revenues and expenses of the College and to shape the budget, prior to its approval at the next meeting of the Board.

Physical Resources

MACC provides clean, inviting, updated facilities for student learning and a positive work environment. All facilities, both on- and off-campus, are owned by the College, with the exception of Macon and Columbia, which are leased facilities. Pride in the institution is evident in the many updates and remodels that occur annually. Recently, the cafeteria space on the Moberly campus was completely remodeled to have an inviting, student-friendly atmosphere. The space, renamed Area 27, now includes games and a commons area with computers. Many classrooms have been completely remodeled, and the Law Enforcement Training Center was relocated into a larger, remodeled space that better suits the needs of the program. The Main Building, built in 1930, received all new electrical service throughout the original structure, an expensive but necessary endeavor to support new classroom/office technology and centralized heating/air conditioning.

Additionally, in January 2014, MACC opened its new facility in Hannibal. This 18,000 square-foot facility features classrooms, offices, a resource center, and other student spaces. The facility was built with the support of the community. Through the ACE Committee, the people and businesses of Hannibal donated land and more than one million dollars towards the construction. Additionally, a \$1.2 million grant from the Federal Emergency Management Agency was procured. Thus, the Hannibal building also serves as a tornado shelter for citizens in the surrounding area.

In January 2014, classes began in newly renovated space at the Columbia site. Approximately 16,500 square feet were added in the lower level, directly below the current 37,000 square feet. The additional space features multiple classrooms, a Mechatronics lab, office space, and an additional resource area for students. The College is currently moving forward with another planned expansion in the facility due to an imminent need for more offices and space to house the OTA program.

With rising security concerns on most college campuses, MACC has responded by installing new features in its facilities. In 2014-15, locks were replaced at all facilities to allow office, classroom, and conference room doors the ability to lock without a key. This allows people the ability to slow down or prevent an intruder from entering these spaces. Security cameras were also installed in key locations at the Moberly, Columbia, and Hannibal sites. As the budget allows, additional cameras will be added to all locations.

In the 2015 Facilities Review Report, each of the College's facilities is described, and current and future renovation plans are outlined. This report, created by the Plant Operations Department, provides the President and other departments with an outline for the needs of the facilities. With rising costs and dwindling state aid, it becomes imperative to prioritize facilities projects. The annual department budget for Plant Operations is submitted each year with high, medium, and low priority projects for consideration. This method keeps the need for all projects at the forefront but gives consideration to the overall budget of the College.

Technology Resources

Technology resources are overseen by the Chief Information Officer (CIO), who supervises Computer Services, and the Dean of Off-Campus Programs and Instructional Technology. The CIO and Dean work collaboratively in meeting the technology needs of students, faculty, and staff. The Computer Services department currently employs fourteen full-time staff to oversee and support technical needs, administrative computing, and server and security management. That number includes the recent addition of a Data Reporting Specialist. The Instructional Technology department employs nine full-time staff members and oversees the online learning environment for the College as well as the technology tools used for enhancing teaching and learning. This department supports both faculty and students in all course formats (i.e., online, hybrid, virtual, and ground).

The technology infrastructure is continually assessed for needed updates and improvements. Hardware and software are upgraded or replaced on a recurring schedule according to usage and need. The Technology Committee, comprised of employees from different areas of the College, offers input into the technology planning process. An annual Technology Plan is compiled to systematically track and address needs, and this plan is regularly reviewed throughout the year and adjusted based on need and budget. Some new systems recently implemented include the following:

- Academic Planner, software allowing students to plan their schedule online and receive feedback from advisors
- JX Advancement software, a tool that tracks and manages monetary contributions
- Cognos, a reporting suite that also allows ad hoc reporting
- Retention Manager, a tool used to monitor and support at-risk students
- Nolij, a document imaging system providing secure, electronic access to College records
- RegisterBlast, an electronic scheduling system for exam and event registration
- Enhanced/expanded wireless capabilities in all facilities

- Software for instructional use, including TurnItIn (plagiarism checking and digital grading software), Smarthinking (online tutoring services), and electronic course resources (e.g., MyLabs, Course Connect, OWL, CengageNOW)

The Distance Education Committee is comprised of faculty, Instructional Technology staff, support staff from multiple departments, and staff from off-campus locations. This committee focuses on online learning and resources and develops plans to stay current on technology and instructional issues relevant to distance education. The Distance Education Committee guided the recent selection of a new learning management system.

Human Resources

MACC is committed to employing sufficient numbers of highly qualified staff and faculty to carry out the mission of the College. The College's significant investment in personnel to support its programs and services is indicative of that commitment. According to the FY14 annual audit, approximately 52% of operating expenditures was used for salaries and employee benefits. This percentage grows to 67% if student federal aid refunds and auxiliary purchases made for resale are not included as operating expenses. In fall 2014, MACC employed:

- 76 full-time faculty
- 236 adjunct faculty
- 1 public service staff
- 34 managerial staff
- 3 business/financial staff
- 81 library, student and academic affairs, and other education services staff
- 8 community, social service, legal, arts, design, entertainment, sports and media staff
- 10 computer services staff
- 56 clerical staff
- 56 service/maintenance staff

MACC employees possess appropriate credentials. Faculty have earned degrees from accredited institutions and hold the degree appropriate for the level of instruction required for courses taught at MACC. Faculty teaching general education/transfer courses are required to have a minimum of a master's degree with eighteen graduate-level credit hours in their discipline. Faculty teaching in Career and Technical Education programs may possess a baccalaureate degree or a combination of content hours and/or job experience. Of all full-time faculty, 15% have a doctorate, 67% have a master's degree, 15% have a bachelor's degree and 3% have an associate's degree. Educational credentials for staff vary by position, and requirements are included on each job description. Of the full-time staff, 3% have a doctorate, 17% have a master's degree, 29% have a bachelor's degree and 22% have an associate's degree.

The Director of Human Resources provides an orientation for all new full-time employees and for part-time employees, as requested. The orientations introduce the employee to the College and its policies and benefits. New employees are assigned mentors who help them become familiar with the operations of the College. Other examples of employee resources include the Faculty Handbook, course field guides, department meetings/newsletters, Resource Library, and

an Operation Library that is continually updated with various department manuals and instruction sheets. However, the College recognizes that employee onboarding is a challenge. By targeting the new employee's experience as one of its strategic initiatives, the College is prepared to improve this process.

To facilitate continual professional growth and ensure that employees receive needed training, the College offers a number of in-service professional development opportunities throughout the year. A workshop held prior to the fall semester joins faculty and staff from all locations for collaboration and professional development opportunities. Each semester, a Faculty Professional Development Day is held for all full-time and adjunct faculty. These opportunities provide sessions on matters related to instruction and also provide time for collaboration with other instructors who teach in the same discipline. All full-time employees are required to participate in a minimum of three in-house professional development sessions each year. A tuition waiver is also available to all full-time employees, allowing them to take up to nine hours of classes with MACC per semester, tuition free. Employees can also receive partial reimbursement for tuition at other institutions when working on an advanced degree.

Faculty and staff are also encouraged to participate in the operations of the College by joining any number of committees. These committees and meetings allow individuals and departments to stay informed and provide information and input on a wide range of topics.

Challenges for MACC now and in the coming years will be to determine staffing levels during enrollment decline and sustaining approximately fifteen fully or partially grant-supported positions. In addition, at its Columbia location, the ratio of adjuncts to full-time faculty is much higher than other locations, and the College needs to continue its attention to this balance.

As enrollment grew over the last decade, the College added many new positions. However, in the past three years, enrollment has been slowly declining, and it has become necessary to develop a review process for the addition of new positions. When a department requests the addition of personnel, it is brought before the President's Council to weigh in on the necessity of the position and viable alternatives. If President's Council has no objections, the President and the Chief Financial Officer determine if the additional cost of the position is within the budget.

An additional challenge to the College is attracting and retaining employees with competitive salary and benefits packages. With enrollments on a downward trend, as is the case for community colleges across the nation, salary increases will be even more challenging in future years. The College has to maintain the balance between being affordable for students yet generating revenue to compensate employees fairly.

Resource Allocation

MACC focuses on its educational purpose and the support of programs and services needed to provide a quality education. As outlined in the mission statement and institutional purposes, the College's resources are directed to be used to support the community, economic development, and educational programs and services for its students. According to budgeted expenditures for FY16, the majority of the College's total operating expenditures (71.23%) is allocated to

instruction, academic support, and student services. The remaining budget is allocated to plant and maintenance (16.76%), institutional support (11.54%), and public services (0.47%).

With the past enrollment growth in Columbia, resources have been shifted to better serve the needs of that student population during peak enrollment times. For example, staff from the Moberly campus work at the Columbia site during heavy periods, and faculty and staff positions have been reassigned/added to the Columbia location. The shift in student enrollment from the Moberly campus to the Columbia site will continue to be a challenge that the College will monitor closely to ensure resources are also shifted appropriately.

The BTOP (Broadband Technology Opportunities Program) project provides a prime example of the College's commitment to its educational purpose. The BTOP grant provided computers and other technologies for public use at MACC locations and also allowed the College to offer free non-credit classes on basic computer applications. Though the grant has since expired, the College still maintains the staff hired for the program and continues to provide services for those interested. These personnel have also assumed other duties within the Instructional Technology/Off-Campus department, such as assisting with ADA technology for students, helping with dual credit enrollment, and building course shells and content for online courses. They also act as a help desk for faculty and students regarding instructional technology and provide support for the growing use of technology in and out of the classroom.

The College's assessment of support services process as well as the new departmental strategic planning process assists with resource allocation and ensuring that mission-critical services and programs are able to be sustained. The College administers multiple surveys each year to collect feedback on its performance in key areas. Results from these surveys are used by administrators and department heads to make improvements and to develop strategies that support the overall strategic plan of the College.

Realistic Approach to Mission

MACC's strategic plan ensures that the College takes a realistic and feasible approach in working toward mission fulfillment. Because the strategic plan is linked with the budget, proposed expenditures related to strategies within the plan are given priority in resource allocation. The budgeting process, as described earlier, also helps ensure that a realistic approach is taken, with careful review and monitoring of budget requests.

MACC's mission statement claims it will provide "dynamic and accessible educational opportunities." MACC's outreach into its sixteen-county service region, the construction of additional facilities, and the offering of programs such as its Mechatronics program, Fire Academy, Allied Health programs, dual credit program, as well as online, virtual, and hybrid courses, demonstrate how dynamic and accessible the institution has been and continues to be. The College's stated values were adopted not only for their fit with the culture of the institution but also because they reflect the sincere and genuine commitment of the College to its constituents.

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5.B - Core Component 5.B

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

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

Argument

MACC values input and guidance from all stakeholders of the institution. Through a collaborative effort, policies are created and revised, with participatory decision-making resulting from committee input and from communication through emails, surveys, and open-door practices.

Many communication efforts are made across all employee groups. These include Notes from the President emailed to all employees, President's Council and Board of Trustees meeting minutes emailed following each meeting, various surveys sent on a wide-range of topics, and the opportunity to participate in many committees and advisory groups, such as the Strategic Planning Committee, Curriculum Committee, Distance Education Committee, President's Faculty Advisory Committee, or President's Staff Advisory Committee. An open-door culture has been established throughout the College to promote a collaborative atmosphere, which allows employees to feel reassured that they can discuss ideas and issues with supervisors, department heads, and administration.

The College's organizational structure is outlined in the Policy Manual and provides clear lines of communication and reporting relationships. The organizational structure is periodically assessed to ensure it reflects the needs of the College. A revised structure will be implemented in spring 2016 to bring student services together under one umbrella and to better reflect a "one college" attitude, despite the numerous locations of the College.

Board of Trustees

The Board of Trustees is a diverse group of community leaders who have also served on various other local boards and committees. The Board includes four current or former business owners, a former teacher, and an attorney. This group is given the duty of approving the policies under which the College will operate. The Board of Trustees meets on the fourth Monday of every

month to vote on agenda items regarding new or revised policies, expenditures, employment and appointments, College programs, and the operating budget. The Board is also responsible for the appointment of the President of the College. One week in advance of the Board meeting, a newsletter is sent electronically to each Board member providing information on recent College activities and items for the upcoming agenda. During regularly identified monthly meetings, presentations are made to the Board by the faculty and staff. These presentations keep the Board informed of new or current programs and give Board members a chance to interact with faculty and staff.

Each member of the Board is also a member of the Missouri Community College Association (MCCA) and the Association of Community College Trustees (ACCT). For many years, Board members have been active in MCCA and have held offices within the organization. At least one Board member attends the annual conferences held by these associations.

Administration

The administration of the College meets weekly in President's Council. Reports are given by each representative to keep the President and others apprised of projects, activities, and issues at the College, and relevant items are presented for discussion and approval. Minutes from each of these meetings are emailed to the College by the President, and employees are encouraged to share comments or ask questions. An annual President's Council Retreat provides time for the administration to discuss major topics and develop strategies to meet the goals of the College. The President also has standing weekly meetings with the Deans, the Vice Presidents, and various Directors. Members of the administration are encouraged to join statewide committees and organizations as well as attend conferences and professional development opportunities.

Faculty

Faculty play a vital role in the decision-making process of the College. Faculty are engaged frequently and have the opportunity to serve on a host of committees. Faculty Forum consists of a member of the faculty from every division, with one member elected as the chair. The Faculty Forum chair sits on President's Council and attends all meetings of the Council to bring up issues for discussion that have come from Faculty Forum. The Division Chairs Committee is also structured so that a faculty member from each division attends these meeting to discuss various instructional topics with key staff from support services departments across the College. Faculty also have designated spots on numerous other committees such as Curriculum Committee, President's Faculty Advisory Council, Strategic Planning Committee, Retention Committee, Technology Committee, and Distance Education Committee.

Faculty have the opportunity to serve on search committees to select applicants to fill administrative, faculty, and staff positions. The Faculty Handbook outlines the responsibilities of the faculty and covers relevant policies, procedures and site-specific information. Faculty Professional Development Days are held each semester and require mandatory involvement from all full-time faculty, as well as encouraged involvement from adjunct faculty. These days

provide faculty professional development in the form of guest speaker presentations and interaction with colleagues from all locations.

Staff

Staff also have the opportunity for involvement in decision-making processes. MACC's support staff meets each semester with the President as a group to discuss new events, policies, and other College-related items. During this meeting, staff are given the opportunity to bring up items for discussion. Additionally, staff are able to join many committees and advisory groups, with many having a requirement for a representative from each department. This allows the staff to help formulate policies and guide the overall direction of the College.

Students

Students have an opportunity to provide input into the decision-making process through student organizations, committees, surveys, and informal communication. For example, the Student Government Association (SGA) acts as a liaison between the students and administration to coordinate student activities and make recommendations on matters that benefit the student body and the College. The President's Student Advisory Council meets once each semester to discuss various topics with the President, and Student Advisory Committees exist for each of the four main off-campus sites. The President also recently began Pizza with the President, where he visits with students to gather feedback about their experiences and hear suggestions for improvements. Although it has proven a challenge to engage students in extra-curricular or co-curricular activities, students are offered the opportunity to serve as representatives on College committees such as the Distance Education Committee, Curriculum Committee, and Presidential Ambassadors. Additionally, surveys are given each semester, providing students with the opportunity to evaluate College services, and all students can provide feedback regarding instruction through course evaluations administered in every class each semester.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

MACC is an institution that is prepared for the future. It has a comprehensive and systematic planning process that results in the identification of institutional priorities and the allocation of resources to support those priorities. The institution not only understands its current capacity but also anticipates emerging trends.

Supporting Institutional Priorities

MACC's strategic plan guides planning and budgeting priorities. Strategic priorities have been identified, and the College works to meet these priorities. For example, within "Priority 3: Student Experience," a goal has been set to "minimize barriers to efficient student enrollment." To meet that goal, the College has invested resources to implement Academic Planner. Academic Planner will enable students to avoid the long lines of the enrollment process once they have completed their degree plan in this online system. The administration demonstrates its commitment to the mission by considering the strategic plan when making budget decisions, and departments or individuals requesting funding or budget increases are expected to explain how their requests align with the strategic priorities of the plan.

MACC's commitment to improving teaching and student learning is driven by the mission, vision, and values of the College. "Priority 1: Academic Performance" provides evidence of this commitment. Overall, there has been a push for more accountability from higher education institutions. Institutions are under scrutiny to improve retention, revamp developmental education, and increase completion rates and student outcomes (e.g., transfer, job placement). MACC formally adopted a completion agenda when it joined the Missouri Completion Academy in 2013. When the new strategic planning process began in fall 2014, the College already had several retention projects underway but was still in the early stages of collecting and analyzing data. While MACC has had a well-developed assessment plan for measuring student learning, it did not have an established college completion goal. The planning process for the current

strategic plan has resulted in setting measurable goals to improve retention and completion. A sustained commitment is necessary to meet the goals, and it is essential for the College to improve its capability to use data mining to inform its decisions. “Priority 1: Academic Performance” in MACC’s new strategic plan delineates the goals and strategies the College plans to pursue regarding student learning, retention, and completion.

Linking Assessment and Evaluation with Planning and Budgeting

MACC’s evaluation and assessment processes are ongoing, systematic, and comprehensive. The Office of Institutional Effectiveness and Planning has the responsibility for overseeing College-wide evaluation and assessment, ensuring evaluation and assessment are aligned with the strategic plan, and sharing data with those who can best shape initiatives for continuous improvement.

The College evaluates its structures and processes regularly. Formal processes exist for evaluating programs and services. For example, program reviews occur on a rotating basis (e.g., Career and Technical Education program review cycle). The Continuous Improvement Report (formerly named the Assessment Annual Report) is completed regularly and provides a holistic summary of the many evaluative processes in place. As discussed in Core Component 4A and 4B, results from assessment and evaluation processes are used in planning improvements and justifying budget requests.

Members of President Council develop and submit annual goals which are expected to align with the priorities in the strategic plan. Additionally, the evaluation process requires the administrator to be evaluated on his or her ability to “effectively support and interpret the mission and purpose of MACC.” These evaluation processes not only help ensure congruency between the goals of the administration and the mission of the College but also provide a link to the planning process.

Faculty involvement in assessment, administrative and faculty support of multiple assessment measures, and funds allocated to research, exploration, and invention of assessment measures are indicative of MACC's commitment to assessment. Assessment activities are financially supported through multiple departmental and institutional budgets, including Student Services, Academic Affairs, Career and Technical Education, and General Institutional. Institutional funds and grant monies have been used to support such activities as conference attendance, staff development sessions aimed at furthering faculty knowledge of assessment, faculty assessment of portfolios, developmental education course redesigns, and alternative placement measures.

The strategic plan is linked to MACC’s annual budget, ensuring alignment of capacity and resources. Specifically, “Priority 5: Fiscal Sustainability,” develops a primary link between budgeting and the strategic plan by focusing on the key areas of fiscal efficiency and increased revenue sources. Fiscal sustainability is a priority in the College’s strategic plan for several reasons. On the federal level, non-defense funding has remained flat, including funds toward higher education. At the state level, MACC’s share of state aid per “Full Time Equivalent Student” remains well below the statewide average. With increased costs and limited revenues at the forefront of the planning process, the College has developed goals and strategies within

“Priority 5: Fiscal Sustainability” to ensure the College has the resources and capacity to achieve its mission.

The annual budget is developed through a modified zero-based process, initiated with budget requests from all areas of the institution. Appropriate Deans and supervisors review all requests. Budget needs that relate to strategic planning priorities targeted for the coming fiscal year must be identified and included in budget requests. The Finance Office developed a schedule and budget procedures accordingly and put it into practice for 2015-16. Budget information is available to College staff through an online accounting system that provides current information on account balances, including encumbrances and expenditures.

Departments are encouraged to use a modified zero-based budgeting approach in designing budget recommendations. Each line item should be reviewed for appropriateness and then justified as essential to the College mission and related specifically to a priority in the strategic plan. A blanket percentage increase is not acceptable. An explanation that only considers additions to the current year’s budget is not considered adequate documentation for budget requests. Each department reviews actual expenditures relative to the current budget before establishing budget recommendations for the next budget year.

Gathering Stakeholder Input

Strategic planning is an ongoing activity involving all stakeholders of the College. A cross-functional Strategic Planning Committee consisting of faculty, staff, and administrators from all MACC sites and departments ensures that many stakeholders have an avenue for input into the strategic planning process.

Faculty, staff, administration, students, area educators, adjunct faculty, alumni, College advisory committees, and community members are given the opportunity to have input into the planning process by responding to comment cards, email blasts, and electronic surveys from the College. Other sources utilized in shaping the strategic plan include the College’s previous five-year plan, mission and vision documentation, academic and support services assessment data, and regular interaction with students, faculty, staff, and community members. The Strategic Planning Committee also considers national, state, and local trends in education; science and technology; and social, economic, and political factors which impact the College.

Understanding Current Capacity

The College’s current strategic plan is grounded in an understanding of the institution’s current capacity. The planning process encompasses an analysis of the environment in which the College exists. The Strategic Planning Committee completed a SWOT analysis to determine the College’s internal strengths and weaknesses and its external opportunities and threats. The SWOT analysis was then used to establish the strategic priorities.

For planning purposes, capacity is generally assessed by monitoring student enrollment and the resources required to deliver educational programs. Through formal program reviews as well as regular, systematic oversight, MACC monitors student enrollment to determine whether

programs are experiencing growth, stability, or decline. Institutional enrollment charts providing snapshot comparisons in enrollment to the previous year are regularly presented to President's Council, and these charts provide a basis for budget projections. Census comparison data, IPEDS data, enrollment profiles, and retention rates also provide vital information regarding the College's fluctuations in enrollment. Capacity is also analyzed by reviewing availability of resources such as classroom/facility space. Innovative delivery formats have proven useful in expanding capacity.

The President of MACC maintains an active presence at the state level to help assess the political climate for higher education funding and anticipate any increases or decreases of state aid. MACC administrators are also active in state-level organizations as well as community organizations which serve as information conduits regarding state funding, statewide enrollment trends, and the economic health of the state/region. Revenue estimates are prepared by the Vice President for Finance based on known/projected state and federal appropriations and grants, local tax assessments/rates, fee/tuition rates, and projected enrollment. Specific departmental revenue budgets are prepared in consultation with appropriate department heads.

Recommendations for additional personnel, department reorganizations, and other personnel adjustments are presented to President's Council, evaluated, and prioritized. New hires are funded in priority order based on overall budget constraints. Salary and benefit budgets are then prepared by the Vice President for Finance based on approved positions, contracts, salaries, and pay rates. All other budgeted line items are recommended by individual departments. The department head is responsible for budget procedures at the department level. Department heads will obtain budget recommendations from appropriate staff, review those recommendations, and present a consolidated recommendation to the President.

Anticipating Emerging Trends

MACC has various methods for identifying emerging trends. As mentioned previously, the Strategic Planning Committee utilized a SWOT analysis tool to determine the College's internal strengths and weaknesses and its external opportunities and threats. When addressing MACC's opportunities and threats, the forward focus is on external factors stemming from the political, economic, social, and technological environments. This analysis, along with the other MACC planning documents, reflects that the College identifies and responds to emerging needs and trends.

To keep abreast of emerging political trends, MACC remains an active member of the Missouri Community College Association (MCCA), which advises member institutions of governmental issues affecting community colleges statewide. Continuous legislative updates are available from both the MCCA and the Missouri Department of Higher Education (MDHE). Additionally, the College receives updates from the community college lobbyists at the monthly Community College Presidents and Chancellors meeting. The President and other officials also frequently attend hearings and participate in discussions at the state and national capitol. Rally Day is an opportunity for the state's community colleges to bring faculty, staff, and students to the Capitol during the legislative session, and MACC participates in this annual event as well. In addition to MCCA, the College is a member of other key professional organizations, like the American

Association of Community Colleges (AACC), the Council of North Central Two-Year Colleges (CNCTYC), and the Association of Community College Trustees (ACCT). These organizations provide services and information to aid member institutions in determining environmental changes and priorities.

To anticipate the needs of future students, MACC hosts annual meetings for area superintendents, A+ Coordinators, high school counselors, and dual credit instructors. The College shares information about new programs and services as well as relevant higher education developments and policy changes. These meetings also provide opportunities for secondary school administrators to share their concerns and needs with MACC administrators and staff.

Various advisory committees also assist MACC in the identification of emerging trends and factors. Each Career and Technical Education program has an advisory committee that meets twice annually and provides information and input to program coordinators regarding market and job requirements. This input helps guide decision making and curricular changes. Additionally, the President has four advisory committees: the President's Staff Advisory Council, President's Faculty Advisory Council, President's Student Advisory Council, and Presidential Student Ambassadors. Meetings are held once a semester and give attendees an opportunity to make suggestions directly to the President. Off-campus advisory committees also establish communication channels that assist MACC in identifying community needs and interests and determining the best way to be an educational partner.

MACC takes seriously its mission to provide "*dynamic and accessible educational opportunities that empower our students and enrich our communities.*" Introducing students to the latest technologies helps ensure that they are prepared for the future. For example, students have the opportunity to check out eReaders in the LARC (Library and Resource Center). Also, MACC faculty are encouraged to make technology requests that will aid and enhance their classroom efforts. For example, various faculty use the College's iPad sets to enhance classroom instruction. Other examples of steps MACC has taken to keep pace with technology include the following:

- Infrastructure upgrades: The computer networking infrastructure has been upgraded to include fiber optic interconnects between buildings. MACC works closely with MOREnet to ensure reliable, stable, and secure access to the Internet.
- Jenzabar upgrades: Jenzabar is an end-to-end product used to manage student records and the day-to-day operations of the College. This comprehensive software package includes menus for Business Office functions, the Registrar, faculty, Human Resources, budgeting, etc.
- Computer access: MACC currently has over 1,400 computers. Student computer stations are available in various labs and resource areas across all sites. College computers are replaced every three to five years.
- Web synchronous course delivery: Virtual courses bridge the gap between traditional and online teaching methods and offer students a more flexible form of class scheduling.

A Technology Plan allows the College to respond to technology trends systematically. The Chief Information Officer (CIO) initiates the development of the annual technology budget by sending

a College-wide email each spring asking employees to submit technology requests to their direct supervisors. Computer Services staff then conduct department walk-throughs at each site to survey equipment use and gather additional information about specific technology needs. Jointly, the CIO and Dean of Off-Campus Programs and Instructional Technology develop a list of technology needs and present it to the Technology Committee, the Vice President for Instruction, and the Vice President for Finance for review. The President and the Board of Trustees approve the final plan. A technology reserve fund is maintained to cover unanticipated or unbudgeted expenses and to allow for careful and cost-effective purchases.

MACC has also recognized the importance of diversity as an emerging factor and its impact not only on the College but the students as well. Recognizing that the population of its service area is predominantly white and rural, the College introduces the student population to diversity through its curriculum and programs. Students have the opportunity to complete a Global Studies Certificate or courses which have a “globalized component,” participate in the Multicultural Club, attend cultural exhibits and presentations, study abroad in England, and enroll in short-term travel-abroad courses.

Beyond cultural and ethnic diversity, MACC recognizes the diversity of its students in terms of their academic backgrounds and educational goals. The College offers a wide range of programs to meet these diverse educational needs. For example, developmental courses are available for students who are underprepared for college-level courses in math, writing, and reading. At the other end of the spectrum, an Honors Program is available for students who excel academically. The College offers support services for this wide range of students to facilitate the development of skills needed to achieve their educational, professional, and personal goals. These support services include financial aid, LARC resources, academic advisement, career planning and placement, course placement assessment, and ADA services.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

MACC recognizes that evaluation is an integral part of growth and improvement. MACC has implemented multiple processes to gather information on its performance. These evaluation processes are systematic and layered throughout the institution.

Documenting Performance

The Director of Institutional Effectiveness and Planning coordinates the Institutional Effectiveness Plan. Measures of institutional effectiveness assist the College in gauging its performance as it works toward strategic priorities critical to its mission. The Director produces a Continuous Improvement Report providing an overview of College-wide assessment and evaluation efforts as outlined by the Institutional Effectiveness Plan.

MACC has ongoing, systematic assessment processes to document the effectiveness of teaching and learning. Each academic discipline and career/technical program has its own assessment plan and feedback loops to ensure results are used for improvement. Assessment of student learning is documented on an annual basis in the Continuous Improvement Report, the General Education Assessment Report, and Career/Technical Assessment Plan Reports. Assessment of student learning is more fully addressed in Core Component 4C.

Documentation of the educational value and cost effectiveness of instructional programs can be found in program reviews. All academic, developmental, career/technical, distance education, and dual credit programs are evaluated through formal program reviews on a rotating cycle. Program reviews for Associate of Arts, Associate of Science, Dual Credit, Distance Education, and the various Career and Technical Education programs (e.g., Medical Laboratory Technology, Law Enforcement) are presented to the Board of Trustees annually to provide an additional method of documentation and measure of accountability.

MACC regularly documents the performance of its support services. MACC's Student Satisfaction Survey and the Faculty/Staff Assessment of Support Services Survey are two instruments MACC uses to collect information regarding performance in these areas. The Director of Institutional Effectiveness and Planning compiles the results of these surveys annually and presents them to President's Council as well as to the appropriate department head. MACC's new strategic plan also includes a department-level component, in which

departments develop initiatives that address the College's priorities, goals, and/or strategies. In addition, the College is currently revamping its departmental review process (formerly called departmental self-studies), which documents departmental performance and feeds into department-level planning. The new process will begin in spring 2016, with departments cycling through the process every two and a half years. Each review will culminate in a meeting with the President to discuss the findings, and the results will be documented in departmental reports as well as summarized in the Continuous Improvement Report.

MACC administers the Noel-Levitz Student Satisfaction Inventory (SSI) and the Noel-Levitz Priorities Survey for Online Learners to solicit student feedback about the quality of instruction and services provided by the College. These surveys allow the College to not only track its progress in student satisfaction from year to year but to compare results with those of similar institutions. Results of the above surveys are used in program reviews and by departments to set goals for improving student satisfaction. The results are also reviewed and discussed in President's Council meetings, with plans made to address low ratings. Tools like these are further evidence of MACC's commitment to assessing and improving its commitment to quality instruction and student services.

MACC also documents the performance of its employees. Core Component 3C explains the evaluation process for faculty and staff. Additionally, MACC has an administrative evaluation process that gathers data about the effectiveness of administrative staff in key performance areas. Findings from the evaluation process are reviewed by the individual being evaluated, the individual's direct supervisor, and the College President. Additionally, the Board of Trustees receives a copy of the President's evaluation.

Evidence of MACC's commitment to the development of performance measures and documentation of performance results lies in the number of assessment documents readily available. An internal Resource Library houses a multitude of assessment documents, such as the institution's Continuous Improvement Report (formerly titled Assessment Annual Report), General Education Assessment Reports, Institutional Effectiveness Plan, Program Reviews, Collegiate Assessment of Academic Proficiency Reports, CAAP/ACT Linkage Reports, and Career/Technical Program Assessment Plan Results. For transparency and accountability, some of these same reports as well as additional reports regarding institutional performance are located on the College's public webpages for Institutional Data and Financial Aid. These reports include MACC's Graduation Rate Report, Retention Rates Report, CAAP Trend Reports, Assessment Annual Report, Crime Statistics, Financial Audits, and Job Placement Rates Report, among others.

Improving Performance

All of its various evaluation tools enable MACC to learn from its operational experience and apply that learning to improve its institutional effectiveness, capabilities, and sustainability.

The Director of Institutional Effectiveness and Planning plays a key role in ensuring that assessment results are analyzed and used to inform the strategic planning process. The Director is housed in the President's Office and serves on President's Council, guaranteeing that

institutional assessment and evaluation results are included in regular planning and decision-making processes. For example, the Director compiled themes emerging from comments on the 2015 Annual Faculty/Staff Assessment of Support Services and presented this document to both President's Council and the Strategic Planning Committee. In response to feedback from that document as well as other input, the College is currently restructuring in order to improve and streamline organizational processes as well as to enhance consistency of services across all locations.

Because assessment results feed into the strategic plan, strategic planning has led to significant gains that have become overall strengths of the College. These gains have taken many forms, ranging from renovation and upgrade of campus facilities to the introduction of new degree programs and educational services. True to College values and purposes, many of these accomplishments reflect the joint efforts of multiple College departments to improve the educational experience for all students. Other accomplishments reflect the College's commitment to forming local partnerships that benefit all College stakeholders.

Following are recent examples of changes resulting from assessment and evaluation processes:

- Secured Missouri Department of Higher Education approval to offer the Industrial Technology AAS and Certificate programs at the MACC-Columbia site.
- Created new Mechatronics option within AAS Industrial Technology degree, certificate, and short-term certificate.
- Redesigned developmental Math and English curriculum and began offering computer-assisted sections of developmental coursework to enhance student success and timely completion. In addition, appointed developmental Math and English coordinators to oversee the College's developmental curriculum.
- Revised Faculty/Staff Assessment of Support Services Survey instrument to gather additional information about employee needs.
- Combined Learning Center and Library facilities on the Moberly campus to better meet student needs.
- Facilitated consistency of instruction and aided in communication efforts by providing a monetary incentive for adjunct faculty to engage in professional development opportunities.
- Began offering annual Student Satisfaction Survey online to better reach students and to gather additional information about online students' needs.
- Offered community education classes in Certified Nurse Assistant, Certified Medication Technician, and Insulin Administration through the Entrepreneurship and Business Development Center.
- Used the Missouri Division of Fire Safety approved curriculum and a team of certified instructors from the Hannibal, Kirksville, Macon, and Moberly Fire Departments to deliver the skills and knowledge to prepare students for State of Missouri Firefighter I & II certification testing.

MACC has proven itself as a dynamic institution with a student-centered focus and a commitment to quality. Systematic assessment and evaluation processes have enabled MACC to

be responsive and adaptive to its environment and position itself for continued improvement and sustainability.

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5.S - Criterion 5 - Summary

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

Summary

MACC prepares for the future through comprehensive and systematic strategic planning built around its mission. Key institutional priorities have been identified and developed within the context of the College's strengths, weaknesses, opportunities, and threats. Its reporting and review processes inherent in its strategic plan ensure the College is flexible and responsive in meeting future challenges and opportunities.

A significant portion of the College's budget is allocated to instructional activities, reflecting the College's focus on its educational purpose. A tradition of good stewardship and sound fiscal management has allowed the College to maintain its operations while also keeping tuition affordable, despite state funding deficits and enrollment declines over the past few years. The College's strategic plan ensures that activities in support of the mission are given funding priority.

The College's physical and technological infrastructure as well as its human resources is sufficient to support its operations. Facilities are well maintained in keeping with MACC's Facilities Review Report, and the College's Technology Plan ensures it can maintain its current technology as well as keep abreast of new tools. The College employs adequate numbers of qualified, trained faculty and staff. A prime example of the College's ability to respond to a changing environment has been its addition of new faculty and staff positions as enrollment grew rapidly at one location, the reassignment of existing faculty to that location, and the cross-training of support staff to provide in-demand services there. With budget constraints, retaining employees with competitive salaries and benefits will become more challenging. However, the College strives to provide employees with a good work environment and seeks regular feedback to effectively support employees and improve their job satisfaction.

MACC exhibits a collaborative culture where input is encouraged and valued. The President helps set this tone through an open door policy, and multiple committees/councils, stakeholder surveys, and information dissemination avenues throughout the institution further promote collaboration and shared decision-making.

Additionally, the College recognizes that evaluation is essential to continued improvement and has integrated ongoing, systematic processes to document its performance as part of its standard operating procedure. Ultimately, the results of assessment and evaluation processes feed into the strategic plan and lead to improved institutional effectiveness, sustainability, and mission fulfillment.

Sources

There are no sources.