

**Reaffirmation of Accreditation Recommendation
for
Grand Rapids Community College
Grand Rapids, Michigan
of the 2014 - 2015
Academic Quality Improvement Program
Review Panel on Reaffirmation**

The Higher Learning Commission

January 26, 2015

AQIP Review Panel on Reaffirmation (lead reviewers starred)

Timothy Allwein, Associate Professor of Business, Indiana Institute of Technology, Fort Wayne, IN

*Martha Casazza, Founding Partner, TRPP Associates, Chicago, IL

Joan Costello, Ret. Provost/VP for Academic Affairs, Inver Hills Community College, Inver Grove Heights, MN

Mark Kretovics, Interim Director, School of Foundations, Leadership, and Administration, College of Education, Health, and Human Services, Kent State University, Kent, OH

Bill Lamb, VP of Instruction, Kirkwood Community College, Cedar Rapids, IA

Deborah Loper, AVP Institutional Effectiveness, Colorado Mountain College, Glenwood Springs, CO

*Lynn Onken, Quality Systems Manager, Nebraska Organ Recovery System, Omaha, NE

Laurie Pemberton, Director, Institutional Research, Allan Hancock College, Santa Maria, CA

Rob Spohr, VP for Academic Affairs, Montcalm Community College, Sidney, MI

Karen Stewart, Ret. VP for Quality and Strategic Development, Waubensee Community College, Sugar Grove, IL

William Tammone, Provost, Illinois Central College, East Peoria, IL

Wendolyn Tetlow, Ret. VP of Instruction and Student Learning, Bay de Noc College, Escanaba, MI

Elizabeth Towell, Associate Dean, College of Business, Northern Illinois University, DeKalb, IL

Linda Wellborn, Director of Institutional Effectiveness, Evangel University, Springfield, MO

John Yoder, Higher Education Independent Consultant, Catonsville, MD

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I. Context and Nature of Review

A. Review Purpose, Process, and Materials

AQIP Reaffirmation of Accreditation reviews are scheduled seven years in advance, when an institution first joins the Academic Quality Improvement Program (AQIP) or when an institution already participating in AQIP is reaffirmed via the AQIP Reaffirmation of Accreditation process.

In conducting these reviews, the AQIP Reaffirmation of review panel examines the following materials for each institution:

- Current Commission History file of institutional actions
- Current Commission Statement of Affiliation Status
- Current official Commission Organizational Profile
- AQIP Review Panel Report(s) on Institutional Status Change Requests
- Focused visit report(s) and action letter(s)
- Institutional websites
- Key correspondence between the institution and the Commission
- Last Comprehensive PEAQ Evaluation team report, institutional response, and Commission action letter
- Summary of Action Projects attempted
- Summary Update of institutional activity and dynamics since the last Quality Checkup, provided by the institution on September 1 of the review year.
- Systems Appraisal Feedback Report
- Systems Portfolio, including update provided by the institution on September 1 of the review year
- Quality Checkup report
- Any evidence supporting compliance with the Criteria for Accreditation
- Any other major reports or documents that are part of the institution's permanent Commission files

Two lead panelists from the AQIP Reaffirmation of Accreditation draft a recommendation that is reviewed and approved by the entire panel before it is forwarded to the Institutional Actions Council.

B. Organizational Context

The institution was first accredited by the Commission on January 1, 1917, and was admitted to AQIP on November 20, 2000. It participated in four Strategy Forums in 2002, 2005, 2009, and 2014.

Since admission to AQIP, the institution has officially declared 15 individual Action Projects; 11 have been completed, three are currently active and one project has been announced and is in the institutional planning process. The institution provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these.

The institution provided its most recent Systems Portfolio as an AQIP Baldrige Option Summary for review in October, 2013, and received a Systems Appraisal Feedback Report in February 5, 2013.

AQIP conducted a Quality Checkup visit to the institution on April 2-4, 2014, and provided a report of the findings of the visiting team.

The institution had a name change July 1, 1991 when it went from Grand Rapids Junior College to Grand Rapids Community College (GRCC).

C. Organizational Scope and Structure (including extended physical or distance education operations)

The institution offers 46 certificate programs and 75 associate degree programs. Approval for distance education is for 12 associate's programs and one certificate program. Based on the Organizational Profile posted on November 13, 2014, the institution has 5669 full-time students and 10921 part-time students. There were 193 dual enrollment students.

The main campus is located at 143 Bostwick NE, Grand Rapids, Michigan. The institution has two additional locations. The Holland/Lakeshore Campus/Thompson MTEC is located at 6364 136th Avenue, Holland, Michigan. The Occupational Training/Tassel MTEC is located at 622 Godfrey SW, Grand Rapids, Michigan.

The institution is public.

D. Notification of Quality Checkup Visit and Solicitation of Third-Party Comment

A Quality Checkup site visit to the institution was conducted on April 2-4, 2014. In compliance with Commission requirements, the institution notified its constituencies and the public of this visit and solicited third-party comment to be sent directly to the Commission. The Commission shared all comments received with the institution and the team, and the team discussed both the comments with the institution and reviewed evidence of the institution's compliance with Commission's notification and third-party comment requirements.

E. Compliance with Federal Requirements

In compliance with the Commission's federal compliance program, the institution provided supporting evidence in conjunction with the Quality Checkup visit on April 2-4, 2014, and the Quality Checkup Team reported that Grand Rapids Community College met all the federal requirements.

F. Evidence of the Organization's Responsiveness to Previous Commission Concerns Regarding Fulfillment of the Criteria for Accreditation

There were no accreditation issues identified during the review of the 2012 Systems Portfolio or during the Quality Checkup.

II. Fulfillment of the Criteria for Accreditation

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

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 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.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College reviewed its mission, vision and values and College Ends in 2009 through a collaborative process that provided opportunities for every department to propose a mission statement that was followed by a series of sessions to review all proposals. The College Ends are the focused outcomes for the values the institution has defined to create a framework that shapes College services, programs, initiatives and partnerships. These Ends align the Values Diversity to Academic Alignment, Responsiveness to Access, Innovation to Community Outreach, Accountability to The GRCC Experience, Sustainability to Student Success, and Respect to Workforce Development. The result, a new mission statement, was officially adopted by the Board of Trustees in October 2010.
- The College mission articulates that it is an open access institution that prepares students to meet their educational goals. To that end, it offers programs that facilitate the development of basic skills and provide transfer pathways, and occupational training. It offers a comprehensive support system that targets a wide range of student needs including tutoring, occupational support, career services, service learning, honors and online learning.
- Requests for new funding are initially sent to the Vice President/Executive Budget Control Officer (EBCO) for approval. They must link to a specific End and detail the

measurable outcome(s). Once approved, they are prioritized by the EBCO based on their alignment to the College mission. These priorities are reviewed by the Cabinet and a final recommendation goes from the Provost and VP for Finance and Administration to the President.

Core Component 1B: The mission is articulated publicly.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College continuously articulates its mission, vision, values and Ends publicly both internally and externally. It does this through multiple approaches including its website, monthly Board agendas, posted placards across campus, community brochures which are distributed quarterly, course catalog, transfer guide and its strategic planning document.
- The mission documents are current and explain clearly that the College exists to serve the community and its residents who have a range of needs including basic skills development, occupational training and transfer opportunities.
- The College mission aligns with Michigan state law that defines the intended constituents of any community college in the state. To this end, it serves residents within its geographical range at the certificate or associates' degree level.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- One of the core values of the College is diversity. As a result, it intentionally develops programs for its students and the community from a multicultural perspective. Related to operationalizing this value are its Diversity Learning Center and Older Learner Center each of which provides programming dedicated to encouraging a broad understanding of a multicultural society.
- The College has multiple processes and policies that reflect its attention to valuing human diversity. The Board of Trustees has a “Treatment of People” Executive Limitations Policy implemented to ensure fair, respectful treatment of all employees. Its student support services include programming for those with disabilities and first generation students, as well as tutoring for students needing academic support.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College understands its obligation to the public and provides multiple opportunities for the community to give input related to its needs and perspectives. This commitment begins with the Board of Trustees which provides time at its monthly meetings for the public to be heard. Internally, there are also forums for feedback including the Academic Governing Council, the Strategic Leadership Council, and student conversations.
- The College is a public institution with no investors or affiliation with a parent organization. Its external interests are with the community that supports it through property taxes. It is clear through recent budgetary allocations that instruction receives the largest portion, 47.7%, of its annual funding.
- The College is very engaged with its community starting with the Board of Trustees which schedules time for public comment at each of its regular meetings. The President and Cabinet are all involved in community organizations and regularly solicit feedback regarding the College from those colleagues. The College has more than 20 advisory boards which ensure continuous input to its various programs and services.

Team Determination on Criterion One:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion One:

Criterion One is met and no Commission follow-up is recommended.

Grand Rapids Community College has a clearly stated mission to provide access to its ever-evolving community. It continues to develop relevant opportunities for its residents so they are able to reach an appropriate range of goals. To accomplish this, it regularly solicits feedback on its programs and services to ensure the College is meeting the needs of its community.

In addition to its mission, the College articulates its vision, values and end which add a strong foundation and context to the mission and facilitate measurement and quality assurance.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College has implemented five policies related to operational integrity. They include Faculty Code of Ethics, Educational Support Professionals Code of Ethics, Administrator's Code of Ethics, Board of Trustees Member Code of Conduct, and a Conflict of Interest Policy. It has also designed an Ethics Monitoring System through which students, staff and members of the community can report possible violations. The College has a committee that compiles data related to ethics issues; the General Counsel reports the data twice a year to the Cabinet in order to identify trends and determine a college response.

Core Component 2B: 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.

- Team Determination:** Core Component is met

- Core Component is met with concerns
 Core Component is not met

Evidence:

- The College presents comprehensive information to its students and the public through its website and catalog. The catalog is updated every two years and is available via print and online. The website is monitored by individual departments and units and is updated on a regular basis as needed.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College's Board of Trustees defines the priorities of the institution and ensures they are mission related. Its policies are designed with a long-term perspective and guide the Board's long-range planning.
- The Board is composed of seven independently-elected members who represent the community. Its members have developed policies that ensure its autonomy and integrity related to its decision-making processes. It meets monthly in public session where members of the community have the opportunity to offer their input.
- The Board of Trustees has a Members' Code of Conduct which holds each member accountable for maintaining loyalty to the citizens of the college district. In addition, each member is held accountable for any fiduciary conflict of interest.
- The President is accountable to the Board which monitors overall institutional performance related to the College goals and Ends. The Board determines broad policies and delegates their implementation to the President. Academic policy issues are managed by the faculty through the Academic Governing Council.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- A new Academic Freedom policy was adopted in April, 2014. This policy supports “academic and intellectual freedom and the pursuit of truth in teaching and learning.” The policy itself is embedded in a Board of Trustees policy on Executive Limitations for the President.
- The faculty was recently surveyed regarding their views of the College’s commitment to the Academic Freedom policy. A large majority replied in the affirmative for all areas of the College with the notable exception of the Board where only 30% of the faculty perceived a commitment. While this is not yet a concern as it is a new policy, the College should monitor the faculty view as the policy implementation impacts activity.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 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.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College established an Institutional Review Board (IRB) in 2009 to oversee research activities at the College. The IRB follows the APA guidelines for the treatment of human subjects.
- The library provides guidance to students through the Library and Learning Commons faculty librarians on the ethical usage of information resources. They deliver this information through face-to-face contact, classroom settings and online courses.
- The College has a Student Code of Conduct which includes an academic honesty policy. Student violations are referred to the Associate Director for Student Conduct who follows up through the formal Discipline Procedure. All conduct violations are reported annually to the Academic Governing Council and the report is made available to appropriate College staff from the Student Conduct office on its website.

Team Determination on Criterion Two:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion Two:

Criterion Two is met and no Commission follow-up is recommended.

Grand Rapids Community College has five policies related to ethical practices and operational integrity. In addition, it has implemented an Ethics Monitoring System that is managed by the General Counsel who compiles and reports data twice a year to the Cabinet. This model of best practice ensures that trends are discussed and responded to in a timely manner.

The College has a recently implemented Academic Freedom Policy which is embedded within a Board of Trustees policy. In a recent survey, the faculty voiced a low level of satisfaction with Board commitment to Academic Freedom. Since this policy is new and embedded within a Board policy, it is recommended that the College monitor its implementation to ensure its integrity.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 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).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- All new courses are reviewed at three levels in order to be approved. The course author must articulate issues related to its currency and performance levels. Once approved initially, all courses are comprehensively reviewed at a minimum of every four years. New programs are reviewed through the New Program Development

- Process and, in addition to the above, consider graduation requirements for each of its programs to align with current professional standards.
- For each of the College's programs and certificates, Program Learning Outcomes are articulated. The level of learning is based on industry and professional standards as well as the expectations of transfer institutions. All programs also measure student outcomes for each of the four Institutional Learning Outcomes, Communication, Critical Thinking, Personal Responsibility, and Social Responsibility. The particular levels of competency are determined by the faculty content experts based on each program's goals.
 - The College utilizes a common document, the Course Approval and Revision Process (CARP), to ensure consistency across all programs and modes of delivery. The elements of CARP that all courses must include are course description, student learning outcomes, course outline, course fit within program, instructor credentials, credit hours, required texts and materials. During the faculty evaluation process, each full-time faculty member is reviewed for adherence to the CARP document.

Core Component 3B: 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.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 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.

Subcomponent 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.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 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.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College has a general education program that encompasses three broad areas: Humanities, Social Sciences and Quantitative Skills and Natural Sciences. Each of these three areas has a written definition, and all programs include general education courses. The general education coursework has been formally accepted by the

Michigan Association of College Registrars and Admissions Officers as meeting the requirements of most of its four-year member institutions.

- The general education program is embedded in all the College programs and is operationalized through the mastery of its Institutional Learning Outcomes (ILOs). The ILOs, as mentioned earlier, include Communication Skills, Critical Thinking Skills, Social Responsibility Skills and Personal Responsibility Skills. The College considers these ILOs to be at the core of an educated citizenry.
- The definitions of the ILOs include competencies related to how students engage in collecting, analyzing and communicating information. For instance, in the Critical Thinking Skills definition, it explicitly states that “Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.”
- The College recognizes the human and cultural diversity of the world and expresses it directly in the Humanities general education requirement and measures it specifically through the Social Responsibility ILO.
- Students and faculty are both encouraged to contribute to scholarship, creative work and the discovery of knowledge. Faculty members are given the opportunity to receive Individual Instructional Professional Development grants and also to receive tuition reimbursement and sabbatical leave to pursue continued scholarship. Students are encouraged to actively engage in the community through initiatives such as science research, exhibit art work and theater and music performances.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 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.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 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.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 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.

Team Determination: Core Component is met
 Core Component is met with concerns

___ Core Component is not met

Evidence:

- The College employs twice as many adjunct instructors as full-time faculty. The Academic Standards for Faculty require that faculty members establish a professional relationship with and between students and also create and maintain a community of learners. Full-time faculty have the primary responsibility for the curriculum, but adjunct instructors are encouraged to engage in the development and revision of courses.
- Grand Rapids Community College follows the HLC best practice for faculty credentials: All faculty members must hold a degree that is at least one degree above the program in which they teach. The College defines a minimum threshold of experience and an evaluation process for those faculty hired based on equivalent experience. Credentials for new adjunct faculty are reviewed at a Provost's and Dean's Council meeting with recommendations for change to be made if necessary.
- Faculty members are evaluated based on their employment status which falls into five categories. The Associate Deans submit annual compliance reports to the Provost and Dean's Council. The elements of most of the evaluations include Faculty Goals and Improvement Plan, student evaluations, optional classroom observation, portfolio completion and portfolio meeting with an Associate Dean. All newly-hired adjuncts are observed in the classroom by an Associate Dean.
- The College provides faculty professional development for both full-time and adjunct instructors through its Center for Teaching Excellence (CTE). It also has articulated agreements with regional four-year institutions to share professional development programming.
- The College has a contract with the Faculty Association that requires full-time faculty to schedule a minimum of five office hours per week. Adjuncts are strongly encouraged to do the same. In addition, the Academic Governing Council sets minimum expectations for the use of Blackboard to build relationships with students. When faculty members do not meet these expectations, they are contacted by the Associate Dean for Faculty Evaluation and Hiring for assistance.
- The College job descriptions are written to reflect both the amount of experience and formal degree required for the position. Where external credentialing/licensing is available, it is a requirement for employment. Some employees in Student Life may be hired without the required degree if they have significant experience and are willing to complete the necessary degree. The College offers all employees opportunities to engage in professional development activities.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 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.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 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).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College began an Academic Support Services unit in 1980. Its services have grown to serve the needs of a changing student population. The College has a peer tutoring program, subject-specific tutorial labs, developmental courses and programs that support high-risk classes. The College has additional support units including the Counseling and Career Center, TRIO/Student Support Services and Disability Support Services.
- The College offers developmental courses in five areas through its Academic Foundations Program. Students entering the College with less than 18 on the ACT are tested to determine appropriate course placement. The academic support is augmented by counselors who support developmental students throughout their College experience.
- Students are advised by both professional advisors/counselors and faculty in specific program areas. The model of advising utilized by the College is called IDEA (imagine, develop, explore and achieve), and it is applied to both academic and career planning. Specific populations are served through three advising centers that employ professional advisors/counselors.
- Each of the College's campuses and buildings offers the infrastructure and resources appropriate to support its programs. It has a Distance Learning and Instructional Technologies Department that supports the entire academic community in its efforts to facilitate best practice in the utilization of technology for the most effective teaching and learning.
- Students receive guidance from the Library and Learning Commons faculty librarians through classroom settings, face-to-face interactions at the reference desk, the library website and in online classes.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 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.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College articulates the Grand Rapids Community College Experience which specifically states that it provides students "...with co-curricular experiences that help them develop their citizenship skills." It measures this End by collecting data on the number of students engaged in a campus organization and by the number of classes that offer a co-curricular component.
- The College has a broad mission with the general goal of preparing individuals to meet their goals and contribute to the community. To that end, it continuously reviews its strategic plan and learning outcomes to ensure they are meeting the needs of its constituents.

Team Determination on Criterion Three:

Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion Three:

Criterion Three is met and no Commission follow-up is recommended.

Grand Rapids Community College provides a quality education at each of its locations. It has processes in place to ensure that its offerings are current and meet industry standards. Its use of CARP underscores its commitment to consistency and quality. The College has a strong general education program that is embedded across all of its programs and carries out its Institutional Learning Outcomes.

The College hires faculty with appropriate credentials and sets expectations that are measured regularly through its performance review process. It relies heavily on adjunct faculty who are observed during their first term and asked to participate in course review and development. One suggestion is to hold adjunct faculty to similar expectations as the full-time faculty especially regarding adherence to CARP. This would help to ensure consistency across programs.

The College articulates its commitment to co-curricular programs through its Grand Rapids Community College Experience document; however, it only measures the outcomes through student participation and the number of courses with a co-curricular component. The College could learn more about its long-term effects if it surveyed its

alumni about its long-term effects and also its faculty regarding why the number of courses with a co-curricular component is decreasing.

CRITERION FOUR: 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.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 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.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 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).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The program review process, conducted every four years, integrates formative program development and academic strategic planning with requirements for external professional standards. The program profile and content are reviewed for relevance and effectiveness, and the institutional and program learning outcomes and goals are included in the process. Program faculty synthesizes data using recommended strategies and determines areas for improvement, which are presented in a Program Review Self Study Report.

- Grand Rapids Community College is accredited by fifteen different agencies including those appropriate to nursing, medical and dental assistance, radiologic technology and occupational therapy, child development, music and visual arts, automotive and other vocational programs.
- The Systems Portfolio describes the processes by which the College evaluates non-traditional, experiential, military, and other forms of learning for credit. Credit is awarded when course content is substantially equivalent to a Grand Rapids Community College course and for courses that are similar but not identical. General elective credit is awarded for course material completed at other accredited institutions that is not equivalent to a specific Grand Rapids Community College course.
- The College assesses its learning outcomes at the curriculum, program, and course levels in an annual review process in which faculty measure multiple learning outcomes and selected competencies associated with particular programs. The progress and findings associated with the annual assessment are reported at the end of each academic year.
- The Associate Provost oversees the academic processes of program review and assessment of student learning, with support of the Curriculum Team and Curriculum Specialist. The addition of WEAVEonline will maintain the fidelity of the assessment processes and allow the systematic tracking and documentation of all institutional assessment efforts.
- The Grand Rapids Community College Indicator Report documents the College Ends, including Student Success, with updated performance levels for each indicator, historical data for the last five years, benchmark data, and targets. The data are tracked by the relevant Ends Committee of the Strategic Leadership Team and are accessible to internal stakeholders.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 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.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Academic programs complete a Program Review and year-end report on assessment of student learning projects, linking to other work of the program, to identify changes to instructional strategies. A budget request follows identification of need and budget review process to document how the department supports student success.
- Grand Rapids Community College assesses student learning in academic and student service programs, training programs, and courses to ensure effective learning and facilitate continuous curricular and pedagogical improvement. Assessment of student learning focuses on using valid direct and indirect data aimed to improve student performance at the institutional, program, and course levels.
- Processes have been established for assessing student learning annually and faculty measure curricular, program, and instructional learning outcomes, focusing on selected competencies or multiple outcomes. Learning outcomes are determined according to data and information needed to best inform program and curricular development, and recently the College subscribed to an online warehouse to compile student learning information and generate reports.
- Every Grand Rapids Community College program identifies an assessment project annually that includes the assessment of at least one Program Learning Outcome and one Institutional Learning Outcome. Faculty are responsible for identifying or creating metrics that reflect the appropriate contextual learning and a general rubric has been created to help guide the development of the assessment instruments.
- Program Learning Outcomes for each academic and student service program define the goals for learning. Assessments determine the extent to which students are mastering the outcomes and identify areas for improvement. Co- and cross-curricular objectives in the areas of Communication, Critical Thinking, Personal Responsibility, and Social Responsibility are defined in the Grand Rapids Community College Institutional Learning Outcomes.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 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.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 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.)

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Indicators for student retention, persistence, and completion are part of a monitoring system established to track progress in student success aligned with the institutional Ends. Targets for indicators have been determined by the Student Success sub-team using comparative data, past performance, and the status of current interventions.
- Collecting and analyzing student retention, persistence, and completion data is the responsibility of the Institutional Research and Planning Office that reports compiled data on the College dashboard, and the Indicators of Success Report, and disaggregates data by sub-groups as appropriate.
- The College has defined assessment criteria for workforce education programs and developmental and transfer programs, to allow the programs to assess success with student retention, persistence, and program completion. The criteria allow appropriate measures and the identification of strategies to increase student success rates, by department. Faculty use the data to evaluate how pass rates reflect student success, success of transfer students in meeting course and department expectations, and how the program serves the diverse student population.
- Grand Rapids Community College has developed methods to identify and remove barriers to student learning in developmental programming and identifies student cohorts to track and target programming to support and better focus completion activities to meet the needs of students.
- The College has been accepted into the HLC Persistence and Completion Academy and attended its first data session in December 2013. It attended its first workshop in March of 2014, identifying new Action Projects as part of the workshop.

Team Determination on Criterion Four:

Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion Four:

Criterion Four is met and no Commission follow up is recommended.

The College demonstrates its responsibility for the quality of its educational programming through the multiple accreditations and evaluation of learning outcomes at the curricular, program, and institutional levels. Each year an assessment project is identified for each program to improve its outcomes based on indicators of success, program requirement changes, and student need.

Processes have been established to evaluate academic and student service learning, training programs, and courses which have regular reporting and review components. Co-curricular objectives are defined at the institutional levels; it is not apparent how these objectives are specifically integrated into academic and training program outcomes.

The College awards credit based on program and accreditation requirements and industry standards. Indicators for student retention, persistence, and completion are accessible and regularly reviewed for progress as part of the annual review and strategic planning processes.

CRITERION FIVE: 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.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 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.

Subcomponent 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.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas is appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The Grand Rapids Community College Path to Success (GPS) was established to provide a framework to achieve performance success, guiding the overall direction of College activities in alignment with its mission, vision, and values (MVV). The MVV are operationalized through the six Ends (Academic Alignment, Access, Community Outreach, The Grand Rapids Community College Experience, Student Success, and Workforce Development). Strategies and College Action Projects are developed to attain these Ends, work systems and processes are designed to meet their requirements, Indicators of Success (IOS) are created to measure effectiveness, and the Performance Evaluation System ties individual responsibilities to them.

- The Quality Checkup team found that the institution appears to have strong leadership, an actively involved Board that understands its role, an effective governance structure that is organized to address issues as they occur, and personnel that are delivering quality academic and personal development coursework to meet the needs of its constituents. The Board assures management and fiscal accountability for the organization's actions through its Policy Review and Development Process.
- Grand Rapids Community College has a strong team approach to address services to its public; teams are comprised of individuals who understand the structure they work within and their role in the structure.
- The annual proposed budget is developed to include funding requests to support the College Action Projects (CAPs) and specifies both the personnel and all other costs associated with a CAP, prior to administrative and Board approval. These resource impacts are given priority consideration and balanced with day-to-day obligations.
- The College has developed a minimum threshold of experience for faculty employed based on equivalent experience, and reflect internally developed standards for credentials, aligned with HLC Assumed Practices. The College provides faculty development during the entire year through its orientation, Center for Teaching Excellence programming, and events shared with regional four-year institutions of higher education. Community members interested in teaching opportunities are invited to participate in faculty institutes.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. 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.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The College is governed by an independent community-based Board of Trustees (Board) who assures management and fiscal accountability for the organization's actions. The College reports to the Michigan Economic Development Corporation and is affiliated with the Michigan Community College Association. The Michigan

legislature passes appropriations each year that include the specific regulations under which the College operates.

- The President reports to the Board and has several teams to support the College, including the President's Leadership Team, President's Cabinet, Strategic Leadership Team, and Academic Governing Council. Each of these groups has specific roles and responsibilities, with broad-based representation of its community, including the Board, community members, College leadership, faculty, staff, and students.
- The Quality Checkup team found Grand Rapids Community College uses a policy governance model in a well-organized institution with policies firmly in place which clarify roles within functioning units and common sense understandings between the Board and president that clearly delineate what the Board expects of the President.
- The College is organized to allow, provide, and support a network of teams which address any issues that arise within its core functions and both the President and Board are proponents of the model.
- Grand Rapids Community College evolved through many AQIP activities and its Quality Leadership Team, providing broad-based experience and representation to the present Strategic Leadership Team and President's Cabinet, who are responsible for overall College leadership and quality management. The Cabinet is comprised of both academic and operational leaders; the Strategic Leadership Team includes 80 people representing a broad spectrum of the College community, including the Board and students.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 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.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- During strategic planning, Strategies and College Action Projects (CAPS) are identified to support achievement of each of its ENDS (overarching outcomes related

- to its values). These are deployed to each department, which develops Department Action Plans aligned with the plan and Indicators of Success (IOS) which are aligned at the College, department, and individual levels. A dashboard system displays and shares IOS performance results; an Indicator Report is updated monthly.
- Budgets have been cut by statewide funding shortages and some CAPs are placed in “long-term” status and considered for funding in December of a plan year, when excess funds may become available. Tuition revenue is forecast conservatively to plan for maintaining activities and excess funds are applied to CAPs. Underfunded projects are reviewed in a decision process of application by project Champions and subcommittee evaluation of requests when funds are available.
 - All faculty and staff are expected to work on teams and follow the departmental planning process as part of their basic professional requirements. Teams typically perform work in department teams which are generally self-directed and share responsibilities and decisions, on cross-functional teams that collaborate across departments, and on ad hoc teams formed for goal-setting and problem-solving activities.
 - The Work System Development Model identifies changing needs, expectations, and emerging opportunities to enhance value for students and stakeholders. Voice of the customer listening methods and information solicited from suppliers, partners and collaborators, input from employees, and outcomes of organizational learning events are aggregated, analyzed and assessed in relationship to core competencies to identify changes to the Student Learning and Operational Support systems.
 - Assessment of Student learning projects and evaluation of operations, plans, and budget are completed in an Academic Program Review. Each year the programs complete a year-end report of the assessment of student learning projects, document accomplishment of goals, and set goals for the next year.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 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.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Performance of the College as a whole is monitored through the Indicators of Success which includes the dashboard system to display and share performance results, and the Indicator report, updated monthly to provide detailed information about current performance levels, trends, comparisons, and goals.

- The Grand Rapids Community College Path to Success defines performance and innovation at three levels: College, Department and key process. During strategic planning, Strategies and College Action Projects reflect the overall College objectives and are deployed to each department to develop Department Action Plans to ensure alignment with the plan. The Indicators of Success dashboard aligns each level and tracks metrics to determine if plans are executed successfully, to make modifications when needed, and to identify underperforming areas which require improvement or innovation action.
- The Work System implementation emphasizes a focus on students, stakeholders, partnerships, collaborations, key suppliers, and key work processes to maximize achievement of the Ends. The structure includes Student Learning Systems and the Operational Support Systems and their associated operational work systems and key processes. The College has regular process evaluation reviews of formative and summative indicators to determine corrective action and the Course Approval and Revision Process is used to improve all existing courses.

Team Determination on Criterion Five:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion Five:

Criterion Five is met and no Commission follow up is recommended.

The College has a mature strategic planning process which includes its resource allocation and review of capacity to maintain its activities and support the learning improvement projects. The Grand Rapids Community College Path to Success provides the framework for improving performance and measuring achievement. Strategic Planning engages stakeholders and constituents in activities designed to gather relevant information to understand expectations and develop strategies which are implemented in a team approach to supporting improvement efforts. While the identification of Strategies and College Action Projects appears effective, it is not clear whether these projects are well supported in the resource allocation process, as the prioritization process for allocation is not described.

The planning process integrates Indicators of Success in order to effectively measure the progress toward the College Ends and completing Action Projects, with feedback and adjustment on an ongoing basis and annual review of student learning outcomes. Each department is responsible to develop Department Action Plans aligned to the institutional level improvement plans and faculty are required to participate on teams to focus efforts to improve student learning.

TEAM RECOMMENDATION

A. Affiliation Status

Recommendation: The Systems Appraisal Feedback Report, Quality Checkup Report, and Quality Highlights indicate that the institution provided evidence that it complies with each of the Five Criteria for Accreditation and their Core Components. The Reaffirmation Panel agrees that the Criteria for Accreditation are all met.

Rationale: The Panel's rationale for this conclusion is spelled out above for each of the five Criteria for Accreditation.

Criterion-related Monitoring required (report, focused visit):

Monitoring: None

Rationale: N/A

B. Commission Sanction or Adverse Action

None

III. Participation in the Academic Quality Improvement Program (AQIP)

A. Comments and counsel on specific improvement projects

Grand Rapids Community College has launched 15 AQIP Action Projects of which 11 have been completed. The institution provided AQIP with Annual Updates of ongoing projects and received Annual Update Feedback Reports on these. Completed projects include:

- 5 projects Category 1 – Helping Students Learn,
- 3 projects Category 4 – Valuing People,
- 1 project Category 3 – Understanding Students' and Other Stakeholders' Needs, and
- 2 Projects Category 8 – Planning Continuous Improvement

The completed Action Projects demonstrate a concentrated concern for Helping Students Learn, integrated with an interest to improve leadership and engagement of employees. The projects maintain a focus on student learning, while building effective systems to support them. These projects demonstrate responsiveness to the comments in the Systems Appraisal as well to the feedback received from the state and national level Baldrige applications.

Four active projects in Category 1 – Helping Students Learn, focus the institution's current improvement efforts to projects related to identifying student needs and appropriate strategies to address them. The "Early Alert and Scheduling System" project will allow faculty to identify students with behaviors that may interfere with classroom success to provide support services and continue their education which in turn aligns with the College Completion Agenda. This newest project will develop and implement an early alert and scheduling system to provide intervention strategies, scheduling and notification to students related to its Completion Agenda, student persistence, graduation and transfer priorities. It will be important to develop clear communication of the objectives for this alert system to both faculty and students, and develop

metrics to study the outcomes of the interactions and follow through, without allowing the improvement of the scheduling process to become a dominant feature of project outcomes.

A second project is aimed to strengthen the Distance Education delivery infrastructure and bring consistency among its online, hybrid, and face-to-face courses and student services. Additionally, it will respond to faculty and staff needs to improve their skills with instructional technology to address consistently lower success rates among online students. Another project has provided the framework for a First-Year Experience program, aligned to the College strategic goals. This is followed by a current project “Understanding the Needs of the Part Time Student,” another sector of the College student population. It is clear the College has developed strategies to address particular segments of its student groups using Action Projects which allow it to study and provide support to the particular needs of the group. These projects will allow Grand Rapids Community College to improve its strategies to continue support for students that can be critical to the success for developmental students in particular, as they transition to College-level material. The targeted interventions from the College Success Program project and assessments could provide a basis for early identification of students with potential for continued support, particularly in the online setting.

The College has addressed areas of concern common to community colleges using its College Action Projects, such as creating an Enrollment Center, Course Approval and Review Process (CARP), improving its assessment to align with student learning outcomes, and developing a program to better engage its adjunct faculty. The well-established CARP process identified the general learning outcomes at the institutional level and has matured into a more effective and systematic approach to its curriculum development and outcomes assessment system. A Curriculum Leadership Team and CARP database provide the leadership and database to continue management of curriculum activities across the organization. An early project, “The Raider Learning System,” was designed to develop a learning system which centralized coordination of a teaching and learning model to engage faculty and staff in developing its curriculum, plan objectives, and facilitate employee learning for improvement.

The Action Project “From the Street to the ‘Right’ Seat,” completed in Category 3, “Understanding Students’ and Other Stakeholder Needs” indicates the College understands that student services are an integral part of the learning process in order to develop self-sufficiency in students throughout their college experience. The College improved its services by providing a new Enrollment Center, streamlined its intake student assessment, and enhanced the processes for students to accomplish their goals. Another new project focuses efforts on increasing graduation rates by automatically awarding the degrees and certificates earned.

Of particular concern regarding the choice of Action Projects is the lack of attention to other stakeholders and distinct objectives. A majority of categories (5) have not been addressed through the AQIP Action Projects; this should be considered in the future to provide a balance to continuous improvement efforts. For example, it is advisable for the College to determine its other objectives (Category 2) that serve its community, such as Workforce Development, and the partners who may both provide students and resources (Category 9). These stakeholders may be critical to sustaining the growth of programs and identifying their needs can lead to new connections and innovation.

Overall, Grand Rapids Community College’s Action Projects have been effective, producing planning and decision-making processes for student success, data reporting, a competency- and

outcomes-based curriculum, and support services that are recognized as strengths by the Systems Appraisal Team.

B. Comments and counsel on key institutional processes and systems

Since the last comprehensive evaluation, Grand Rapids Community College has examined and made improvements in four categories, committing a major effort to improve the support services and assessment of student learning for particular student groups. The College made good use of the advice from HLC and Baldrige reviewers, establishing Action Projects to further their planning processes for curriculum, programs, and support services, as well as exploring new areas such as retention, persistence and completion data use. New processes have been established to enhance the students' learning experience as well as inform the College of its progress toward achieving its goals.

The College is encouraged to examine its systems and processes for identification of best practices in order to deploy its initiatives more fully and expand the improvement efforts. In addition, key areas that may provide next opportunities would be leading and communicating with constituents, and measuring the effectiveness of the processes themselves and to determine metrics that would allow monitoring of environmental changes beyond the programmatic level.

The panel encourages the College to continue to use its data to inform its decisions and continue to use the strategic planning and College Action Project as a framework to reach its goals.

C. Comments and counsel on the institution's culture of quality and its quality program or infrastructure

Grand Rapids Community College has established a culture of continuous improvement and regular review using its Baldrige state and national award process feedback, in addition to its review by HLC. This is visible in several ways: the initiatives and goals supporting the construction of a student enrollment center, implementing strategies to support particular segments of its student population, developing a curriculum development and academic assessment process, and attending to persistence and retention issues. The College acted on the advice of the HLC reviewers and began exploring improvements to general education, developed clarity in communicating its team and policy structure, and selected and began assessment of student learning at several organizational levels. All of the improved processes were geared toward providing an all-encompassing learning and support experience for its students. The panel commends Grand Rapids Community College for its attention to continuous improvement with students as a focus. The panel also suggests that the College continue its pursuit of Baldrige feedback and using data to inform its decision-making.

As one of the inaugural members of the AQIP program, Grand Rapids Community College established its focus on continuous improvement beginning with its participation in extensive training in total quality management tools and processes. The College leadership structure evolved through many AQIP activities and its Quality Leadership Team, presently the Strategic Leadership Team and President's Cabinet, are responsible for overall College leadership.

Grand Rapids Community College began a process of documenting its quality journey through the pursuit of the Michigan Quality Leadership Award in 2001, culminating in a site visit and receipt of the award in 2007, and continues its efforts using the AQIP Baldrige Option beginning in 2011. The institution has submitted five Michigan Quality Leadership Award applications and one Baldrige application. The College received a site visit in 2012 and has used the feedback report to assign improvement plans to individuals or teams.

Summary of panel comments and counsel about the organization’s commitment to continuous quality improvement and its participation in AQIP:

Grand Rapids Community College has renewed its commitment to the quality journey with a change to a team and policy driven approach to leadership to support quality initiatives and emerging opportunity, a Strategic Leadership Team to drive its strategic planning, and improvement processes which align with the vision of its constituency. The College has made changes to its administrative support for continuous improvement, student assessment, faculty development, and curriculum development. The Raider Learning System, From Street to the “Right Seat” projects, and reorganization of advisement and academic development supported with data analysis in a more formal integration of assessment, will lead to enhanced best practice and understanding of its student learning and achievement.

The College responded to its recent feedback and recognized the need to improve and integrate planning processes through articulating performance goals at all levels and using the results to inform its planning, sharing information with stakeholders. In its Quality Summary, the College cited a number of instances in which the use of data led to opportunities for the institution to improve its programs and services. The College has committed to a vision for student learning and has developed long-term goals to focus its efforts, aligning annual action plans in a more coherent and systematic alignment of its structures and processes.

The panel commends the College for its focus on the systems that enhance its planning, developing the student experience and learning support services. The College has taken advantage of the opportunities presented in both its Baldrige and HLC reviews and incorporated these in processes and initiatives that will allow it to achieve its vision, and students to reach their educational goals.



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Grand Rapids Community College MI

TYPE OF REVIEW: AQIP Reaffirmation of Accreditation Recommendation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 1/26/15

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

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

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:

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

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

AQIP, Quality Checkup: 04/02/2014

AQIP, Quality Checkup: 2022 - 2023

AQIP, Systems Appraisal: 11/01/2017

AQIP, Systems Appraisal: 11/01/2021

RECOMMENDATION: no change

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2007 - 2008

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2014 - 2015

RECOMMENDATION: **2022-2023**



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1325 Grand Rapids Community College MI

TYPE OF REVIEW: AQIP Reaffirmation of Accreditation Recommendation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

| | <u>Program Distribution</u> |
|-----------------------------------|-----------------------------|
| Programs leading to Undergraduate | |
| Associates | 75 |
| Bachelors | 0 |
| Programs leading to Graduate | |
| Doctors | 0 |
| Masters | 0 |
| Specialist | 0 |
| Certificate programs | |
| Certificate | 46 |

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations:

Grand Rapids Community College - Occupational Training/Tassel MTEC - Grand Rapids, MI

Grand Rapids Community College - Holland/Lakeshore Campus/Thompson MTEC - Holland, MI

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Associate 11.1003 Computer and Information Systems Security/Information Assurance Computer and Information Systems Security Internet

Associate 11.0201 Computer Programming/Programmer, General CIS-Application Software Internet

Associate 11.1006 Computer Support Specialist Computer Applications Technology Internet

Certificate 11.1006 Computer Support Specialist Computer Applications Internet

Associate 11.0201 Computer Programming/Programmer, General Computer Information Systems Programming, Internet

Associate 50.0499 Design and Applied Arts, Other Digital Graphics Communication Internet

Associate 43.0110 Juvenile Corrections Juvenile Services Internet

Associate 52.0204 Office Management and Supervision Management and Supervision Internet

Associate 52.1401 Marketing/Marketing Management, General Marketing Internet

Associate 11.9999 Computer and Information Sciences and Support Services, Other Unix System Administration Internet

Associate 11.0801 Web Page, Digital/Multimedia and Information Resources Design Web Design and Development Internet

Associate 11.1004 Web/Multimedia Management and Webmaster Web Technical Support Internet

Associate 52.0201 Business Administration and Management, General Associate Degree in Business Administration Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

Certificate 51.0920 Magnetic Resonance Imaging (MRI) Technology/Technician Certificate - 51.0920
Magnetic Resonance Imaging (MRI) Technology/Technician (Magnetic Resonance Imaging
Technician)

Recommended Change:
