

McHenry County College

HLC ID 1746

AQIP: AQIP Pathway Systems Appraisal

Visit Date: Not Set

Dr. Clinton Gabbard
President

Tom Bordenkircher
HLC Liaison

Robert Haas
Review Team Chair

Sheri Barrett
Team Member

Lindsay English
Team Member

Brian Obert
Team Member

Phillip Pena
Team Member

Suzanne Sydow
Team Member

1 - Reflective Overview

The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

Overall:

McHenry County College (MCC) is a comprehensive community college in northern Illinois that provides credit and non-credit courses through one primary campus, Crystal Lake, and several satellite locations. MCC is approved to offer online courses, associate's degrees, professional certificates, and has a large dual credit program. MCC is submitting its third Systems Portfolio since moving to the AQIP Pathway in 2006.

Since the 2013 Systems Portfolio, MCC has a new president and several new members of the executive leadership team.

Students are primarily under the age of 24 and attend part-time. MCC achieves higher than average retention and transfer rates. MCC serves over 6,300 students, 496 in High School Equivalency Exam Prep and/or English as a Second Language, 2,017 students in career/technical programs, and 3,858 in baccalaureate transfer programs. Most of the student body is part-time (64%) and most are under the age of 24 (75%). The College has a minority population of 31% and 53% of students are female.

MCC offers seven associate degrees, 28 applied science degrees, and 58 professional certificate programs. Dual-credit is available in 13 of the 14 high schools within the district. The College also offers credit and non-credit programming for career, workforce development training and personal development opportunities.

The College has three collective bargaining units including the Full-time Faculty Association, Adjunct

Faculty Association, and Staff Council. Due to the volatility of the Illinois state budget, MCC has had some difficulty planning long-term but has managed its budget appropriately. MCC has experienced leadership turnover in the past 4-5 years with a new president, VP of Institutional Advancement and a new VP of Academic and Student Affairs.

Quality improvement measures have focused on developing Common Learning Outcomes/General Education Goals, using data to become a data-informed institution, and adopting institution-wide operating priorities called Behaviors of Excellence to guide service consistency.

The College has developed a set of 36 Key Processes that align to AQIP Categories. As the institution continues to mature, these Key Processes may assist in the identification of assessment and evaluation tools to use to measure the effectiveness of its processes. The College provided a very honest and reflective analysis of their stages of maturity for their processes and results. It is commendable that the institution provided such a constructive reflection of their progress.

MCC has received national awards, including the top 50 Aspen Award in 2015.

MCC's Mission is simple and direct: Our focus is learning. Student success is our goal.

Category 1: Helping Students Learn

The College reports its key processes in this category are generally aligned and systematic.

MCC has defined five general education goals aligned with its mission. The College is currently working on a pilot project to use an e-portfolio process to assess the general education goals. The College is also pursuing processes to align co-curricular activities with general education goals. Due to a lack of actionable data from CAAP assessments, the faculty council has just completed a pilot using portfolios to assess general education goals instead of students taking the CAAP. MCC plans to fully implement this portfolio method with all transfer students in AY17-18. The College is also implementing a document repository for reporting and communicating assessment activities.

Although MCC has co-curricular programs and aligns these programs with general education goals, the College is not actively assessing this area.

MCC is in process of gaining specialized accreditation for several of its programs including nursing, health information technology, physical therapy assistance, emergency medical services, paralegal and early childhood.

Category 2: Meeting Student and Other Key Stakeholder Needs

The College reports its key processes in this category are generally systematic and reacting.

MCC is seeking to build a learning environment that extends to the full community, supports life-long learning, and building collaborative partnerships. Scheduled improvements to build this environment include:

- Developing enrollment management strategies and tactics to increase enrollment and retention by connecting and aligning campus services;
- Identifying pedagogical approaches and student-focused support mechanisms, such as early alert, that will increase student retention;
- Establishing internal targets for retention, persistence, and completion as part of the Enrollment Management Plan;

- Continuing the work of the Key External Stakeholder AQIP team to evaluate the degree to which MCC is meeting stakeholder needs.

The Advising and Transfer Center provides services to all students to support specialized student populations, including special needs, athletes, veterans, online learners, developmental learners, returning adults, study abroad candidates, and honor students. The Office of Institutional Research extracts data from the Colleague ERP system that populates searchable KPI dashboards and tracks persistence data. The College identifies external stakeholder groups and builds its relationships with partners through review of the environmental scan and regional labor reports as part of the Strategic Planning Process to align with its mission and the needs of the community. The College acknowledges several areas for growth in this Category.

MCC demonstrates a willingness to try something but replace it if it is not working (Colleague retention system, portfolio assessment). MCC also recognizes a need to move from lagging to leading indicators and is incorporating predictive analytics.

Category 3: Valuing Employees

The College reports its key processes in this category are generally systematic and aligned.

MCC has established hiring processes that are documented, generally understood, and repeatable that align with bargaining association agreements. Where applicable, faculty evaluations are conducted according to bargaining association agreements with other established processes used for employees not under bargaining agreements. Professional development for all employees consists of three phases of activities: planning and aligning, deliver, and assessment. The Professional Development Department and the Faculty Development Team design and lead faculty development programs.

MCC is implementing PeopleAdmin as part of automation of hiring workflows. Plans are underway to expand performance evaluation process to incorporate additional feedback and multiple evaluators. MCC has identified a need to create a leadership pipeline through succession planning for anticipated employee departures. Campus climate assessments are conducted via the PACE Survey. The PACE results show improvement since 2008. MCC has implemented a STAR employee recognition and holds monthly town hall meetings.

Category 4: Planning and Leading

The College reports its key processes in this category are generally systematic and aligned.

In 2017, MCC implemented an AQIP action project that established and introduced Behaviors of Excellence, reflecting the institution's commitment to service delivery. The orientation processes for all employees introduces them to the values, and ethical/legal behaviors expected of all. MCC has implemented an Emerging Leader professional development series.

The current Mission was adopted by the Board of Trustees as part of the 2013-2018 cycle of the Strategic Planning Process and was reviewed in 2015. In 2017, the mission, vision, and values were again reviewed in preparation for the 2019-2024 strategic planning cycle. MCC uses the PACE survey as a tool to measure employee perceptions of the alignment of mission and execution. MCC has a five-year Strategic Planning process with seven institutional goals. The President's Cabinet annually reviews the goals and identifies strategies to support the goals.

Category 5: Knowledge Management and Resource Stewardship

The College reports its key processes in this category are generally systematic and aligned.

In 2014, MCC implemented a Knowledge Management Action Project which resulted in an interactive dashboard and the launch of the Action Planning System (APS). These two systems are available to all through the MCC portal.

The audits of MCC's financial statements have found no material misstatements. MCC has maintained an Aa1 bond rating despite the Illinois state budget crisis. MCC has a risk management plan in place, and requires all employees to complete Title IX training annually.

The Offices of Institutional Research (OIR) and Information Technology (IT) have increased MCC's capacity to become a more data-informed institution. The OIR provides all employees a set of Key Performance Indicator dashboards via the myMCC portal. The Colleague Web Intelligence (WebI) reporting tool provides all employees with standardized data reports that can be queried. Training opportunities to assist employees in using the Key Performance Indicator (KPI) dashboards and Web Intelligence (WebI) reporting tools are provided. The Office of Resource Development (ORD) pursues grant-funded initiatives that contribute to student success and the financial stability of the College.

Category 6: Quality Overview

The College reports its key processes in this category are systematic.

MCC reflects its knowledge of the AQIP Pathway through its use of Key Processes designed to support each AQIP Category. The Quality Improvement Council (QIC) oversees all HLC initiatives and provides oversight for improvement efforts. MCC provides both human and financial resources toward its Culture of Quality Process. The College has completed a series of Action Projects related to data-informed decision making. The College reports its Key Process level of maturity for this Category as Systematic.

Overall priorities for this category tie to improvement strategies for other parts of the portfolio, such as predictive analytics to support student success, and embedding improvement processes with the Strategic planning processes to involve the campus community. Quality improvement principles are in place.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2 - Strategic Challenges Analysis

Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

Strategic Issues

1. Many of MCC's processes are moving into the aligned maturity stage. For MCC to advance fully into this maturity level and to make significant improvement, the College could consider a process for setting, collecting and reviewing results against internal targets and external benchmarks.
2. The results interpretation presented in the portfolio is generally minimal. Therefore, it is not clear how MCC is closing the feedback loop on its continuous quality improvement efforts. The manner in which MCC uses data gathered to improve is not presented clearly.
3. It does not appear MCC has developed a process for evaluating institutional processes. Developing a process for evaluating processes will enable MCC to advance its maturity level in all categories and most importantly help MCC understand which processes are working well and which processes need to be improved.
4. MCC is pursuing several specialized accreditations for programs. Managing all of these at once might prove challenging.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3 - Accreditation Evidence Screening Summary

Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

Instructions for Systems Appraisal Team

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

Evidence

Criterion 1: Core components 1B and 1C were judged to be clear and well presented. MCC provided generally good evidence of a clear and public articulation of the College Mission and presented good evidence of how the College mission supports the College's role in society. The evidence presented to support Core Components 1A and 1D was judged to be adequate. CC1A could be improved by adding additional information about how faculty and staff are involved in setting budget priorities; CC1D could be improved by more fully describing how MCC engages with external constituencies.

Criterion 2: The evidence for Criterion 2 was clear and well-presented. Based on the evidence presented, the College operates with integrity and presents itself clearly to the public. MCC's governing board is appropriately autonomous and understands its role. MCC is committed to freedom of expression, and has established policies and procedures for the responsible discovery and acquisition of knowledge.

Criterion 3: The evidence presented for CC3A, CC3B, CC3C, CC3D was clear. MCC's degree programs are appropriate for higher education and learning goals are clearly articulated. MCC has established general learning outcomes and demonstrated that the integration of these is integral to its educational programs. The College has adequate staff and faculty to deliver its programs and services and provides support for student learning and effective teaching. CC3E is adequate and could be improved by implementing the plan to assess extracurricular activities.

Criterion 4: The evidence presented for Criterion 4 can be improved by adding information about how MCC establishes benchmarks for key metrics such as persistence rates, completion rates, program assessment, and program quality. CC4A and CC4B evidence was adequate; the CC4C evidence was unclear.

Criterion 5: The evidence presented for CC5A was clear. MCC's resource base supports its educational programs. The evidence presented for CC5B could be improved from adequate to clear by adding information about how MCC administrators promote collaborative practices throughout the College. The evidence presented for CC5C could be improved by showing how student learning assessment results are used to develop the budget, how MCC involves its staff in strategic planning, and more information about the way the College determines the effectiveness of its planning processes. The evidence for CC5D can be improved by including additional information about the College learns from its evaluation of operations to improve its effectiveness.

Evidence for the Criteria and Core Components was simply a copy-paste from the entire AQIP categories to each related core component. This resulted in information presented as evidence for a core component that was not relevant to the core component. MCC might consider crafting its response in a way that shows how the relevant sections of its AQIP category narrative relate to core components. This does not need to be a re-write and could include some evidence from a section of the portfolio that was not a predefined category-to-core-component link but still provided evidence for a core component.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4 - Quality of Systems Portfolio

In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

Instructions for Systems Appraisal Team

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

Evidence

In general, the Systems Portfolio was well organized and clearly written. However, for most categories the results sections could be improved by including a more detailed discussion of the results, especially how MCC uses its interpretation of the results to improve. None of the results sections included any internal targets, so it was generally not possible to interpret whether or not the College was satisfied with the results. Additionally, the review team did not see adequate evidence for closing the loop on processes.

Adding additional information about how MCC uses its results to improve either by changing a process or as a confirmation that the current processes are providing expected results will strengthen the portfolio.

Another way to strengthen the portfolio might be to consider including a hyperlink to each of the key processes referenced in the narrative. It seems possible that some additional processes and results analyses might be in place, but without a link to the key process the review team could not make that determination. It is not enough to simply state a key process is in place if the process is not fully described.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5 - AQIP Category Feedback

The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution’s Systems Portfolio, the team offers in-depth analysis of the institution’s processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

I - Helping Students Learn

Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution’s credit and non-credit programs and courses.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

1P1: Common Learning Outcomes	
Process	Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings and degree levels	MCC has defined five common learning outcomes that are consistent with a community college mission and provides evidence that the College has aligned common outcomes to its mission: “Our focus is learning.” However, the process by which this is accomplished is not completely described in the portfolio. MCC could advance to an integrated maturity level in this process by more fully describing the process by which it

<p>of the institution</p>	<p>ensures this alignment. MCC would also benefit from evidence of periodic review of the mission, general education statement and general education goals. Integrated processes are evaluated for effectiveness so process improvements can be made if warranted.</p>
<p>Determining common outcomes</p>	<p>MCC's General Education Goals were developed as part of an AQIP Action Project in 2007. The faculty-led Assessment Team reviews these goals every three years in an explicit, repeatable, aligned process.</p>
<p>Articulating the purposes, content and level of achievement of the outcomes</p>	<p>MCC's General Education Goals are published in the Course Catalog and are accessible on the website and printed on all E-syllabi. Students are introduced to the goals during New Student Orientation, through E-Portfolio training sessions and self-help tools, in conversations with advisors, and through classroom discussion with faculty. New-Faculty Orientation introduces new full-time faculty to the goals and assessment processes, while incoming adjunct faculty meet with respective department chairs and/or the Associate Dean to learn about institutional processes and procedures related to teaching and learning. However, there is little evidence of information and discussion with the various groups (students and faculty) on the level of achievement gained. To mature from the current systematic to an aligned level the College should describe or develop processes for gauging how well stakeholders understand the general education outcomes.</p>
<p>Incorporating into the curriculum opportunities for all students to achieve the outcomes</p>	<p>MCC describes a well-defined process for incorporating common learning outcomes into its curriculum. The College has developed a process flowchart and forms and is careful to communicate changes across the College. To improve from aligned to an integrated maturity level, the process should be regularly reviewed for effectiveness.</p>
<p>Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs</p>	<p>MCC regularly reviews the relevancy of general learning outcomes using feedback from the E-Portfolio and Strategic Planning Processes along with faculty and Program Advisory Committee input to ensure outcomes remain relevant. Reporting on expectations and timelines for these processes may increase the maturity level from systematic to aligned.</p>
<p>Designing, aligning and delivering cocurricular activities to support learning</p>	<p>MCC has created 26 formally recognized Student Organizations and an Athletic Department that provides student learning opportunities outside the classroom. MCC acknowledges it does not assess the achievement of learning outcomes related to participation in co-curricular activities. Developing a process to indicate how the co-curricular activities systematically support</p>

	learning will help advance this area from a reacting level of maturity to systematic.
Selecting tools, methods and instruments used to assess attainment of common learning outcomes	The current process of using e-portfolios is new and MCC is moving toward a scaled implementation. There is evidence that the previous process was not providing actionable data thus warranting the change in assessment practices. The College is at the systematic level of maturity. It is not clear which tools are used to assess student attainment of common learning outcomes for technical graduates.
Assessing common learning outcomes	MCC uses its E-Portfolio process to assess common learning outcomes. Completion of an E-Portfolio is a graduation requirement for all transfer degree students. The Curriculum Mapping Process is used to align discipline-specific and program-level learning outcomes with appropriate General Education Goal(s) measurement and learning outcomes. These new processes provide MCC with an opportunity to evaluate the effectiveness of the processes in evaluating student learning. Doing so would help the College mature in these processes from systematic to aligned.
Other identified processes	

1R1: Common Learning Outcomes	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presents a single set of results for this sub-category, the scoring summary from the pilot project and the first term of using the rubric to assess the e-portfolios. To mature from systematic to aligned, MCC might consider adding other results which the College uses to measure the degree to which students achieve mastery of the general learning outcomes.
Comparison of results with internal targets and external benchmarks	The use of rubrics to assess e-portfolios has been recently implemented so longitudinal results are not available. Because the rubrics and e-portfolios are local instruments, no external comparisons are available. In FY17, 386 students were evaluated; this represents a relatively small portion of the student body. MCC might consider ways to include results for a larger number of students to improve from reacting to systematic in this category.
	MCC provided a minimal interpretation of results and is at the

<p>Interpretation of results and insights gained</p>	<p>reacting level of maturity. This is a new process and the data presented is from the pilot only. A more robust interpretation of results, even for the pilot group, would help MCC demonstrate how the College is using results to inform continuous improvements.</p>
--	--

<p>III: Common Learning Outcomes</p>
<p>Team Comments</p>
<p>MCC states the College is satisfied with the use of the e-portfolio and that a plan for assessing student learning for extra-curricular programs is being developed. MCC is encouraged to follow through on these steps. The College also states that the creation of a document repository for reporting curriculum mapping and other assessments is a priority for the next three years. It is unclear how the document repository system will integrate with the e-portfolio process that is being rolled out on campus. The existence of a curriculum map, which MCC plans to use for assessing common learning outcomes in non-transfer programs, is a good first step but may not be an adequate way to assess student learning and use results to improve technical programs.</p>

<p>1P2: Program Learning Outcomes</p>	
<p>Process</p>	<p>Comments on Process Maturity and Improvement</p>
<p>Aligning program learning outcomes to the mission, educational offerings and degree levels of the institution</p>	<p>MCC requires each program to map its curriculum. Discipline-specific learning outcomes are aligned to course objectives and assessment objectives through this process as part of the Academic Planning and Program Review Processes. The process bridges all academic disciplines. The process is at the systematic maturity level. Evaluation of the Academic Planning and Review processes tied to strategic planning and mission alignment could help in maturation of this process.</p>
<p>Determining program outcomes</p>	<p>MCC states that the College uses a consistent process for developing program outcomes and that the process is led by faculty and includes input from other constituents such as advisory committees. However, MCC does not describe the process aside from stating the process exists; this process is currently at a systematic maturity level.</p>
	<p>MCC uses the curriculum mapping process to articulate the content of program learning outcomes, and has created a table</p>

<p>Articulating the purposes, content and level of achievement of these outcomes</p>	<p>showing which assessments are used for each program. Faculty develop the program outcomes and ensure relevancy and alignment using the Program-level Assessment Process. Various end-of-program assessment tools used to measure outcome attainment were mentioned, but the level of achievement of these outcomes was unclear. This process is currently at a systematic maturity level.</p>
<p>Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs</p>	<p>MCC's Program Review Process, Program Advisory Process, and modification to professional certifications, coupled with faculty led changes, ensures that learning outcomes in all programs are reviewed at least every 5 years. This process is at the aligned maturity level. To advance to the integrated level, MCC could develop or describe its process for evaluating the process.</p>
<p>Designing, aligning and delivering cocurricular activities to support learning</p>	<p>MCC acknowledges it does not assess the achievement of learning outcomes related to participation in program-centered co-curricular activities. As noted in previous feedback this is a self-acknowledged area the College needs to address. Doing so will help the college improve from reacting to the systematic level of maturity.</p>
<p>Selecting tools, methods and instruments used to assess attainment of program learning outcomes</p>	<p>MCC uses its curriculum mapping process to select tools to assess program learning outcomes. To move from systematic to aligned maturity MCC might consider more fully describing how the mapping process informs the selection of these tools.</p>
<p>Assessing program learning outcomes</p>	<p>MCC uses its curriculum mapping process to document the tools used to assess program level outcomes. The process is at the systematic level of maturity as there is little evidence of a cycle for assessment of the process itself or the tools identified by each program.</p>
<p>Other identified processes</p>	

<p>1R2: Program Learning Outcomes</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
	<p>MCC faculty report assessment results to the department chair,</p>

<p>Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)</p>	<p>and a graduate survey is conducted six months after graduation. A review of the assessment results yields only sporadic information on student performance and how results were used to improve student learning or inform curricular change indicating this process is at a systematic maturity level. Although the campus has some infrastructure in place, helping faculty mature on the use and analysis of assessment data would benefit MCC.</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>MCC reports graduate survey results, but does not include the number or percentage of graduates who responded to the survey. Additionally there does not appear to be any direct linkage between the graduate survey results and the assessments from the end-of-program reports. Providing this information could move the process from a systematic to an aligned level of maturity.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>This results area is at a reacting maturity level. MCC reports three years of longitudinal data from the graduate survey, but did not include any defined internal targets or external benchmark comparisons.</p>
<p>Interpretation of assessment results and insights gained</p>	<p>Although the college indicates some measures are favorable, it is not clear how this is determined since no target values or trend data are given. Additionally, the interpretation narrative indicates faculty are highly involved in improving the educational experience for students, but end of program assessment results do not support this statement. Providing additional evidence on faculty use of data could move this process from reacting to systematic.</p>

<p>112: Program Learning Outcomes</p>
<p>Team Comments</p>
<p>MCC has processes and infrastructure in place related to curriculum mapping, course-level assessment, and end-of-program assessment data that are functioning well. MCC expressed a need for a more robust document repository and/or automated process for reporting and communicating data. The Office of Institutional Research supports the Assessment Team in compiling data from course-level assessment into a master document but the reporting format does not allow the detailed sorting that is needed to review data by program and course-level results. Additionally, the campus needs to continue working with faculty to mature their uses of assessment instruments, interpretation of data and how assessment results should inform curricular improvement.</p>

1P3: Academic Program Design	
Process	Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	MCC's processes for identifying stakeholder groups is systematic . The College has identified seven categories of students, each with separately defined educational needs. MCC describes a multi-pronged approach to identifying the needs of these groups. MCC might consider describing the process by which the College determines these groups. Additionally, to mature in this category the College may want to consider evaluating this process periodically to ensure new or emerging stakeholder groups with unique needs are being identified.
Identifying other key stakeholder groups and determining their needs	MCC has identified seven key stakeholder groups integral in the Strategic Planning process used to examine the educational and support services offered by MCC. The groups identified incorporate: parents and family members, business and industry, nonprofit organizations, community members K-12 districts, four-year institutions, and Illinois community colleges. As it is unclear from the narrative how these groups have been identified within the Strategic Planning process, or how needs for these groups were identified the process is at a systematic maturity level.
Developing and improving responsive programming to meet all stakeholders' needs	MCC incorporates information from the stakeholder needs analysis to identify new programming and modify existing programming. The Academic Planning Process supports the design, review, and approval of new programs. The CD&R Committee course and program development through a step-by-step process, however there is no explanation of the committee's purpose or charter. Providing this description could move this process from aligned to integrated.
Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs	Although MCC lists many tools to assess the currency and effectiveness of programs, there was little evidence about how results from these varying tools are aggregated and applied to decision making. It is also unclear if these tools are regularly evaluated to determine efficacy. The College could improve from a systematic maturity level by providing additional evidence on the use of the tools.
	The College has an aligned viability process with robust requirements, centering on a 5-year and mid-cycle program

<p>Reviewing the viability of courses and programs and changing or discontinuing when necessary</p>	<p>review process. These processes allow the College to identify improvement areas and are also an avenue to identify the viability of programs and recommend changes or discontinuation as necessary. The MCC review process aligns with the ICCB statewide review standards mandated by the Illinois Public Community College Act.</p>
<p>Other identified processes</p>	

<p>1R3: Academic Program Design</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of assessments (including tables and figures when possible)</p>	<p>Programs are reviewed as part of the five-year Program Review Process. Results are documented in Table 1.5 Program Review Outcomes. Table 1.6 CD&R Modifications illustrates program modifications and updates as part of the academic planning process. Table 1.7 documents MCC students' top five transfer destinations. However, the College does not provide any measures as to whether the programs are meeting the institution's diverse stakeholders' needs. To move from systematic to aligned, the College may consider implementing measures that support stakeholders' needs and measure the success in meeting those needs as well as stakeholders' satisfaction.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>While the process is strong, there is little evidence of internal targets or external benchmarking making this results area systematic in maturity. Given the comprehensiveness of MCC, the institution may consider developing program level measures that may be compared across programs. This could allow the college to prioritize its resources and focus on the programs that may have gaps in how well they meet stakeholder needs.</p>
<p>Interpretation of results and insights gained</p>	<p>Data provided disclosed transfer rates and the number of courses involved in curriculum change, however there is little information about how the College has interpreted results and gained actionable insights from how well it meets stakeholders' needs. Interpretation maturity could improve from reacting to systematic by developing internal targets and external benchmarks, and by discussing the how results lead to changes.</p>

1I3: Academic Program Design
Team Comments
Data provided disclosed transfer rates and number of courses involved in curriculum change, however there is little information about how the College has interpreted results and gained actionable insights from how well it meets stakeholders’ needs. Interpretation maturity could grow with the inclusion of internal targets and external benchmarking.

1P4: Academic Program Quality	
Process	Comments on Process Maturity and Improvement
Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue	MCC describes a comprehensive process for determining student preparation required for various programs and communicating that information to students. MCC uses a combination of prerequisite courses and placement tests to ensure students are prepared for programs. To improve this process from aligned to integrated, MCC might consider periodic evaluation of the process (e.g. re-examining cut scores on placement exams).
Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs	The Academic Planning Process along with Program Review Process are aligned to ensure relevance and rigor of program offerings. The Associate Dean of College and Career Readiness provides oversight to foster and support dual enrollment programs.
Awarding prior learning and transfer credits	MCC has an aligned process for awarding credit for prior learning for a variety of experiences, including transfer courses, military learning, credit by exam, and workplace learning.
Selecting, implementing and maintaining specialized accreditation(s)	MCC pursues specialized accreditation to ensure that program outcomes align with current industry expectations for certification licensure. The College could improve from systematic to aligned in this area by providing more information on processes used by the institution for selecting and implementing specialized /programmatic accreditation.
Assessing the level of outcomes attainment by	MCC assesses the level of outcomes attainment through its e-portfolio Process and Program-level Process. The graduate survey also provides indirect measures of outcomes attainment, such as employment and transfer rates. The

graduates at all levels	College could improve from systematic in this area by providing a clearer description of how these processes are being used to evaluate student learning.
Selecting the tools, methods and instruments used to assess program rigor across all modalities	MCC uses its Academic Planning Process to select the tools used to assess program rigor, however there was little discussion on how the tools were used to assess program rigor specifically. MCC could improve from a systematic maturity level by providing additional evidence about the alignment of the Planning Process and improving or evaluating program rigor.
Other identified processes	

1R4: Academic Program Quality	
Results	Evaluation of Results and Systems Improvement
Summary results of assessments (including tables and figures when possible)	It is not clear how the information presented in the narrative aligns with determining the quality of academic programs. The College has an opportunity to mature from reacting to systematic by developing or describing results to determine and implement direct measures for academic program quality.
Comparison of results with internal targets and external benchmarks	Longitudinal results are presented for transfer credits awarded; however, no external comparisons or internal targets are presented. The College is currently reacting in this category.
Interpretation of results and insights gained	MCC provides a minimal discussion about its interpretation of results in this category. Without reporting direct measures of program quality, it is not clear what the College is doing to interpret and act on performance opportunities for program quality. Providing direct measure could enable the institution to move from reacting to systematic.

1I4: Academic Program Quality
Comments
A Faculty Council ad hoc committee is developing processes, procedures, and training to support the creation and review of portfolios that may lead to credit for prior learning. The

College has an opportunity to link program quality to its completion initiatives and the impact on its completion efforts at the program level, hence potentially reinforcing the efficacy of its programs.

As a whole, this section could be improved by identifying internal targets and reflecting on the comparison of the goals and the results and the identification of improvements. The next step would be to identify external benchmarks that also can provide information and opportunities for reflection and ideas for improvements.

1P5: Academic Integrity	
Process	Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	The College has aligned processes in this area. The MCC faculty contract outlines expectations for the freedom of expression and expectations for scholarly research. MCC's IRB is comprised of the members of the President's cabinet and reviews requests for research. The Student Code of Conduct and Disciplinary Process identifies procedures for freedom of expression for students.
Ensuring ethical learning and research practices of students	The Student Code of Conduct at MCC outlines ethical learning expectations for students. Students who engage in research attend workshops that provide information about ethical research practices. A formal IRB process ensures proper review and application of student and faculty research. Additionally, MCC follows academic excellence and integrity guidelines established by the 1994 Illinois Community College Act. Processes in this area are aligned .
Ensuring ethical teaching and research practices of faculty	MCC defines its ethical teaching expectations in a document provided to all faculty. New-Faculty Orientation and faculty workshops offered during Faculty Development Day and Professional Development Day assist faculty in setting and maintaining standards of academic honesty and integrity. The College is at the systematic maturity level for the process. MCC can improve by describing how the College ensures faculty are following these expectations.
Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity	MCC monitors plagiarism incidents by students, and seems to use a reactive approach to monitor faculty academic integrity. MCC may benefit by developing some proactive measurements for supporting academic integrity to progress from systematic to aligned in this category.

Other identified processes	
----------------------------	--

1R5: Academic Integrity	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presents summary tables showing the raw numbers of violations of academic integrity by students and a table showing student participation in research projects. An opportunity exists to move from systematic to aligned by providing data on how this information is used for improvement. Additionally, no results are presented for faculty.
Comparison of results with internal targets and external benchmarks	MCC presents longitudinal results but no external comparisons. MCC presents counts but does not express the counts as a percentage of total enrollment, so it is not clear if trends are related to enrollment fluctuations. Additionally, it is not clear how the College makes use of the trended data. Addressing these issues could move the institution from a reacting to a systematic maturity level.
Interpretation of results and insights gained	MCC suggests a systematic approach to the analysis of results but the narrative does not make a connection between the findings and insights gained. Describing this could help the institution move from reacting to systematic.

1I5: Academic Integrity
Team Comments
Case management software was introduced during FY 2016, automating a previously manual process of tracking academic integrity violations. This automation will enhance the coordination and resolution of violations. The software will also allow the campus to focus on more consistency and uniformity in incident reporting in the coming years.

Category 1 Summary Statement

While it appears that MCC has processes in place for most of Category 1, it is not evident that these processes are adopted or deployed throughout the College. In most areas the data collected and results presented do not appear to relate directly to the processes described by the college in the process areas. Data that are collected, in many cases, do not appear to have targets associated with them. Data also do not, in many cases, appear to be benchmarked against other colleges or similar institutions. In many cases it is not evident that the College has a good understanding of the results of data collected; clear evidence that the data are used for continuous improvement is not presented. The maturity level of MCC's processes is systematic to aligned, and the maturity level of the results are reacting to systematic.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

II - Meeting Student and Other Key Stakeholder Needs

Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

2P1: Current and Prospective Student Needs	
Process	Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	MCC uses its Making Academic Progress Policy (MAPP) process to identify underprepared and at-risk students using data collected as the student applies to the College. The current systematic process, while repeatable, relies on placement testing and student self-reporting. MCC could advance to the next level of maturity by following through on the implementation of predictive analytics.
	The reporting structure at MCC is the same for academics and student

<p>Deploying academic support services to help students select and successfully complete courses and programs</p>	<p>support services; both areas report to the same Vice-President. MCC's placement test score process identifies incoming students who are underprepared to succeed in college level work and routes them into appropriate developmental courses designed to prepare these students for college level coursework. ABD, ASE, and ESL courses are available for students not prepared for developmental coursework. MCC has implemented an Alternative Learning Program (ALP), requiring students in developmental courses to register for a linked course during the same term. These systematic processes are clear and repeatable, but there is little evidence of MCC periodically evaluating processes, such as the effectiveness of placement using standardized test scores.</p>
<p>Ensuring faculty are available for student inquiry</p>	<p>MCC faculty contracts specify availability for student access. Full-time faculty schedule a minimum of seven hours per week for student conferences. Adjunct faculty are available to students either before or after class, by email, or by appointment as necessary. The syllabus informs students of their instructor's availability, contact information, and office location, if applicable. This process is at an aligned maturity level. MCC could advance to an integrated level by developing a process to evaluate the effectiveness of this process.</p>
<p>Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty</p>	<p>The College provides some general information about the types of data it collects. MCC systematically collects, analyzes, and acts upon student performance measures and student feedback to determine student learning support needs. Internal student success measures such as course success, retention, and persistence, externally analyzed data such as the Community College Survey of Student Engagement (CCSSE), the Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI), and informally gathered information through student senate representatives. Faculty support needs are identified through targeted needs assessment through MCC's Program Review Process. MCC could advance its maturity level by developing a formal process for decision-making and process evaluation.</p>
<p>Determining new student groups to target for educational offerings and services</p>	<p>Using environmental scan data, high school projections, and enrollment trend data, MCC identified three specific student populations targeted for educational offerings and services: Adult/non-traditional students, underrepresented students, and traditional-age students. However, the college did not describe a process for identifying new groups in its portfolio narrative. To address the needs of the identified student groups, the College hired transition specialist recruiter positions to help with the recruitment of the non-traditional and underrepresented populations. To advance from systematic maturity, the college needs to describe processes used to identify student groups.</p>
<p>Meeting changing student needs</p>	<p>The College uses both external data and internal trend data to identify current student needs. MCC supports faculty and staff professional development, such as attendance at conferences, to remain up-to date with current trends. In order to improve from a systematic maturity level, MCC would benefit by outlining a clear and repeatable annual planning process to identify student</p>

	needs.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	MCC’s Recruitment, Admissions, and Enrollment Process identifies needs of students and student populations who apply to MCC. Through this aligned process, the College identifies and supports several student subgroups including Veterans, online populations, part-time student, senior adult learners, displaced workers, and first-generation students.
Deploying non-academic support services to help students be successful	MCC deploys multiple non-academic support services that impact student success. These services include Recruitment, Enrollment Services, Financial Aid, Student Life, MCC Café, Career Services, Fitness Center, Children’s Learning Center, Bookstore, and Campus Police. It is not clear how the College connects the deployment of non-academic support services to address student success. The portfolio does not describe how MCC evaluates the effectiveness of these systematic processes in meeting student needs.
Ensuring staff members who provide academic and non-academic student support services are qualified, trained and supported	MCC has an established systematic process that ensures staff members providing academic and non-academic support services are qualified, trained, and supported. MCC conducts reference checks for all prospective employees and background checks and verification of transcripts, certifications, and licenses as required. The College has an opportunity to move toward an aligned process by connecting staff qualifications with program review with strategic goal setting and can advance in the maturity level by developing a process for evaluating the effectiveness of the training program.
Communicating the availability of non-academic support services	The College uses social media, its course catalogue, e-syllabi, posters, and new-student orientation to communicate non-academic support services to students. The portfolio does not describe how MCC evaluates the effectiveness of these systematic processes.
Selecting tools, methods and instruments to assess student needs	The College identifies the tools/methods/instruments it uses to assess student needs (ALEKs, ACCUPLACER, ACT/SAT scores and CCSSE and SSI surveys). MCC could advance in maturity level from reacting by presenting information about the process used for selecting these tools and evaluating their effectiveness.
	The College uses a combination of nationally standardized instruments

Assessing the degree to which student needs are met	(CCSSE and SSI) and internal, department-specific evaluations and surveys to assess the degree to which student needs are met in a process that is systematic . The College has an opportunity to share information across units about these processes to more systematically assess how well the College is holistically meeting student needs and move toward an aligned level of maturity.
Other identified processes	

2R1: Current and Prospective Student Needs	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	The College provided results from the CCSSE, SSI and Graduate Survey. Trend data was not available for the CCSSE instrument due to changes in 2017, but benchmarks to cohorts were provided for the national surveys, and three years of longitudinal trend data was provided for the graduate survey. To improve from a systematic maturity level to aligned, MCC could describe how this data is communicated and evaluated for improvement across the campus.
Comparison of results with internal targets and external benchmarks	MCC is at a reacting maturity level in this category. The College compares results to national data when looking at CCSSE, SSI, and MCC Graduate Surveys results included longitudinal trend data. However, no internal targets or external benchmarks were provided. Furthermore, the College provides comparisons but minimal comments or observations.
Interpretation of results and insights gained	MCC acknowledges that continued analysis of data results and addressing needs indicated from the CCSSE, SSI and Graduate Survey are needed. MCC has an opportunity to improve from reacting toward systematic maturity by establishing internal targets and/or goals to compare with its external benchmarks to determine if current and prospective students' needs are being met. Consistent implementation of MCC's Behaviors of Excellence may be used to improve in this category.

2I1: Current and Prospective Student Needs
Team Comments

MCC has outlined several plans for improvement in meeting student and stakeholder needs. The College has received an Upward Bound grant, is constructing a new science building, is moving the learning center into the library, supporting student veterans, and is planning to implement an early warning system. However, the narrative in the portfolio does not show how these plans are connected to data analysis. There appears to be a disconnect between planning processes and data usage for decision-making.

2P2: Retention, Persistence and Completion	
Process	Comments on Process Maturity and Improvement
Collecting student retention, persistence and completion data	MCC follows the Illinois State (ICCB) prescribed standards for data collection. The college has identified data collection and analysis as a strategic goal. In this aligned process, MCC's Office of Institutional Research (OIR) extracts pertinent data from the Colleague ERP and creates data dashboards that are available to all MCC employees through the myMCC portal.
Determining targets for student retention, persistence and completion	Although the narrative notes that student success is a priority for the campus, the College did not describe targets or a process for setting targets for student retention, persistence, or completion. The College's Enrollment Management Team recognized this as an area of growth from a reacting maturity level toward systematic maturity.
Analyzing information on student retention, persistence and completion	The portfolio states that the President's Cabinet, Enrollment Management Team, and all offices providing academic student services are made available for systematic decision-making, however the narrative does not describe a process by which this is accomplished.
Meeting targets for retention, persistence and completion	MCC is using external benchmarks for retention, persistence, and completion. While the College states that its efforts for retention, persistence, and completion are positive, MCC has an opportunity to improve upon reacting processes used to identify specific strategies to align with identified goals and set internal targets to measure goal attainment.
Selecting tools, methods and instruments to assess retention, persistence and completion	The College's Office of Institutional Research (OIR) uses a systematic combination of systems including the Colleague ERP, data warehouse, and KPI dashboard with data visualization tools to provide this data to a wide variety of constituencies, both internal and across the state. The process for selecting the tools and evaluating their effectiveness is not described.

Other identified processes	
----------------------------	--

2R2: Retention, Persistence and Completion	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC provided several examples of KPI dashboards and other summary reports, which includes data pertinent for the analysis and assessment of retention and persistence. The College demonstrates an aligned process; the reports are well presented and easy to understand. MCC's work would be enhanced by establishing internal targets.
Comparison of results with internal targets and external benchmarks	The College has been recognized nationally and regionally for its past successes in several areas including student success, developmental math, and affordability. While MCC's reports in this section show longitudinal data and compare MCC's results to external benchmarks, there was no indication of data comparison to internal targets. Determining both internal targets and external benchmarks will help the College move from a systematic maturity level to an aligned level.
Interpretation of results and insights gained	MCC presents a reacting , minimal interpretation of results in this portfolio. MCC's Key Performance Indicators (KPIs) indicate MCC outperforms comparison institutions in most areas of measurement, but MCC might benefit from discussing its interpretation of some of the negative trends portrayed in the data summaries presented. Furthermore, it is unclear what measures have been identified and what benchmarks are being used to improve student success through data informed decision-making processes.

2I2: Retention, Persistence and Completion
Team Comments
MCC has a good understanding of its students' performance in retention, persistence, and completion. MCC's adoption of interactive dashboards has contributed to better awareness of and access to data. Curriculum alignment with area high schools and targeted math review has reduced the number of students requiring developmental math courses. Combining development English with an English credit-bearing course is addressing issues in completing English courses.

The Enrollment Management Team will be recommending target goals for retention, persistence and completion, which will allow for better decision making within the Academic Program Review processes, and will help drive appropriate use of the data for improvement purposes. A peer comparison group has been selected to provide comparative data to provide a foundation for setting performance targets. This commitment is included in the 2019-2023 strategic plan.

MCC could improve in this category by more fully discussing its analysis of the results, and by showing how the results compare to established internal targets. For example, it could be the decreases in some metrics were anticipated and aligned with internal targets.

2P3: Key Stakeholder Needs	
Process	Comments on Process Maturity and Improvement
Determining key external stakeholder groups (e.g., alumni, employers, community)	MCC divides external stakeholders into three primary groups: employers, community, and alumni. To advance from a systematic maturity level, the College can use the proposed Key External Stakeholder Process to develop an assessment process to evaluate and measure the success of the College's engagement with key external stakeholders.
Determining new stakeholders to target for services or partnership	MCC has identified new stakeholders as a priority as it is a standing item on the President's Cabinet agenda. However, environmental scans, regional labor reports, and President's Cabinet discussions constitute a systematic process, not a clear and repeatable process to identify potential new stakeholders. MCC has an opportunity to use the AQIP project on Stakeholder Engagement to identify a more robust process for identifying and targeting appropriate stakeholders for the campus. This could enable the College to move to the next level of maturity.
Meeting the changing needs of key stakeholders	MCC's systematic Program Advisory Process is used to track emerging trends or changes that affect programming. It appears MCC uses mostly informal methods, such as business, civic, governmental, and advisory committee feedback and College involvement with various community groups, to determine how to meet changing stakeholder needs. MCC might consider ways to summarize the feedback received in a more formal manner to move toward an aligned process.
Selecting tools, methods and instruments to assess	MCC uses its Strategic Planning, Program Review and Program Advisory Processes to evaluate stakeholder needs. Additionally, Cabinet uses a partnership development reporting structure to monitor relationships. While MCC describes the tools used, demonstrating systematic maturity, the College does not describe the process used to select the tools, or how the College determines whether the

key stakeholder needs	tools used and the subsequent reports prepared are effective in assessing stakeholder needs.
Assessing the degree to which key stakeholder needs are met	The College has tools in place, including the brand monitor study and Program Review processes, that help assess stakeholder needs are met. The College acknowledges a need to improve the existing systematic process and develop a more cohesive process. MCC intends to address this need through an AQIP project on Stakeholder Engagement.
Other identified processes	

2R3: Key Stakeholder Needs	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presents 2011, 2015, and 2017 results from a Brand Monitor Study, but does not include the number of responses, and does not disaggregate the results according to the three primary external stakeholder groups identified (employers, community, alumni). No Program Advisory Groups information was provided. Addressing these omissions may advance MCC from a reacting to a systematic maturity level.
Comparison of results with internal targets and external benchmarks	The Brand Study shows a general positive longitudinal trend for stakeholder satisfaction. However, no comparison with external benchmarks or internal targets was presented. Adding these comparisons could help MCC improve from a reacting to a systematic maturity level.
Interpretation of results and insights gained	The Brand Study results are positive as noted by the College. However, the College provided limited data and data analysis its narrative. It is not clear how data are used to improve the existing practices, how the results are communicated through different units, used by relevant stakeholders, and distributed to support effective improvement initiatives internally. Describing these will help MCC improve to systematic from reacting in this section.

2I3: Key Stakeholder Needs
Team Comments
MCC has a good start in understanding external stakeholder needs, and recognizes a need to improve in this area. The following MCC efforts to improve strategies and processes including will address identified shortcomings: the Alumni Planning Committee to identify and engage more alumni, a comprehensive handbook for Program Advisory Process, and the outcome of the AQIP Stakeholder Engagement project. MCC is encouraged to continue to implement the planned improvements.

2P4: Complaint Processes	
Process	Comments on Process Maturity and Improvement
Collecting complaint information from students	The College has a well-defined aligned process for collecting complaint information. These processes include Title IX, Sexual Discrimination, Harassment, or Misconduct. Additional policies and processes exist for campus safety issues. Students are made aware of reporting options and policies during orientation, through the website, and as listed in the course catalog.
Collecting complaint information from other key stakeholders	In the College's aligned process, MCC encourages external stakeholders to use the Complaint Process. Additionally, the BOT provides an open comment period during Board meeting for community members to provide feedback. Informal feedback is obtained through focus groups, advisory committee communications, the Ethics Hotline, and community involvement. The College participated in a Civil Rights Onsite Review and took proactive steps to improve processes as a result of the review. MCC notes in the narrative that the campus provides an Ethic's Hotline for employees, but it is not clear how this information is provided to employees.
Learning from complaint information and determining actions	Complaint information is maintained in official logs, reviewed quarterly by the President's Cabinet, and records complaint resolutions in the complaint log. As a result of the Civil Rights Onsite Review, MCC has formulated a Voluntary Compliance Plan that documents concerns identified during the audit, the planned resolution, and the anticipated timeframe for completion. MCC's process from learning from complaint information is an aligned process.

Communicating actions to students and other key stakeholders	Based on MCC's minimal response for this section the College is at a reacting level of maturity for this process. Clarifying how actions resulting from complaints are communicated to students and other key stakeholders will help MCC advance to a systematic level of maturity.
Selecting tools, methods and instruments to evaluate complaint resolution	MCC has designed tools using SharePoint functionality to report and track the resolution of non-behavioral related complaints. In this reacting process, MCC monitors all reporting for trends that may require interventions on a larger scale. An opportunity exists to identify a formal process to assess how key stakeholder needs are being met.
Other identified processes	

2R4: Complaint Processes	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC is at a systematic maturity level in this process. The College presented a longitudinal results summary categorized by the type of complaint. The College has an opportunity to enhance results with additional data collection, analysis, and response.
Comparison of results with internal targets and external benchmarks	MCC did not present a comparison of complaints to internal targets or external benchmarks. MCC currently demonstrates reacting maturity level.
Interpretation of results and insights gained	The count of complaints has decreased compared to the past year; no other results interpretation was presented. MCC indicates this is an area for a future action project and that the current complaint system may be restructured to mature beyond the current reacting level. No summary of changes made as a result of an analysis of complaints was presented.

2I4: Complaint Processes

Comments

MCC has established a new process that sets forth expectations for employee behavior, as outlined in “Behaviors of Excellence”, and is restructuring its complaint process beginning in Fall 2017.

The College shared data related to the decline in the number of complaints. This data, by itself, does not provide a clear picture without a reference point in the form of current number of students, a complaint to student ratio or other such mechanism.

2P5: Building Collaborations and Partnerships

Process	Comments on Process Maturity and Improvement
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	The College has a robust, aligned process for defining partnership in line with its mission and focus on student success. MCC actively partners with K-12 institutions, four-year institutions, employers, elected officials, community organizations, the McHenry County Workforce Network and the MCC Foundation. To move to an integrated level of maturity, MCC can periodically evaluate the process used to select partners.
Building and maintaining relationships with partners	The president’s cabinet coordinates existing, systematic processes for building and maintaining relationships with partners. The process varies depending on the partner. MCC could advance to an aligned level of maturity by developing or more fully describing the processes used to develop and maintain partnerships.
Selecting tools, methods and instruments to assess partnership effectiveness	MCC uses its Program Review Process as the primary institutional assessment tool to assess the effectiveness of partnerships. An opportunity exists for MCC to identify a clear, repeatable, and periodically reviewed processes, that advance MCC from systematic maturity, for selecting tools/methods/instruments to assess partnership effectiveness.
Evaluating the degree to which collaborations and partnerships are effective	Using the systematic Program Review Process, MCC evaluates partnerships by assessing the degree to which the partnership achieves its intended outcomes. However, it is unclear how these outcomes are tracked and measured for effectiveness.

Other identified processes	
----------------------------	--

2R5: Building Collaborations and Partnerships	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presented counts for its dual enrollment partnership with K-12 schools over the past five years and transfer rates of MCC students to four-year institutions as measures of partnership effectiveness. MCC could advance from a reacting maturity level by presenting results for other partnerships.
Comparison of results with internal targets and external benchmarks	No evidence was provided to compare the results of K-12 partnerships or transfer partnerships to internal targets or external benchmarks. MCC currently demonstrates reacting maturity.
Interpretation of results and insights gained	MCC states that its K-12 partnerships have proven effective in allowing high school students to begin college-level studies and transfer partnerships are effective in allowing students to seamlessly transfer to their institutions. However, interpretation of results do not align to the data provided in the narrative. Providing data that illustrates connections to K-12 partnerships and transfer information would help MCC improve from the current reacting maturity level.

2I5: Building Collaborations and Partnerships
Comments
MCC has described meaningful partnerships, and has described planned process improvements in some areas. However, the results for some processes is limited to a simple presentation of longitudinal counts with no comparison internal targets or external benchmarks, and the interpretation of results is minimal.

Category 2 Summary Statement

MCC appropriately assigned a self-rating of reacting and systematic in most of the processes for this category. Developing internal targets for the processes, tracking progress towards achieving the targets, identifying additional tools to track and measure effectiveness of key processes, and providing evidence of analysis that is deeper than demonstrated in this section, will help MCC move to the next level of maturity in the processes and results for this category.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

III - Valuing Employees

Explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff and administrators.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution’s processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

3P1: Hiring	
Process	Comments on Process Maturity and Improvement
Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values	MCC’s processes for recruiting, hiring and orienting is aligned . The processes are explicit, well understood and are repeatable. The process is comprehensive and adheres to the College’s Recruitment and Staffing Guidelines and procedures. MCC can improve the maturity level to integrated by incorporating an evaluation or assessment of the process or ways it has been improved over a time frame.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs	MCC’s process for meeting academic credentials is aligned . It is explicit, well understood, repeatable, and there is an annual review to assess effectiveness. Minimum qualifications are established in accordance with Board of Trustees, HLC standards, ICCB standards, and individual program accreditation standards.
	MCC uses enrollment trends, demographic information and program reviews along with the budgeting process to ensure the

<p>Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities</p>	<p>institution has sufficient numbers of faculty. With the recent implementation of the Higher Education Scheduling Index (HESI) the institution has an opportunity to benchmark data and enhance its current processes. While MCC's processes are implemented annually, the maturity level may improve from systematic to aligned if the College also incorporated an annual review of the process.</p>
<p>Ensuring the acquisition of sufficient numbers of staff to provide student support services</p>	<p>This process is at a systematic maturity level. The College reviews the need for additional staffing on a yearly basis with consideration of enrollment trends, demographic information and non-academic program review findings. However, it is unclear how these metrics are used and what the thresholds for new hires are for the College. In addition, there is no mention of how MCC assesses this process.</p>
<p>Tracking outcomes/measures utilizing appropriate tools</p>	<p>MCC has appropriate tools for tracking outcomes and measures. It is at the systematic level. The maturity level could be improved by addressing the process for choosing the tools. An opportunity also exists for MCC to report PACE findings while developing additional assessments related to hiring practices. Both would inform and reinforce how the data is used to effectively inform decision-making. To continue maturing in this process, the campus may want to evaluate how well the current tools are working to provide needed data.</p>
<p>Other identified processes</p>	

<p>3R1: Hiring</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>The results presented indicate good to excellent performance levels. However, there are no goals or benchmarks presented for data comparison. MCC reports some metrics that inform progress toward valuing employees, but metrics referenced in the process narrative are missing (PACE results, student worker results). The summary results presented are at a systematic maturity level.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>MCC's comparison of results is at the reacting maturity level. No data are presented comparing results to internal or external benchmarks.</p>

<p>Interpretation of results and insights gained</p>	<p>Due to the limited interpretation that was provided, MCC is at the reacting maturity level for interpretation of results. The narrative included references to improved results, but trend data was not provided. MCC's maturity level would advance with attention to setting internal targets and identifying external benchmarks.</p>
--	--

<p>3I1: Hiring</p>
<p>Team Comments</p>
<p>MCC lists several planned improvements, including succession planning and a planned implementation of additional modules in PeopleAdmin. MCC might also consider ways to track its efforts in this category by comparing results to internal targets and external benchmarks.</p>

<p>3P2: Evaluation and Recognition</p>	
<p>Process</p>	<p>Comments on Process Maturity and Improvement</p>
<p>Designing performance evaluation systems for all employees</p>	<p>The College's process for designing evaluation systems is at a reacting maturity level. MCC states the College has developed evaluation procedures for all employees but gives no examples of processes, design, or evaluation for any of the employee groups. MCC has an opportunity to more explicitly state the steps in the design process and how the process is periodically evaluated for improvement.</p>
<p>Soliciting input from and communicating expectations to faculty, staff and administrators</p>	<p>The College states it has developed procedures for all employees but gives no examples of processes, design, or evaluation for any of the employee groups. This is a reacting level. MCC has an opportunity to more explicitly state the steps in the design process and how the process is periodically evaluated for improvement.</p>
<p>Aligning the evaluation system with institutional objectives for both</p>	<p>MCC's process is reacting. Little evidence is provided about the process for aligning the evaluation system with institutional goals. MCC states a system is in place for rating non-</p>

<p>instructional and non-instructional programs and services</p>	<p>instructional employees on citizenship, professionalism, commitment, and service to MCC but does not describe the process by which this is accomplished for instructional staff.</p>
<p>Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators</p>	<p>The College has established institutional policies for the evaluation of employees and is at the aligned level. The Faculty Association Agreement guides the process for full-time faculty, as does the Adjunct Faculty Agreement for part-time faculty. The administrative staff uses a defined process as well. The process for utilizing institutional policies seems to be explicit, repeatable and generally well understood. The level of maturity would advance with information on how this process is assessed.</p>
<p>Establishing employee recognition, compensation and benefit systems to promote retention and high performance</p>	<p>The Recognition Process is aligned and provides employees opportunities for recognition through the Employee Appreciation and Recognition Reception (EARR). The Compensation and Benefits Process is guided by the collective bargaining process with the Board of Trustees setting compensation and benefits for exempt and administrative employees. The processes are explicit, well understood and are repeated on an annual basis. The maturity level might be advanced with more information on the process to assess the recognition system.</p>
<p>Promoting employee satisfaction and engagement</p>	<p>MCC's processes in promoting employee satisfaction are well aligned. The process is explicit and shows examples of changes/additions that have been made based on feedback and reflection. MCC has identified four specific areas to track employee satisfaction and engagement. MCC has also created a Harmony and Spirit Team to promote employee engagement.</p>
<p>Tracking outcomes/measures utilizing appropriate tools</p>	<p>The College uses its online performance evaluation system for staff and administrators, the PACE survey, monthly Town Hall and Leadership Council meeting feedback, and AQIP team analysis to measure employee satisfaction of evaluation and recognition processes. The maturity level could improve from aligned to integrated with the incorporation of internal targets/goals and external benchmarks.</p>
<p>Other identified processes</p>	

3R2: Evaluation and Recognition	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	The College provides a limited response noting that the institution expects a 100% completion rate for compliance of evaluation processes, but does not indicate if the processes are evaluated to determine efficacy. Some PACE survey results are shared, but targets are not indicated. MCC's maturity level for summary results is systematic .
Comparison of results with internal targets and external benchmarks	MCC provided longitudinal results for the PACE survey and a comparison to the 2017 PACE national group, but did not include a comparison to any internal targets for PACE results or other external benchmarks. MCC's maturity level for results comparison with targets and benchmarks is reacting .
Interpretation of results and insights gained	MCC's level of maturity is systematic for interpretation of results and insights gained. Little information is provided on interpretation of results. While planned changes are mentioned there are little detail or specifics provided. MCC could improve its maturity level by aligning planned improvements with results from data analysis.

3I2: Evaluation and Recognition
Comments
The College plans to enhance its Employee Performance Evaluation Process (EPEP) with a 360-degree evaluation component. The Employee Awards Recognition and Reception Process (EARR) recognizing all employees from across the institution was the result of work completed through the Adjunct Acknowledgement and Appreciation AQIP Action Team. Merit-based pay for administrators was implemented based on the recommendations from the Merit-Based Compensation System AQIP Action Team. The Recognition Process is being updated to support service excellence efforts and the 2017 PACE survey results are being analyzed by the President's Cabinet.

3P3: Development	
Process	Comments on Process Maturity and Improvement
Providing and supporting regular professional development for all employees	The College has a robust set of professional development processes and offerings, both synchronous and asynchronous, and is at the aligned maturity level for providing professional development. MCC also supports external professional development activities through tuition reimbursement and incentives. To continue to mature in this area the College could implement evaluation processes to determine if its current offerings are meeting the needs of the institution and the employees.
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	MCC's process for ensuring instructors are current is varied, strong and at the aligned maturity level. The process is explicit, well understood and repeatable. A 2011 AQIP project resulted in a professional development curriculum mapping form and process for all professional development activities. Based on the description of the committee structure there is likely some assessment of the process happening although this is not clearly presented. MCC might consider documenting this process for its next Portfolio.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	MCC's process for ensuring staff members have the skills and knowledge to support students is varied, strong and aligned . MCC describes processes for ensuring student support staff members engage in professional development activities. MCC participates in national associations and its tutoring programs are certified by the College Reading and Learning Association (CRLA). The maturity level would be improved if MCC described or developed a process to assess its processes for supporting student support staff members.
Aligning employee professional development activities with institutional objectives	MCC has created a strategic plan for professional development and uses the professional development curriculum map to align professional development activities with institutional objectives. The use of a curriculum map for all faculty development programming is an excellent idea and integrating the results in future decision making will be one way

	MCC might advance in maturity level from aligned to integrated.
Tracking outcomes/measures utilizing appropriate tools	MCC has implemented tracking measures to assess employee participation in professional development activities and employee perceptions of the effectiveness of professional development. The process for tracking outcomes is repeatable and is at the aligned level of maturity.
Other identified processes	

3R3: Development	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	The College shows increased participation by faculty and staff in workshops and satisfaction over the last several years. The College also tracks faculty participation in graduate level work and the number of employees awarded salary adjustments based on advanced education. The maturity level would be improved from systematic to aligned if internal targets for improvement were incorporated.
Comparison of results with internal targets and external benchmarks	MCC compares its results with national comparison benchmarks and provides some longitudinal counts for participation in activities, but does not provide comparisons to internal targets. While MCC does compare results of professional development in the PACE survey, there is only one relevant question. MCC's level of maturity in this category is systematic .
Interpretation of results and insights gained	MCC presents minimal interpretation of results however the College has a robust professional development program in place and can improve from reacting to systematic by providing a more detailed interpretation of the insights it has gained from an assessment of the professional development program.

3I3: Development

Comments

MCC has identified several planned improvements for employee professional development, including adding additional flexible training opportunities, creating videos of training events, incorporating paperless training evaluation forms, and creating online training modules. MCC has demonstrated a commitment to employee professional development.

The Professional Development Department is instrumental in providing professional development opportunities for MCC's employees on a variety of topics. However, the results provided are unclear, as no targets or benchmarks are presented. MCC is encouraged to identify key performance indicators and targets for instructional and non-instructional professional development activities.

Category 3 Summary Statement

MCC has developed and implemented several processes for valuing employees. The employee hiring and onboarding processes are well-defined and comprehensive, and MCC has effectively used AQIP projects to develop and improve processes. To advance in maturity, MCC might consider the following:

- Develop measures to assess the effectiveness of its processes.
- Improve discussion in the next portfolio on the interpretation of results – how does MCC know how well the processes are working?
- Develop internal targets and external benchmarks
- Continue succession planning initiatives
- Be sure to report on results for identified processes. For example, the implementation of a merit-based performance system was introduced as a three-year pilot, but no results were reported.

Lastly, If results are reported, be sure there is a discussion about a corresponding process. For example, the diversity table in 3R1 is a good summary, but there was no discussion about staff diversity in the process section.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

IV - Planning and Leading

Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution’s processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

4P1: Mission and Vision	
Process	Comments on Process Maturity and Improvement
Developing, deploying, and reviewing the institution’s mission, vision and values	MCC has developed mission, vision, and values statements, but it is unclear what role, if any, the campus community and external stakeholders had in reviewing and formulating these statements. The narrative does not include any information on how these statements are deployed on campus. MCC could improve from systematic to an aligned level of maturity by describing the process and stakeholder involvement in developing the mission documents.
Ensuring that institutional actions reflect a commitment to its values	The College provided limited information on the processes that help ensure a commitment to its values. MCC states that its key processes reflect a commitment to values, but does not provide evidence to support this statement. MCC may improve from a systematic maturity level with the inclusion of a clear, repeatable, campus-wide, and reviewable process that ensures the institution’s actions reflect a commitment to its values.
	The College communicates the mission, vision and values

<p>Communicating the mission, vision and values</p>	<p>through their website, the course catalog, and marketing and outreach materials. New employee orientation places emphasis on these core statements. The aligned maturity level may improve if MCC were to provide examples of how these processes are assessed.</p>
<p>Ensuring that academic programs and services are consistent with the institution's mission</p>	<p>MCC states it aligns its mission with programs and services through its key processes, but the narrative does not provide sufficient evidence to support this statement. Describing the components of the Academic Program Review processes used to ensure alignment with mission would improve this process from systematic to aligned.</p>
<p>Allocating resources to advance the institution's mission and vision, while upholding the institution's values</p>	<p>The mission, values and vision are aligned through the Strategic Planning Process. This process is used to inform the Budgeting Process to guarantee that appropriate resources are allocated and characterized by explicit, predictable processes. The systematic maturity level may improve if MCC provided insight into how this process is evaluated and how the campus community participates in the budgeting processes.</p>
<p>Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)</p>	<p>MCC uses the PACE survey to measure employee perceptions and a brand survey to assess community perceptions, but the way the results of these instruments are used to guide the development and deployment of MCC's mission, vision, and values is not clear. To improve from a systematic maturity level, MCC could describe or develop a clear process for the identification of specific internal and external stakeholders.</p>
<p>Other identified processes</p>	

<p>4R1: Mission and Vision</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>Although the College has shown improvement for faculty in the PACE and brand monitor survey results, it is unclear without targets set if the College made relevant changes based on these results. MCC has an opportunity to add other data such as results for employee onboarding and other key processes described in the process section. Additionally, no indication of the number of responses is presented. Providing this data may help MCC improve from a systematic to an aligned maturity level.</p>

<p>Comparison of results with internal targets and external benchmarks</p>	<p>MCC presented a comparison to an external benchmark in the PACE survey, but no internal targets were provided for the PACE or the Brand survey. Developing targets and reporting results compared to the targets will assist in identifying whether expectations are being met and may enable MCC to improve from a reacting to a systematic maturity level.</p>
<p>Interpretation of results and insights gained</p>	<p>The results interpretation presented in the portfolio is minimal. The trends provided are positive; however, it is not clear if the .05 difference between the comparison group and MCC results for the PACE survey is a significant enough difference for MCC to state it is outperforming its comparison group. More depth to the analysis and interpretation of data may improve MCC's reacting level of maturity.</p>

4I1: Mission and Vision

Team Comments

The Office of Marketing and Public Relations has enhanced its approach to sharing information. The AQIP Service Excellence team finalized service standards to support the mission and values of the institution. Action statements supporting the “Behaviors of Excellence” include a reference to three of the core values. The College could be more intentional in the narrative to help the reviewers understand how and in what mediums these campaigns have been launched, and more specifically the strong ties to the core statements which may strengthen this section of the portfolio.

4P2: Strategic Planning

<p>Process</p>	<p>Comments on Process Maturity and Improvement</p>
<p>Engaging internal and external stakeholders in strategic planning</p>	<p>MCC describes a comprehensive process that involves all levels and areas across the institution in the strategic planning process. The process includes input from all internal groups, and also includes input solicited from external stakeholder groups. The College’s engagement in strategic planning exhibits aligned maturity. The process is clear, repeatable, and includes appropriate stakeholders. To improve from an aligned to an integrated maturity level, MCC might consider an annual evaluation of its process to engage stakeholders.</p>

<p>Aligning operations with the institution's mission, vision and values</p>	<p>The Strategic Planning Process and the Budgeting Process are in alignment with the institution's mission and values. The annual planning process ensures Operations are then aligned to the seven institutional goals approved by MCC's Board of Trustees. A web-based Action Planning System (APS) is used to track the progress toward goal attainment confirming an aligned level of maturity.</p>
<p>Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency</p>	<p>The Action Planning System (APS) connects institutional goals to strategies and assists in the coordination and alignment of accompanying tactics at the division, department, and individual level. The President's Cabinet monitors the progress. The College operates at an aligned maturity level in aligning efforts across departments and divisions for optimum efficiency by including key stakeholders in the institution-wide APS process. To improve to the integrated maturity level, MCC may consider an annual evaluation of the process to identify improvements.</p>
<p>Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats</p>	<p>The College incorporates several key elements in capitalizing on opportunities and institutional strengths through labor projections, environmental scans, K-12 district trends, and strategic priorities. MCC may improve from systematic toward increased maturity levels by detailing a clearly defined and regularly reviewed process.</p>
<p>Creating and implementing strategies and action plans that maximize current resources and meet future needs</p>	<p>The President's Cabinet annually reviews the institutional goals and determines the strategies to be pursued in support of these goals through a process at an aligned maturity level. The Action Planning System (APS) system is the tool used by the President's Cabinet for tracking initiatives. Since the APS was recently implemented, the efficacy of the system is unknown. MCC can improve to an integrated level by developing a process to evaluate the APS.</p>
<p>Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)</p>	<p>The College uses dashboards to provide visualization of data on Key Performance Indicators. The College also notes the use of the newly implemented APS system, and PACE surveys related to employee perceptions. The College could improve from a systematic maturity level by developing a clearly defined process that involves</p>

	key stakeholders across campus.
Other identified processes	

4R2: Strategic Planning	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presented results from the PACE survey and a link to the APS that showed goals and the persons responsible for the goal. No data dashboards referenced in the process narrative were presented. MCC may improve its reacting maturity level in this results section by presenting additional examples of data used by the College to evaluate its progress in strategic planning.
Comparison of results with internal targets and external benchmarks	MCC has demonstrated the collection of data through PACE Survey results, however, no comparisons of results to internal targets or external benchmarks were shared. MCC is at a reacting maturity level for results comparison.
Interpretation of results and insights gained	The College's interpretation of results is currently at a reacting maturity level. More depth to the analysis and interpretation of data from the APS may improve MCC's maturity.

4I2: Strategic Planning
Team Comments
MCC appears to have many elements in place to assess its success in strategic planning. As the APS implementation continues, MCC has an opportunity to identify a single source for reporting progress, developing strategies, and assessing its progress in achieving goals.

4P3: Leadership	
Process	Comments on Process Maturity and Improvement
Establishing appropriate relationship between the institution and its governing	The College maintains Board policies in accordance with required Illinois statutes and regulations governing Community Colleges. The President reports directly to the Board of

<p>board to support leadership and governance</p>	<p>Trustees following its Governance Process in an aligned maturity level.</p>
<p>Establishing oversight responsibilities and policies of the governing board</p>	<p>The Board provides guidance on the institution’s activities and is responsible for overseeing the MCC’s financial and academic policies and practices, as well as legal and fiduciary responsibilities. The Board meets regularly throughout the year and is governed by board policy and Illinois statutes in an aligned maturity level.</p>
<p>Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty</p>	<p>Board policies designate the President as the chief executive with responsibilities for control of the operations of the College. Additionally the Board is responsible for annual reviews of the President’s performance. Policies and practices are delegated downward to the College’s Management Team. The Full-time Faculty are governed by a faculty contract in an aligned maturity level.</p>
<p>Ensuring open communication between and among all colleges, divisions and departments</p>	<p>MCC uses multiple mechanisms for dissemination and feedback of information in the College. These include forums such as start of Semester Kick-off gatherings, Town Hall meetings, face-to-face meetings, newsletters, Presidential emails, and committee meetings. MCC may improve from the aligned maturity level to an integrated level by describing the way the College evaluates the effectiveness of the communication plan beyond the PACE survey results.</p>
<p>Collaborating across all units to ensure the maintenance of high academic standards</p>	<p>The College maintains a robust committee structure with both standing and ad hoc college-wide committees supporting a variety of both decision-making and recommendations functions. It is not clear how this shared model maintains high academic standards and supports collaboration across academic and non-academic units. This process is currently at a systematic maturity level.</p>
<p>Providing effective leadership to all institutional stakeholders</p>	<p>MCC describes ways the Board of Trustees seeks input from institutional stakeholders, but does not describe its process for providing effective leadership to all institutional stakeholders. The information provided appears to relate more to data distribution and receiving external input. MCC may improve from the systematic maturity level by developing or describing its processes for providing effective leadership at all levels of the College.</p>
<p></p>	<p>MCC identifies several Leadership training opportunities through its Leadership Practices Process and the Performance Evaluation Process. However, a formalized process for the development of leadership within the institution is not fully</p>

<p>Developing leaders at all levels within the institution</p>	<p>described. In the leadership development, the number of individuals and the criteria used to select participants is not clearly described. It is also not clear how the College plans to monitor the success of its Emerging Leader Series. MCC is currently at the systematic level of maturity for developing leaders.</p>
<p>Ensuring the institution's ability to act in accordance with its mission and vision</p>	<p>MCC provided evidence of how the College relies upon Board Policies and Illinois statues to access to its educational services and independence from outside influences. However, it is not clear how this is evidence of how MCC ensures its ability to act in accordance with its mission and vision. MCC may improve from the systematic maturity level to an aligned level by describing the process used to align the College's operations with its mission and vision.</p>
<p>Tracking outcomes/measure utilizing appropriate tools</p>	<p>The Board of Trustees conducts a self-study and assessment along with an evaluation of the President to evaluate its performance and identify areas of improvement. MCC also uses the PACE survey to measure employee perceptions related to institutional leadership practices. However, it is unclear from the response how the Board self-study informs Board actions or the scope of the performance review for the President. MCC may improve its systematic maturity level by describing other tracking measures.</p>
<p>Other identified processes</p>	

<p>4R3: Leadership</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>MCC presents results of selected questions from the PACE survey, including longitudinal results and a comparison to a national benchmark. MCC also presents counts of employees who participated in its past "Emerging Leader" professional development. However, the number of responses to the PACE survey is not presented and the results from the Board's self-study are not presented. To advance in maturity, MCC might consider adding other results and developing internal targets and additional external benchmarks to its comparison to improve from a systematic maturity level to aligned for summary results.</p>

<p>Comparison of results with internal targets and external benchmarks</p>	<p>MCC appears to have one primary external benchmark, the PACE survey. To advance from a reacting maturity level, MCC may consider adding internal targets and additional external benchmarks to its processes.</p>
<p>Interpretation of results and insights gained</p>	<p>The overall indication of the information provided is positive, however, the interpretation of results is minimal partially because MCC appears to be using limited sources of information for interpretation. MCC is at the reacting maturity level for interpretation of results.</p>

<p>4I3: Leadership</p>
<p>Team Comments</p>
<p>The College is planning to re-introduce a previously deployed Emerging Leader Series as a key component of leadership development. The narrative notes that the President’s Cabinet is currently analyzing the PACE survey results with improvement recommendations planned for the 2017-18 year. However, however no previous evidence was provided to indicate the Cabinet had previously used PACE results for this purpose. MCC may want to consider creating additional measures to inform the progress of leadership development activities.</p>

<p>4P4: Integrity</p>	
<p>Process</p>	<p>Comments on Process Maturity and Improvement</p>
<p>Developing and communicating standards</p>	<p>MCC communicates standards related to integrity through board policies, the Administrative Procedure Manual, and the College’s Employee Handbook. The myMCC portal serves as a repository for campus documents and provides distributed access across the campus. The aligned maturity level may improve to integrated if MCC develops an evaluation of this process.</p>
<p>Training employees for and modeling ethical and legal behavior across all levels of the institution</p>	<p>New employees participate in an Orientation Process along with an onboarding process requiring completion of two online training modules. Current employees routinely repeat these modules to reinforce their importance. MCC has identified Ethical Awareness as one of its General Education Goals for students. The aligned maturity level may improve to integrated if MCC were to consider adding a regular evaluation process that provides opportunities for feedback of its processes.</p>

<p>Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.</p>	<p>The College follows both internal policies and external state requirements related to operating in a fair and ethical manner. A progressive discipline process is in place for employees who do not follow the expected standards. This process is at an aligned maturity level.</p>
<p>Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents</p>	<p>MCC complies with applicable local, state, and federal guidelines related to communicating information about its accreditation relationships, costs, and program requirements. MCC might consider adding an evaluative component to receive feedback on the process from the various stakeholders to advance its systematic maturity level.</p>
<p>Other identified processes</p>	

<p>4R4: Integrity</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>MCC presents audit data and longitudinal PACE survey results as evidence of its performance in integrity. MCC could improve its systematic maturity level by including results related to other elements of this area, for example, whether the ethics training is effective.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>MCC appears to have one primary external benchmark, the PACE survey. To advance from the reacting level of maturity, MCC may want to consider adding internal targets and additional external benchmarks to its processes.</p>
<p>Interpretation of results and insights gained</p>	<p>The interpretation of results is limited and based on data with no apparent internal targets. To advance from a reacting maturity level MCC might consider adding internal targets and additional external benchmarks to its processes to provide additional interpretation and insight of results.</p>

<p>4I4: Integrity</p>

Team Comments

MCC reported no additional process improvements are planned at this time. Members of the President's Cabinet will continue to monitor institutional integrity and address any emerging concerns as needed.

Category 4 Summary Statement

MCC has several good processes in place for Planning and Leading, especially the communication processes and the Leadership Development program. Processes are evident that MCC lives its vision through strategic planning, goal development, strategic actions, and capitalizing on opportunities. However, in several results sections, responses are either minimal or do not exist--where there is an identified process, there should be a corresponding result that informs the effectiveness of the process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

V - Knowledge Management and Resource Stewardship

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

5P1: Knowledge Management	
Process	Comments on Process Maturity and Improvement
Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement, and decision making	MCC has shown progress in becoming a more data driven institution. MCC's Action Planning System (APS) was created in 2015 when the Data Philosophy and Framework AQIP team introduced a philosophical statement on MCC's commitment to data usage. To improve from a systematic maturity level, MCC should make explicit the criteria for choosing the elements and how the choice is reviewed regularly.
Determining data, information, and performance results that units and departments need to plan and manage effectively	The College determines data, information, and performance results needed by units using its Knowledge Management Process. The process incorporates MCC's mission, strategic goals, HLC accreditation criteria, program-specific accreditation requirements, and state and federal reporting requirements for current operations and future planning initiatives. To improve

	<p>from a systematic maturity level to aligned, MCC could describe its process for determining and analyzing data needed for specific initiatives.</p>
<p>Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements</p>	<p>MCC provides data at MCC through dashboards available to all employees through the MyMCC portal, Colleague WebI reports, internal data sources, data requests, and consultations with OIR staff. The dashboards are benchmarked against data from Complete College America, Illinois Community College Board, and area peer institutions data. In addition, the College has developed a variety of training materials to help data users understand how to use the data and develop queries. This process is at an aligned maturity level.</p>
<p>Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes.</p>	<p>The ERP (Enterprise Resource Planning) Core steering team maintains the efficient and timely processing of all operations supported by the ERP system through an aligned process. The Curriculum and Faculty Information Team (CFIT) leaders participate on the ERP Core team to coordinate ERP-related process updates. MCC monitors data validity through its WebI reporting and recurrent testing of basic workflows. The OIR has developed 19 error-checking reports to ensure data integrity, and has developed processes to check data for consistency prior to submitting state and federal reports.</p> <p>Administrative policies concerning the security of MCC's knowledge management system are followed. Permission to access data housed within the Colleague ERP requires supervisory authority assigned by IT. As MCC's formalized Data Governance Process is still being implemented, an opportunity exists to evaluate its effectiveness once fully implemented.</p>
<p>Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)</p>	<p>MCC presented a table showing the various tools the College uses for data management. The narrative describes system integrity, accuracy, and reliability and lists tools used to supply and analysis data. However, it is unclear what outcomes are being measured. To improve from a systematic to an aligned maturity level, MCC could describe how the institution ensures/validates its Knowledge Management and other processes such as third party assessment, audits, etc.</p>
<p>Other identified processes</p>	

5R1: Knowledge Management

Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	The College provides PACE survey results showing the satisfaction with the availability, dissemination, and access to data. The results have improved over the past several years and appear to be positive. While opinion data on the satisfaction of employees with data access is useful, no data is presented on the effectiveness of the process or how data is actually selected, disseminated, and accessed. To improve from a reacting maturity level, MCC can develop and present additional measures.
Comparison of results with internal targets and external benchmarks	No comparison data was presented. With the PACE survey, the College has an opportunity to make comparisons with other institutions. To improve from a reacting maturity level, the College is encouraged to set internal targets for the effectiveness of its Knowledge Management Process.
Interpretation of results and insights gained	MCC states its Knowledge Management Process is delivering accurate information in a timely manner based on its PACE survey results. However, to improve from a reacting maturity level, an opportunity exists to measure the effectiveness of its knowledge management processes and how its effectiveness affects how data, information, and performance results is used in decision-making at all levels and in all parts of the institution.

5I1: Knowledge Management

Team Comments

MCC plans to continue ERP deployment to enhance data integration and support reporting and decision-making. Interactive dashboards introduced by the Knowledge Management AQIP Action Team have improved access to reliable data with the data-informed identification of a peer comparison set to provide greater consistency and relevancy of comparative data. The implementation of a formalized data governance process is planned to improve the current data integrity troubleshooting process and support clearer communication and coordination of decision making. MCC is encouraged to refine its systems for gathering and assessing valuable feedback and data, and continually seek better methods for obtaining the most useful information on which to base decisions and improvements, e.g. governance structure. The College might consider developing or describing processes to inform the OIR about how users are using the data provided to improve decision-making.

5P2: Resource Management	
Process	Comments on Process Maturity and Improvement
Maintaining fiscal, physical and technological infrastructures sufficient to support operations.	MCC's Fiscal Infrastructure Process, Facilities Master Plan, Facilities Infrastructure Process and Technology Infrastructure Process are evidence of an aligned maturity level in this category. Funds are managed according to Illinois Policy. MCC uses a Facilities Plan and a Maintenance Plan to support decision-making related to capital building and major maintenance projects. The technology plan presented was for 2013-2016; it is not clear if an updated plan is under development.
Setting goals aligned with the institutional mission, resources, opportunities and emerging needs.	MCC's response indicated which processes are used to set goals in this category, but does not offer details about the process and which stakeholders are involved in the goal setting for the institution. MCC could improve its maturity level from systematic to aligned in this area by describing the process used to establish goals and how the College determines emerging needs.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	The annual Budget Process allows the Board of Trustees knowledge to approve the allocation of resources used to deliver educational services that align with institutional strategies. To improve from a systematic maturity level, MCC could describe how these processes are used to ensure the College's resource allocation process does not adversely affect MCC's educational purposes.
Tracking outcomes/measures utilizing appropriate tools	The Colleague ERP finance module and customized WebI reports, along with Access databases, Monarch data mining software, and Excel spreadsheets are used to monitor outcomes of MCC's fiscal infrastructure Process. The physical infrastructure Process uses School Dude to track operations and the Technology Infrastructure Process uses a status dashboard to monitor technology services. A dedicated IT Helpdesk Call Center relies on a trouble-ticket system to analyze trends and monitor effectiveness of IT support to the institution. The tracking outcomes are currently at a systematic maturity level.
Other identified processes	

5R2: Resource Management	
Results	Evaluation of Results and Systems Improvement
Summary results of measures (including tables and figures when possible)	MCC presented several examples of results for resource management processes, including grant funds received, savings from technology improvements, and construction projects. The College describes its positive auditing records, bond rating, and grant-producing revenue along with careful analysis of operating budgets has led to a 52% reduction in the operating budget over the past three fiscal years while still maintaining appropriate services. MCC could improve from a systematic maturity level by adding results that show the accuracy of its budget forecasts and by showing how the College performed compared to internal targets and external benchmarks.
Comparison of results with internal targets and external benchmarks	While MCC provides some benchmarking in financial stability and health, there are no other targets or benchmarks provided. To improve from a systematic maturity level, MCC could develop internal targets and report results against those targets.
Interpretation of results and insights gained	MCC reports its Resource Management results indicate their attention to planning has enabled the institution to operate in a fiscally responsible manner while taking on projects that improve service delivery and learning space. However, it is unclear what targets and benchmarking are used to assess the efficiency for resource management improvement. The results interpretation is at a reacting maturity level.

5I2: Resource Management
Team Comments
MCC described improvements that have been implemented and discussed the impact of these improvements in general terms. Improvements in board policy, financial management, facilities planning, and IT streamlining have all seen overall institutional effectiveness improve. To improve its maturity, the College might consider developing internal targets and external benchmarks to help inform administrators about the effectiveness of the processes related to fiscal, physical, and technological assets.

5P3: Operational Effectiveness	
Process	Comments on Process Maturity and Improvement
Building budgets to accomplish institutional goals	MCC described an aligned budget process that involves the President’s Cabinet, budget managers and teams, and the Assistant Vice President of Finance to create a tentative budget. MCC follows the Illinois Public Community College Act that requires a public hearing on the tentative budget prior to the Board of Trustees approval. The process is clear, repeatable, and involves key stakeholders.
Monitoring financial position and adjusting budgets	MCC’s budget managers are responsible for monitoring and maintaining their respective budgets. In addition, both the CFO and AVP of Finance monitor the budgets on a macro and micro level throughout the year. The Board of Trustees approves the monthly Treasurer’s Report. Board Policy establishes the purchasing authority limits and the fiduciary oversight of the Board of Trustees. The Employee Handbook of Purchasing and Payment communicates the operational procedures to employees. MCC could improve its maturity level from aligned to integrated in this process by describing how adjustments are made if needed and demonstrate how the budget supports institutional effectiveness.
Maintaining a technological infrastructure that is reliable, secure and user-friendly	The Technology Infrastructure Process is used to monitor projects and supports collaboration between IT departments. Security technologies are used to monitor the security status of systems and to block traffic intended to interrupt service to the institution. All employees and students are required to use and periodically change passwords. A Helpdesk Call Center is available to assist personnel. Various types of training is provided through the Professional Development Department on areas of IT. A disaster recovery implementation is underway to enable MCC to maintain critical operations without interruption. To improve from an aligned maturity level, MCC could develop a process for evaluating the effectiveness of this process.
Maintaining a physical infrastructure that is reliable, secure and user-friendly	MCC uses a combination of its Campus Police Services and closed-circuit security cameras to monitor the campus for safety. The facilities department manages building health, safety and compliance issues. MCC could improve its maturity level from aligned to integrated for this process by conducting a periodic review of its services and describing or developing the processes used to ensure that its physical infrastructure is reliable for other academic and administrative purposes.

<p>Managing risks to ensure operational stability, including emergency preparedness</p>	<p>MCC has developed an aligned Risk Management Process to guide the College’s operational stability and emergency preparedness. Employees routinely complete training in appropriate areas and update emergency response procedures on a regular basis. MCC has created a disaster recovery plan that includes plans for a wide range of potential problems.</p>
<p>Tracking outcomes/measures utilizing appropriate tools</p>	<p>Tools used to track outcomes related to operational effectiveness include real-time reporting available through the Colleague ERP and WebI, APS, Budgeting templates, Composite Financial Index (CFI), Change Control List, IT Project Governance report, the PRTG and Dell Fog light monitoring systems that measure the status of critical technology systems, the Daily Crime/Incident Log, and the Campus Crime Statistics Report. To improve from a systematic maturity level, MCC can develop or describe how the College evaluates its process in this area.</p>
<p>Other identified processes</p>	

<p>5R3: Operational Effectiveness</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>Summary results of measures (including tables and figures when possible)</p>	<p>MCC reports the Finance Department computes the CFI annually with a goal of maintaining a CFI of 3.0 or above. Crime Statistics show a declining incident of theft and drug abuse arrests. The Technology Infrastructure Process targets a sustained uptime record of 99.99% for all mission-critical technology systems. To improve from a systematic maturity level, MCC could include student survey results that measure student satisfaction of campus safety.</p>
<p>Comparison of results with internal targets and external benchmarks</p>	<p>IT results indicate effective management of the technology system in terms of systems being up and operational. While some trending data is given, most appears to be flat or sporadic from year to year. Sparse target values are provided so it is difficult to tell if the measures are effectively used in process improvement efforts. To improve from a reacting maturity level, MCC could provide external and enhanced internal benchmarking comparison data.</p>
	<p>Little to no interpretation of result or lessons learned are provided; MCC is at a reacting maturity level for results</p>

Interpretation of results and insights gained	interpretation. The College indicates the measures shown are positive, however it is not clear if targets were set. Without results for several key measures such as actual safety and security results, it is difficult for the College to identify performance gaps or opportunities for improvement.
---	---

5I3: Operational Effectiveness

Comments

MCC's fiscal health is sound. Two improvement processes were implemented to reduce unanticipated risk, including joining the Illinois Community College Risk Management Consortium and the Community College Health Consortium. MCC plans to complete the disaster recovery implementation using the MCC Shah Center as a mirrored hot site and move to cloud-based hosting. Key processes related to operational effectiveness are monitored on an ongoing basis to determine future process improvements. It is unclear how the numbers tracked and measures provided are being used to evaluate the efficiency of the processes for ensuring effective management of operations on an ongoing basis or for the future.

Category 5 Summary Statement

MCC has described processes and has demonstrated some tracking of results and appropriate interpretation of the results. While it is evident that various software and dashboards are available, the process for determining what data, information and performance results are provided to various units is not described. Doing so will provide a richer interpretation of results and ways to continuously improve processes. In addition, there is no indication of a governance process to identify what data is made available to stakeholders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

VI - Quality Overview

Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

Evidence

6P1: Quality Improvement Initiatives	
Process	Comments on Process Maturity and Improvement
Selecting, deploying and evaluating quality improvement initiatives.	MCC has described an aligned process for selecting and deploying QI initiatives. MCC uses benchmark review, process updates, peer review, and staff input to undertake quality improvement initiatives. The College utilizes continuous improvement methodology on all projects regardless of size. While MCC's process is relatively new, it is explicit, repeatable, and there is evidence of periodic evaluation for improvement. The College could mature to an integrated level by further developing evaluation processes for its CQI initiatives, as well as establishing additional targets and benchmarks.
Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums	The College's strategic priorities and Systems Appraisal feedback have guided MCC's discussions at the HLC Strategy Forum and serve as the foundation for driving its Action Projects, resulting in an aligned process. A CQI culture appears to be woven throughout the College and further refinement and formalization of the institution's processes and reporting may

	serve to improve the maturity level of this process.
Other identified processes	

6R1: Quality Improvement Initiatives	
Results	Evaluation of Results and Systems Improvement
What are the results for continuous quality improvement initiatives?	MCC presented a list of CQI initiatives and a status for each. The list was categorized by Faculty Council Initiatives and AQIP Projects. MCC could improve its maturity level from systematic in this results area by expanding the list with additional elements, such as the number of meetings, people involved, date ranges, and an assessment of how well the process worked.

6I1: Quality Improvement Initiatives
Team Comments
<p>MCC is committed to continuous quality improvement and following an onsite informational visit of Dunwoody College of Technology, transitioned from its AQIP Steering Committee to a Quality Improvement Council (QIC) to better align its AQIP Action Projects with institutional strategy. Following HLC feedback, MCC plans to break larger projects into smaller, more manageable components to promote incremental success and motivation in the future. The QIC is evaluating its role and the need for a rotation plan for the faculty and staff serving on the QIC has been identified. Improvement efforts will continue to be used to identify additional campus-wide opportunities to share and celebrate Action Project outcomes.</p> <p>While the action projects and continuous improvement efforts are new, MCC might want to consider the effectiveness of each initiative and continue to look for ways to improve the new process, procedures, etc.</p> <p>As MCC becomes more comfortable in its updated CQI approach, the College may find improved results, especially completing the improvement cycle with an analysis of results, if it focused more deeply on a smaller number of projects.</p>

6P2: Culture of Quality

Process	Comments on Process Maturity and Improvement
<p>Developing an infrastructure and providing resources to support a culture of quality</p>	<p>MCC has added data warehousing, visualization, and analytics tools to develop its quality infrastructure at an aligned maturity level. MCC introduces AQIP to new employees at orientation, and MCC has developed the structure and personnel to support a culture of quality. MCC created a crosswalk to help communicate how AQIP Quality markers correspond to institutional goals.</p> <p>MCC has implemented several projects which demonstrate a process for developing infrastructure and providing resources (\$50K per year for QI projects). To improve to an integrated maturity level, MCC could consider implementing a periodic review of this CQI process and further develop an evaluation of these processes.</p>
<p>Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations</p>	<p>MCC is making progress in learning from its experiences and developing a culture of continuous improvement. MCC's culture of Quality Key Process defines expectations for ensuring continuous improvement, but a link to this process was not provided in the portfolio. MCC's self-analysis set the expectations for improving to an aligned process .MCC is currently at a systematic level of maturity in this process.</p> <p>The College may improve its maturity level by identifying targets, benchmarks and evaluation processes to determine when and how those processes have been effective, or need to be revised to accomplish stated goals.</p>
<p>Ensuring the institution learns from its experiences with CQI initiatives</p>	<p>Continuous quality improvement is an area of strategic focus for MCC since becoming an AQIP institution in 2006. MCC describes some examples of ways the College learns from its experiences with CQI initiatives. MCC's analysis led to the development of improved data dashboards. Continuing to improve the coordination of communication channels and the planned improvements to the QIC membership will help the College improve its maturity level from systematic to aligned.</p> <p>The College self-identifies the need to continue to modify and improve processes. The College may also consider if sufficient training on the use and understanding of the data is in place across all departments.</p>
	<p>The President's Cabinet leads the review and reaffirmation of the institution's commitment to the AQIP Pathway. MCC aligns and involves stakeholders from across campus to work on its AQIP Action Teams and Continuous Quality Improvement</p>

<p>Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution</p>	<p>initiatives. Evidence in the Portfolio reflects MCC’s commitment to, and understanding of, the AQIP Pathway. The institution’s processes are aligned with the AQIP cycles of improvement.</p> <p>MCC uses several methods to communicate and reaffirm AQIP methodology and the benefits of good quality practices institution-wide. Employee orientation, regular updates, AQIP site, and electronic newsletters ensure commitment to the AQIP pathway.</p>
<p>Other identified processes</p>	

<p>6R2: Culture of Quality</p>	
<p>Results</p>	<p>Evaluation of Results and Systems Improvement</p>
<p>What are the results for continuous quality improvement to evidence a culture of quality?</p>	<p>MCC provides results of a PACE survey showing four PACE items MCC uses to gauge its progress towards developing a culture of quality. MCC recognizes the results indicate some improvement might be needed to advance from a current systematic maturity level. MCC might also consider developing other measures that could inform the College about its progress towards creating a culture of quality across the institution.</p> <p>Several projects were present to demonstrate MCC’s commitment to quality. The college has a 2017 comparison group in its PACE survey results. However, there is not enough information provided to understand the correlation between yearly means and the comparison group</p>

<p>6I2: Culture of Quality</p>
<p>Team Comments</p>
<p>MCC strives to involve all employees in continuous process improvement and the commitment to maintaining a culture of quality. The College plans to focus on knowledge management and data-informed decision-making with plans to explore the use of predictive analytics to identify interventions to use to improve student success.</p> <p>MCC has implemented many quality improvement projects during the past few years. As MCC’s culture becomes a more mature CQI framework, the College may find that a deeper</p>

focus on fewer projects results in more sustainable results.

Category 6 Summary Statement

MCC is currently at the systematic level of maturity in this category. Data are collected and used and several AQIP projects have been implemented over the past few years. MCC might want to consider setting more internal targets and identifying additional external benchmarks. Doing so may provide additional information on ways to improve processes and the results.

MCC has made progress in creating a culture of continuous improvement across the institution by aligning its mission, vision, value statements, and strategic planning processes with AQIP Action Projects and other continuous improvement initiatives. MCC could move to a higher level of maturity by implementing a system to regularly evaluate its processes for optimum effectiveness and ensure its processes and measures track progress on key strategic and operational goals. Results should be shared, aggregated, analyzed, and used in decision-making and resource allocations. The institution might benefit if it can improve the integration of quality initiatives and the overall improvements to the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Adequate

Evidence

1.A.1: The College has an adopted mission, vision and values statements that are reviewed regularly by the Board of Trustees. At the start of each Board meeting the student trustee recites the mission statement. The mission is developed, but the process was not completely clear. Describe the process in additional detail to create strong evidence.

1.A.2: The Academic Planning Process and Program Review Process ensures continued mission alignment for academic programs and services. The College's mission places student success at the center of all program and service delivery. The Core Values statements are shared as part of the orientation process and communicated through the College's website, Performance Evaluation Process, and course catalog.

1.A.3: Budgeting processes are tied to the Strategic goals and priorities of the institution. However it is unclear how academic programs participate in budgeting processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

1.B.1: The Core Values statements are shared as part of the orientation process and communicated through the College's website, Performance Evaluation Process, marketing and outreach materials and in the course catalog. Good evidence of the way the mission is communicated and reinforced to internal and external stakeholders (website, employee orientation, reinforced at board meetings)

1.B.2: The Mission, Vision, and Values Process is used to review and update these critical components, ensuring they are current and relevant to MCC's established educational responsibilities under the Illinois Community College Act.

1.B.3: The mission and vision statements are publicly posted on the institution's website along with the strategic priorities that support them. Strategic priorities clearly identify the nature, scope and intended constituents of these efforts.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

1.C.1: MCC fully described the relationship between its mission and the diversity of society.

1.C.2: MCC recognizes the need to recruit a more diverse staff/faculty that more clearly represents its student body and has the ability to pursue this improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

Overall good evidence was presented regarding the commitment to the public good.

1.D.1: The institution is a public community college with the Board of Trustees elected from the community. During 2017, the Service Excellence AQIP Action Team established the MCC Behaviors Excellence, operating priorities, which reflect the institution's commitment to service delivery as framed in the mission, vision, and values reviewed by the Board of Trustees.

1.D.2: The mission was reviewed in 2015 and 2017 and confirmed by the Board of Trustees. The Mission clearly identifies the institution's primary responsibility to serving the educational needs of all stakeholders within the district in a cost effective and comprehensive way. The College adheres to Illinois statutes for community college operating in the state. Strategic planning processes include external and internal community input.

1.D.3: Key institutional processes are used to provide evidence of MCC's commitment to operate in accordance with the agreed upon values and mission through its student learning, stakeholder engagement, and operational excellence processes. Add additional details about how MCC engages with identified external constituencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

2.A.: The myMCC portal serves as a repository for policies and procedures and is available to all employees. Specific Board policies related to ethical conduct include Ethics Ordinance 1.13, Preparation of Annual Audit 2.1.9, and Confidential Reporting 2.5.

The College maintains an Administrative Procedural Handbook and an Employee Handbook of Purchasing and Payment Procedures that clearly outline fair and ethical practices.

Additional administrative procedures that support ethical and legal behavior include Identity Theft Prevention, Copyright Act Compliance, Responsible Use of IT, Compliance with the Crime Awareness, Campus Security Act of 1990 (Clery Act), and Discrimination, Harassment, and Antiviolence.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

2.B: MCC demonstrated it presents itself clearly; web site review confirmed statements made. The MCC website and course catalog serve as the primary communication tools used to inform stakeholders about program offerings, accreditation status, and operational practices. The website's Student Consumer information page contains links to the consumer information required by the Higher Education Opportunity Act of 2008. The Recruiting and Admissions Office serves as the primary point of contact to assist enrolled or prospective students in navigating the available consumer resources. MCC posts gainful employment information prominently on the website along with direct links to the federal disclosure forms. Annual updates to the course catalog, consumer information, and gainful employment data are completed by the Office of Academic and Student Affairs in collaboration with MCC's OMPR and OIR. The College has described a comprehensive communication. The Plan includes types of communication, frequency, and responsible parties.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

Overall good policies presented, including a clear delineation of responsibilities for the board, administration, faculty, and staff.

2.C.1: The Board of Trustees is comprised of seven members, each elected to six-year terms by the voters of Community College District 528, and one non-voting student trustee who serves a one-year term. The Board operates within a set of established policies documented in the Board policy manual. The Board of Trustees operates within a set of established policies that safeguard the institution and maintain the highest of ethical and responsible operation.

2.C.2: The Board of Trustees balances external stakeholder input received during the open comments section of each board meeting and through direct email contact with the ongoing commitment to serve the district's educational needs in a fiscally responsible manner. The Board convenes ten regular meetings of the full board and ten public Committee of the Whole meetings. The Committee of the Whole meetings are used to discuss college business in preparation for the regular board meetings. The board also establishes standing committees that carry out specific functions and may establish special committees as needed.

2.C.3: MCC operates as a component of the Illinois system of higher education, with a locally elected Board of Trustee that ensures a commitment to providing access to educational services designed to serve the unique needs of Community College District 528. Board policy ensures independence from outside influences such as donors, ownership interests, external parties, and elected officials. All meetings of the BOT are conducted in accordance with requirements of the Illinois Open Meetings Act.

2.C.4: BOT policies 1.4 and 3.2.1 identify the role of the President as the institution's chief executive officer, responsible for the supervision and control of its facilities, equipment,

operations, and employees, subject to the direction of the BOT. Further clarification of administrative responsibilities is provided in the Powers and Duties clauses contained in the President's employment contract. The BOT conducts an annual review of the President. Additional policies pertinent to curriculum and instruction specifies the relationship between faculty and the Board of Trustees regarding academic freedom and further states that faculty will provide course content and instructional material in a manner consistent with the established purpose and objectives of academic offerings as approved by the Illinois Community College Board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Clear

Evidence

MCC's faculty contract identifies commitment to academic freedom and the corresponding rights and responsibilities accepted by faculty members. The Student Code of Conduct and Disciplinary Process documents the rights of students to freedom of speech, inquiry, and assembly; to the peaceful pursuit of education, and to the reasonable use of College services and facilities. MCC monitors incidents of plagiarism to assess the effectiveness of academic integrity.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

2.E.1: MCC's IRB ensures that proposed research activities do not violate college policy

2.E.2: Faculty contracts identify the rights and responsibilities entitled to faculty members for academic freedom in research and in the publication of results.

2.E.3: The Student Code of Conduct and Disciplinary Process guarantees freedom of expression for all who come to learn at the College and details standards related to academic dishonesty, such as cheating and plagiarism.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Clear

Evidence

3.A.1: The Academic Planning Process ensures the relevance and rigor of all new and revised programs. Program objectives, course descriptions, and master syllabi are consistent across all modalities and locations.

3.A.2: MCC articulates clearly the learning goals for students at the course, program and institutional levels. Learning goals are also consistent across all modes of delivery and dual credit programs/courses.

3.A.3: The Program Review Process provides a standardized and regularly scheduled evaluation of the quality of programming across all modalities offered at MCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

3.B.1: MCC deploys a set of five college-wide common learning outcomes, these general education program goals are appropriate to the College's mission and are clearly articulated. Every degree program collects and analyzes results and documents program improvements.

3.B.2: The General Education Goals and goal descriptions are published in the Course Catalog and they are easily accessible on the website. Students are introduced to the goals during New Student Orientation E-Portfolio training sessions and self-help tools, meetings with advisors, and through classroom discussion with faculty. In addition, each course syllabus uses a standard E-syllabus template that includes the General Education Goals. New-Faculty Orientation introduces new full-time faculty to the goals and assessment process. Incoming adjunct faculty participate in an introductory meeting with their respective department chair and/or Associate Dean to learn about institutional processes and procedures related to teaching and learning, including the General Education Goals and assessment processes.

3.B.3: The General Education Philosophy Statement articulates the institution's commitment to providing opportunities for students to develop life and career skills. MCC responds to the evolving needs of employers and the life skills needed to succeed in a global society by engaging in a continual cycle of formal and informal review of program learning outcomes that include Program Review, Program Advisory, modification to professional certificates, and faculty-led change.

3.B.4 The regular review of the General Education goals ensures that they continue to be relevant in preparing students for the diverse environment in which they live and work. MCC follows its internal planning process, Illinois College Board (ICCB) staff reviews and approves all courses and programs offered, with new programs requiring approval by the ICCB Board.

3.B.5: MCC encourages undergraduate research opportunities. The Academic Planning Process supports faculty in aligning and updating course offerings and programs with the MCC mission through the use of its General Education Goals, creating an educational environment where students have opportunity to learn, discover, and grow.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

3.C.1: The need for additional faculty is considered by leadership on an annual basis during the Budgeting Process. Data that inform the consideration process include enrollment trends, demographic information, and program reviews.

3.C.2: The Faculty Minimum Qualifications Process is documented within the Full-Time Faculty Association's Collective Bargaining Agreement. The Board of Trustees sets all minimum qualifications, which are in alignment with HLC standards, Illinois Community College Board standards, and individual program accreditation standards. High school instructors selected for participation in dual-credit programs must satisfy the educational criteria set forth in the Minimum Qualifications List and present transcripts for review by the applicable Department Chair and Executive Dean.

3.C.3: Faculty, staff and administrators are evaluated on a regular schedule using procedures outlined in the Faculty Association Agreement for tenured full-time faculty. Non-tenured full-time faculty complete the Faculty Action Plan. Adjunct procedures are outlined in the Adjunct Faculty Agreement, and Classified, Professional, and Administrative Employees follow the Employee Performance Evaluation Process.

3.C.4: The Professional Development Process consists of three phases of activities: planning and aligning, delivery, and assessment. The Professional Development Department's annual

budget supports a broad range of development activities for faculty, staff, and administrations. The Faculty Development Team and the Professional Development Department design and lead faculty development programs.

3.C.5: All full-time classroom faculty schedule a minimum of seven hours per week for student conferences. Adjunct faculty are available for student conferences either before or after class, by MCC email, or by special appointment as necessary per faculty contracts. The e-syllabus format informs students of their instructor's regular availability, contact information and office location, if applicable.

3.C.6: MCC has a standardized set of procedures found in the College's Recruitment and Staffing Guidelines to ensure staff are qualified. The Recruitment and Hiring Process is applicable to all MCC employees, including staff members who provide student support services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Clear

Evidence

3.D.1, 3.D.2: MCC offers appropriate Dev Ed courses and has developed a process for directing students into Dev Ed, ABE, or college-level courses. National survey results for student support services compare favorably to comparison groups. MCC's tutoring services are accredited.

3.D.3: MCC provides academic advising through its Advising and Transfer Support Center. The College has identified different needs of specific student groups such as special needs students, athletes, veterans, and online learners and provides advising tailored to the needs of each group.

3.D.4: MCC designed its tutoring labs and classrooms with technology and learning environments that support effective teaching and learning. MCC offers two computer labs with MACs and PCs and has designed hands-on learning classrooms for several programs such as automotive, fire science, manufacturing, culinary, and health professions.

3.D.5: MCC provides guidance in the effective use of research and information sources through several library-based resources, including a customized research resource guide and personal assistance from library personnel.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

The College uses the **Student Organization Process** to charter clubs and other student organizations. During the charter process and again at annual renewal, each organization identifies one or more of the General Education Goals that are supported by the organization's activities. For MCC this is a first step to future activities to assess its co-curricular offerings. As acknowledged by MCC, the College is not currently assessing co-curricular activities. The College is planning to address this issue in the next two to three years.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Adequate

Evidence

4.A.1: Program review at MCC aligns with ICCB statewide program review standards as mandated by the Illinois Public Community College Act. Instructional programs undergo review once every five years, following a standard reporting and submission process in accordance with ICCB requirements.

4.A.2: The College evaluates all credit that it transcripts and has a process to ensure all faculty have the appropriate credentials to teach, including dual credit courses.

4.A.3: MCC's ability to develop and maintain relevant and responsive programming is demonstrated by the breadth of current Articulation and partnership Agreements and strong stakeholder

relationships with transfer colleges and universities. However, the review team did not find adequate evidence of how MCC evaluates the quality of the credits it transcripts.

4.A.4: The review team did not find adequate evidence of how MCC maintains the quality of its programs and courses. MCC does have a process in place for ensuring faculty are properly credentialed, but could improve the portfolio by specifically addressing course quality, especially for dual enrollment courses.

4.A.5: The institution is pursuing specialized accreditation of several programs. MCC pursues specialized accreditation when it enhances the employability of program graduates. Seeking and maintaining these programmatic accreditations ensures that program outcomes align with current industry expectations for certification and licensure. However, minimal evidence was provided on this process or the stages completed.

4.A.6: The results could be improved by sharing licensure passage rates and successful certification rates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

4.B.1: The Program Review Process and Curriculum Mapping Process maintain academic alignment with the General Education Goals. Assessing common learning outcomes is accomplished by completion of an E-Portfolio for all transfer degrees and through curriculum mapping for career and technical programs.

4.B.2: Career and technical programs assess the attainment of common learning outcomes at the course and program level and use the Curriculum Mapping Process to align discipline-specific and program-level learning outcomes with appropriate General Education Goal(s) for measurement. The mapping process aligns discipline-specific and program-level learning outcomes. Currently, MCC does not assess the achievement of learning outcomes related to participation in co-curriculum activities. While MCC maintains a credible process for assessing student outcomes, it provided little evidence of internal targets or external benchmarking in this area.

4.B.3: The way MCC uses assessment to improve student learning was not clearly presented in the portfolio. MCC might consider describing how the feedback loop from assessment to improvement is closed to improve its response.

4.B.4: Although assessment processes appear to be in place, the way faculty and other instructional staff members are involved in the process was not clearly presented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Unclear

Evidence

4.C.1. MCC received Aspen awards in 2014 and 2015 and a Bellweather award nomination in 2015. These are outstanding accomplishments that speak to previous improvements in student retention, persistence, and completion, but do not provide evidence of current processes. The information found in the portfolio did indicate current results are favorable but did not identify defined goals or achievements for these areas. In order to prepare for the CQR Site Visit, MCC's Enrollment Management Team might want to consider defining and sharing annual goals or targets that are ambitious but attainable.

4.C.2. MCC collects information on student retention, persistence and completion and shares this information broadly through the KPI dashboard which is available to all employees through the myMCCportal. However, aside from stating the results were favorable, the portfolio did not address how this information is analyzed to inform processes or practices nor were there any targets or benchmarks identified.

4.C.3. The portfolio presented only a minimal interpretation of student retention, persistence and completion data particularly to inform or improve processes and practices. While the trend data does show that MCC is outperforming comparison institutions in most areas of measurement, MCC might benefit from discussing its interpretation of the negative trends or by disaggregating the data based on specific student groups (e.g. students of color, veterans, etc.).

4.C.4. MCC has a good understanding of its students' performance in retention, persistence and completion, and reports results according to required state reporting guidelines. MCC's adoption of

interactive dashboards has contributed to better awareness of and access to data. While the portfolio indicates the Enrollment Management Team is aware it needs to recommend target goals for retention, persistence and completion, this information was not available at the time of the portfolio. This information is critical to informing a continuous improvement process.

Interim Monitoring (if applicable)

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.

Rating

Clear

Evidence

5.A.1: The Fiscal Infrastructure Process is established by board policy and includes the Management of College Funds, Policy 2.1.1 – 2.1.11 and Tuition, Rates, and Fees, Policy 2.3.1 – 2.3.5. MCC manages institutional funds in alignment with the Illinois Public Community College Act and the Illinois Community College Board's Fiscal Management Manual. The Chief Financial and the Assistant Vice President of Finance manage the fiscal infrastructure. The CFO reports to the President and also sits on the President's Cabinet. The College has a Facilities Master Plan, a Five-Year Maintenance guide for its Physical Infrastructure Process. The College also has a Technology Master Plan for its Technology Infrastructure Process.

5.A.2: The annual Budget Process provides Board of Trustee approved allocation of resources in accordance with institutional strategy, ensuring consistent and responsive delivery of educational services.

5.A.3: MCC develops and maintains fiscal, physical, and technology processes in accordance with the Strategic Planning Process and aligns with the Institutional Goals of 1) Maintaining the College's financial stability, and 2) Delivering infrastructure and technology to ensure state-of-the-art learning environments. The Action Planning System tracks ongoing progress of related strategies and tactics.

5.A.4: MCC encourages ongoing participation in professional development activities through tuition reimbursement and salary adjustment incentives, available to all employee groups.

5.A.5: MCC conducts its Budget Process in a fiscally responsible and inclusive manner in adherence to Board Policy 2.1.7. Participants in the process include the President's Cabinet, Budget Managers and teams, and the Assistant Vice President of Finance. Section 3-20.1 of the Illinois Public Community College Act Board requires that the tentative budget be made available for public inspection with a public hearing on the tentative budget being held prior to the Board of Trustee's approval. All budget managers are responsible for monitoring and maintaining their respective budgets with the expectation that each department budget must be at or under budget at the conclusion of the fiscal year. MCC further monitors expenses via Board Policy 2.1.4.1, which establishes purchasing authority limits and the fiduciary oversight of the Board of Trustees. The Employee Handbook of Purchasing and Payments communicates operational procedures established in accordance with Board policy. An encumbrance accounting system is used to provide further budgetary control. Encumbered budget dollars lapse at the end of each fiscal year.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

5.B.1: Board of Trustees members receive packets of detailed information before each scheduled board meeting to facilitate informed decision making. The College provides updates on its financial position at each Committee of the Whole meeting and includes a full Treasurer's report in each Regular board meeting. An attorney skilled in matters of education policy and local government, retained by the Board of Trustees attends each meeting of the board to provide guidance on legal and fiduciary responsibilities. A process of internal review and evaluation maintains relevancy of board policies by a cross-functional internal review team. Policy updates are then reviewed and approved by the Board of Trustees.

5.B.2: The President is responsible for implementing board policy and manages the shared governance structure that brings administration, faculty, staff, and students into the decision-making process as appropriate. The Action Planning System provides an institution-wide tracking tool that connects institutional goals to strategies and assists in the coordination and alignment of accompanying tactics at the division, department, and individual levels. The President's Cabinet monitors progress with the ability to adjust resources and priorities as necessary to respond to changing conditions. MCC's shared governance practices involve administration, faculty, staff, and students.

5.B.3: MCC's Leadership Practices Process includes a committee structure as the primary vehicle by which standards related requirements and policies are set, reviewed and updated. This shared governance model supports the ongoing collaboration across academic and non-academic units that is critical to the fulfillment of mission and vision. The narrative included information about how the board gains feedback, but did not include adequate information about how administrators promote collaborative practices within the College.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

5.C.1: The President's Cabinet annually reviews the institutional goals and determines the strategies to be used to accomplish those goals. MCC's environmental scan is prepared every five years by the Center for Governmental Studies at Northern Illinois University. MCC uses the data to confirm understanding of current conditions, highlight emerging issues, and identify trends within the service area.

5.C.2: The processes for assessment of student learning, operational excellence, and budgeting link to the planning process through the institution's strategic goals. MCC then aligns operations with the institutional mission, vision, and values through an annual planning process conducted by the President's Cabinet.

The Academic Planning Process and the Budgeting Process outline how MCC anticipates and plans for fluctuations in enrollment and funding, as well as new initiatives that emerge outside of the five-year planning cycle. This evidence could be strengthened by showing how assessment of student learning data is linked to planning and budgeting.

5.C.3: A cross-representative committee comprised of individuals from all levels and areas across the institution guides the development of the strategic plan. The committee solicits and examines the ideas, suggestions, history, and input shared by focus groups, surveys, environmental scan, and other data collected about the institution's future direction. Stakeholder perspective is a key component of strategic plan development, and MCC gathers feedback during focus groups with the BOT, employees, students, and community members. More information is needed about the involvement of staff in the planning processes.

5.C.4: MCC conducts a SWOT analysis of data as part of its Academic Planning and Budgeting Processes. These processes are used to anticipate and plan for potential fluctuations in enrollment and

state funding support, as well as new initiatives that emerge outside of the five-year planning cycle. They also consider current budget resources, personnel capacity, and available facility space on campus. More information is needed about how MCC determines the effectiveness of the process.

5.C.5: Strategic planning includes review of countywide labor projections, McHenry County K-12 District trends and strategic priorities, and a detailed environmental scan that contains economic, demographic, educational, and workforce trends. MCC's environmental scan is prepared every five years by the Center for Governmental Studies at Northern Illinois University. MCC uses the data to confirm understanding of current conditions, highlight emerging issues, and identify trends within the service area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Adequate

Evidence

5.D.1 & 5.D.2: The College has implemented an ERP, customized data warehouse reporting, data visualization and analytic tools.

MCC complies with all performance reporting and compliance requirements placed on the institution through its AQIP Culture of Quality area of strategic focus. MCC also documents improvement efforts and communicates their impact to internal and external audiences. Updates to internal audiences take place during regularly scheduled internal meetings and through postings in the daily electronic newsletter and myMCCportal. At each meeting, Board of Trustee members receive updates on improvement efforts that include details of the enrollment management plan, the introduction of a comparative peer groups, and KPI performance. External stakeholders learn of improvement efforts through press releases, advisory committee meetings, or presentations.

MCC's AQIP journey demonstrates the institution's sustained commitment to quality improvement. As a strategic goal, continuous improvement is integrated into every aspect of the institution, from eliminating barriers to student success to operating in a financially sustainable manner led by the President's Cabinet.

One improvement recommended for consideration is to provide evidence of how the College evaluates results to learn from its operational experiences to improve its operational effectiveness.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Adequate
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Clear
1.D	Core Component 1.D	Adequate
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Clear
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Clear
3.C	Core Component 3.C	Clear
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Adequate
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Adequate
4.B	Core Component 4.B	Adequate
4.C	Core Component 4.C	Unclear
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear

5.B	Core Component 5.B	Adequate
5.C	Core Component 5.C	Adequate
5.D	Core Component 5.D	Adequate

Review Summary

Conclusion

McHenry County College (MCC) is a College committed to Continuous Quality Improvement. MCC has developed a set of key processes and aligned those process to AQIP categories. MCC has maintained its focus on quality through substantial state funding challenges and administrative turnover.

MCC could improve its results sections for most categories. Development of internal targets and external benchmarks is sparse, and the discussion about how MCC used results to improve processes was generally minimal. It is possible MCC is using results to improve, but simply did not document this in the portfolio. As mentioned in the report quality comments, links to the key processes MCC developed were not provided.

MCC met most of the core components but there are a few that would benefit from additional evidence. It would also be helpful for MCC to prepare the next report by providing the specific text from the category that specifically supports the core component. It is possible that some evidence for a core component is not in the category-> core component alignment HLC provides.

MCC is a strong institution with a well-developed mission and a commitment to the AQIP pathway. With some attention to the areas noted, MCC can improve its presentation to the site team that will visit the College in two years.

Overall Recommendations

Criteria For Accreditation

Unclear

Sanctions Recommendation

Not Set

Pathways Recommendation

Not Set

No Interim Monitoring Recommended.