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Academic Support Department (ASD)
Academic Support Team (AST)
Accreditation Commission for Education in Nursing (ACEN)
Achieving the Dream (AtD)
Advanced Placement (AP)
Advanced Technological Education (ATE)
American College Testing (ACT)
American College & University Presidents’ Climate Commitment (ACUPCC)
Americans with Disability Act (ADA)
Associate of Applied Science (AAS)
Associate of Arts (AA)
Associate of Science (AS)
Association of Community College Trustees (ACCT)
Association for the Advancement of Sustainability in Higher Education (AASHE)
Bay Leadership Training (BLT)
Behavioral Assessment Team (BAT)
Board of Trustees (BOT)
Board Policy (BP)
Campus Activities Board (CAB)
Cardiopulmonary Resuscitation (CPR)
Chief Financial Officer (CFO)
Child Development Associate (CDA)
Collegiate Assessment of Academic Proficiency (CAAP)
Community College Affiliate Program (CCAP)
Community College Skilled Trades Equipment Program (CCSTEP)
Community College Survey of Student Engagement (CCSSE)
Computer Information Systems (CIS)
Computer Network Systems and Security (CNSS)
Computer-Adapted College Placement Test (COMPASS)
Contact Administrator (CA)
Continuous Quality Improvement (CQI)
Crisis Policy Team (CPT)
Data Standards Committee (DSC)
Dean of Admissions (DoA)
Delta County College Access Network (DCCAN)
Dickinson Area Partnership (DAP)
Dickinson-Iron Intermediate School District (DIISD)
Director of Online Learning (DOL)
Early Childhood Investment Corporation (ECIC)
Emergency Management Coordinator (EMC)
Emergency Medical Technician (EMT)
Employee Culture and Communication Team (ECCT)
Employee Satisfaction Survey (ESS)
Enterprise Resource Planning (ERP)
Family Educational Rights and Practice Act (FERPA)
Flux Cored Arc Welding (FCAW)
Gas Metal Arc Welding (GMAW)
General Education Development (GED)
General Education Team (GET)
Health Education Service Incorporated (HESI)
Higher Learning Commission (HLC)
Human Resources (HR)
Information Technology (IT)
Institutional Research (IR)
Instructional Leadership Team (ILT),
Integrated Postsecondary Education Data System (IPEDS)
Interactive Television (ITV)
Jenzabar Annual Meeting (JAM)
Kennebec Valley Community (KVCC)
Key Performance Indicator (KPI)
Local College Access Network (LCAN)
Michigan Association of College Registrars and Admissions Officers (MACRAO)
Michigan Coalition for Advanced Manufacturing (M-CAM)
Michigan Community College Association (MCCA)
Michigan Economic Development Corporation (MEDC)
Michigan New Jobs Training Program (MNJTP)
Michigan Occupational Safety and Health Administration (MIOSHA)
Michigan Technical Education Center (MTEC)
Microsoft (MS)
Microsoft Technical Associate (MTA)
National Academic Advising Association (NACADA)
National Association for the Education of Young Children (NAEYC)
National Automotive Technicians Educational Foundation (NATEF)
National Collegiate Honors Council (NCHC)
National Community College Benchmark Project (NCCBP)
National Council Licensure Examination (NCLEX)
National League for Nursing Accreditation Commission (NLNAC)
National Science Foundation (NSF)
Noel-Levitz Student Satisfaction Inventory (SSI)
Northeast Wisconsin Technical College (NWTC)
Institutional Effectiveness (IE)
Partners In Leadership (PIL)
President’s Advisory Council (PAC)
Program Development Process (PDP)
Program Evaluation and Review Team (PERT)
Program Review in Occupational Education (PROE)
Quality Matters (QM)
Request For Proposal (RFP)
Science-Technology-Engineering-Mathematics (STEM)
Sustainability Education & Economic Development (SEED)
Shielded Metal Arc Welding (SMAW)
SMART goals (specific, measurable, attainable, realistic, timely)
Social and Behavior Sciences (SBS)
Student Learning Outcomes (SLO)
Student Orientation, Advising, and Registration (SOAR)
Student Success and Completion Team (SSCT)
Student Success Office (SSO)
Supplemental Instruction (SI)
Survey of Entering Student Engagement (SENSE)
SWOT (strengths, weaknesses, opportunities, threats)
(TORCH) Team player, Outstanding performance, Responsive to others, Conscientious to the mission of Bay, Helpful to all

Trade Adjustment Assistance Community College and Career Training (TAACCCT)
Training and Orientation for Online Learning Students (TOOLS)
Universal Design for Learning (UDL)
Upper Peninsula (UP)
Vice President for Bay College West (VPBCW)
Vice President of Academic Affairs (VPAA)
Vice President of Operations and Sustainability Coordinator (VPO)
Violence Against Women Act (VAWA)
Voluntary Framework of Accountability (VFA)
INSTITUTIONAL OVERVIEW

Bay de Noc Community College, commonly referred to as Bay College, is a comprehensive public two-year college serving the citizens of Delta and Dickinson counties in Michigan’s spectacular Upper Peninsula (UP) and residents of surrounding areas in Michigan and northeastern Wisconsin. Authorized in 1962 by the citizens of Delta County, the College opened its doors in the fall of 1963 and produced its first graduates in 1965. Since its origins in the old Escanaba Area High school building, the Escanaba campus has grown to include thirteen buildings on a 150-acre site at the northeastern corner of that city. The College began offering courses in Dickinson County in the late 1970s and operated a satellite campus out of the old American Martyrs parochial school building in Kingsford and the old Wisconsin Energies office building in Iron Mountain. With the approval of a millage by the citizens of Dickinson County in 2005, the College established a permanent branch campus in a new 65,000-square foot building on the north side of Iron Mountain in 2007. Bay also conducts classes at the Dickinson-Iron Intermediate School District Tech Center and High School in Kingsford, at Manistique High School in Schoolcraft County, Escanaba High School in Delta County, Bark River Harris High School in Menominee County, and at numerous clinical sites across the central UP. Online instruction is another form of delivery and a growing mode by which the College serves its communities.

Bay College is governed by a seven-member Board of Trustees elected at large by the citizens of Delta County and responsible for setting the College’s policy direction. Bay’s fifth president, Dr. Laura Coleman, assumed office in 2006 and has engaged the College in continuous quality improvement efforts and success initiatives through involvement in the Academic Quality Improvement Program, Continuous Quality Improvement Network, Achieving the Dream, Title III, and the development of the Strategic Agenda during her tenure. Bay College holds as its purpose “to provide quality learning opportunities that enable our students to succeed and our communities to thrive,” as its vision “to be a leader in lifelong learning that empowers students and engages communities,” and as its mission to be “a community of higher learning that promotes student and regional success.” The College’s values include Student Focus, Quality Commitment, Collective Accountability, Collegial Relationships, Community Engagement, College Vitality, Data Informed, and Diversity. Through its engagement with the Partners In Leadership program, Bay has also created a set of cultural beliefs that include I Am Change, Respect, Let’s Talk, Feed Me, Clarify Expectations, and Stay Focused.

As of Fall Semester 2014, Bay College serves 2,024 students, with 56 percent of total credits generated at the Escanaba campus, 22 percent at Bay West Campus, 21 percent online, and 1 percent through other means. Sixty-four percent of students are female and 36 percent male; part-time students comprise 59 percent of the student body and average 6.55 credits, while full-time students make up 41 percent of the enrollment and average 13.49 credits. Over half (51.8 percent) of Bay students are of traditional age (21 and under) and 48.2 percent are non-traditional students. Whites comprise the College’s predominant ethnic group (88.0 percent), with 3.0 percent of the student body American Indian, 1.5 percent Hispanic, and 0.4 percent African-American, this is representative of the ethnicity of Bay’s service area. Nearly half (47 percent) of all students are residents of Delta County, while 21 percent are from Dickinson County, 27 percent from other Michigan counties, 4 percent from Wisconsin, and 1 percent from out of state.
The College offers Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS) degrees as well as certificates—34.9 percent of students are enrolled in AA and AS programs, 38.9 percent in AAS programs, and 12.7 percent in certificate programs. The top programs by enrollment are AAS General Studies/Health Care, Practical Nursing, Nursing, Liberal Arts, Business Administration, Business, Computer Network Systems and Security, Criminal Justice, and Office Information Systems.
AQIP CATEGORY ONE: HELPING STUDENTS LEARN

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.

CATEGORY ONE OVERVIEW

Bay College assesses its status in Helping Students Learning as systematic in half the categories and aligned in the other half. The Common Learning Outcomes subcategory is systematic, an improvement over the 2011 Systems Portfolio. Through its General Education Team, Bay identified five outcomes aligned with both the College’s mission and state transfer categories but data collection and analysis is aligned for only the Mathematics outcome. An AQIP Action Project is under consideration to move general education for its current distribution orientation to one focused on skills attainment. The Program Learning Outcomes are also generally systematic, with such programs as Nursing, Criminal Justice, Office Information Systems, and Early Childhood Education providing evidence of more mature functioning and providing models for other programs to emulate. Program learning outcomes also rely heavily on the Program Evaluation and Review Team (PERT) process, a five-year program review cycle. The College is considering an AQIP Action Project to revamp the PERT to incorporate additional continuous quality improvement elements, shorten its cycle from five years to three, and incorporate the traditional transfer curriculum areas into this process. Finally, the Academic Integrity subcategory is deemed systematic in practice. The new AQIP Systems Portfolio process explicitly addresses academic integrity as a stand-alone category for the first time; difficulties in identifying, collecting, and analyzing appropriate data need to be addressed. The College welcomes feedback and direction from its Review Team for the academic integrity process. Bay’s Academic Program Design processes are at the aligned stage. The Program Development Process and the functioning of the Curriculum Committee require significant collection and analysis of data in proposing new programs, revising courses and curricula, and deleting courses and programs. Academic Program Quality processes are aligned for admissions, placement, and credentials; trend data is strong; and improvements reflect consideration of needs and data in implementing new approaches and training. Academic Student Support processes are also aligned. An AQIP Action Project and robust data availability have brought about a reorganization of functions and personnel.

COMMON LEARNING OUTCOMES

1P1 Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3., 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
• Designing, aligning, and delivering co-curricular activities to support learning (3.E.1., 4.B.2)
• Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)
• Assessing common learning outcomes (4.B.1., 4.B.2., 4.B.4)

The faculty at Bay College—through the General Education Team (GET), which comprises faculty from all divisions and the Transfer Coordinator, in consultation with the Assessment Committee—determine common learning outcomes, align them with the College’s mission, articulate the purposes of the outcomes, and ensure their relevance. Through this process, the GET identified five general education outcomes—communications, mathematics, natural sciences, social and behavioral sciences, and humanities—aligned with the institution’s mission and state categories. Each outcome is supported by student learning outcomes (SLOs) and by course objectives listed on each course syllabus. Distribution requirements for the Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS) and the academic programs within each degree incorporate the outcomes and align them with the particular character of each degree (Figure 1-Transfer Programs column). Specific course requirements for meeting general education outcomes for degrees and programs are delineated in the College catalog. The GET meets regularly throughout the academic year to review course proposals, determine the alignment of proposed courses with the general education outcomes, and make recommendations to the Curriculum Committee. The General Education model is reviewed on a four-year cycle and changes require a vote of the full-time faculty. During the 2011-12 academic year, the Assessment Committee implemented assessment mechanisms for each General Education outcome and reported results from these measures. During the 2013-14 academic year, the faculty approved changes to align the model with the Michigan Transfer Agreement, a block of thirty general education credits recognized by the state’s colleges and universities.

Figure 1: Bay College Assessment of transfer and occupational programs.
The Assessment Committee, whose function is detailed in 1P2, assumes oversight for implementing general education SLO assessment as the umbrella organization for assessing SLOs. Each semester, the Assessment Committee directs the divisions and disciplines to choose a general education outcome, select assessment mechanisms, and create a timeline for implementation. Institutional Research (IR) staff select random course sections in which assessments will be done, and the assessment process and expectations are communicated to students via the course syllabus. Faculty conduct assessments in the classroom, collect and analyze the data, and make decisions based on this consideration. Faculty close the loop by issuing reports to the Assessment Committee detailing the process and identifying areas for improvement. The Assessment Committee reports the results to the College by emailing to the college employee list.

**1R1** What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

In general, the results generated by the General Education SLOs processes provide useful data to track the attainment of targets established by the faculty and make adjustments to the curriculum.

**Natural Sciences**

The Natural Science SLOs tracks the ability of students to apply the scientific method through the use of the Collegiate Assessment of Academic Proficiency (CAAP) Science Test in five Biology and Chemistry courses. In 2011, Bay freshman averaged 60.0 on the test (whose scores range from 40 to 80 and whose mean is 60) and all Bay students averaged 59.4 on the test, compared to the national norm of 59.2. In 2012, Bay freshman averaged 58.7 and all Bay students averaged 59.2 on the test, compared to the national norm of 59.2. After administering the CAAP in 2012, the Natural Science faculty realized that the instrument did not assess all three SLOs. The faculty created its own pretest/posttest instrument for all 100-level science courses to assess the specific scientific knowledge gained in a given course and is currently formulating conclusions based on preliminary data. The departmental test will allow the faculty to examine course curriculum, teaching methodology, and other factors to assess general learning and improve the common learning outcomes in this category.

<table>
<thead>
<tr>
<th>CAAP SCIENCE TEST RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Bay freshmen</td>
</tr>
<tr>
<td>All Bay students</td>
</tr>
<tr>
<td>National norm</td>
</tr>
</tbody>
</table>

Table 1: Collegiate Assessment of Academic Proficiency (CAAP) test results for 2011-12 and 2012-13. The CAAP Science Test is a 45-question instrument with a range of scores from 40 to 80 and a mean of 60. Note: the CAAP test is not administered every year.
Mathematics
The Mathematics SLO assessment employs the final exam in the Intermediate Algebra course (MATH 105) to gather data on solving equations and application problems (SLO 1), creating and interpreting mathematical models (SLO 2), identifying and applying formulae to solve mathematical problems (SLO 3), simplifying and evaluating mathematical expressions (SLO 4), and using calculators to enhance mathematical reasoning (SLO 5). Data from four iterations given between Winter Semester 2012 and Winter Semester 2014 revealed several trends. The average percentage score on all five SLOs peaked in Winter Semester 2013 but has been around 15 percent lower in each of the other three terms. The performance on SLO 1 has been generally lower than the other categories. Departmental members concluded after the Winter Semester 2013 iteration that using the Hawkes software for homework has impacted the results because it does not require students to do as many real life application problems as homework assignments from textbooks did in the past. The issue was discussed at a departmental professional development workshop that included both full-time and adjunct faculty. Faculty members developed specific application problems for the Intermediate Algebra course and implemented them in the classroom starting in Winter Semester 2014. The scores for SLO 1 continued to be the lowest of the five SLOs despite the adjustment made to the curriculum. After Winter Semester 2014, the faculty agreed to focus on the solve equations part of SLO 1, requiring instructors to give one review question on every exam that involves solving an equation type from a previous chapter to have students continue to practice solving all types of equations throughout the semester and be better prepared for the equations on the assessment. Equation reviews have been also posted on the Intermediate Algebra site on myBay. Data for the Fall 2014 exam revealed a mean score of 78 percent on Part I, with a median score of 82 percent. Seventy-three percent of students received a grade of "C" or better, compared to 53 percent in Winter 2014 and 59 percent in Fall 2013.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Winter 2012</th>
<th>Fall 2013</th>
<th>Winter 2013</th>
<th>Fall 2014</th>
<th>Winter 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>55</td>
<td>66</td>
<td>80</td>
<td>73</td>
<td>65</td>
</tr>
<tr>
<td>SLO 2</td>
<td>67</td>
<td>79</td>
<td>80</td>
<td>85</td>
<td>77</td>
</tr>
<tr>
<td>SLO 3</td>
<td>62</td>
<td>78</td>
<td>79</td>
<td>82</td>
<td>77</td>
</tr>
<tr>
<td>SLO 4</td>
<td>63</td>
<td>73</td>
<td>92</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>SLO 5</td>
<td>73</td>
<td>80</td>
<td>93</td>
<td>80</td>
<td>78</td>
</tr>
</tbody>
</table>

Table 2: Math 105 student learning outcome results for Winter 2012 to Winter 2014. SLO's are represented by term as a mean score.

Social and Behavioral Sciences
The Social and Behavior Sciences (SBS) SLOs track the ability of students to identify examples of human diversity and commonality, explain how individuals relate to one another, demonstrate broad knowledge in a social or behavioral science field, and apply critical thinking skills in an essay assessing a field-appropriate artifact. Students in nearly all SBS courses offered on campus and online participated in the assessment; faculty used a rubric to determine student proficiency on a four-point rubric scale. Results from the 2013 assessment indicated that overall students exceeded the level of “approaching” proficiency (the second of four levels) all four stated criteria but failed to meet the “meeting” (third) level on the scale. Students scored highest
on the criteria for explaining how individuals relate to one another and their surroundings and lowest on the measure indicating broad knowledge about a social or behavior field. After considering the results, faculty concluded the artifact assessment indicates a moderately acceptable level of student ability to address components of the SBS SLOs. The faculty also agree that issues must be addressed to determine if artifact assessment is the best method for assessing SLOs, whether the SLOs should be modified to make them more quantifiable, and whether training of faculty in administering and reviewing assessments is needed.

**Humanities**

The Humanities SLOs track the ability of students to explain what humans have experienced artistically and culturally across time and place, interpret and critique particular cultural artifacts, identify what it means to be a creative being, and apply critical thinking skills in an essay assessing a field-appropriate artifact. Students in nearly all Humanities courses offered on campus and online participated in the assessment; faculty used a rubric to determine student proficiency on a four-point rubric scale. Results from the 2013 assessment indicated that overall students exceeded the level of “approaching” proficiency (the second of four levels) in all four stated criteria but failed to meet the “meeting” (third) level on any of the criteria. After considering the results, faculty believe the artifact assessment indicates a moderately acceptable level of student ability to address components of the Humanities SLOs. The faculty also agree that issues must be addressed to determine if Artifact Assessment is the best method for assessing SLOs, whether the SLOs should be modified to make them more quantifiable, and whether training of faculty in administering and reviewing assessments is needed. Students scored highest on the criteria for improving their understanding of time, culture, art, and people and lowest on explaining what humans have experienced artistically and culturally across time and place. After considering the results, faculty believe the artifact assessment indicates a moderately acceptable level of student ability to address components of the Humanities SLOs. The faculty also agree that issues must be addressed to determine if artifact assessment is the best method for assessing SLOs, whether the SLOs should be modified to make them more quantifiable, and whether training of faculty in administering and reviewing assessments is needed.

**Communications**

The Communications SLO assessment employs an in-house instrument in all Rhetoric and Composition (ENGL 101) sections to determine if students demonstrate an understanding of the writing process; develop a purpose, organized, and coherent text supported by evidence; apply appropriate conventions for spelling, sentence structure, punctuation, and grammar; analyze and respond to a variety of texts; and evaluate writing independently and in collaboration with others. The instrument is a two-part paper in which students provide a summary of a writing sample given to them and compose a response to another writing sample. A random sample of forty essays is selected, with each graded by two faculty using a scoring rubric. The average score for the Winter Semester 2012 implementation was 14 out of 20 points (a “C” grade), with two thirds scoring a C or better; the average score for the Winter Semester 2013 implementation was also 14 out of 20, with only 40 percent scoring a C or better (see Table 3 on the next page). Faculty were encouraged by the scores but were concerned about grading calibration. Prior to the next capstone essay assessment, scheduled for Fall Semester 2015, workshops will be held to train raters to be consistent in using the scoring rubric.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Winter 2012</th>
<th>Winter 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score (out of 20)</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Grade C or better (percent)</td>
<td>67</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 3: English 101 capstone essay assessment results for winter terms 2012 and 2013 showing students' scores out of a possible 20 and the percent passing with a grade of 'C' or better.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

The Natural Science faculty determined that a standardized exam did not provide adequate data to determine if scientific learning takes place and created a departmental instrument in its place. Significant data from the departmental test is expected in the next one to three years and that will influence decisions to improve common learning outcomes. The Mathematics faculty continue to assess data from the Hawkes software for homework. The faculty reemphasized solving equations throughout the semester and will be able to determine soon what further adjustments may be necessary to enhance the success of students. The SBS faculty received General Education Committee approval to modify its SLOs in 2014. The department will conduct its next assessment in Winter Semester 2016. The Humanities department will conduct its next assessment in Fall Semester 2015. The Communications faculty will conduct calibration workshops for faculty raters prior to the next capstone essay implementation in Fall Semester 2015. Finally, student academic work was displayed during a poster symposium open to the public in Winter Semester 2014 and 2015. Posters were judged using the rubric created by the National Collegiate Honors Council (NCHC). The institution is considering this format as a vehicle for assessment in the next one to three years.

PROGRAM LEARNING OUTCOMES

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)
- Designing, aligning, and delivering co-curricular activities to support learning (3.F.I, 4.B.2)
- Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.I, 4.B.2, 4.B.4)

The process of determining and communicating program learning outcomes at the College is the responsibility of the faculty and is coordinated through the Assessment Committee, which is comprised of full-time and adjunct faculty representing each academic division and Institutional Research (IR) personnel and meets four to eight times per academic year (Figure 1 page 4-
Occupational Programs column). The process has been strengthened in response to feedback received from the 2011 AQIP Systems Portfolio Review Team and through an AQIP Action Project—"Re-Energizing the Process of Assessing Student Learning Outcomes"—that formalized the determination of program outcomes; aligned program learning outcomes with the College’s mission, educational offerings, and degree levels; articulated the purposes, content, and achievement levels of the outcomes; and centralized the collection of data and documentation of analysis and action. Additionally, the College sent a team of faculty and administrators to a Higher Learning Commission (HLC) assessment workshop. By June 2012, all AAS programs and Developmental Education/Transitional Studies areas had completed both the development of formal plans to assess SLOs and reported results and analysis arising from the implementation of assessment plans and measures. The plans for four programs—Accounting, Computer Information Systems, Marketing, and Office Systems/Medical Office Specialist—were updated in 2014 to reflect significant program revision efforts. Assessment data is communicated using both the College’s website, a common drive in the College’s database, and email communications containing summaries of action taken by the Assessment Committee.

The steps that comprise the formal assessment of program SLOs are supervised by the Assessment Committee. Each year, the Assessment Committee directs the programs to select assessment mechanisms for each of the SLOs established by the program and create a timeline for implementation. Course-based student learning outcomes are developed by the faculty teaching the course in alignment with program outcomes and included in each course syllabus, with the approval of the Curriculum Committee (see 1P3). To ensure consistency across multiple sections taught by different instructors, these approved outcomes are included on the core syllabus and outline, which serve as the foundation for the syllabi of individual instructors. Program faculty members review the outcomes regularly and propose revisions through the Curriculum Committee’s processes. Throughout the year, faculty conduct assessments in the classroom, collect and analyze the data, and make decisions based on this consideration. Program-based measures—generally licensure and certification examinations—are also employed in several occupational programs (Accounting, Automotive Technology, Computer Information Systems, Computer Network Systems and Security, Hospitality Management, Nursing, Office Systems, Water Resource Management, and Welding). Occasional Assessment Committee-sponsored “results retreats” are held to bring together faculty to discuss their results and to learn from the assessment process. Faculty close the loop to end the process by modifying SLOs, revising course content, and/or modifying program content. The programs submit reports on both the process and the improvement plan to the Assessment Committee at the end of the academic year.

The College ensures that program outcomes remain relevant and aligned to student, workplace, and societal needs through its Program Evaluation and Review Team (PERT) process, the involvement of faculty in state and national organizations, attendance at conferences, relationships with state workforce organizations, and advisory board input. The PERT process involves a continuous cycle of assessing and improving student learning in which the program outcomes listed in the catalog are reviewed and state and national certification and licensure exams, enrollment, placement, employer satisfaction, and student satisfaction data are analyzed. One Computer Network Systems and Security (CNSS) faculty member serves as a judge in mechatronics for the national Skills USA competition. Through this involvement, the College developed a Mechatronics certificate program that incorporates electrical, machining, process control, and mechatronics skills into the curriculum. Courses for the certificate will be offered beginning in Fall Semester 2015. Through a federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, the College expanded welding
facilities on the Escanaba campus and added the welding certificate program to the Bay West offerings. The TAACCCT grant also funds a part-time position for an individual to assist students in overcoming barriers and securing employment. Feedback from employers hosting internships is also a good source of information related to the preparation levels of Bay students. Advisory boards, comprised of students, faculty, and area employers, are another key element in the College’s ability to maintain relevant occupational programs. Under the guidance of the lead faculty member for a program, advisory board members meet at least once annually to provide feedback on employment trends, training needs, and program and course efficacy that may result in course and program changes. Advisory boards review the assessment data from the SLOs, Program Review in Occupational Education (PROE) survey data obtained through the PERT, and regional manufacturing needs report data issued by Michigan Works! to discuss potential course and program changes. In October 2012, the College coordinated the meetings of all the advisory boards with a dinner and breakout sessions. While advisory boards are functional and provide important feedback, the College considers the development of stronger boards to be an opportunity and is considering creating an AQIP Action Project to address this matter.

The process for designing, aligning, and delivering co-curricular activities involves personnel in the Student Services division and students involved with the Campus Activities Board (CAB). Students interested in forming a co-curricular or extracurricular organization approach the Student Services Director at the Bay West campus or the Director of Student Life on the Escanaba campus to discuss their idea. To gain formal recognition as a student group, those interested complete a request that includes such information as the target audience for the organization, the name of the faculty advisor, suggested meeting times, and a constitution. Once completed, the Director of Student Life determines if the group will receive formal recognition. Approved student groups may petition the CAB for funds collected from student fees to underwrite projects and activities. The Art Club, Drama Addicts, Early Childhood Education Club, Honors Program, Math/Science Club, Model United Nations, Nurses Association, TRIO Club, and Water Technology Association are among the current co-curricular organizations; links to organizational websites is available on the College website.

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.
• The Bay faculty, through its General Education Team, has determined the College’s five common learning outcomes and aligned them with the institution’s mission.
• The Bay faculty have determined the course and program learning objectives and established student learning objectives in line with established and accepted practices and has articulated them in course outlines and syllabi and the College catalog and website.
• The Bay faculty ensure the relevance of outcomes with student, workplace, and societal needs through engagement with colleagues in professional development and the incorporation of student and employer input into the advisory committee structure.

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.

• The College has approved co-curricular programs that contribute to students’ educational experiences and maintains processes that permit the creation of new organizations.

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 or 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.

• The College has clearly stated learning goals and effective processes for assessing common and program student learning outcomes
• The College uses results from assessment efforts to improve student learning.
• The College’s tools, methods, and instruments for assessing common and program learning reflect acceptable practices, are selected by faculty, and incorporate local-developed, standardized, and certification measures to determine program effectiveness and consider improvements.
What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

- Outcomes/measures tracked and tools utilized
- Overall levels of deployment of assessment processes within the institution
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

The College assesses program learning outcomes using several direct and indirect measures and the results, in general, indicate that Bay’s occupational programs meet their objectives to prepare students to enter the workforce successfully (Figure 1, page 4). The Perkins Technical Skills Assessments (Table 4) offer a broad overview of these outcomes while the PERT process, conducted every five years for each occupational program and detailed in 1P3, provides extensive data about specific program performance.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>2011/2012 Results</th>
<th>2012/2013 Results</th>
<th>2013/2014 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Took</td>
<td>Passed</td>
<td>% Passed</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Computer Information Systems:</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Software Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems:</td>
<td>10</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Software/Network Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Systems Technology/</td>
<td>63</td>
<td>61</td>
<td>97%</td>
</tr>
<tr>
<td>Computer Network Systems &amp; Security</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water Resource Management</td>
<td>11</td>
<td>10</td>
<td>91%</td>
</tr>
<tr>
<td>Early Childhood Care &amp; Education</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Level I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Care &amp; Education</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Level II</td>
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<td></td>
<td></td>
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<tr>
<td>Human Services</td>
<td>9</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>33</td>
<td>30</td>
<td>91%</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Office Systems/Medical Office</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Degree Nursing</td>
<td>19</td>
<td>6</td>
<td>32%</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>67</td>
<td>60</td>
<td>90%</td>
</tr>
<tr>
<td>Business</td>
<td>60</td>
<td>58</td>
<td>97%</td>
</tr>
<tr>
<td>Accounting</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Accounting/Computer Specialist</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Office Systems/Administrative</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Assistant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing/Small Business</td>
<td>--</td>
<td>--</td>
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</tr>
</tbody>
</table>

Table 4: Perkins Occupational Program Technical Skill Attainment results for years 2011-2012 to 2013-2014.

**Computer Network Systems and Security**

The CNSS program uses several direct measures to assess program effectiveness, including the Microsoft Technical Associate (MTA) Network and Security examinations (see Table 5 on the next page). Instructors added lab preparation and training test materials to the curriculum to assist student success on assessments through an analysis of the results. Additionally, 34 students passed the federal CNSS certification during the 2012-13 academic year. CNSS enrollment levels were at the same levels in Fall Semester 2013 as in Winter Semester 2009 though the recession raised enrollment, on average, to 108 students each semester in this
period. The number of program graduates rose from around 11 annually through the 2010-11 academic year to 31.5 per year for the academic years 2011-12 and 2012-13.

<table>
<thead>
<tr>
<th>Microsoft Technical Associate Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTA assessment</td>
</tr>
<tr>
<td>Network</td>
</tr>
<tr>
<td>Security</td>
</tr>
</tbody>
</table>

*Table 5: Microsoft Technical Associate Assessments for years 2011-12 to 2012-13. Values represent the number of students who passed the tests.*

**Computer Information Systems (CIS): Software Support and Software/Network**

The CIS program assessed program effectiveness using Microsoft (MS) Specialist exams and MTA assessment instruments in Fall Semester 2011 (Table 6).

<table>
<thead>
<tr>
<th>MICROSOFT EXAMINATION PERFORMANCE FOR AY 2010-11 (as a percentage passed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
</tr>
<tr>
<td>CIS</td>
</tr>
<tr>
<td>Non-CIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MICROSOFT TECHNICAL ASSOCIATE ASSESSMENT PERFORMANCE (as a percentage passed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
</tr>
</tbody>
</table>

*Table 6: Microsoft examination performance and Microsoft Technical Associate assessment performance results from academic year 2010-11. The tests represent the 2010 version of Microsoft Excel.*

Although data from the graduate follow-up survey is limited (Table 18 page 41), 100 percent of the respondents for the CIS majors from 2008 to 2012 reported being employed in the Computer Applications field. CIS faculty reviewed performance data and other factors and made several adjustments to the major, which are detailed in 1/2 below.

**Human Services**

The Human Services program developed a capstone paper assignment in the internship (HSER 272) tied to the program SLOs to assess program effectiveness. Program faculty assess the paper using a five-point rubric with outcomes labeled from failing to excellent on the scale. For the Fall Semester 2011 iteration, the rubric indicated that the cohort of students was able to meet the outcome for history, purpose, and function of an agency (outcome 1); needs and priorities of populations (outcome 2); and how the student was changed by the experience (outcome 5) successfully. The outcome related to knowledge of state and federal law and agency policies to preserve clients’ rights revealed mixed results, with faculty indicating that the outcome may need to be reworded to permit both faculty and students to understand it and respond better to it. Results on understanding the differences between human services workers and professionals in an agency indicated a wide variance of student performance. Faculty indicated they will have to strengthen the distinction between workers possessing associate degrees and professionals with baccalaureate- and master-level training in instruction and testing.
Nursing (Practical Nursing/Associate Degree in Nursing)

The Nursing program has extensive data assessing the performance of its students and program (Table 7 and Table 8). Two following tables detail the assessment results through Fall 2014.

<table>
<thead>
<tr>
<th>BAY COLLEGE PERKINS CORE INDICATORS VS STATE STANDARD (percentage over)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICAL NURSING</strong></td>
</tr>
<tr>
<td><strong>STATE STANDARD</strong></td>
</tr>
<tr>
<td>Technical Skills</td>
</tr>
<tr>
<td>Credentials</td>
</tr>
<tr>
<td>Retention</td>
</tr>
<tr>
<td>Placement</td>
</tr>
</tbody>
</table>

| **ASSOCIATE DEGREE IN NURSING**                             |
| **STATE STANDARD**                                          | 2011-12 | 2012-13 | 2013-14 |
| Technical Skills                                           | 7       | 17      | 6       |
| Credentials                                                | 66      | 71      | 54      |
| Retention                                                  | 37      | 6       | 30      |
| Placement                                                  | 25      | 25      | 24      |

Table 7: Bay College Nursing Perkins core indicators versus the state standard for both Practical Nursing and Associate Degree in Nursing. Values represent the percentage over the state standard.

<table>
<thead>
<tr>
<th>NCLEX EXAM PASS RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-LPN (national average)</td>
</tr>
<tr>
<td>(national average)</td>
</tr>
<tr>
<td>NCLEX-RN (national average)</td>
</tr>
<tr>
<td>(national average)</td>
</tr>
</tbody>
</table>

Table 8: National Council Licensure examination pass rates percentage for Nursing courses versus national average in parentheses.

The Nursing program responded to the performance issues by engaging in further studies of student variables, implementing the Health Education Service Incorporated (HESI) assessment testing system to help identify students needing remediation in at least one area, engaging in professional development opportunities, employing a Learning Assistant to help students, and raising program entry requirements. Further improvements are detailed in 1I2 below.

Water Resource Management

The Water Resource Management program uses pass rates on the State of Michigan’s certification S-4 and F-4 exams as a direct measure of its effectiveness. In 2010, 78 percent of the students sitting for the state exams received certification, while 70 percent passed in 2011 and 77 percent passed in 2012. The program was modified for the 2011-12 academic year to meet new state certification requirements with the addition of greater emphasis on quality...
control for laboratory testing and the orientation of course projects to community and water quality. Pass rates returned to the expected level after these modifications. Eighty percent of employers responding to the employer survey rate the technical skills, non-technical skills, and initiative of Bay Water Resource Management graduates above average and 20 percent excellent. Employers seek graduates because of their skill set and because they require little additional on-the-job training to perform successfully in the work setting.

**Welding**

The Welding program uses pass rates on four certification exams—1G gas metal arc welding (GMAW); 3G shielded metal arc welding (SMAW); 3G flux cored arc welding (FCAW); and 4G SMAW—as direct measures of its effectiveness (Table 9). Overall pass rates showed a marked increase beginning with Fall Semester 2014.

<table>
<thead>
<tr>
<th>TEST</th>
<th>Fall 2011</th>
<th>Winter 2012</th>
<th>Combined Fall/Winter 2012-13</th>
<th>Fall 2014</th>
<th>Winter 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1G GMAW</td>
<td>90.9</td>
<td>---</td>
<td>86.7</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>3G FCAW</td>
<td>87.5</td>
<td>---</td>
<td>73.3</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>3G SMAW</td>
<td>---</td>
<td>75.8</td>
<td>83.9</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4G SMAW</td>
<td>---</td>
<td>47.8</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>


**Automotive Technology**

The Automotive AAS program uses several direct measures from the National Automotive Technicians Educational Foundation (NATEF) to assess its program effectiveness (Table 10). Although data from the graduate follow-up survey is limited (Table 18 page 41), one hundred percent of the Automotive Technology graduates from 2008 to 2012 reported being employed in the Automotive Technology field.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brakes</td>
<td>82.3</td>
<td>76.9</td>
<td>---</td>
<td>83.3</td>
<td>---</td>
<td>---</td>
<td>92.3</td>
</tr>
<tr>
<td>Manual Drive Train/Axles</td>
<td>80.0</td>
<td>76.9</td>
<td>---</td>
<td>90.0</td>
<td>---</td>
<td>---</td>
<td>87.5</td>
</tr>
<tr>
<td>Engine Repair</td>
<td>93.3</td>
<td>92.3</td>
<td>N/A</td>
<td>78.6</td>
<td>---</td>
<td>90.9</td>
<td>91.7</td>
</tr>
<tr>
<td>Engine Performance</td>
<td>---</td>
<td>---</td>
<td>78.6</td>
<td>---</td>
<td>100.0</td>
<td>---</td>
<td>88.2</td>
</tr>
<tr>
<td>Automatic Transmission</td>
<td>---</td>
<td>---</td>
<td>77.8</td>
<td>---</td>
<td>80.0</td>
<td>100.0</td>
<td>---</td>
</tr>
<tr>
<td>Heating/Air Conditioning</td>
<td>---</td>
<td>---</td>
<td>85.7</td>
<td>---</td>
<td>83.3</td>
<td>90.0</td>
<td>---</td>
</tr>
<tr>
<td>Electrical/Electronics</td>
<td>---</td>
<td>---</td>
<td>81.8</td>
<td>---</td>
<td>100.0</td>
<td>100.0</td>
<td>92.9</td>
</tr>
<tr>
<td>Suspension/Steering</td>
<td>---</td>
<td>---</td>
<td>75.0</td>
<td>---</td>
<td>93.3</td>
<td>100.0</td>
<td>---</td>
</tr>
</tbody>
</table>

Table 10: Automotive students pass rates in the NATEF test series.
Criminal Justice

The Criminal Justice program implemented pretest/post-test and essay assessments to measure performance on its learning outcomes, giving the pre-test to all majors and the post-test to all graduating students (Table 11).

<table>
<thead>
<tr>
<th>CRIMINAL JUSTICE PRE- AND POST-TEST ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORRECTIONS TRACK (percentage)</td>
</tr>
<tr>
<td>LEARNING OUTCOME</td>
</tr>
<tr>
<td>Multiple-Choice</td>
</tr>
<tr>
<td>Criminal Justice History</td>
</tr>
<tr>
<td>Interpreting Correctional Theory</td>
</tr>
<tr>
<td>Identifying Legal Structures</td>
</tr>
<tr>
<td>Classifying Types of Correctional Clients</td>
</tr>
<tr>
<td>Explaining Correctional Practices</td>
</tr>
<tr>
<td>Essay</td>
</tr>
<tr>
<td>Explaining Correctional Practices</td>
</tr>
<tr>
<td>Classifying Types of Correctional Clients</td>
</tr>
</tbody>
</table>

| LAW ENFORCEMENT TRACK (percentage)              |
| LEARNING OUTCOME                                | 2012-13 PRE-TEST | 2013-14 POST-TEST |
| Multiple-Choice                                 |                  |
| Recognizing Role of Police                      | 93.3             | 81.6             |
| Processing Crime Scene Investigations           | 70.0             | 93.3             |
| Functional Roles of Law Enforcement             | 93.3             | 73.3             |
| Knowledge of Selection Requirements             | 83.3             | 76.6             |
| Essay                                           |                  |
| Processing Crime Scene Investigations           | 73.3             | 86.6             |
| Functional Roles of Law Enforcement             | 100.0            | 93.3             |
| Investigating Traffic Accidents/Report Writing  | 46.6             | 80.0             |

Table 11: Criminal Justice pre- and post-test assessments (2012-13 to 2013-14).

Early Childhood Education

The SLOs for the Early Childhood Education program are based on the National Association for the Education of Young Children (NAEYC) standards for AAS degree teacher programs. Beginning in the 2011-12 academic year, degree-seeking students registered for the Practicum in Early Childhood Development (CHLD 272) were required to develop a professional capstone portfolio and present it to a committee comprised of Early Childhood Advisory Committee members. Results on the capstone portfolio assessment for the past three years have showed, overwhelmingly, that students meet or exceed the knowledge necessary on six professional standards (see Table 12 on the next page). Based on the results of assessing the program
SLOs with the capstone portfolio, the program redistributed credit hours to increase the CHLD 230 and CHLD 272 courses from three to six credit hours each to permit greater emphasis on developmental assessments of children.

| EARLY CHILDHOOD EDUCATION PORTFOLIO ASSESSMENT (percentage met or exceeded standard) |
|---------------------------------|---|---|---|
| STANDARDS                       | 2011-12 | 2012-13 | 2013-14 |
| Standard 1 (applying child development knowledge in learning environments) | 100 | 100 | 86 |
| Standard 2 (importance of family relationships) | 100 | 100 | 86 |
| Standard 3 (benefits of assessment on child development) | 90 | 100 | 93 |
| Standard 4 (importance of community relationships) | 100 | 100 | 86 |
| Standard 5 (curriculum design) | 100 | 100 | 86 |
| Standard 6 (professional perspectives) | 100 | 100 | 100 |

Table 12: Early Childhood Education portfolio assessment results for 2011-12 to 2013-14.

**Office Information Systems (OIS)**

OIS faculty employ several assessments to study results providing data on direct measures of learning. The Certiport National Certification Test for Microsoft Word Specialist has been administered for several semesters as part of the Office Technology and Procedures (OIS 260) course with mixed results. Only one out of 18 (5.6 percent) earned certification in Winter Semester 2012, with 35.7 percent attaining certification (5 students out of 14) during a retesting session. After similar results occurred in Winter Semester 2013 (13.8 percent certification), the College used extra tests purchased for practice exams and increased the success rate (83.3 percent) on the retake.

<table>
<thead>
<tr>
<th>OFFICE INFORMATION SYSTEMS ASSESSMENT RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDICAL OFFICE SPECIALIST (100 question, multiple choice)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Percentage passed</td>
</tr>
<tr>
<td>Median score (percent)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMINISTRATIVE ASSISTANT (50 question, multiple choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Percentage passed</td>
</tr>
<tr>
<td>Median score (percent)</td>
</tr>
</tbody>
</table>

Table 13: Office Information Systems in-house assessment test score results (Winter Semester 2012 to Winter Semester 2014).

Computer problems in Winter Semester 2014 resulted in a zero percent passing rate; students were given vouchers to retake the test but none opted to do so before the vouchers expired in June 2014. Program faculty have also developed two in-house tools to measure SLOs in OIS—a 100-question multiple-choice exam for the Medical Office Specialist option and a 50-question multiple choice instrument for the Administrative Assistant option. Results have been excellent (Table 13). Program faculty plan to continue to administer the in-house testing and to evaluate national testing and certification assessment for all majors.
Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

To address shortcomings in the PERT process, the College will engage in an AQIP Action Project in the next year. The project will focus on reevaluating program learning outcomes assessments; revisiting the existing cycle that provides comprehensive, consistent, and timely data for determining program sustainability; and incorporating the transfer divisions into the PERT process.

**Computer Network Systems and Security**
The CNSS program created a “short road to IT professional” pathway in winter 2014 to offer a seventeen-month option for degree completion that starts in January and accelerates the freshman sequence to lead to graduation the following June. The option is being marketed in Michigan Works! and other governmental agencies that encourage clients to attend college. As a result of the MTA assessment data, program faculty added lab and test preparation materials to enhance student success on assessment instruments. In the next one to three years, faculty will examine elective courses for potential program revision and investigate ways to strengthen course articulation with secondary school students through work with area Intermediate School Districts.

**Computer Information Systems: Software Support and Software/Network**
CIS faculty reviewed programs across the state to identify gaps in offerings and revised and renamed the CIS: Software Support degree as the CIS: Programming and User Support degree to include more programming and high-end software skills to differentiate between the CIS options and the CNSS major. The CIS: Software/Network degree will be reviewed in the next one to three years to consider program revisions or retirement. The Computer Applications Certificate was revised to include advanced software skills and reduce the emphasis on general business coursework. Three courses—JAVA Programming (CIS 220), Mobile Application Development (CIS 235), and the CIS Internship/Co-Op (CIS 271-CIS 272-CIS 273)—were approved to enhance opportunities for students considering transfer to a baccalaureate institution.

**Human Services**
Since the 2011 Portfolio, the Human Services program created an advisory board comprised of representatives of local agencies that potentially hire program graduates. Faculty clarified the program as an occupational degree (AAS) distinguished from transfer AA curriculum for Sociology and Social Work and created the “HSER” course designation to distinguish its offerings from Sociology (“SOCY”) courses. Using advisory committee feedback, faculty reduced the number of elective hours from 26 to 7 and replaced electives with required Public Speaking, First Aid, Introduction to Human Services, Ethics in Human Services, and Interviewing Strategies and Techniques courses; a mandatory internship is also now part of degree requirements. Faculty also developed the Sociology of Death and Dying (SOCY 206) course to address instructional needs in the Nursing and Allied Health programs.

**Marketing/Small Business**
Using advisory committee feedback, the Marketing/Small Business faculty revamped the curriculum and renamed the major as the AAS in Marketing degree. Program faculty are considering creating an Advertising/Social Media course for inclusion in the curriculum.
Practical Nursing/ADN
Using funds attained from a bequest and federal grants, the College constructed and equipped human simulation laboratories at both the Escanaba and Bay West campuses and incorporated training on the equipment into the curriculum. The Nursing faculty will secure approval for curriculum changes from both the state board of nursing and Accreditation Commission for Education in Nursing (ACEN) in the next year and will also implement a concept-based curriculum to separate the Practical Nursing and ADN. The Nursing faculty expect improvements in NCLEX pass rates in the next several years with the implementation of the concept-based curriculum.

Water Resource Management
The Water Resource Management program hired a full-time technology assistant in 2014 to maintain the lab, streamline program efficiency, and assist with recruitment efforts. The Introduction to Geographical Information Systems (GIS 201) course was added to the curriculum for the 2015-16 academic year. The program has also received funding from state and federal grants to update equipment and facilities in the next two years.

Welding
The Welding program added a certificate program at Bay West in Fall Semester 2014, in cooperation with the Dickinson-Iron Intermediate School District (DIISD) Tech Center. The College secured federal and state grants to purchase equipment for both the Escanaba and Bay West programs, renovate the Escanaba facilities, and hire an additional full-time instructor. The program is also developing a cohort-based system to enhance workforce development opportunities and use welding facilities more efficiently. These improvements are doubling Bay’s student capacity in Escanaba allowing Bay to satisfy welding professional needs in the region.

Accounting
Program faculty modified the Accounting/Computer Specialist degree to increase accounting competency to meet employer needs in accounting in the area by adding Intermediate Accounting I (ACCT 210), Intermediate Accounting II (ACCT 211), and MS Access (CIS 122) to the curriculum while deleting Using MS Windows (CIS 115), Management Information Systems (BUSN 203), and Database Applications (CIS 140). The Certiport Quickbooks examination has been added to the curriculum as an assessment tool and a useful credential for graduates seeking employment. Additional content was added to Accounting Principles I (ACCT 101) and Accounting Principles II (ACCT 102) to enhance transferability to baccalaureate institutions.

Automotive Technology
Program faculty in Automotive Technology updated the curriculum using data received from NATEF certification examination results.

Criminal Justice
In response to growth potential in the corrections system statewide, the College has developed a Corrections Academy to train individuals to fill these needs. The College has run two of these sessions in the 2014-15 academic year. A 160-hour training academy for jail employees is also being explored. The program will offer all introductory courses online in Fall Semester 2015; two adjunct faculty have become certified by the College to teach online courses to implement this plan. Criminal Justice is in the process of adding online courses to increase capacity.
Early Childhood Education
The Early Childhood Education program made several changes to place greater emphasis on child assessment and curriculum development to meet state early learning standards; the curriculum courses (CHLD 230 and CHLD 272) were also increased to six credit hours each to accomplish this increased emphasis. Program faculty piloted an online three-course sequence to support family home providers in obtaining the Child Development Associate (CDA) credential after discussion with Great Start Regional Resource Center Director and Early Childhood Investment Corporation (ECIC) representatives. Future improvement plans include researching the course structure for students transferring to Bay who have already met the College’s general education requirements to expedite program completion.

Office Information Systems
Program faculty are looking to develop several instructional options—an online Health Information Management (OIS 272) and hybrid Keyboarding (OIS 090), Document Processing (OIS 108), and Machine Transcription (OIS 218) courses—in the next several years. The feasibility of a Health Information Technician program is being investigated, as are ways to integrate additional “soft skills” and training related to professional behavior into existing courses or modules. The Medical Office Specialist major will be updated in 2015-16 to reflect curriculum updates.

ACADEMIC PROGRAM DESIGN

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Several processes exist at Bay College to develop and revise programs to meet the needs of stakeholders and the institution in the face of changing social and economic realities in the Upper Peninsula. The Program Development Process (PDP) examines needs for new academic programs by involving faculty, staff, administrators, and stakeholders in a series of steps starting with an initial recommendation for a new program through approval by the Board of Trustees (BOT). The program initiator gathers data and the appropriate Executive Dean submits a preliminary program proposal—“Early Alert”—electronically to the campus community for consideration. If the Early Alert gains the support of both an academic division and an academic administrator, a detailed proposal is developed which includes a program description; enrollment projections; occupational outlook data; an examination of similar programs at other institutions; transferability information; program costs; a marketing plan; applicable licensure and certification requirements; availability of qualified faculty information; advisory board feedback; and a SWOT (strengths, weaknesses, opportunities, threats) analysis. The revised proposal is
submitted to the President’s Advisory Council (PAC) for review and, if approved, forwarded to the BOT for its consideration. If approved by the Board, the program is developed in accordance with guidelines defined by the Curriculum Committee. Throughout the process, stakeholders have opportunities to provide feedback and monitor progress through participation in stakeholder groups and through the availability of agenda, minutes, and other information on the College’s common network drive and the myBay portal. The development of the Emergency Medical Technician (EMT)-Paramedic program, scheduled for implementation in Fall Semester 2015 on the Escanaba campus, is the most recent example of a program created using the PDP. Early Alerts for proposed Associate in Applied Science degree in Geographic Information Systems, Associate in Arts (AA) degree in Art and Design, and Certificate in Mechatronics programs were distributed to the College in Fall Semester 2014 and will be implemented in Fall 2015. The process for deleting programs is similar to the PDP process. The initiator completes a request form to retire a program and provides the rationale for the action. The request is submitted to the Curriculum Committee, reviewed by the PAC, and approved by the BOT before a program is formally deleted from the curriculum. Using this process, the College retired Early Childhood Care and Education: Level II and Timber Harvesting Equipment Operator certificates and the Legal Office Assistant AAS programs in 2014.

The PERT process is a mechanism by which the validity and effectiveness of academic programs is assessed. Through the PERT process, academic programs are reviewed on a five-year cycle by a team consisting of program faculty, an academic administrator, a division chair, institutional research personnel, and student services staff. The team assembles, examines, and reports on various data measures, including enrollment; student success; transfer rates; job placement rates; employer feedback; advisory committee feedback; employment trends; students satisfaction; assessment of student academic achievement; licensure and certification examination pass rates; marketing strategies; resource requirements; availability of qualified faculty; and comparisons between colleges with similar programs. The PERT presents its findings to the Instructional Leadership Team (ILT), PAC, and BOT.

The PERT and the Curriculum Committee play vital roles in the processes that determine the viability and continuation of courses and programs. The recommendation to discontinue a program is one possible result of the PERT process and its review of data measures assessing program sustainability. Once a decision is made to discontinue a program, no new students are accepted into that program while a plan allowing current students to complete their course of study is developed and implemented. The Curriculum Committee—which is comprised of faculty from each academic division, the Registrar, and the Executive Deans—considers new course proposals and modifications to existing courses within certificate and degree programs. The process involves formal proposals for new courses and course modifications that include the course rationale and purpose; descriptive information; an examination of resource needs; an analysis of the long-range implications for offering the course; course outline; syllabus; learning expectations; evaluation methods and measures; and course evaluation techniques. Proposals are reviewed and approved by the division faculty and chair; academic dean of the division; and the Faculty Association president before submission to the Curriculum Committee, which submits its recommendation to the Executive Deans, President, and BOT for approval. The retirement of courses and programs follows this same process. Throughout the process, stakeholders have opportunities to provide feedback and monitor progress through participation in stakeholder groups and through the availability of agenda, minutes, and other information on the College’s common network drive and the myBay portal.

A final aspect of the academic program design is the process for course scheduling. The College engaged in an AQIP Action Project—“Develop An Academic Scheduling Timeline and
Process”—to improve the creation and implementation of responsive course and program schedules to meet the needs of student stakeholders. The development of the annual academic course schedule is ongoing throughout each academic year as division faculty and academic administrators from both campuses examine enrollment history and projected trends and add and delete courses and programs approved by the Curriculum Committee and PERT processes to determine potential schedule offerings. A generic timeline depicting the academic year is used to drive sub-processes required to ensure timely delivery of the academic term course schedules.

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.

4.A. The institution demonstrates responsibility for the quality of its educational programs.
   1. The institution maintains a practice of regular program reviews.
      • The College understands the relationship between its mission and the diversity of society and incorporates feedback from student and community stakeholders through such measures as surveys, focus groups, and advisory committees to identify stakeholder groups, assess program currency, and determine educational needs.
      • The College employs the Program Evaluation and Review Team and Curriculum Committee processes to determine course and program viability, develop responsive educational programming, and change or discontinue courses and programs as warranted. Program reviews are conducted on a five-year cycle.

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?
   • Outcomes/measures tracked and tools utilized
   • Summary results of assessments (include tables and figures when possible)
   • Comparison of results with internal targets and external benchmarks
   • Interpretation of results and insights gained

Bay College has extensive documentation of the results arising from its process for determining if programs are both current and meet stakeholder needs. Through its PERT, Program Development, and Curriculum Committee processes, the College has made extensive changes to its course and program offerings since the 2011 Systems Portfolio submission. The College retired its Computer-Aided Design and Draft AAS degree and certificate programs (2012), Legal Office Assistant AAS (2014), and Timber Harvesting Equipment Operator Certificate (2014) for lack of enrollment; the Early Childhood Care and Education Level II Certificate was retired (2014) to address issues related to financial aid eligibility for students in the program. The College added six AAS and AA degree programs: Network Administration AA (2012); EMT-Basic Certificate (2014) and Paramedic AAS (2015); Geographic Information Systems AAS...
(2015); Art and Design AA (2015); and Mechatronics Certificate (2015). Nearly forty program revisions occurred in the past four years, reflecting the addition and retirement of courses, changes in General Education requirements, alignment of certificate and AAS programs, and alterations in program names to reflect curriculum changes and enhance the employability of graduates. Finally, the College revised 134 courses, retired 25, and added 71 new courses to reflect curricular changes, new prerequisites, and the need to create new courses for new programs.

1I3 Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

The addition of new academic programs designed to meet workforce needs and enhance transferability into baccalaureate programs represents a significant improvement, as does the revision of 58 Humanities and Social and Behavioral Science courses from four credit hours to three in 2014 to align the curriculum better with the Michigan Transfer Agreement and enhance the transferability of Bay courses and programs.

Additionally, the College has developed the capability to offer college credit for experience to students entering the non-credit Corrections Academy and grant advanced standing in the CNSS program for students who enter with specific industry certifications. Other occupational programs may examine possible improvements along these lines in the next several years. Other potential improvements include consideration of expanding new programs housed solely on the Escanaba campus, such as the EMT-Basic Certificate and Paramedic AAS, to include offerings at the Bay West campus. Furthermore, the Hospitality Management program, which is currently suspended, will be examined anew by its Advisory Committee to determine if it should be restructured or retired.

ACADEMIC PROGRAM QUALITY

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools/methods/instruments used to assess program rigor across all modalities

Faculty are responsible for determining preparation requirements for programs and courses, ensuring program rigor, seeking specialized accreditation, and assessing learning outcomes; student services personnel assist in the communication of information to potential students through the admissions and academic advising processes.

The procedures for implementing preparation requirements and standards begin with the admission process, which is detailed in the College catalog and on the College website. Bay College is an open admissions institution which accepts anyone with a high school diploma or
General Education Development (GED) certification as a student; those without these credentials who are at least eighteen years may gain admittance through the special admission procedure. Admission does not ensure placement in all courses or programs; some courses have prerequisites and some programs—particularly Nursing—have additional requirements for admission. New and transfer students must submit either ACT or COMPASS scores, which are used to determine placement into courses. The College also has procedures for admitting “guest students” attending another college or university who intend to transfer credits back to their home institution and for dual enrolled high school students. Guests can also take courses for personal enrichment.

As part of the College’s commitment to student success, course placement is determined using ACT or COMPASS reading, English, writing, and mathematics scores. Course placement is mandatory based upon placement standards—“cut scores”—determined by the faculty through examination of placement scores and course completion and success rates. These scores are published in the catalog and on the website. The Nursing program is the only academic program with selective admissions criteria, for which specific information may be obtained by contacting the Nursing Department. In the event changes in the English, reading, mathematics, or course prerequisites are deemed necessary, the Curriculum Committee process for course revisions is employed. Departments submit a course revision request that must receive the Curriculum Committee’s recommendation prior to formal approval by the BOT.

Evaluating and ensuring program rigor across all delivery methods and locations is the purview of the faculty in cooperation with academic administrators and student services personnel. Courses are assessed using the processes detailed in 1P1 and 1P2 regardless of delivery method or site. Full-time and adjunct faculty are selected, supervised, and evaluated by academic administrators and faculty in accordance with Higher Learning Commission (HLC) guidelines and in recognition of their academic credentials and experience. The faculty assigned to teach dual enrollment courses at several high schools in Delta and Dickinson counties also meet College standards, whether they are members of the teaching staff at the high school or a regular member of the College’s faculty. The significant growth in online instruction led to the development of an AQIP Action Project—“Online Courses Quality Review Initiative”—designed to define quality standards, create a process for formal course reviews, and provide training for faculty teaching online, hybrid, and “flipped classroom” courses. The College has engaged in Quality Matters (QM) Rubric training, certifying nearly forty faculty as part of the process. The Director of Online Learning (DOL) is certified to provide face-to-face rubric training. Assessment of training effectiveness and student performance are in the works following the completion of the Action Project. The determination of appropriate rigor in the acceptance of transfer and other forms of credit has been assigned to academic and student services personnel following Board policies. Advanced Placement (AP) courses approved by the faculty transfer in as Bay credit, for instance, while the Registrar evaluates scores for credit. Course transfer equivalencies from Michigan colleges and universities follow the Michigan Transfer Network agreement and are detailed on the Michigan Association of College Registrars and Admissions Officers (MACRAO) website. Credit by departmental exam options are available for students whose experiences have provided them with advanced levels of skill. The College also has articulation agreements with fourteen Michigan community colleges governing transfer into the Water Resource Management program.

The process for selecting, implementing, and maintaining specialized accreditation is tied to the PDP and the Curriculum Committee, as detailed in 1P3, as well as to the PAC. Faculty seeking to create a new program include information in their proposal about the justification for specialized accreditation if this is sought; the Curriculum Committee and the BOT consider this
information in their decision-making processes. The PAC is included in the process to discuss the involvement of personnel in conducting self-studies, the expenses involved in accreditation visits and membership, and the value of the accreditation to the College and students. Bay’s Nursing and Automotive programs are currently accredited through specialized agencies, the Michigan Board of Nursing, Accreditation Commission for Education in Nursing (ACEN), and NATEF, respectively; the new EMT-Paramedic program will seek specialized accreditation.

The College assesses the level of outcomes attainment for its graduates using data collected from the SLOs processes detailed in 1P1 and 1P2—such as capstone courses, General Education assessment, PERT results—as well as data obtained after graduation, including graduate follow-up surveys, certification and licensure results, and grade point information reported by transfer institutions at which significant numbers of Bay students have enrolled.

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 its undergraduate, graduate, post-baccalaureate, postgraduate, 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).

   • The College ensures its courses and programs are current and appropriate to the credential awarded using processes similar to those employed in assessing common and program learning outcomes.
   • The College has strengthened the online instruction modality, in particular, by providing Quality Matters Rubric training and requiring faculty assigned to teach online courses to have Quality Matters certification.

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

1. The institution evaluates all the credit it awards, including what it awards for experiential learning or other forms of prior learning.
2. The institution has policies that assure the quality of the credit it accepts in transfer.
3. 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.
4. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
5. 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 or 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).

   • The College has processes, policies, and personnel in place to evaluate transfer
credit, evaluate the success of graduates, determine admissions and course placement requirements, and ensure the quality of instruction and faculty engaged in teaching dual enrollment courses.

- The College maintains specialized accreditation for its Nursing and Automotive Technology programs.
- The College evaluates the success of its graduates by monitoring transfer rates and performance in the transfer curricula and by surveying employers and graduates in occupational programs.

1R4 What are the results for determining the quality of academic programs?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (including tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained.

The College communicates preparation requirements and changes in programs, courses, and prerequisites by updating its catalog annually in a process coordinated by the Dean of Enrollment Management. The changes in curriculum, recommended by the Curriculum Committee and approved by the BOT, comprise a substantial portion of the revision process. From the 2011-12 academic year through the 2014-15 academic year, the College approved changes in mathematics, reading, and/or English prerequisites for 25 courses; course co-requisite and prerequisite changes were also approved for an additional 29 courses.

The College’s “Online Course Quality Review Initiative” AQIP Action Project and its involvement in QM Rubric training have resulted in significant changes for the online instruction modality. The QM three-year implementation plan, inaugurated in Winter Semester 2013, provided training in assessment, measurement, learning objectives, and alignment to 36 faculty as of 2014, with an additional 18 faculty trained in developing blended courses and 7 trained as peer reviewers. Instructors wishing to teach online must complete the College certification program to be eligible for assignment.

Two College programs, Automotive Technology and Nursing, are also accredited by specialized agencies. Bay College’s Automotive Technology program is certified by the NATEF. The program first received certification in 1999 in the areas of automatic transmission and transaxle; brakes; electrical and electronic systems; engine performance; engine repair; heating and air conditioning; manual drive train and axles; and suspension and steering. The program was recertified in 2005 for ten years. The College is currently weighing its recertification options because area Intermediate School Districts are no longer required to partner with a school that possesses NATEF certification, area employers do not make hiring decisions based on the certification status of training institutions, and the substantial staff and fiscal commitments required to maintain certification. Bay College’s Practical Nursing Certificate and Associate Degree Nursing (ADN) programs have maintained approval status from the Michigan Board of Nursing since the inception of both programs. In addition, the ADN is accredited by the Accrediting Commission for the Education of Nurses (ACEN), previously known as the National League for Nursing Accreditation Commission (NLNAC). The program received initial accreditation for five years in October 2004; the NLNAC approved extension of accreditation to the Bay College West Campus program when it opened in August 2007. After an NLNAC site
visit in October 2009, the program received continuing accreditation status through October 2017. Reaccreditation will be pursued in 2017.

Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

The College changed a substantial number of prerequisites to reflect research on the proper preparation standards for mathematics, reading, and English required to succeed in college-level courses. Changes in the online teacher training and certification process reflect Quality Matters (QM) Rubric standards and have enhanced the ability of online instructors to adapt the curriculum to meet the needs of a diverse student learner groups.

ACADEMIC STUDENT SUPPORT

Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)
- Communicating the availability of academic support services (3.D.2)
- Determining goals for retention, persistence and program completion (4.C.1, 4.C.4)
- Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services

The College considers academic student support to be a critical function in enhancing student success in the classroom and beyond. Bay has received federal Title III funding, has been involved with Achieving the Dream (AtD) since 2007 (becoming an AtD Leader College in 2010), and has operated a TRiO Student Support Services program for 23 years. This involvement and financial support led to changes in faculty advising training, enhanced tutoring opportunities, implementation of Supplemental Instruction (SI) into critical gatekeeper courses, significant changes in the orientation program, the creation of a college success skills course, revisions in transitional studies courses and program, faculty professional development opportunities centered on active and collaborative learning and student success, changes in academic support organization, and the expansion of Academic Support facilities and staff and helped the College to earn a No. 30 ranking in the Washington Monthly magazine’s 2013 list of America’s best community colleges.

The methods for identifying underprepared and at-risk students is a primary function of the Research Data Analyst and the office of Institutional Research, which routinely conducts research to determine the College’s highest risk populations, such as low performing students,
online students, and students who register late. The data is used to determine academic support needs for students from the time they engage in the recruiting process. Printed and electronic versions of the College catalog and program brochures, as well as Admissions personnel, provide detailed information on program and degree requirements. Mandatory Student Orientation, Advising, and Registration (SOAR) sessions for new students reinforce recruitment by providing a catalog and links with faculty advisors and academic support personnel. Faculty are also available for student inquiry through the classroom; full-time faculty are available as well through mandatory office hours. As detailed in 1P4, students are placed into courses using ACT or COMPASS scores. Following Placement For Success guidelines, students are prevented from prematurely enrolling in college-level work through the establishment of English, reading, and mathematics prerequisites on applicable college-level courses.

The processes for determining academic support needs, deploying academic support services, determining learning support needs, and communicating the availability to these services involve faculty, academic support staff, and student services personnel. Using an ATD grant, Title III funding, professional development resources, and a dedicated student fee, the College continues to invest considerable assets to study student needs, pilot and assess responsive efforts, and institutionalize programs and responses designed to enhance student retention and success for underprepared and at-risk students. The ILT, comprised of academic administrators, academic division chairs, academic support staff, student services personnel, and an information technology (IT) representative, holds the primary responsibility for addressing issues related to instruction, student support, and student learning. The ILT meets every other week through the academic year and responds to issues by creating cross-functional ad hoc teams to frame the scope of projects, review data, provide regular progress updates, and submit final reports and recommendations for approval.

Transitional Studies also play a critical role. A Transitional Studies Coordinator and full-time instructors in developmental reading, writing, and mathematics form the backbone of the Transitional Studies Committee, which monitors the correlation between placement scores and course success, coordinates course scheduling and academic advising, and designs curriculum to minimize barriers presented by transitional studies. The development of the Integrated Reading and Writing Skills course, which combines transitional reading and writing curriculum to permit students to meet transitional requirements in a single semester, is one response; a “workshop” course combining transitional and college-level writing instruction into a single semester is another. While the efforts are small-scale at this point, performance data continues to be collected and analyzed. The latter course was also added to the offerings at the Bay West campus in Fall Semester 2014 after two adjunct instructors undertook the necessary training and certification to teach the curriculum. Eight-week accelerated Pre-Algebra and Basic Algebra sections offered back-to-back in the 2013 fall term were implemented on the Escanaba campus and increased student success, with lower performing students most positively impacted. Regular training opportunities in active and collaborative teaching techniques strengthen the ability of faculty to address multiple learning styles in the classroom to enhance student success. Transitional Studies efforts also include the development of intense, short-term “boot camp” experiences in writing, reading, and mathematics to provide students an opportunity to potentially bypass one or more levels of developmental coursework; accelerated learning courses in development English and reading have been implemented as well. The early alert system has been strengthened to provide faculty and support staff opportunities to respond to changes in student performance, behavior, and attendance patterns through the semester and develop interventions instead of reacting only during the beginning weeks of the term.
SI is another part of the academic process and responds to the needs of students enrolled in high-risk or “gatekeeper” courses with low pass and high withdrawal rates. The process by which courses are designated as SI includes using college-level courses (those that count toward graduation), determining how critical the course is for student program completion, and identifying high enrollment courses with low pass and high withdrawal rates. Currently the Anatomy and Physiology, College Algebra, Computer Concepts and Applications, Introduction to Psychology, Macroeconomics, Microeconomics, and Rhetoric and Composition courses are staffed as SI courses. SI employs trained SI Leaders and appends additional instruction time to transitional and gatekeeper courses to develop a strong foundation in major courses. The College also offers FYE 101 (College Success Strategies), which is based on the On Course curriculum developed by Skip Downing and is designed to empower students to participate actively in their own learning.

The strengthening of the structure behind the Academic Support Team (AST) is a new focus arising from the College’s continuous quality improvement (CQI) efforts. The College has consistently offered academic support services—such as career advising; study skills; tutoring in all other subjects; accommodations for students with disabilities; and assistance to first generation, low income, and students with disabilities through the federal TRIO program—to mentor students in the culture and process skills necessary to navigate college. The TRIO program includes a range of services such as financial aid literacy, personal finance, academic planning, transfer assistance, tutoring, study skills, scholarship assistance, and portfolio development on both the Escanaba and Bay West campuses. The availability of academic support services is communicated through the College catalog and website, course syllabi, student orientation, social media, special events, and academic support staff presentations in classrooms. In general, students self-identify their needs and are placed into the various processes for assistance. The process for determining the qualifications of personnel providing academic support services are detailed in 3P1. Training and support needs are identified and incorporated through Academic Affairs and Student Services, working through the Academic Support Department (ASD) and Academic Support Team (AST), (see paragraph below for further information on the composition of this group).

With the arrival of the new Vice President of Academic Affairs (VPAA) in June 2013, the composition of the ASD and the AST, functions, and their focus experienced reexamination leading to the creation of an AQIP Action Project—“Restructuring Academic Support.” The Action Project began with an extensive process mapping campaign to identify redundancies and document processes in each of the support areas leading to a centralized academic support mission that responds to student needs. The project has led to regular meetings between Academic Support and Student Services staff and the improved integration of student services with academic support functions from the initial contact point of students with the College. Student Services used the process to improve the orientation and advising processes while the Executive Director of TRIO & Academic Support guides the AST, coordinates services, and oversees the daily operations of the Math-Science Center, SI, TRiO, and the Special Populations/Student Success Office and a faculty member was given release time to work as an academic coach for students and serve as a liaison between faculty and support services. The project has also resulted in creating the ASD, which incorporates the Math-Science Center, Student Success Offices, SI, Accommodations, and TRIO under the Executive Director of TRIO & Academic Support.
The Academic Support Department transitioned to become the AST, a collaborative and cross-functional group that includes the ASD and all other areas across the College that similarly support students outside of the classroom, such as the Library, Student Computing Center, and Online Learning. The new AST functions to guide communication, provide continuous improvement, develop systematic evaluation data, and identify physical needs for a centralized support center. The Support Center construction project is in a fundraising stage. The ASD will determine academic support goals and select the instruments to evaluate effectiveness, using such measures as non-cognitive assessments, pass rate data, student contact and usage numbers, student satisfaction surveys, SOAR evaluation data, enrollment figures, Nursing Department follow-up data, and national benchmarking data from *The Chronicle of Higher Education*’s “Great Places To Work At” survey.

The Library, while housed on the Escanaba campus, serves the entire College through electronic resources and the circulation of physical holdings to students and faculty at Bay West.

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

1. Instructors are accessible for student inquiry.
2. 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.

   - *The College effectively provides qualified staffing for academic programs and student services through its hiring, evaluation, and development processes.*
   - *The College maintains adequate accessibility to services and faculty through regular and early evening staffing and faculty office hour requirements. Adjunct faculty are provided office space to meet with students.*

**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.

   - *The College provides support for student learning and effective teaching by providing regular access to professional development opportunities for staff and faculty.*
   - *The College restructured its Academic Support using data developed through an AQIP Action Project.*
• The College employs Supplemental Instruction, First Year Experience, TRIO, tutoring, transition courses, and an early alert academic warning system to meet the needs of at-risk student populations.
• The College is expanding Supplemental Instruction to serve students in critical technology courses to enhance program success.

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.)

• The College collects significant and varied data on student retention, persistence, and completion.
• The College transitioned its Achieving the Dream grant-related programs and activities into the Student Success and Completion Team.
• The College received a No. 30 ranking in the 2013 Washington Monthly list of best community colleges.
• The College focuses on Student Success as one of the three strategic priorities in its Strategic Agenda.

1R5 What are the results for determining the quality of academic support services?
• Outcomes/measures tracked and tools utilized
• Summary results of assessments (include tables and figures when possible) (4.C.2., 4.C.4)
• Comparison of results with internal targets and external benchmarks (4.C.4)
• Interpretation of assessment results and insights gained (4.C.2)

The process of identifying high-risk students led to a research project studying the impact of late registration on student success. The research split students into two groups (GPA > 3.0 and GPA < 3.0) and analyzed their registration habits; course bias, such as in classes with high enrollment, was also studied (see Table 14 on the next page).
### Table 14: GPA and late registration comparison data.

<table>
<thead>
<tr>
<th>GPA Grouping</th>
<th>Students Registering Late (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 2.0</td>
<td>20</td>
</tr>
<tr>
<td>2.0 - 2.5</td>
<td>16</td>
</tr>
<tr>
<td>2.5 - 3.0</td>
<td>15</td>
</tr>
<tr>
<td>3.0 - 3.5</td>
<td>13</td>
</tr>
<tr>
<td>above 3.5</td>
<td>12</td>
</tr>
</tbody>
</table>

Results indicated late registration for a course does not significantly reduce performance in the population as a whole. Academic performance and registration habits are predictive of performance in a course. Low-performing students with a habit of registering late are affected by late registration, which suggests the College’s highest at-risk students are significantly impacted by the disadvantages of registering late (Figure 2).

### Figure 2: Registration timeliness and academic performance data. Low GPA and habitual registrants identified as at-risk students.

A number of purposeful decisions have resulted from research and discussions leading to the creation of the “Restructuring Academic Support” AQIP Action Project and the project itself. To stabilize and dedicate funding for the SI and tutoring programs, the College raised the student development fee by $3.75 per contact hour. As the need for services and space increased with the new focus on academic support, both campuses developed plans for expanding the spaces used to offer services and is seeking funding to start renovation projects. The creation of the ASD—comprising the TRiO function, Math-Science Center at the Escanaba campus, Student Success Office at the Escanaba campus, and Student Success Center at Bay West—and the AST, which incorporates the ASD, Library, Online Learning, First Year Experience, Student Computing Center, Information Technology, Student Services, and Transitional Studies, which emerged from the Action Project provides evidence of greater cooperation between Academic
Affairs and all functional areas to meet student needs. The functional areas within the ASD have enhanced services considerably since the reorganization. TRIO added Myers-Briggs Type Indicator personality assessment in Winter Semester 2015 along with COMPASS reading and writing preparation. Student Services has also enhanced services by adding time spent face-to-face with new students to better understand their goals and identify their challenges. Using federal grant funds, the Student Success Office (SSO) supports an Occupational and Technical Perkins Learning Assistant, who coordinates tutoring and study groups for students in the Welding and Water Technology programs.

SI served over four hundred students in twenty-one sections on both campuses during Winter Semester 2015 and expanded to include support for Welding instruction with the addition of a section in Materials of Industry. Further expansion into technical fields will occur in the 2015-16 academic year with sections supporting Welding (Technical Math, Blueprint Reading) and Water Technology (Wastewater Operations and Management, Technical Chemistry). The results garnered through the academic support service processes have led the College to engage a full-time faculty member to serve as a Success Coach as well. This Coach coordinates efforts aimed at retention and persistence, is involved with orientation, supports first year students, serves as a liaison between Student Services, faculty, and students and infuses On Course strategies into learning communities (Table 15).

<table>
<thead>
<tr>
<th>Method of Contact</th>
<th>Duplicated (contacts)</th>
<th>Unduplicated (individuals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>70</td>
<td>27</td>
</tr>
<tr>
<td>Drop-In</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Schedules meetings</td>
<td>65</td>
<td>27</td>
</tr>
<tr>
<td>Faculty collaboration</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>All services</td>
<td>162</td>
<td>78</td>
</tr>
</tbody>
</table>

*Table 15: Summary of services provided by Academic Success Coaching for AY 2014-2015.*

Academic support services have enhanced success and persistence rates. During the 2013-14 academic year, the SSO arranged accommodations for 51 students with disabilities at Escanaba and for 35 at Bay West; in Fall Semester 2014, the SSO arranged accommodations for 54 students at Escanaba and 32 at Bay West; in Winter Semester 2015, the SSO arranged accommodations for 38 students at Escanaba and 26 at Bay West. In Fall Semester 2013, the Math-Science Center (MSC), SSO, and TRiO arranged over four thousand tutoring sessions; during Fall Semester 2014, over 3300 tutoring sessions occurred. Students in SI sections performed considerably better than their counterparts in non-SI sections and in persistence from fall to fall (see Figure 3 on the next page).
Overall success in gatekeeper courses has steadily risen since the academic year 2008/09 and remained steady from 2011 through 2013. During the 2013-14 academic year student success in gatekeeper courses dropped slightly in College Algebra and Computer Concepts and Applications (Figure 4).

The Transitional Studies program conducted thirteen COMPASS preparation "boot camps" in reading, writing, pre-algebra, and basic algebra on both campuses during the summers from 2011 to 2014. The results were encouraging (see Figure 5 on the next page).
In 2011, 31 students enrolled in the camps, with 68 percent improving their scores and 42 percent testing out of at least one transitional course. In 2012, 23 students participated, with 95 percent improving their scores and 62 percent testing out of at least one transitional course. In 2013, 13 students enrolled, with 77 percent improving their scores and 62 percent testing out of at least one transitional course. In 2014, 17 students participated, with 82 percent increasing their scores and 59 percent testing out of at least one transitional course. During the summer of 2014, the College conducted a series of eleven two-hour COMPASS Preparation Workshops for reading and English on both campuses to determine the efficacy of methods employed. While only twenty-two students attended, the results were promising. Three students with no previous COMPASS scores attended and all tested into college-level reading and writing. Of the nine students with previous COMPASS scores placing them into transition reading courses, eight retested with seven (87.5 percent) increasing their score and six (75 percent) testing out of the transitional course. Of the fifteen students with previous COMPASS scores placing them into transitional English courses, nine retested, with eight (88.9 percent) both increasing their score and testing out of the transitional course. Concluding that preparation clearly helps, the Transitional Studies faculty have turned over the activity of COMPASS preparation as a service to the ASD. The preparation activities are individualized appointments working with the students to establish their goals followed by the development of a plan for independent study with ASD support staff and follow-up as needed prior to taking the COMPASS. This service is offered on both campuses. Although the individualized COMPASS preparation is relatively new, over 95 students have participated since November 2014 (Table 16).

<table>
<thead>
<tr>
<th>COMPASS Preparation Workshop Reading and English for Summer 2014</th>
<th>n=22</th>
<th>% Tested/Retested</th>
<th>% Increased Score</th>
<th>% No Longer Requiring Transitional Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>No prior COMPASS Scores</td>
<td>3</td>
<td>3</td>
<td>n/a</td>
<td>100</td>
</tr>
<tr>
<td>Prior COMPASS=Reading Transitional</td>
<td>9</td>
<td>8</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Prior COMPASS=English Transitional</td>
<td>15</td>
<td>9</td>
<td>89</td>
<td>89</td>
</tr>
</tbody>
</table>

Table 16: COMPASS preparation results workshop for reading and English for Summer 2014.
The Institutional Effectiveness office conducted research on how accelerated courses affected student success. The research looked at high enrollment courses (COMM 103, ENGL 101-102, MATH 085-210, PSYC 201, SOCY 151, and SPAN 101) during academic years 2005-06 to 2012-13 offered in an accelerated manner, including summer courses which are considered accelerated (5, 6, and 7 week courses). The research compared pass rates ('C' or better) with length of course as the independent variable and course GPA as the dependent variable.

Thousands of grades were analyzed (Figure 6).

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>1.0-1.5</th>
<th>1.5-2.0</th>
<th>2.0-2.5</th>
<th>2.5-3.0</th>
<th>3.0-3.5</th>
<th>3.5-4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated</td>
<td>1.64</td>
<td>1.89</td>
<td>2.25</td>
<td>2.75</td>
<td>3.27</td>
<td>3.78</td>
</tr>
<tr>
<td>Traditional</td>
<td>0.77</td>
<td>1.29</td>
<td>2.01</td>
<td>2.65</td>
<td>3.16</td>
<td>3.69</td>
</tr>
</tbody>
</table>

Figure 6: Accelerated course GPA performance data (2005-06 to 2012-13).

Results show accelerating courses increases student success and appears to affect lower performing students (GPA < 2.5) more than higher performing students (GPA > 2.5) (Figure 7).

<table>
<thead>
<tr>
<th>Career GPA Range</th>
<th>Accelerated</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.50</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Figure 7: Accelerated course GPA performance data (2005-06 to 2012-13).

The College also offered accelerated sections of transitional math courses at the Escanaba campus in Fall Semester 2013, with Pre-Algebra running for the first eight weeks and Basic Algebra for the latter. Data for both Fall Semester 2013 and 2014 was mixed but a newly-hired full-time Mathematics faculty member has taken responsibility for the project and the courses will be offered once again in Fall Semester 2015.
Integrated courses have also been created to streamline students’ entry from transitional to college-level courses. The Integrated College Reading and Writing (ENGL 098) course, which is being implemented in Fall Semester 2015, combines reading and developmental writing competencies into a single four-credit course that provides a path into Rhetoric and Composition (ENGL 101).

The ASD has implemented changes in data collection methods using feedback received from its program evaluation plans. Prior to restructuring, ASD employed paper and electronic means to collect data; now all support areas within the department use the College’s Jenzabar EX database to collect information online. TRiO has integrated all records into an electronic filing system and implemented the use of a relational database with advanced import methods to integrate data into a specific reporting module for tracking the student grade and persistence, academic status, eligibility status, graduation and transfer rate measures required for annual reporting. This database also provides a contact management feature to allow categorical collection of data related to services used by students and permits the data tables to be queried to evaluate program activities. The ASD will reassess its plans regularly to ensure its data collection methods provide meaningful information for evaluation of its functions. The department will develop and measure leading indicators through its review process and continue to revise the College’s early alert system through the collection and analysis of this data.

Data obtained from the Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and Noel-Levitz Student Satisfaction Inventory (SSI) instruments has shaped the direction taken in Academic Student Support.

SENSE data from 2012 & 2014 (see Figure 8 and Figure 9 on the next page) indicated the College outperformed the national cohort in every category. Subcategories also revealed important data. Bay students reported their highest engagement on the question about instructors explaining the availability of academic and student support services (81.1 percent v. 68.0 percent for the national cohort); more Bay student also participated in SI than the national cohort (40.6 percent v. 31.2 percent). The lowest comparative engagement level occurred in response to the question about using writing, mathematics, or other skill laboratories at least once: 27.3 percent of Bay respondents indicated they had versus 37.6 percent of the national cohort. The College performed very well on the SENSE Benchmark in 2012 & 2014, with respondents expressing satisfaction with the academic and social support networks available. This placed Bay in the top ten percent of participating institutions nationwide for this category.
CCSSE data from 2012 & 2014 mirrored that of the SENSE (see Figure 10 and Figure 11 on the next page). The College outperformed the national cohort in both the 2011 and 2013 administrations in terms of highest engagement on the question asking about student use of the computer lab (84.0 percent and 82.9 percent for Bay students, respectively, versus 62.5 and 62.4). (Nearly all students responding to the 2012 graduate follow-up survey (Table 18 page 41)—99 percent—expressed satisfaction with the College’s computer facilities; students responding to the SSI in 2011 and 2013 were highly satisfied as well with the adequacy and accessibility of computer labs—6.06 and 6.15, respectively—with the smallest gap—0.12—identified with satisfaction related to computer facilities.) Bay students indicated engagement with the Support for Learners measures by a 51.8 percent to 50.0 percent margin for the national cohort in 2011 and 53.2 percent to 50.0 percent in the 2013 CCSSE administration. The College, in three iterations since 2009, has consistently scored better on the Support for Learners and Student-Faculty Interaction benchmark measures for both the cohort and small colleges.
Satisfaction expressed in the 2011 and 2013 administrations of the SSI (see Table 17 on the next page) changed little but compared favorably across the board with peer institutions for campus support services (4.98 in 2011, 4.94 in 2013, and 5.00 with peers in 2013); academic services (5.73, 5.64, and 5.51 with peers); academic advising/counseling (5.38, 5.33, and 5.23 with peers); and service excellence (5.48, 5.40, and 5.31 with peers). The College has integrated student survey outcomes into departmental and individual goals and added survey measures to its secondary indicators that feed into the key performance indicators and Balanced Scorecard (Figure 18 page 93).
Student Satisfaction Inventory Survey Results for AYs 2011 & 2013

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>5.65</td>
<td>5.64</td>
<td>5.41</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.57</td>
<td>5.54</td>
<td>5.44</td>
</tr>
<tr>
<td>Responsiveness to Diverse Populations</td>
<td>5.77</td>
<td>5.65</td>
<td>5.52</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>4.98</td>
<td>4.94</td>
<td>5.00</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.25</td>
<td>5.24</td>
<td>5.06</td>
</tr>
<tr>
<td>Academic Advising/Counseling</td>
<td>5.38</td>
<td>5.33</td>
<td>5.23</td>
</tr>
<tr>
<td>Admissions and Financial Aid</td>
<td>5.40</td>
<td>5.39</td>
<td>5.19</td>
</tr>
<tr>
<td>Academic Services</td>
<td>5.73</td>
<td>5.64</td>
<td>5.51</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.57</td>
<td>5.50</td>
<td>5.46</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>5.48</td>
<td>5.40</td>
<td>5.31</td>
</tr>
<tr>
<td>Concern for the Individual</td>
<td>5.43</td>
<td>5.43</td>
<td>5.25</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.58</td>
<td>5.56</td>
<td>5.34</td>
</tr>
</tbody>
</table>

Table 17: Noel-Levitz Student Satisfaction Inventory (SSI) for years 2011-2013.

The College regularly conducts a graduate follow-up survey (see Table 18 on the next page) to help determine performance results for its learning support processes and other functions. The most recent survey, conducted after the 2013-14 academic year, found that 83 percent of respondents were somewhat or very satisfied with transfer advising, 94 percent with math tutoring, 100 percent with writing tutoring, 94 percent with the library, and 100 percent with accommodations tutoring. While the latest graduate follow-up survey data indicated satisfaction (89 percent) with career services, SENSE and SSI results paint a different picture. Responses to the career counseling question on the CCSSE revealed the College’s lowest engagement levels, with 27.7 percent of Bay students indicating involvement in 2012 and 29.7 percent in 2014 compared, respectively, to 28.7 percent and 29.6 percent of the national cohort (Table 20 question 13.1b page 51). The College eliminated the Career Advisory position in Fall 2014 in response to budget issues. Interested faculty and academic support personnel have been identified and trained to handle this function.
The table below shows the results of the Graduate Follow-Up Survey for the years 2008/2009 to 2013/2014:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduates</td>
<td>61%</td>
<td>62%</td>
<td>68%</td>
<td>76%</td>
<td>74%</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduates</td>
<td>93%</td>
<td>89%</td>
<td>89%</td>
<td>87%</td>
<td>86%</td>
<td>85%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Bookstore</td>
<td>87%</td>
<td>87%</td>
<td>80%</td>
<td>84%</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Café Bay</td>
<td>89%</td>
<td>96%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Career Services</td>
<td>91%</td>
<td>98%</td>
<td>92%</td>
<td>97%</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>Computing Center</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>99%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Faculty Advising</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>93%</td>
<td>91%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Housing</td>
<td>57%</td>
<td>95%</td>
<td>82%</td>
<td>91%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>JobLine</td>
<td>62%</td>
<td>89%</td>
<td>82%</td>
<td>87%</td>
<td>71%</td>
<td>73%</td>
</tr>
<tr>
<td>Library Services</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>&quot;myBay&quot;</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
<td>92%</td>
<td>95%</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td>84%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Spec. Pops. Tutoring</td>
<td>80%</td>
<td>93%</td>
<td>88%</td>
<td>96%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>86%</td>
<td>86%</td>
<td>97%</td>
<td>95%</td>
<td>83%</td>
<td>93%</td>
</tr>
<tr>
<td>Transcripts /Registrar</td>
<td>94%</td>
<td>97%</td>
<td>91%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Transfer Advising</td>
<td>83%</td>
<td>92%</td>
<td>79%</td>
<td>89%</td>
<td>89%</td>
<td>83%</td>
</tr>
<tr>
<td>TRIO Math Center</td>
<td>81%</td>
<td>98%</td>
<td>96%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>TRIO Writing Center</td>
<td>74%</td>
<td>97%</td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Veterans’ Services</td>
<td>38%</td>
<td>93%</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Web Registration</td>
<td>89%</td>
<td>88%</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>Web Site</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Work/ Study Job</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>100%</td>
<td>93%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Table 18: Graduate follow-up survey results (2008-09 to 2013-14).

The College has also provided training for faculty related to accessibility, Universal Design for Learning (UDL), and online instruction, while enhancing support for students enrolled in online and hybrid courses. The UDL concept was introduced to faculty at the Fall Semester 2014 in-service session by the Directors of Online Learning and Special Populations, who presented information on multiple means of representation, action, engagement, expression, and assessment. The module was incorporated into the online teaching certification course in 2014 as well. To respond to the growing number of students taking at least one online class, the College created TOOLS (Training and Orientation for Online Learning Students) in 2012 to
address the issues that significantly affect students’ ability to complete online courses. While only 4 percent of students taking online courses have enrolled in TOOLS, 83 percent of enrollees earned a “C” or higher, compared to 74 percent of those students who did not (Figure 12).

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>College Ready</th>
<th>Transitional</th>
<th>Under 30</th>
<th>30 and Over</th>
<th>Career GPA &lt;3.0</th>
<th>Career GPA &gt;=3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOOLS Students</td>
<td>83%</td>
<td>86%</td>
<td>80%</td>
<td>81%</td>
<td>85%</td>
<td>67%</td>
<td>92%</td>
</tr>
<tr>
<td>Students w/o TOOLS</td>
<td>74%</td>
<td>80%</td>
<td>69%</td>
<td>73%</td>
<td>75%</td>
<td>52%</td>
<td>91%</td>
</tr>
</tbody>
</table>

*Figure 12: Online TOOLS success rates.*

Based on this data, the College will require first-time online students to complete the TOOLS orientation prior to taking their first online course beginning in Fall Semester 2015.

**Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years? (4.C.3)**

The creation of both the ASD and the AST is a major improvement since the previous Systems Portfolio as it grew out of an AQIP Action Project, centralized the academic support mission to respond more efficiently to student needs, and fostered greater cooperation between Academic Affairs, Student Services, and other support departments. The College has engaged a full-time faculty member to serve as a Success Coach to coordinate retention and persistence efforts, support first year students, infuse the On Course strategies into learning communities, and serve as a liaison between Student Services, faculty, and students. Using data gathered from Transitional Studies boot camp and COMPASS preparation workshop events, the College has instituted COMPASS preparation as a regular part of the services offered by the ASD for math, reading, and writing. The College is also offering accelerated transitional math instruction to enable better-prepared students to pass from transitional through college-level courses quicker. The impetus for improving academic support services arose from an AtD grant, for which the College received funding from 2007 to 2012, studied the status of support, created pilot projects, and used the results arising from these projects to implement new programs with stable funding sources tied to enrollment. Further improvement is anticipated as the reorganization matures and data is analyzed.

The implementation of a Science Technology Engineering Mathematics (STEM) Title III grant provided the foundation for the SI program and tutoring support in all STEM courses. Additionally, other initiatives such as group study facilitation and early alert activities with SI have been started within the past year. The Title III grant also provided faculty professional development in STEM content areas for teaching and learning and strengthening collaboration between full-time and adjunct faculty and SI leaders. This grant provided funds as well to remodel science labs and construct and update ITV classrooms to support the delivery of higher-level STEM curriculum between campuses.
The College has used results obtained from student surveys to develop departmental and individual goals and to add measures of success to its Balanced Scorecard as secondary indicators.

Based on research regarding growth of online courses and known success rates of students taking the TOOLS preparation course, the College adopted a mandatory orientation program for students enrolled in online and hybrid courses (Table 19), effective Fall Semester 2015.

<table>
<thead>
<tr>
<th>Description</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Enrolled at Bay College</td>
<td>Bay Enrollment</td>
<td>2426</td>
<td>2399</td>
<td>2743</td>
<td>2759</td>
<td>2820</td>
</tr>
<tr>
<td># of Students Enrolled in at Least 1 Online Course</td>
<td>Online Enrollment</td>
<td>736</td>
<td>798</td>
<td>844</td>
<td>966</td>
<td>950</td>
</tr>
<tr>
<td>% of Students Enrolled in at Least 1 Online Course</td>
<td>Online Enrollment</td>
<td>30%</td>
<td>33%</td>
<td>31%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td># of Students Only Enrolled in Online Courses</td>
<td>Online Only Enrollment</td>
<td>255</td>
<td>281</td>
<td>281</td>
<td>294</td>
<td>288</td>
</tr>
<tr>
<td>% of Students Only Enrolled in Online Courses</td>
<td>Online Only Enrollment</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Average GPA for all Courses - All Students</td>
<td>Overall Term GPA</td>
<td>2.72</td>
<td>2.71</td>
<td>2.70</td>
<td>2.69</td>
<td>2.67</td>
</tr>
<tr>
<td>Average GPA in Online Courses - All Students</td>
<td>Overall Online GPA</td>
<td>2.48</td>
<td>2.53</td>
<td>2.63</td>
<td>2.66</td>
<td>2.55</td>
</tr>
<tr>
<td>Average GPA for Students taking only Online Courses</td>
<td>Online Only GPA</td>
<td>2.74</td>
<td>2.67</td>
<td>2.77</td>
<td>2.63</td>
<td>2.63</td>
</tr>
<tr>
<td>Average GPA in Online Courses for Students Taking at Least 1 Online Course and at Least 1 Traditional Course</td>
<td>Online GPA (taking both types)</td>
<td>2.35</td>
<td>2.45</td>
<td>2.57</td>
<td>2.67</td>
<td>2.52</td>
</tr>
<tr>
<td>Average GPA in Traditional Courses for Students Taking at Least 1 Online Course and at Least 1 Traditional Course</td>
<td>Traditional GPA (taking both types)</td>
<td>2.82</td>
<td>2.76</td>
<td>2.85</td>
<td>2.91</td>
<td>2.66</td>
</tr>
<tr>
<td>Average Age of all Students</td>
<td>Average Age (all students)</td>
<td>25.3</td>
<td>26.4</td>
<td>25.8</td>
<td>26.9</td>
<td>25.9</td>
</tr>
<tr>
<td>Average Age of Students Taking at Least 1 Course</td>
<td>Average Age (taking both types)</td>
<td>25.2</td>
<td>25.5</td>
<td>25.6</td>
<td>26.7</td>
<td>26.2</td>
</tr>
<tr>
<td>Average Age of Students only Taking Online</td>
<td>Average Age of Online Only Students</td>
<td>25.9</td>
<td>25.5</td>
<td>25.0</td>
<td>25.9</td>
<td>25.2</td>
</tr>
</tbody>
</table>

Table 19: Growth of online courses, student success in online courses, and demographics of students taking online courses data.

The College implemented a training module on accessibility and UDL in August 2014. Twenty-eight faculty have completed the training to date.

Research indicated students succeeded in accelerated courses and additional accelerated courses were added to the academic schedule. Analysis of student success in subsequent courses will lead to further efforts to improve this delivery method.

**ACADEMIC INTEGRITY**

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:
Bay College recognizes the importance of ethical scholarly practices on the part of both its faculty and students; the BOT’s Academic Freedom and Academic Integrity policies provide the guidance for several processes aimed at preserving the institution’s integrity and ensuring ethical practices. The Academic Integrity policy defines seven types of academic dishonesty and details the documentation required and procedures to be followed if an instructor suspects a violation of policy has occurred. The procedures indicate the personnel involved, the steps for scheduling hearings, and the appeals process. Students who have violated the Academic Integrity Policy may also be found in violation of the Student Code of Conduct and face sanctions through a process involving formal hearings and appeals guidelines handled by the Dean of Admissions (DoA). The procedures for both processes are detailed in the Catalog, Student Handbook, and website. Students who believe an instructor has violated ethical guidelines may enter the complaint process to address grievances. The process starts with a student-instructor discussion which, if not resolved to the satisfaction of both parties, may be appealed to the instructor’s academic dean or to the Vice President for Bay College West (VPBCW) for students at the Bay West campus. The final appeal in this process lies with the Executive Dean. Further details about the complaint process are discussed in 2P4. The process for evaluating faculty provides an additional avenue for discussing ethical behavior, as does the grievance process detailed in both the full-time and adjunct faculty contracts. The evaluation process allows students to provide feedback on their instructors each semester. Academic deans review the course evaluations and review results with individual faculty members. All faculty are evaluated in the classroom on a regular basis by academic deans (or, in the case of adjunct faculty at the Bay West campus, by the VPBCW). Adjunct faculty are evaluated during their first semester of employment and on a two-year schedule after that, unless conditions warrant additional classroom observations. A follow-up meeting is used to review results and discuss goals for improvement. Full-time faculty are observed annually in their three-year probationary period and every three years after receiving tenure. Uniform evaluation tools and formal procedures exist for both the full-time and adjunct processes. Beyond the course and faculty evaluation tools used in the processes above, the College collects data on integrity and ethics through its annual Employee Satisfaction Survey (ESS), detailed in 4P4.

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

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

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.

• The College has policies that address academic freedom and academic integrity.
• The College has an Academic Integrity Policy and a Student Code of Conduct
1R6  What are the results for determining the quality of academic integrity?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The results section provides limited comprehensive data to determine the effectiveness of the College’s processes related to academic integrity for several reasons. The first is that the guidelines used for previous AQIP Systems Portfolio submissions did not place the specific emphasis on academic integrity that the guidelines announced in April 2014 do. The second involves technical issues with the Academic Integrity Survey. Bay employed this survey in 2003, 2006, and 2010, with results indicating longitudinal positive changes on such measures as faculty informing students about academic integrity policies and student perceptions about the degree to which academic dishonesty occurs on campus. A technical issue on the part of the company providing the survey prevented the College from implementing it as planned during Spring Semester 2014; the survey will be given during Spring Semester 2015. The College looks forward to studying best practices related to data collection and the academic integrity processes as part of its continuous quality improvement efforts. Despite these limitations, however, Bay’s committee structure and processes resulted in changes to academic integrity procedures. At the request of the ILT, the Dean of Admissions and Dean of Arts and Sciences studied the process by which violations of academic integrity policies are reported and tracked. The recommended changes, approved by the ILT for implementation in Fall Semester 2013, left the responsibility for determining sanctions in the hands of the faculty member who suspects a student of violating the policy. Faculty are now expected to discuss the suspected violation with the student, complete a form that details the sanction and allows students to indicate whether or not they accept the sanction, and provide a copy of this form to both their academic dean (or the VPBCW in the case of adjuncts teaching at Bay West) and the Dean of Admissions. Students who disagree with the sanction may appeal the instructor’s decision using the process discussed in 1P6. The Dean of Admissions makes a notation in the student’s file that a charge of academic dishonesty has been lodged against the student. Students who have multiple charges in their files may be subject to the disciplinary process detailed in the Student Code of Conduct.

1I6  Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

Since the previous Portfolio submission, the College improved its process of tracking violations of academic integrity policies; further improvements may result from the development of a tracking system using the College’s Jenzabar EX system. The data gathered from the implementation of the Academic Integrity Survey will permit fresh examinations of academic integrity policies and comparisons of data collected over a decade. An Action Project to
examine the effectiveness of efforts to educate students on academic integrity may bring about improvements over the next several years as well.
AQIP CATEGORY TWO: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

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.

CATEGORY TWO OVERVIEW

The processes and results comprising the Meeting Student and Other Key Stakeholder Needs category are strong points for Bay College. Key Stakeholder Needs processes are aligned and focused on the Community Success strategic priority of the Strategic Agenda, with community surveys now providing strong data for analysis and action. Complaint Processes are aligned to gather input from students and the community and address the feedback provided. Current and Prospective Student Needs are at the integrated state with significant data sources employed for analysis by academic affairs, academic support, and student services personnel. A revision of the academic scheduling process to better meet student needs and the successful attainment of grants to purchase equipment, revise curriculum, and develop new programs are two major results arising from these processes. Retention, Persistence, and Completion processes are also deemed to be integrated. The Washington Monthly magazine recognized the College as the thirtieth rated community college in the nation in 2013 for its retention and completion rates, ranking enhanced by Supplemental Instruction, tutoring, and an early warning system. Building Collaborations and Partnerships processes are integrated and strongly oriented toward the Student Success and Community Success strategic priorities. Partnerships have enhanced dual enrollment participation, college-community ties, and the attainment of grants to purchase equipment and expand and develop occupational programs to meet workforce development needs.

CURRENT AND PROSPECTIVE STUDENT NEEDS

2P1 Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

- Identifying key student groups
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained, and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting tools/methods/instruments to assess student needs
- Assessing the degree to which student needs are met

The College ensures that the staff members who provide non-academic support services are qualified through the processes detailed in 3P1; the College also invests considerable resources into professional development of its faculty and staff through in-service training sessions and by funding participation in regional, state, and national conferences and workshops. Significant
college-wide in-service professional development opportunities since the 2011 AQIP Systems Portfolio submission include emphases on the strategic planning process and Partners In Leadership (PIL) communications and accountability training. Student support services staff regularly attend conferences and webinars sponsored by National Academic Advising Association (NACADA), Michigan Association of College Registrars and Admissions Offices (MACRAO), Achieving the Dream (AtD), Michigan Community College Student Services Association, Michigan Student Success Conference, Continuous Quality Improvement Network (CQIN), Jenzabar Annual Meeting (JAM), and financial aid regulators. In addition, the SI program is conducting a self-study to attain certification from the National Association for Developmental Education, while the Tutoring program is certified by the College Learning and Reading Association.

The availability of support services is communicated in a variety of ways. Information regarding academic advising, career services, personal counseling, food services, housing, financial aid, and computing services is contained in the College catalog and Student Handbook and on the website; students attending Student Orientation, Advising, and Registration (SOAR) sessions in June, August, and December also receive this information. Social media—Facebook LinkedIn, and Twitter—are also used to communicate information. Broader approaches are also employed that provide opportunities to emphasize the availability of and importance of student services to the community at large, including Board of Trustees (BOT) reports submitted by members of the President’s Advisory Council (PAC) detailing activities within their areas of responsibility; press releases issued to local newspapers and radio and television stations; the community focus within the strategic agenda; a community survey conducted in Delta and Dickinson counties in 2014; presentations made in support of the successful millage renewal in Delta County in 2013; and appearances on local radio programs by the President and Vice President for Bay College West (VPBCW) in Escanaba and Iron Mountain, respectively.

The process involved in the creation of the academic schedule has a significant impact on the non-academic needs of students by enabling them to plan to meet academic, work, and family responsibilities; develop long-range plans leading to completion; and effectively marshal personal resources. The process begins in November with academic division meetings and runs through nine phases leading to the publication of the upcoming fall semester academic schedule in February and the summer and winter semester academic schedules in October. Academic deans, the VPBCW, and the Registrar play critical roles in the development of the schedule, which includes consideration of enrollment trends and projections, program additions and deletions, and needs for online, hybrid, and interactive television (ITV) delivery methods involving both campuses. Adjustments are made to each semester’s schedule prior to the opening of registration. Once registration begins, academic deans and the VPBCW monitor enrollment on their respective campuses to meet minimum class size guidelines or open additional sections as conditions warrant. If a course is cancelled due to low enrollment, the process of approving a directed study option for students may be employed. Through discussions involving students, instructors, and academic administrators, a directed study section may be approved if the student proves the course is necessary for an imminent graduation date.

The process for identifying new student groups to target for educational offerings and services and for meeting changing student needs has several facets. The Admissions Service Team provides timely outreach and strategic messaging to prospective students to identify their
career, financial, support, and academic plans. Using early engagement and personalized checklists, the Admissions Services Team addresses student needs earlier to develop clear guidelines to assist students into and through the admission and enrollment processes. The College conducted community surveys in Delta and Dickinson counties in 2014 to ascertain opportunities for expanding programs and services in the region. As part of the Program Evaluation and Review Team (PERT) process, employer surveys are carried out to determine employment needs and program advisory committees comprised of industrial and professional representatives gather feedback on training needs and trends. Additionally, workforce surveys are sent biannually to area employers to ascertain workforce training needs. Employee participation in local and regional workforce and economic development boards provides another source of information to assist in identifying programs and training for new student groups. The information gathered in this process has led to the awarding of a federal Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to underwrite the purchase of equipment for the Welding and Mechatronics programs, the expansion of the welding certificate program to Bay West, the creation of the Emergency Medical Technician (EMT)-Paramedic program, and the opening of the Corrections Academy on the Escanaba campus. The federal grant also provides funding for a training specialist to target workers whose jobs have moved overseas, veterans, and non-traditional students. The process also led to the development of a partnership with Michigan Works! and area municipalities, health care providers, manufactures to secure a state CCSTEP grant to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and Mechatronics programs.

The College’s partnerships with area K-12 school systems, detailed in 2P5, are part of an effort to strengthen preparation and labor force readiness in the region. The College has played a critical leadership role in the creation of the Delta County College Access Network (DCCAN), which provides outreach and focus for high school completion and postsecondary education and training for entrance into the region’s skilled workforce. A local college access network is in the formative stages in Dickinson County as well. The College has also engaged successfully in efforts to expand dual enrollment opportunities (Table 31) on area high school campuses and is discussing the implementation of the Early College concept to broaden dual enrollment participation and diploma and degree completion efforts.

The College identifies and deploys non-academic support services using local and national sources to gather data and determine directions. Idea boxes and the online student voice form, discussed in 2P4, serve as means to provide feedback, while student focus groups and online surveys have permitted the College to gather data on interest in intramural and intercollegiate athletics, veterans' programming and orientation, and first year experiences. Nationally-normed instruments, such as the Noel-Levitz Student Satisfaction Index (SSI), Community College Survey of Student Engagement (CCSSE), and Survey of Entering Student Engagement (SENSE), provide satisfaction rating and gap analysis data for student services and the first-year experience and have led to changes in orientation, advising, and registration; the creation of feedback links on the Student Services site; and the reorganization of the Student Services department.

The College recognizes that non-cognitive factors are critical to success, particularly for first generation and low-income students. The Nursing division schedules meetings with its students to determine assistance needs; the division also provides information to students on readmission procedures. Using feedback received through the 2011 Systems Portfolio appraisal
process, the College engaged in an AQIP Action Project—“Understanding And Meeting Our Students’ Needs”—aimed at systematically evaluating and integrating all student contact processes from recruitment past graduation to create a roadmap for students to navigate their collegiate experience successfully. The project has its roots in a college-wide strategic planning session in 2012 in which employees identified gaps between current practices and a proposed future reality that led to major initiatives targeting student engagement and empowerment and academic support. Student Services and the Student Success and Completion Team (SSCT), the successor to the AtD Core Team, determined academic, career, support, and financial plans to be the crucial elements of the road map and that these plans should be in place at the time of matriculation. The process has led to reorganization within the Student Services department, which included the addition of a recruiter and completion specialist to the staff. Academic Support Services also engaged in process mapping activities with the SSCT to study the processes involved in library services, Supplemental Instruction (SI), tutoring, and accommodations. Using this information, which is detailed in 1P5, the Academic Support department has also undergone reorganization and added a faculty success coach to the division staff. Overall, the project targets completion of a degree or certificate as its key performance indicator (KPI) but such secondary and tertiary measures as fall-to-fall persistence, semester retention, class completion, increased use of support services, increased participation in student activities, improved satisfaction on student engagement surveys, the addition of targeted student information on the existing data management system, new mechanisms to address specific student groups with distinct needs, and the reduction or elimination of redundant services are also evidence of success. The College expects the project to be fully implemented and integrated by the 2016-17 academic year.

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

1. 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.

   • The College ensures that the staff engaged to provide student services are appropriately qualified, trained, and supported in their professional development through the hiring, evaluation, and development processes detailed in Category 3.

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.

   • The College ensures that it provides appropriate student and learning support services through its Admissions Services Team and employs its catalog and website to provide information on preparation levels needed to
enroll in courses and programs.

2R1 What are the results for determining if current and prospective students' needs are being met?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The College’s processes produced numerous results related to the non-academic needs of current and prospective students. Respondents to the SENSE and SSI in 2012, 2013, and 2014 provided feedback on benchmarks of effective practice (Table 20).

<table>
<thead>
<tr>
<th>Community College Survey of Student Engagement</th>
<th>Year</th>
<th>Bay College</th>
<th>Comparison Group</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>2012</td>
<td>54.3</td>
<td>51.4</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>54.1</td>
<td>51.3</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>53.2</td>
<td>51.4</td>
<td>1.8</td>
</tr>
<tr>
<td>Student Effort</td>
<td>2012</td>
<td>55.0</td>
<td>51.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>54.9</td>
<td>51.1</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>55.1</td>
<td>51.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>2012</td>
<td>52.3</td>
<td>50.4</td>
<td>1.9</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>52.0</td>
<td>50.4</td>
<td>1.6</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>51.8</td>
<td>50.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>2012</td>
<td>55.0</td>
<td>51.9</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>54.3</td>
<td>51.9</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>54.3</td>
<td>52.4</td>
<td>1.9</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>2012</td>
<td>51.0</td>
<td>51.9</td>
<td>(0.9)</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>50.5</td>
<td>52.0</td>
<td>(1.5)</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>53.2</td>
<td>52.1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Questions of Institution Importance</th>
<th>Year</th>
<th>Bay College</th>
<th>Comparison Group</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1h How often do you use the following services at this college? Computer lab.</td>
<td>2012</td>
<td>84.0</td>
<td>62.7</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>84.0</td>
<td>62.7</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>82.8</td>
<td>62.3</td>
<td>20.5</td>
</tr>
<tr>
<td>13.1b How often do you use the following services at this college? Career Counseling.</td>
<td>2012</td>
<td>27.7</td>
<td>28.7</td>
<td>(1.0)</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>27.7</td>
<td>29.1</td>
<td>(1.4)</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>29.7</td>
<td>29.6</td>
<td>0.1</td>
</tr>
<tr>
<td>9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.</td>
<td>2012</td>
<td>49.1</td>
<td>51.2</td>
<td>(2.1)</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>49.1</td>
<td>51.7</td>
<td>(2.6)</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>47.8</td>
<td>52.6</td>
<td>(4.8)</td>
</tr>
</tbody>
</table>

Table 20: CCSSE results for 2012-2014.

The results for the Support For Learners category were consistent in both iterations, with Bay ranking at 51.0 percent in 2012, 50.5 in 2013, and 53.2 percent in 2014, trailing the top-performing institutions in 2012 (51.9 percent) and 2013 (52.0 percent) but surpassing the group in 2014 (52.1 percent). The same two measures within this category were rated as aspects of lowest engagement: career counseling was rated as 27.7 percent in 2012, 27.7 percent in 2013, and 29.6 percent in 2014, compared to 28.7 percent, 29.1 percent, and 29.6 percent for the cohort; encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
backgrounds was rated at 49.1 percent in 2012, 49.1 percent in 2013, and 47.8 percent in 2014, compared to 51.2 percent, 51.7, and 52.6 percent for the cohort.

The 2014 SENSE (Table 21 question 11b) found that Bay students attended an on-campus orientation prior to the beginning of classes at a significantly higher rates than the cohort (65.6 percent in 2012, 75.8 percent in 2013, and 75.4 percent in 2014, compared to 42.9 percent, 51.2 percent, and 52.7 percent). Fewer Bay students (21.1 percent) enrolled in a student success course (FYE 101) than respondents nationwide (26.3 percent).

### Survey of Entering Student Engagement Benchmark Scores Report

<table>
<thead>
<tr>
<th>Benchmark Category</th>
<th>Year</th>
<th>Bay College</th>
<th>Comparison Group</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Connections</td>
<td>2012</td>
<td>61.2</td>
<td>50.1</td>
<td>11.1</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>60.4</td>
<td>57.2</td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>63.2</td>
<td>57.2</td>
<td>6.0</td>
</tr>
<tr>
<td>High Expectations and Aspirations</td>
<td>2012</td>
<td>50.6</td>
<td>49.6</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>50.5</td>
<td>49.7</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>52.5</td>
<td>49.9</td>
<td>2.6</td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>2012</td>
<td>56.9</td>
<td>50.4</td>
<td>6.5</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>55.9</td>
<td>55.5</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>57.5</td>
<td>55.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Effective Track to College Readiness</td>
<td>2012</td>
<td>50.5</td>
<td>51.2</td>
<td>(0.7)</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>51.0</td>
<td>51.0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>53.7</td>
<td>51.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>2012</td>
<td>55.5</td>
<td>51.6</td>
<td>3.9</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>55.2</td>
<td>52.3</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>51.5</td>
<td>51.9</td>
<td>(0.4)</td>
</tr>
<tr>
<td>Academic and Social Support Network</td>
<td>2012</td>
<td>57.5</td>
<td>50.2</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>57.2</td>
<td>51.3</td>
<td>5.9</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>57.1</td>
<td>51.2</td>
<td>5.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Questions of Institution Importance</th>
<th>Year</th>
<th>Bay College</th>
<th>Comparison Group</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>18l. All instructors clearly explained academic and student support services available at this college.</td>
<td>2012</td>
<td>81.1</td>
<td>68.0</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>81.1</td>
<td>68.7</td>
<td>12.4</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>79.1</td>
<td>69.6</td>
<td>9.5</td>
</tr>
<tr>
<td>19e. Participate in supplemental instruction. (extra class sessions with an instructor, tutor, or experienced student)</td>
<td>2012</td>
<td>40.6</td>
<td>31.2</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>40.6</td>
<td>31.8</td>
<td>8.8</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>45.9</td>
<td>32.4</td>
<td>13.5</td>
</tr>
<tr>
<td>20.3! Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with the following services? Writing, math, or other skill lab.</td>
<td>2012</td>
<td>27.3</td>
<td>37.6</td>
<td>(10.3)</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>27.3</td>
<td>35.8</td>
<td>(8.5)</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>20.7</td>
<td>35.8</td>
<td>(15.1)</td>
</tr>
<tr>
<td>11b. I took part in an on-campus orientation prior to the beginning of classes.</td>
<td>2012</td>
<td>65.6</td>
<td>42.9</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>75.8</td>
<td>51.2</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>75.4</td>
<td>52.7</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Table 21: Survey of Entering New Student Engagement (SENSE) results.

SENSE benchmark data from 2014 reveals that Bay is competitive in all the major effectiveness categories (Figure 9 page 38), though questions relating to both academic and non-academic factors are included to varying degrees in each grouping. Bay performed best for the Academic and Social Support Network category, which addresses support services, with a 57.1 percentile rank, compared to 50.2 percentile for its peers; this ranking placed the College among the top ten percent of schools in the nation. Bay’s second best performance was the Early Connections
benchmark, which is non-academic in nature and related to such activities as creating a welcoming environment for students and providing accurate financial aid information; the College had a percentile score of 63.2 percentile versus 50.1 percentile. For the Clear Academic Plan and Pathway benchmark, which incorporates involvement with academic advisors, the College is at the 57.5 percentile, compared to 60.9 percentile for the top ten percent institutions. For Engaged Learning, which incorporates tutoring, skills labs, and computer labs, the College is at the 51.5 percentile, compared to 61.3 percentile for top performing schools. The College performs very close to the national norms for High Expectations and Aspirations though below the top rated institutions (52.5 percentile compared to 57.3 percentile for the top performers) for this measure and for the Effective Track to College Readiness benchmark (53.7 percentile compared to 58.8 percentile).

Like the CCSSE data, SSI data consistently finds students most satisfied with computer labs and services and the way students of both genders and all ages are treated; students were least satisfied with the availability of child care facilities, veterans’ services, career services, class schedules, and adequate financial aid. The largest gaps between stated importance and student satisfaction, on a seven-point scale, were for the adequacy of financial aid (1.11), registering for classes needed with few conflicts (0.96), and the convenience of class schedule times (0.94). Bay generally performs well examining longitudinal and comparative data for SSI results for the 2009, 2011, and 2013 iterations (Table 17 page 40).

Graduate follow-up survey data for 2008-09 through 2013-14 provides performance data on student satisfaction for the College’s academic and student support processes (Table 18 page 41). As a result of restructuring, the Admissions Services Team meets weekly to review outreach reports on contacts, strategic messaging, and the status of applicants. The meeting also permits role playing to assess communication efforts and implement continuous quality improvement (CQI) strategies.

Based on 2R1 what improvements have been implemented or will be implemented in the next one to three years?

The College has reorganized both its Academic Support and Student Services departments and enhanced cooperation between the two since the 2011 Portfolio. Admissions Services Team restructuring has improved the develop of personal and college goals for potential students in the recruiting process, incorporated CQI methods into strategic planning, and enhanced outreach and strategic messaging to potential students. The College also employed an AQIP Action Project to create a new process for developing and implementing semester schedules in a timely fashion to assist students in planning their progress toward completion and to provide a schedule with classes at times that are more suited to student needs. While budget limitations have impacted the availability of career counseling and services, the College has provided professional development for trainers in Myers-Briggs testing and career advising to enhance staff capabilities and involved a faculty member as a Success Coach to bridge academics and student services. Implementing the SENSE and CCSSE instruments again in 2015 will provide additional data for use and comparison in the next several years.

RETENTION, PERSISTENCE, AND COMPLETION

Retention, Persistence, and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to
stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

- Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence, and completion
- Analyzing information on student retention, persistence, and completion
- Meeting targets for retention, persistence, and completion (4.C.1)
- Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

Student retention, persistence, and completion is a critical aspect of Bay College’s mission and is both embodied in the Student Success strategic priority contained in the Strategic Agenda and in the mechanisms by which the College collects, analyzes, and distributes data to influence decision-making and implementation.

Bay College employs an extensive array of instruments to collect the data used in assessing retention, persistence, and completion. The key performance indicator (KPI) for the Student Success strategic priority is the federal Integrated Postsecondary Education Data System (IPEDS) completion rate, which tracks a cohort of first-time, fulltime students to graduation with a certificate or degree and/or transfer to another institution. Secondary level indicators include the two-year completion rate, fall-to-fall persistence, fall-to-winter persistence, retention (course completion), and course pass rate (with a grade of “C” or better). The data is collected and analyzed for both campuses and for online courses and is shared with the College and community through college-wide meetings, the myBay portal, and on the website. The SSI, CCSSE, and SENSE surveys are standardized instruments that provide longitudinal and comparative national data on student satisfaction and engagement. Locally-developed instruments, including employer, graduate, and TRiO student surveys, also provide information about the effectiveness of academic programs and student services that impact retention, persistence, and graduation as does data collected on course and college withdrawal forms; the Academic Support Department (ASD) monitors its own dashboard tracking instrument that incorporates student completion in SI and TRiO data and non-cognitive factors as well.

Bay College developed a comprehensive process for determining targets for student retention, persistence, and completion with the aid of a five-year AtD grant awarded in 2007. The grant permitted the College to identify targets for progress and implement pilot projects that led to improvements in transition and college-level course placement and faculty advising and the implementation of SI into the curriculum. The SSCT succeeded the AtD Team as part of the effort to sustain this renewed focus on student success into the College’s structure and culture; the Board of Trustees (BOT) also created a Student Success and Completion Committee to emphasize its commitment to student success. Some targets are maintained because of their historic importance to the institution; some are driven by program accreditation standards. The strategic planning process is also part of the procedure for identifying targets, as are the department, division, and Service to the College committee structures. Targets for the responses by the ASD and Student Services are discussed in 1P5 and 2P1, respectively.

Analysis of information on student retention, persistence, and completion and the determination of whether or not targets have been met occur at the division, department, and administrative levels, in the committee structure, and institution wide as the examination warrants. The Institutional Research office plays a critical role in the process, providing data and analysis for the overarching Student Success strategic priority as well as working with departments and divisions to develop and disseminate data for the secondary and tertiary performance indicators.
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’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.)

- The College demonstrates its commitment to educational improvement through its consistent focus on retention, persistence, and completion. Using strong academic and student support programs—among them Supplemental Instruction, tutoring, OnCourse, and a faculty success coach—Bay’s efforts earned national recognition from the Washington Monthly magazine in 2013.
- Survey of Entering Student Engagement, Community College Survey of Student Engagement, Perkins, and Integrated Postsecondary Education Data System, Voluntary Framework of Accountability data form the core of sources employed to collect and analyze data to support retention, persistence, and completion efforts.

2R2 What are the results for student retention, persistence, and completion?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The College is highly engaged in efforts to retain students and enhance their capabilities to persist and succeed in courses and academic programs, as evidenced by the No. 30 in the nation ranking Bay earned in the 2013 Washington Monthly listing of best community colleges. The Washington Monthly ranking is based on five CCSSE measures; retention, graduation, and transfer rates; and credentials awarded and Bay performed well comparatively with the nation’s top fifty institutions: CCSSE Active and Collaborative Learning (No. 36); CCSSE Student Effort (No. 25); CCSSE Academic Challenge (No. 34); CCSSE Student-Faculty Interaction (No. 27); CCSSE Support for Learning (No. 42); first-year retention rate (No. 30); three-year graduation/transfer rate (No. 30); and credentials awarded per one hundred full-time equivalent students (No. 7).

Academic support efforts have also enhanced success and persistence rates significantly (see 1R5). Students in SI sections passed courses at a rate of 63.2 percent from 2009-13, compared to 59.2 percent of the students in non-SI sections; in Fall Semester 2014, 66.0 percent of SI
students passed compared to 58.0 percent of non-SI students. Of the students enrolled in transitional courses, 59.5 percent of those in SI section passed courses with a “C” or better grade compared to 56.0 percent in non-SI sections, 65.2 percent enrolled in college-level SI sections passed compared to 62.7 percent in non-SI sections, and 72.3 percent enrolled in English courses passed compared to 69.3 percent; for Math and Science students, 60.7 percent enrolled from 2009-13 passed compared to 54.9 percent, with 64.0 percent of SI students passing in Fall Semester 2014 compared to 50 of non-SI students.

SI has also enhanced student perseverance, with the fall-to-fall persistence rate of students enrolled in SI sections from 2009-12 at 61.4 percent, compared to 57.3 percent of those enrolled in non-SI sections.

Data obtained from the SENSE (Figure 8 and Figure 9 page 38) and CCSSE (Figure 10 and Figure 11 page 39) instruments has shaped the results related to student retention, persistence, and completion. SENSE data from 2012 (Figure 8 page 38) indicated the College outperformed the national cohort in terms of highest engagement on the question asking if instructors explained the availability of academic and student support services (81.1 percent v. 68.0 percent); Bay student respondents also stated that they participated in SI (40.6 percent v. 31.2 percent) by larger percentages than the national cohort (Table 21 page 52). The lowest comparative engagement level for the College occurred in response to the question about using writing, mathematics, or other skill laboratories at least once, with 27.3 percent of Bay respondents indicating they had versus the 37.6 percent of the national cohort. The College performed very well on the SENSE Benchmark in 2012 (Figure 8 page 38), with 57.5 percent of respondents expressing satisfaction with the academic and social support networks available versus 50.2 percent of peer institutions; this percentage also placed Bay in the top ten percent of participating institutions nationwide for this category.

CCSSE data mirrored that of the SENSE. Bay students indicated engagement with the Support for Learners measures by a 53.2 percent to 50.0 percent margin for the national cohort in the 2013 administration of CCSSE (Figure 11 page 39). The College, in three iterations since 2009, has consistently scored better on the Support for Learners and Student-Faculty Interaction benchmark measures for both the cohort and small colleges. The College’s largest gap, per SSI data (2013), involved notification of students early in the semester if they are doing poorly. Students considered notification important (6.05 on a seven-point Likert scale) but their satisfaction level (4.99) produced a gap of 1.06.

IPEDS completion data for the cohort classes from 2006 to 2011 (Table 22) indicates mixed data, though the performance of classes from 2009 to 2011 is likely impacted by a dramatic increase in enrollment related to the significant economic downturn that took place at the same time. The latest IPEDS completion rate is slightly below the current College target (39.8 percent) and the National Community College Benchmark Project (NCCBP) target (42 percent) but is in the College’s normal range.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Fall Enrollment</th>
<th>Completion rate (150% of time)</th>
<th>Transfer Rate</th>
<th>Combined Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1949</td>
<td>21</td>
<td>23</td>
<td>44</td>
</tr>
<tr>
<td>2007</td>
<td>1877</td>
<td>25</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td>2008</td>
<td>2130</td>
<td>17</td>
<td>23</td>
<td>40</td>
</tr>
<tr>
<td>2009</td>
<td>2498</td>
<td>16</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>2010</td>
<td>2592</td>
<td>21</td>
<td>17</td>
<td>38</td>
</tr>
<tr>
<td>2011</td>
<td>2468</td>
<td>16</td>
<td>19</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 22: IPEDS completion data (2006-2011 cohort)
The Voluntary Framework of Accountability (VFA) provides an accountability framework for community colleges that defines student outcomes in relation to enrollment and the breadth of the community college mission. VFA measures student progress and outcomes at two years and six years beyond matriculation and provides benchmarking data for comparison with peer community colleges nationwide (Table 23). Voluntary Framework of Accountability (VFA) completion rate data, based on the 2007 cohorts, is 54.2 percent for the main cohort compared to 50.0 percent for benchmark colleges, the credential seeking cohort is 63.9 percent compared to 59.2 percent, and the first time in college cohort is 52.3 percent compared to 46.2 percent.

<table>
<thead>
<tr>
<th>Collection Cycle</th>
<th>Student Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor's Degree</td>
</tr>
<tr>
<td>Main Cohort – fall entering students that are first-time at this college</td>
<td>0.0</td>
</tr>
<tr>
<td>Bay College</td>
<td>0.1</td>
</tr>
<tr>
<td>Benchmarking College(s)</td>
<td>0.0</td>
</tr>
<tr>
<td>Credential Seeking Cohort – fall entering students that are, by behavior, intending to earn a credential</td>
<td>0.2</td>
</tr>
<tr>
<td>Bay College</td>
<td>0.0</td>
</tr>
<tr>
<td>Benchmarking College(s)</td>
<td>0.1</td>
</tr>
</tbody>
</table>

Table 23: Voluntary Framework of Accountability data (Fall 2008 student cohort). All values are in percent.

The College’s occupational programs have consistently excellent rates of student retention within semesters (Table 24).

<table>
<thead>
<tr>
<th>COURSE RETENTION RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Program</td>
</tr>
<tr>
<td>CNSS</td>
</tr>
<tr>
<td>CiS: Software Support</td>
</tr>
<tr>
<td>Human Services</td>
</tr>
<tr>
<td>Marketing/Small Business</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Water Resource Management</td>
</tr>
<tr>
<td>Welding</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Automotive Technology</td>
</tr>
<tr>
<td>Criminal Justice</td>
</tr>
<tr>
<td>OIS</td>
</tr>
</tbody>
</table>

Table 24: Course retention rates for occupational programs.

Success rate data maintained internally by the College reveals steady performance in several categories longitudinally since the 2011 Portfolio (see Table 25 on the next page).
The Nursing program has extensive data assessing the performance of its students and program (Table 26).

<table>
<thead>
<tr>
<th>STUDENT SUCCESS RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Enrollment</td>
</tr>
<tr>
<td>Two-Year Completion Rate (as a percentage)</td>
</tr>
<tr>
<td>Fall to Fall Persistence (as a percentage)</td>
</tr>
<tr>
<td>Fall to Winter Persistence (as a percentage)</td>
</tr>
<tr>
<td>Course Retention (as a percentage)</td>
</tr>
<tr>
<td>Pass rate (“C” or better) (as a percentage)</td>
</tr>
</tbody>
</table>

Table 25: Internal tracking of student success rates in several categories shown as a percentage with the exception of enrollment.

The College’s processes and results have led to a number of improvements enhancing student retention, persistence, and completion. An enhanced early warning system operates throughout the semester to respond to students’ changing patterns of attendance and performance. Students Services and the ASD have both undergone reorganizations to enhance efficiencies and strengthen cooperation between them. The funding sources for both tutoring and SI have been stabilized with the addition of a student fee. The College has also engaged a faculty member to serve as a Success Coach to coordinate retention and persistence efforts through involvement with student orientation and efforts to infuse On Course strategies into campus learning communities.

KEY STAKEHOLDER NEEDS

2P3 Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

- Determining key external stakeholder groups (e.g., alumni, employers, community) (2)
- Determining new stakeholders to target for services or partnership (2)
- Meeting the changing needs of key stakeholders (3)
- Selecting tools/methods/instruments to assess key stakeholder needs (1)
- Assessing the degree to which key stakeholder needs are met (1)

As the College plays a significant role in the development of communities in and around Delta and Dickinson counties, Bay places a significant emphasis on determining, understanding, and meeting the needs of key stakeholder groups.
The College’s focus on connecting with key external stakeholder needs is embodied in the Community Success strategic priority of its Strategic Agenda, which sets goals for expanding the outreach of the Michigan Technical Education Center (MTEC) in customized training, continuing education, professional licensure, and other non-credit offerings; emphasizes further development of K-20 and business partnerships; and encourages the cultivation of partnerships to develop sustainability initiatives. MTEC, through facilities on both campuses, focuses on the needs of regional employers, particularly in the forestry, mining, healthcare, corrections and manufacturing fields, to create company- and industry-specific training opportunities and to offer training sessions for various software applications that enhance the skills of individuals for personal and business needs. Recent MTEC involvement with customized training needs in the area include safety training for the New Page paper mill in Escanaba, electronic database training for St. Francis Hospital employees in Escanaba, electrical training for the International Brotherhood of Electrical Workers, and the implementation of a Corrections Academy in collaboration with Michigan’s Department of Corrections and local prisons. The College works closely with the Catherine Bonifas Arts Center in Escanaba and provides such cultural events as music performances and art exhibits (through College Advancement), plays and film series (through Academic Affairs), comedians and musicians (through Student Life). Bay also sponsors a Title III science colloquium speaker series annually for K-12 and College faculty in Escanaba that is broadcast to the Bay West Campus.

The Community Success strategic priority is measured using a dashboard that incorporates data on the number of companies non-credit students were served through the MTEC, customer satisfaction with both MTEC and college facilities, overall community satisfaction with the College, and high school presence employing a one-hundred-point scale. Data is also gathered through program advisory committee feedback, employer surveys, workforce surveys, and meetings with K-12 and postsecondary educators.

The College determines its key external stakeholder groups and potential partnership opportunities through the processes detailed in 2P5. Connections have been built and maintained which permit the College to align and integrate stakeholders to provide a catalyst for action. Community members representing business and industry, workforce development agencies, and K-12 school districts in Delta and Dickinson counties joined College faculty and staff in exercises in 2011 that led to the creation of the Strategic Agenda and its strategic priorities. Additionally, through employee engagement in community, regional, and state economic development, governmental, and service organizations, the College has engaged in developing local college access networks in Delta and Dickinson counties designed to bolster workforce readiness efforts; explored dual enrollment and Early College options; secured federal and state grants to provide equipment for its Welding, Water Technology, EMT-Paramedic, and Mechatronics programs and target displaced workers, veterans, and non-traditionally-aged students to these options; and developed the Corrections Academic to address workforce shortages in the state’s correctional facilities. In 2011 the College accepted a $60,000 grant from the Hannahville Indian Community to create a computer lab for the new Graphics Design courses.

The College meets the changing needs of stakeholders through feedback channels created by the advisory board process as well as other critical sources. The MTEC advisory board, which is comprised of representatives from local business and industry, economic development agencies, organized labor, local government agencies, and Michigan Works!, meets quarterly to provide community-based feedback concerning area needs for employee skills and competencies. MTEC staff also participate on such regional committees as the Healthcare
Roundtable, Manufacturing Skills Alliance, and Upper Peninsula Economic Development Alliance to inform the development of non-credit training opportunities. The Bay College West Campus Advisory Committee, which is comprised of local business and industry, educational, organized labor, governmental, and economic development leaders from Dickinson County, provides feedback for consideration related to stakeholder needs in Dickinson County and surrounding areas in Michigan and Wisconsin. The College Advancement office addresses the needs of the alumni stakeholder group through its Alumni Association Board, which manages the Bay College Alumni Association. The Alumni Board meets two to four times annually to plan a celebration for new graduates, award scholarships, and select the winner of the Distinguished Alumni Award. The College Advancement office also planned the 2013 Golden Gala and 2014 Bay West Gala events to celebrate the college’s 50th anniversary and annual golf scrambles to target fundraising efforts for scholarships and the expansion and renovation of the facilities providing academic success services. The process involved in securing the passage of a millage renewal in Delta County in 2013 provided a unique opportunity to engage the College’s stakeholders since the previous portfolio. The President, several members of the BOT, and several administrators spoke at over fifty meetings of civil, social, governmental, and labor groups and received valuable feedback through the question-and-answer sessions included in the presentations.

2R3 What are the results for determining if key stakeholder needs are being met?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The processes employed by the College in addressing key stakeholder needs have produced significant results on campus and in the community. Responding to a need for welders and other skilled professionals, Bay engaged in a number of activities to secure grants and expand training opportunities. As a member of the Michigan Coalition for Advanced Manufacturing (M-CAM), a consortium of eight Michigan community colleges, the College secured a TAACCCT grant from the U.S. Department of Labor to purchase new equipment for expanding and updating its Welding and Mechatronics programs. As a member of the Community College Skilled Trades Equipment Program (CCSTEP) partnership, a collaboration between Bay, Michigan Works!, and area municipalities, health care providers, and manufacturers, the College obtained a Michigan Economic Development Corporation (MEDC) grant to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and Mechatronics programs. In partnership with Michigan Technological University, the College secured an Advanced Technological Education (ATE) grant through the National Science Foundation (NSF). Bay will receive three robotic arms, training to certify College faculty to use the equipment, and funds to provide training for higher education and K-12 faculty. The College will also partner with Michigan Tech to develop a robotics curriculum that articulates with Tech’s baccalaureate program. The grant processes involved discussions with local Chamber of Commerce personnel, manufacturers, and state and federal legislators to obtain needs assessment data and letters of support. In Dickinson County, the College partnered with the Dickinson Area Partnership (DAP) to host a Manufacturers’ Roundtable to secure data and support from manufacturers, school superintendents, government officials, veterans’ representatives, and economic development personnel. The effort, along with the grants, has allowed the College to expand from offering occasional courses in ARC and MIG welding through the Dickinson-Iron Intermediate School District (DIISD) Tech Center to the implementation of the Welding certificate program in Fall Semester 2014.
The MTEC played an important role in meeting key stakeholder needs as well. MTEC offered 515 courses educating over nine thousand participants from 2011 to 2014. Since the 2013-14 fiscal year, MTEC’s performance is also measured as part of the Community Success strategic priority of the Strategic Agenda. In that year, Bay offered 134 courses and 2044 participants, slightly below the 2300 participant goals established within the Strategic Agenda (Table 27).

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses Offered</th>
<th>Participants in Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>131</td>
<td>2123</td>
</tr>
<tr>
<td>2011-12</td>
<td>169</td>
<td>2171</td>
</tr>
<tr>
<td>2012-13</td>
<td>81</td>
<td>2814</td>
</tr>
<tr>
<td>2013-14</td>
<td>134</td>
<td>2044</td>
</tr>
<tr>
<td>Total</td>
<td>515</td>
<td>9152</td>
</tr>
</tbody>
</table>

Table 27: MTEC course offerings and participants for courses offered from 2010-11 to 2013-14.

Community survey data collected from Delta and Dickinson counties in 2014 (Figure 13) and 2015 (see Figure 14 on the next page) showed general satisfaction with MTEC’s outreach efforts. For customized training programs, two-thirds (67 percent) of those opting a non-neutral response in 2014 expressed satisfaction. The 2015 survey, the results of which are preliminary, broke down MTEC services into three categories. Respondents overwhelmingly expressed satisfaction with contract and customized training (89.5 percent), professional and workforce development (87.4 percent), testing and certification services (88.6 percent); and personal enrichment (80.0 percent). The surveys found overwhelming customer satisfaction with the quality of facilities and services: 88.0 percent overall in 2014 and 92.3 percent in 2015. Respondents were also satisfied with cultural programming in the 2014 survey (82 percent overall, 64 percent of Dickinson County respondents). (The difference may be explained, in part, because of the dedicated theater and art gallery spaces along with theater performances available only on the Escanaba campus.) The preliminary 2015 results indicated high levels of customer satisfaction with theater performances (92.1 percent); art exhibits (94.8 percent); cultural enrichment activities (89.9 percent); and academic lectures (84.2 percent).

Community survey data also provided feedback on satisfaction with the range of academic programs available at the College. The 2014 survey indicated 82 percent satisfaction overall, though Delta County respondents (91 percent) and Dickinson residents (67 percent) differed...
significantly. A similar gap appeared in responses to the question about the range of occupational programs available (71 percent satisfaction overall, 80 percent in Delta County, and 56 percent in Dickinson County).

Preliminary 2015 results (Figure 14) revealed that the gap had closed, with 92.6 percent expressing satisfaction with the programs available at the Escanaba campus and 86.8 percent satisfaction with Bay West. The improvement may be explained, in part, by the expansion of the Welding curriculum in Dickinson County, discussed above, in Fall Semester 2014.

Figure 14: 2015 Community survey results.

Expansion of dual enrollment opportunities addressed another key stakeholder need. The percentage of credit hours taken by dual enrollment students rose from 2 percent in 2008-09 to 4 percent in 2013-14, while the unduplicated headcount percentage of the total student population enrolled in dual enrollment jumped from 2 percent to 10 percent during the same period (Figure 15).

Figure 15: Fall dual enrollment data as a percentage of the total student population on the left y-axis and percentage of total credit hours on the right y-axis.
The high school presence rate, which measures high school penetration levels (Table 28) and dual enrollment, stood at 9.4 percent in 2013-14, slightly below the 10.0 percent goal set in the Community Success strategic priority of the Strategic Agenda (see Figure 15 on the previous page).

Table 28: High school student penetration data as a percent for Delta-Schoolcraft and Dickinson-Iron counties.

The College Advancement Office addressed key stakeholder needs by increasing funds raised for scholarships from faculty and staff considerably since the last Systems Portfolio through the Employee Campaign. The College inaugurated Bids for Bay, an employee auction held during Fall and Winter in-services to raise additional funds. Since 2011 the auction has raised $13,986, with an average of ~$3,500 per auction. In the period from academic years 2010-11 through 2014-15, the number of donors has averaged 60 per year, while pledges and donations have averaged $12,723 annually (Table 29).

Table 29: Employee campaign results (2010 – 2015).

2I3 Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?
The College’s involvement with communities and organizations in the Upper Peninsula, across the state, and in the region and nation has produced numerous improvements. The creation of the local college access networks in both Delta and Dickinson counties has strengthened relationships with area government, business, industry, and educational groups and is expected to produce improvements in both communities in the next several years. By partnering with the M-CAM, the College secured $1.4 million for equipment for Mechatronics, Water Technology, and Welding programs and allowed the expansion of the Welding program at Bay West to offer the certificate in Dickinson County; by partnering with the CCSTEP, the College received $750,000 in state economic development grant funds to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and Mechatronics programs; and by partnering with Michigan Technological University, the College received $240,000 in NSF grant funds to purchase equipment and develop a robotics curriculum. The development of the EMT-Paramedic program, which is being implemented in Fall Semester 2015 at the Escanaba campus, is also a response to state community and regional training needs. An anticipated improvement is to expand Paramedic training to the Bay West campus in the next several years.

Dual enrollment numbers have risen steadily (Figure 15 page 62), enabled, in part, by the College’s hiring of a recruiter to focus on high school relationships in both Delta and Dickinson counties. Expanded dual enrollment and the creation of an Early College in both counties is an anticipated improvement in the next one to three years.

Enhanced employee participation and contributions to the College’s Foundation have strengthened efforts to award student scholarships.

The new academic scheduling process permitted the College to be more responsive to student needs and more efficient with instructional resources by providing information on semester and annual course offerings in a more timely fashion to permit students to plan academic schedules and by enhancing planning of course offerings and placement of faculty in courses.

**COMPLAINT PROCESSES**

**2P4** Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting tools/methods/instruments to evaluate complaint resolution

Bay College values feedback from its various stakeholder groups and provides avenues to solicit, consider, and act upon the complaints and suggestions it receives. Feedback from students is collected from a variety of sources. The College has placed a number of “idea boxes” on both campuses and has also created a “student voice” electronic suggestion box that may be accessed through the “current student” link on the myBay web portal. The suggestions, complaints, and comments received through these methods are collected regularly and reviewed by the Executive Assistant to the President, who logs the date received, acknowledges the submission, determines who should respond to the submission, indicates how the matter was handled, and maintains the files. Community members may also offer feedback through the “community voice” function on the myBay web portal community link; this feedback is processed.
by the Executive Assistant to the President following the steps detailed above for student suggestions. Another avenue to address grievances is the complaint process discussed in 1P6, by which students may discuss issues related to faculty, staff, instruction, and services in a process leading from the faculty to the academic deans at the Escanaba campus or the VPBCW for students at the Bay West campus, who maintain records of their conversations and may consult with senior administrators for further consideration and action.

Complaints arising from potential civil rights violations are handled through the Office of Human Resources (HR). The Behavior Assessment Team (BAT) oversees a process that collects and considers complaints from students, staff, and faculty about behavioral issues inside and outside of the classroom.

Community feedback was also solicited through surveys conducted in Delta and Dickinson counties in 2014; the 2013 Delta County millage renewal campaign provided the President and several members of the PAC and BOT numerous opportunities to receive feedback as well during presentations to a variety of social, service, and community groups. Faculty and staff regularly provide feedback through the annual Employee Satisfaction Survey (ESS), after which the President meets with employee groups to dialogue about the results. Feedback from the ESS process led to a significant professional development opportunity for the College through the PIL program. The College is in its third year of involvement with PIL and has developed six cultural beliefs—among them “Feed Me” and “Let’s Talk”—designed to institutionalize methods of communicating and providing feedback. Employee feedback also led to the creation of an AQIP Action Project—“Understanding and Meeting Our Employees’ Needs”—which will be discussed in detail in Category 3P2.

2R4 What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The College receives and acts upon complaints using several processes. The log maintained by the Executive Assistant to the President in response to feedback received through physical suggestion boxes located physically on both campuses and electronic “student voice” and “community voice” sites accessible through the College website provides the most consistent data, a summary of which is provided in the table below (Table 30).

<table>
<thead>
<tr>
<th>Year</th>
<th>Suggestions</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>32</td>
<td>Equipment (15); Buildings/Grounds (3); Cafeteria (2); Website (2); Curriculum (2); Advising (2); Bookstore (1); Final Exam Schedule (1); Online Courses (1); Designated Smoking Area (1); Parking (1); Unable To Categorize (1)</td>
</tr>
<tr>
<td>2012-13</td>
<td>21</td>
<td>Financial Aid (4); Buildings/Grounds (4); Cafeteria (3); Website (2); Advising (2); Vending/Bay West (1); YMCA Membership/Bay West (1); Instruction (1); Parking (1); Equipment (1); Discounts (1)</td>
</tr>
<tr>
<td>2013-14</td>
<td>18</td>
<td>Equipment (6); Buildings/grounds (4); Tobacco Policy (1); Curriculum (1); Instruction (1); Vending (1); Website (1); College Documents (1); Student Organizations (1); Bookstore (1)</td>
</tr>
<tr>
<td>2014-15</td>
<td>8</td>
<td>Buildings/Grounds (2); Tobacco Policy (1); Cafeteria (1); Congratulations (1); Equipment (1); Car Pooling (1); Student Worker Incentives (1)</td>
</tr>
</tbody>
</table>

Table 30: Idea Box suggestions from 2011 – 2014. Under categories the number of times that category came up is represented by the number in the parenthesis.
The focus on Title IX, Clery Act, and MIOSHA compliance by the federal government is providing impetus to improve incident reporting processes and the data arising from them. The College identified the VPBCW, Director of Student Life, and Director of HR as the officers responsible for Title IX compliance and the Vice President of Operations responsible for Clery Act and MIOSHA compliance and secured extensive training. Training for all employees and students is being developed for implementation in the next year. New data collection software will permit the maintenance of information to be used to improve processes and services; the software will also enhance the collection of data from Title IX concerns, BAT, and general complaint sources to strengthen response capabilities and catalog documentation.

2P4 Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

Five administrators received extensive training on investigating and tracking potential civil rights violations, sexual harassment allegations, and Title IX and Clery Act reporting in 2014 and 2015. A training program for all employees related to these issues is being developed and will be implemented in 2015-16. Future improvement is expected from the adoption of the Maxient software package that will enhance tracking and reporting capabilities and strengthen the BAT’s capabilities to track student behavioral issues.

The adoption of “Let’s Talk” sessions at Bay West has strengthened communication between adjunct and full-time faculty. Bay West is developing a program to use the “Let’s Talk” format to involve all classifications of employees in raising and addressing issues of mutual concern.

BUILDING COLLABORATIONS AND PARTNERSHIPS

Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting tools/methods/instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

Bay College has a long tradition of building collaborations and partnerships to further its institutional mission that is rooted in the activities and interactions of administrators, staff, and faculty in Delta and Dickinson counties; the Upper Peninsula of Michigan; the state of Michigan; professional and educational organizations; and the pursuit and administration of grants. Recommendations for involvement in new partnerships may arise from any employee or group within the College, though the PAC provides the ultimate review of data related to the suggestion for the President’s consideration and decision. Partnerships to provide paid services for students and College employees generally require a Request for Proposal (RFP) to generate competitive bids for review and selection by appropriate personnel.

Bay College has entered into a number of new collaborations and partnerships since the 2011 AQIP Systems Portfolio, while continuing to maintain and extend many of its existing
relationships. Partnerships with educational institutions are a key focus. The College has played a critical role in the region in the implementation of the Local College Access Network (LCAN) concept, which seeks to enhance access to postsecondary education by raising preparation levels of high school students to meet critical labor needs in the upcoming decade. President Dr. Laura Coleman serves on the Michigan College Access Network (MCAN) Board and led efforts in 2011 to create the Delta County College Access Network (DCCAN), which brought College officials, K-12 educational system administrators, and philanthropic, civic, and business leaders together to discuss and define the value of an LCAN and prepare planning and start-up grant applications. College personnel serve on the DCCAN Board and the College provides office space and technological support to the DCCAN Director. In 2013, the College engaged educators and leaders in Dickinson County to discuss the LCAN concept. The Dickinson County College Access Network received a planning grant in January 2015 and is in the process of developing the framework to assist in raising educational levels in the region.

The College has also been involved in efforts to collaborate with K-12 educational systems in dual enrollment and alternative educational arrangements. The College began offering courses on campus at Bark River-Harris High School in 2011 and this arrangement is ongoing; courses at Escanaba High School began in Fall 2013 and at Iron Mountain High School and Kingsford High School in Fall 2014. The College offered courses at Menominee High School via ITV during the 2011-12 academic year and for Westwood High School online in 2011. The Bay Middle College, an alternative high school program for Delta County, operated on the Bay campus from 2009 to 2014. Individual students in Delta and Dickinson counties, as well as in other counties in the Upper Peninsula, also enroll in a broader variety of courses on campus, online, and through ITV arrangements.

The College is also engaged in efforts to enhance and broaden dual enrollment opportunities through the Early College concept. College representatives have been meeting with area school superintendents in Delta and Dickinson counties since late 2012 to develop a pilot “12 by 12” program to lay the groundwork for more high school students to complete at least 12 college credits by graduation. Meetings have also taken place to discuss the creation of an Early College program on area high school campuses that would lead to the awarding of both a high school diploma and an associate’s degree in five years of study. The President also meets regularly with area superintendents to share information on the success and preparation of their graduates at Bay College.

Collaboration between Bay faculty and staff and area K-12 educators has also strengthened relationships. Members of the Mathematics faculty have trained middle school and high school mathematics teachers in Delta, Dickinson, and Menominee counties since 2011 in such topics as the transition from algebra to geometry and the Common Core curriculum. Bay faculty members serve on the Automotive Advisory Board and Personal Computer Technology Advisory Board for the Delta-Schoolcraft Intermediate School District (DSISD). Bay joined the Superior STEM (Science-Technology-Engineering-Mathematics) Hub in 2012 to engage in collaborative efforts between higher education and K-12 educators in STEM subjects. In cooperation with the Dickinson-Iron-Menominee Intermediate School District Math-Science Center, Dickinson County Library, and Systems Control, an area manufacturer, the College hosted Family Engineering Nights in 2012 and 2013 at the Bay College West campus to promote the study of STEM subjects. Working with Michigan Technological University and area manufacturers and businesses, the College hosted Engineering and Science Days featuring the
Mind Trekkers, a group that engages participants in active learning through demonstrations of scientific concepts, and welcomed over 3000 students and teachers from grades 4-12 to both campuses in 2011 and 2012. The College is also a member of the Career Jump Start Program, a consortium involving the seven intermediate school districts and 89 school districts in the Upper Peninsula, Michigan Works!, Upper Peninsula Economic Development Alliance, Upper Peninsula Construction Apprentices Association, and the DCCAN, that provides information about in-demand jobs in the region that require no more than two years of postsecondary education.

The College is involved with a number of colleges and universities in efforts to ease the transition of community college transfer students into baccalaureate institutions and to strengthen cooperation among the institutions as well. Bay renewed an articulation agreement with the Palmer College of Chiropractic in 2013 and maintains similar agreements with eight other colleges and universities across Michigan, Ohio, and Wisconsin. The College signed a reverse transfer agreement with Grand Valley State University in 2012 and maintains similar agreements with Ferris State University and all six colleges and universities in the Upper Peninsula. Bay developed new articulations with Northern Michigan University (Associate of Arts to Bachelor of Fine Arts, Associate of Arts to Bachelor of Science in Network Computing) and Finlandia University (Associate of Arts general agreement, Associate of Arts to Bachelor of Fine Arts). In addition, Lake Superior State University offers thirteen baccalaureate programs on the Escanaba campus and through ITV at the Bay College West campus.

In 2012, the College developed an articulation agreement and partnership with Kennebec Valley Community College (KVCC) in Maine and the Verso Corporation, Quinnesec Mill, by which Verso awards scholarships to recent high school graduates who take online KVCC courses and traditional classroom instruction with Bay, leading to KVCC’s Paper and Pulp Technology degree and employment at the Quinnesec Mill. The College has also developed credit articulation agreements with both the International Brotherhood of Boilermakers National Apprenticeship Program and the International Brotherhood of Electrical Workers Apprenticeship Program to permit graduates to complete an Associate of General Studies degree with the completion of seventeen credit hours of courses. The College played a significant role in updating the Michigan Transfer Agreement and in providing training to colleges and high schools across the Upper Peninsula; the College is also highly involved in developing and maintaining transfer guides linking Bay students with programs at colleges and universities across the state.

Bay College entered the Michigan Coalition for Advanced Manufacturing (M-CAM), a consortium of eight Michigan community colleges, in 2013 to write a successful TAACCCT grant for funding from the U.S. Department of Labor to secure new equipment for expanding and updating its Welding, Mechatronics, and Water Technology programs. The grant process involved discussions with M-CAM members as well as with local Chamber of Commerce personnel, manufacturers, and state and federal legislators to obtain needs assessment data and letters of support. In Dickinson County, the effort to implement a welding certificate program involved moving beyond offering occasional courses in ARC and MIG welding through the DIISD Tech Center to an examination of potential sites and additional funding sources. With the help of DAP personnel, the College hosted a Manufacturers’ Roundtable in 2012 to secure data and support and continued to hold regular meetings with area manufacturers, school superintendents, governmental officials, veterans’ representatives, and economic development
personnel. The Bay West Welding certificate program opened in Fall Semester 2014 with new welding equipment in space provided by the DIISD Tech Center. In 2014, the College also entered the CCSTEP partnership, a collaboration between Bay, Michigan Works!, and area municipalities, health care providers, and manufacturers, to write a successful MEDC grant to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and Mechatronics programs. In 2015, the College entered into a partnership with Michigan Technological University to secure an NSF grant to purchase robotic equipment, train faculty, develop curriculum, and create articulation opportunities.

Bay College develops relationships with area college, university, employer, student, and graduate stakeholders through other means as well. Bay College played an instrumental role in the development of the Upper Peninsula Community College and University Presidents Council, which involved the chief executive officers of all the institutions of higher education in the Upper Peninsula in addressing areas of mutual benefit and concern. The Council led efforts to create the first Michigan collegiate consortium to develop a reverse transfer agreement. Occupational degree programs have advisory boards comprised of area employers and program alumni that meet regularly to provide feedback regarding the skills needed to be successful in the workforce. Employer input guided the drafting of academic program proposals in Mechatronics and EMT-Basic, changes in the Medical Office Specialist degree, and the development of training for health care personnel using the College’s Human Simulation laboratories. MTEC personnel worked with manufacturers in Delta and Dickinson counties to secure training funds through the Michigan New Jobs Training Program (MNJTP). MTEC also plays a critical role in collaborative efforts to provide customized and contract training and courses around the Upper Peninsula. A working relationship with Northeast Wisconsin Technical College (NWTC) developed in 2009 remains active as personnel from both institutions have met on their respective campuses and at the meetings of such organizations as ATD to discuss issues of mutual interest and cooperation. The College worked with Merit Network to provide easements on both campuses to strengthen the Upper Peninsula’s broadband infrastructure, enhance connectivity between the campuses, and reduce costs for internet services—this effort, and others, earned the College a No. 10 Digital College in the Nation ranking from the Center for Digital Education in 2014 and a No. 5 ranking in 2015. Educational relationships are also enhanced through the participation of the President, senior administrators, staff, and faculty in such state, regional, and local organizations as the Michigan Community College Association, Higher Learning Commission, Upper Peninsula Economic Development Alliance, Delta County Economic Development Alliance, Delta County Chamber of Commerce, DAP, and Dickinson Area Community Foundation. The College is also engaged in several sustainability partnerships, the most significant of which is being a founding member of the Community College Affiliate Program (CCAP), a coalition of two-year institutions started in 2011 in partnership with the National Council for Science and the Environment to align colleges with federal agencies. Bay is also a member of both the AACC Sustainability Education & Economic Development (SEED) program and the Association for the Advancement of Sustainability in Higher Education (AASHE) and is a signatory of the American College & University Presidents' Climate Commitment (ACUPCC) with a vow to become carbon neutral.

Data related to the scope of partnership arrangements and collaborative efforts, the extent of dual enrollment efforts, and high school penetration rates will be shared as results in Section 2R5. Bay uses several means to assess the effectiveness of its collaborative and partnership efforts. The PERT incorporates feedback from program advisory committees, Strengths-
Weaknesses-Opportunities-Threats (SWOT) analyses, and surveys. MTEC collects data on its training and outreach efforts. A community survey, performed in Delta and Dickinson counties in 2014 and 2015, provided important data as did question-and-answer sessions conducted by the President, members of the Board of Trustees, and staff members throughout Delta County in 2013 as part of the successful millage renewal campaign.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The processes employed by the College to develop and maintain collaborations and partnerships have produced positive results. Work with area high schools has strengthened and increased dual enrollment opportunities (Table 31). The percentage of credit hours taken by dual enrollment students has risen from 2 percent in 2008-09 to 4 percent in 2013-14 (Figure 15 page 62), while the unduplicated headcount percentage of the total student population enrolled in dual enrollment has jumped from 2 percent to 10 percent during the same period. The high school presence rate, which measures high school penetration levels and dual enrollment, stood at 9.4 percent in 2013-14, slightly below the 10.0 percent goal set in the Community Success strategic priority of the Strategic Agenda.

<table>
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<th>% Credits Dual Enrolled</th>
<th>% Students Dual Enrolled</th>
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<td>2</td>
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<td>2013-14</td>
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<td>1968</td>
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</tbody>
</table>

Table 31: Dual enrollment activity from 2008-09 to 2013-14.

Partnerships to seek grants to enhance and expand training in occupational programs have been very successful. The College received $1.4 million in federal grant funds through the M-CAM in 2013 to purchase equipment for the Mechatronics program on the Escanaba campus and for Welding equipment at both the Escanaba and Bay West campuses. Through the CCSTEP partnership, the College received $750,000 in state economic development grant funds to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and Mechatronics programs in 2015. Through a partnership with Michigan Technological University, the College received $240,000 to purchase robotic equipment, develop curriculum, develop an articulation with Michigan Technological University, and train teachers on the new equipment.

In addition to the partnerships mentioned above, the College maintains important relationships with numerous educational, community, economic development, civic, social, governmental, and

Feedback received from community surveys conducted in Delta and Dickinson counties in 2014 and 2015 revealed significant satisfaction with the customized training programs, workforce development programs, and testing and certification services designed by the MTEC for the business community. Of those opting a non-neutral response, two-thirds (67 percent) of the 2014 respondents and 89.5 percent of the 2015 respondents expressed satisfaction with MTEC’s customized training opportunities. The 2015 survey (Figure 14 page 62), the results of which are preliminary, also found overwhelming satisfaction with professional and workforce development (87.4 percent) and testing and certification services (88.6 percent).

The community surveys also found considerable satisfaction with the range of academic programs preparing students for associate degrees and baccalaureate transfer. Eighty-two percent of the 2014 respondents said they were satisfied overall with academic programs, although there was a considerable divide between Delta County (91 percent) and Dickinson County (67 percent). Under three-fourths of the overall respondents (71 percent) were satisfied with the occupational programs at Bay, although Delta (80 percent) and Dickinson (56 percent) differed significantly on this question. The 2015 survey, the results of which are preliminary, revealed that this gap had closed considerably, with 92.6 percent expressing satisfaction with the programs available at the Escanaba campus and 86.8 percent satisfaction at the Iron Mountain campus. The College, in partnership with the DIISD, began offering the Welding certificate program at the DIISD Tech Center in Fall Semester 2014.

Dual enrollment continues to grow and fulfill partnerships aims for the College.

**Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years.**

The College’s involvement with communities and organizations in the Upper Peninsula, across the state, and in the region and nation has produced numerous improvements. The creation of the local college access networks in both Delta and Dickinson counties has strengthened relationships with area government, business, industry, and educational groups and is expected to produce improvements in both communities in the next several years. By partnering with the M-CAM, the College secured $1.4 million for equipment for the Mechatronics program and for Welding at both the Escanaba and Bay West campuses to expand welding instruction in Dickinson County to the certificate level and address community needs for trained welders; by partnering with the CCSTEP, the College received $750,000 in state economic development grant funds to purchase equipment for the EMT-Paramedic, Welding, Water Technology, and
Mechatronics programs. The development of the Paramedic program, which is being implemented in Fall Semester 2015 at the Escanaba campus, is also a response to state community and regional training needs. An anticipated improvement is to expand Paramedic training to the Bay West campus in the next several years. Dual enrollment numbers have risen steadily (Figure 15 page 62), enabled, in part, by the College’s hiring of a recruiter to focus on high school relationships in both Delta and Dickinson counties. Expanded dual enrollment and the creation of an Early College in both counties is an anticipated improvement in the next one to three years.
AQIP CATEGORY THREE: VALUING EMPLOYEES
Valuing Employees explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

CATEGORY THREE OVERVIEW
Bay's processes in the Valuing Employees category provide evidence of mature systems. Hiring processes are integrated and have encouraged innovation and progress toward strategic goals embodied in the Culture of Success strategic priority. An AQIP Action Project engaged surveys and focus groups to study the orientation of employees and to create the Employee Culture and Communication Team. Evaluation and Recognition processes are aligned. Data from both employee surveys and AQIP Action Projects influenced the reorganization of committee structure and the incorporation of the College’s cultural beliefs into the performance evaluation process. Development is also aligned with a strong emphasis on professional development for individuals and teams at the College.

HIRING
3P1 Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

- Recruiting, hiring, and orienting employees
- Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services

The process for recruiting and hiring employees at Bay College reflects standard and best practices used by institutions of higher education across the country. The recruitment process begins with a period of internal posting to determine if a current employee is interested in an open position. The Search Committee responsible for the process reviews any internal candidate and then determines if the person(s) meet the qualifications of the posting. An interview may be scheduled, the person may be rejected as unqualified, or the person may be considered as a candidate in a broader search. In an external search, the position is posted on the College’s Human Resources (HR) website, in local newspapers, and on industry standard posting sites. Faculty positions are also advertised in discipline-specific publications, The Chronicle of Higher Education, Inside Higher Education, HigherEdJobs.com, and Community College Weekly; administrative vacancies are posted in the latter two publications. After the application deadline has passed, a cross-functional Search Committee reviews the resume or curriculum vitae, cover letter, transcripts, and answers to questions related to areas of expertise submitted online using the SimpleHire website. The committee generally selects three to five candidates to do a preliminary interview via Skype. If the candidate progresses they are scheduled for an on-site interview. Once on campus, candidates are interviewed by the Search Committee in charge of the hire; exempt positions (salaried, administrative) are interviewed by the Search Committee and the President’s Advisory Council (PAC), with senior administrative candidates also interviewed by members of the Board of Trustees (BOT). Faculty positions
follow the general process as exempt staff, though faculty candidates also give a teaching demonstration to which faculty and staff are invited. Informal meet-and-greet sessions allowing any employee to interact with the candidate are conducted for many positions and may provide information useful to the selection process. Interview questions are generally designed to be behavioral in nature, prompting candidates to provide answers based on their experience to determine if the applicant’s management style, philosophy, and experiences are a suitable match to the College’s Cultural Beliefs. The College also provides information about local communities and the Upper Peninsula region and gives campus and community tours to assist all involved in deciding a proper fit between the applicant and the College through this process. After the interview has been completed, the Search Committee discusses the information received in the process and makes a recommendation to the supervisor or President for a hire or to continue the search process.

The College’s orientation or “onboarding” process, which is also discussed in 3P3, has common elements related to all employees and specific training aligned with the functions of a particular department or division. HR began implementing new onboarding procedures in June 2014 in which it creates orientation schedules for new employees. HR staff handle such routine matters as payroll as well as discussing the College’s mission, vision, values, and Cultural Beliefs; schedule appointments with other departments for training related to the phone system, e-mail, myBay portal, Jenzabar system, etc.; and arrange position-specific training for such matters as contract interpretations and procedures related to the employee’s particular division. HR provides the new employee’s supervisor an Orientation Checklist, which is used to track the required steps of the orientation process and ensure that no steps in the process are missed. The orientation checklist includes a side banner clearly listing the College’s Cultural Beliefs.

The processes for determining the requisite qualifications, skills, credentials, and values for faculty, staff, and administrators have several facets. The basis for establishing the credentials of faculty, both full-time and adjunct, follows the guidelines promulgated by the Higher Learning Commission (HLC). Faculty teaching general education courses are expected to possess a master’s degree in their subject matter they are hired to teach. Faculty should show evidence of a significant program of study in a discipline that is at least one level above the courses being taught. Occupational faculty may be hired using industry certifications and years of expertise in a field as the criteria. All faculty should have sufficient knowledge of a specific discipline to be able to advise students and participate in co-curricular activities. The process for creating a new position involves a team that develops a position description and job posting that lists the duties to be performed and the necessary skills, certifications, credentials, and values which the Search Committee uses to ensure applicant eligibility for consideration. When an existing position becomes vacant, a review process is employed to determine if the position is still critical to the College’s mission and/or if the duties should be altered to meet the institution’s changing needs. The process of determining changes in position expectations is aided by the Position Evaluation Committee (PEC), a cross-functional team that evaluates non-faculty positions if a supervisor believes that there has been at least a 15 percent change in responsibilities and determines if the position should be reclassified on the compensation scale. Position descriptions may also be reevaluated during the annual performance evaluation process.

The College ensures that it has sufficient faculty and staff to carry out its instructional and student support services missions through the budgeting and academic planning processes. The faculty analyze faculty needs for both campuses based on teaching loads and enrollment trends annually to determine prioritized needs for additional faculty. The data is presented by academic leaders to the PAC and is used in the planning process to justify any recommendations for new hires.
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 e.g., 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 credentialed, including those in dual credit, contractual, and consortia programs.

3. 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.

   - The College has sufficient faculty to provide oversight for the curriculum and oversee the assessment processes.
   - The College has conducted a comprehensive study of all faculty credentials to ensure compliance with Higher Learning Commission policies.
   - The College ensures that the staff engaged to provide student services are appropriately qualified, trained, and supported in their professional development through the Hiring, Evaluation, and Development processes detailed in Category 3.

3R1 What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

Results arising from the processes related to Hiring generally focused on the onboarding or orientation of new employees and ensuring that faculty possess the credentials needed to teach the courses and programs to which they are assigned. Because of the longevity of employment for many employees, orientation is not a high priority for many at the College — 82.7 percent of respondents to the 2014 Employee Satisfaction Survey (ESS) offered no opinion on the question, while 12.3 percent indicated the process was average or above average; the average score on the ESS five-point scale from Very Good (5) to Very Poor (1) over the past eight years is 3.35. As part of the “Understanding and Meeting Our Employees’ Needs” AQIP Action Project, the Employee Culture and Communication Team (ECCT) surveyed all new employees hired between January 2013 and January 2014. Ninety-one percent of those surveyed indicated they were either “somewhat satisfied” (36 percent) or “very satisfied” (55 percent) with employee orientation, though only 67 percent indicated they received adequate training or support to do all the functions of their positions. The “very satisfied” response dropped from 83 percent satisfaction with the first day of employment to 67 percent with the first week of employment to 55 percent with the first term or six months of employment. The survey indicated that new employees would like to have an assigned mentor to help them become oriented to the College, although only 22 percent had a formal mentor. The respondents also indicated that training on
The arrival of new personnel in HR—a new Director and a temporary staff member to supplement the full-time HR Specialist—permitted the College to begin a comprehensive study of faculty credentials in 2014. The study of the full-time faculty qualifications included a listing of degrees, majors, courses taught, number of times courses were taught, related work or professional experience, and additional certifications or licensures. The study of adjunct faculty qualifications included a listing of degrees, majors, additional coursework, courses taught, number of times courses were taught, related work or professional experience, and additional certifications or licensures. The lists have been distributed to those with responsibility for placing faculty in courses—the Executive Dean of Arts & Sciences and Academic Support and the Executive Dean of Business & Technology and Workforce Development, Vice President for Bay College West (VPBCW), and the academic deans.

Based on 3R1, what improvements have been implemented or will be implemented in the next one to three years?

The study of full-time and adjunct faculty credentials was completed in February 2015. The document has been shared with staff members responsible for faculty assignments and will be updated regularly to include information about new hires, courses taught, and the attainment of additional degrees and certifications. The documents will also guide placement of faculty in line with HLC expectations.

EVALUATION AND RECOGNITION

Evaluation and Recognition focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff, and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators (3.C.3)
- Establishing employee recognition, compensation, and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement

Bay College has well-established systems for employee recognition, compensation, and benefits. Each quarter, an employee committee selects the TORCH Award winner, recognizing an individual who demonstrates the qualities of teamwork, outstanding performance, responsiveness, conscientiousness, and helpfulness. The recipient receives a reserved parking spot and plaque and is recognized at a BOT meeting; a plaque with photos of past TORCH Award winners is on display at both campuses. The College also recognizes up to two staff, two adjunct faculty, and three full-time faculty annually with the Outstanding Staff and Outstanding Faculty awards. Recipients are given a plaque and monetary award and are recognized at the annual Awards Dinner in April. The College celebrates and thanks adjunct faculty on Adjunct...
Appreciation Day with ceremonies on both campuses and this year on the Escanaba campus, adjunct were recognized by providing requested office renovations. The College strives to offer competitive compensation and benefits packages as well. Salary and benefit levels for new and continuing non-faculty employees are set using comparative data from similarly-sized Michigan community colleges; full-time and adjunct faculty wages and benefits are negotiated with the unions representing them. In an effort to promote employee satisfaction and engagement, all employees receive a free membership to the Northern Lights YMCA (in both Delta and Dickinson counties); free tuition for employees and their families (and discounted tuition for adjunct faculty and families); a wellness program (that awards “Bay Bucks” that may be redeemed at the College bookstore, college events, and year-end raffles); discounts on tickets to college theatrical productions; and a variety of professional development opportunities.

Performance evaluations are aligned with institutional objectives, policies, and procedures and are a critical part of Bay’s commitment to valuing its employees. The evaluation process for staff varies from that for full-time and adjunct faculty and has changed since the previous portfolio. The staff appraisal cycle has moved away from being based on hiring dates to a synchronized completion deadline of January 31 and the goal-setting procedures are being aligned with the Strategic Agenda. New employees are evaluated after six months on the job and then placed into the regular cycle. Employees are evaluated by their immediate supervisor and have the opportunity to submit an assessment of their performance and identify areas for additional support. Staff performance evaluations and the forms employed in the process include a review of the College’s six Cultural Beliefs and SMART (specific, measurable, attainable, realistic, timely) goals. Adjunct faculty evaluations, per the contract, are competed every two years and involve classroom observation and a formal evaluation session with their academic dean (or with the VPBCW in the case of adjuncts at the Iron Mountain campus). Full-time faculty who are tenured are evaluated every three years and those with probationary status are evaluated annually by their academic dean, per the contract. The process involves a notebook submission containing classroom observation materials, assessments of involvement in college and professional development activities, and analysis of improvements since the previous evaluation. A committee of faculty and academic deans is currently examining potential changes to the full-time faculty evaluation process and has submitted a document to the Instructional Leaders Team (ILT) for consideration.

To solicit input from and communicate expectations to faculty, staff, and administrators, the College employs standard practices but has also engaged in an AQIP Action Project to strengthen the processes involved here. The College administers the ESS annually to obtain information related to senior leadership, supervisors, benefits, work conditions, and facilities. The collated responses are discussed with the PAC and distributed to all employees; the results also serve as the basis for discussions each semester involving the President and employee groups. In 2014, the College also distributed an employee satisfaction survey instrument provided by The Chronicle of Higher Education, which provides comparative data with the local instrument and national norms. The College’s committee structure, purposed as Service to the College, is another vehicle for two-way communication. Committee discussions led to changes in the structures and functions of both Academic Student Services, as discussed in 1P5, as well as to the Michigan Technical Education Center (MTEC). Participation in the Continuous Quality Improvement Network (CQIN) led to the adoption of a tool to enhance communication across the College. Through the participation of the President, several PAC members, and other administrators at the 2012 CQIN Summer Institute, the College discussed the need for
professional development in communications and accountability and engaged Partners In Leadership (PIL) to assist. Training expanded in stages from the CQIN team and PAC to the entire College and remains a critical focus for professional development. Through PIL, employees have created a set of six Cultural Beliefs—I Am Change, Respect, Let’s Talk, Feed Me, Clarify Expectations, and Stay Focused—and have learned feedback tools designed to break down silos between divisions and employee classifications and enhance communication. The AQIP Action Project—“Understanding And Meeting Our Employees’ Needs”—emerged from a college-wide strategic planning session in 2012 and resulted in the creation of the ECCT. The ECCT is a cross-functional group that communicates and coordinates employee culture and communication initiatives for the College. When a project is proposed, the ECCT conducts research, consults with stakeholders, and makes recommendations to the PAC. The ECCT developed two teams to address onboarding and employee evaluation. The Onboarding Team surveyed all new hires from the 2013 calendar year to examine overall satisfaction with orientation, mentoring, training, adequacy of work space, resources, and benefits; the Performance Evaluation Team employed focus groups and current processes to study how often evaluations occur, the perceived purpose of the process, and employee expectations of the process. Both groups presented findings to the PAC and BOT.

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

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

   • Through its contracts with both the full-time and adjunct faculty associations, the College spells out the procedures for evaluating faculty on a regular basis. Academic administrators charged with oversight of the faculty are current with evaluation expectations.

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution?

• Outcomes/measures tracked and tools utilized
• Summary results of measures (include tables and figures when possible)
• Comparison of results with internal targets and external benchmarks
• Interpretation of results and insights gained

The College’s ESS (Table 32 page 80) and The Chronicle of Higher Education’s 2014 “Great Colleges To Work For” survey (Figure 16 page 79) provide robust data to evaluate the results for processes used for evaluation, employee recognition, gathering employee input, and promoting employee satisfaction and engagement.
In the 2014 ESS administration, 62.3 percent of all employees agreed or strongly agreed that they possessed a good understanding of how their performance was evaluated while 36.1 percent disagreed or strongly disagreed. Survey responses averaged 3.3 on a five-point scale from strong agree (5) to strongly disagree (1); the 2014 score is the lowest point in the eight years the instrument has been used, with the average score at 3.70 from 2007 to 2013. Two thirds (66.7 percent) of all employees considered performance evaluations “good” or “very good” while 27.4 percent considered them “poor” or “very poor.” Survey responses averaged 3.1; the 2014 score was the lowest in the eight years, with the average score at 3.53 from 2007 to 2013. Information gathered by the ECCT through focus groups in October and November 2014 provided additional data on the evaluation process. While respondents indicated they had been evaluated in the past year, they felt the exercise was a waste of time, the terms used were confusing, supervisors applied the process inconsistently, and College goals were not tied to the process. The feedback gained from the ESS and focus groups led to improvements that will be discussed in 311.
Employee recognition efforts received higher marks. Employees predominantly (85.7 percent) considered employee recognition efforts “good” or “very good” while 10.1 percent considered them “poor” or “very poor.” ESS responses averaged 3.6 in 2014 and 3.73 from 2007 to 2013. Over three-fourths (76.9 percent) agreed or strongly agreed that they considered themselves valued employees while 19.0 percent disagreed or strongly disagreed with that statement; survey responses averaged 3.8 in 2014 and 3.90 in the period between 2007 and 2013. Over three-fourths (78.2 percent) agreed or strongly agreed that their immediate supervisor recognized the contributions of employees while 15.1 percent disagreed or strongly disagreed; survey responses averaged 3.9, the first year in which this question was included on the survey. Over two-thirds (70.1 percent) agreed or strongly agreed that the President recognized the contributions of employees while 20.5 percent disagreed or strongly disagreed; survey responses averaged 3.6 and 3.1 respectively, compared to 3.96 and 3.69 for the period from 2007 to 2013. Senior Leadership received similar statement agreement and disagreement scores for the employee input (54.7 percent agreed, 32.5 percent disagreed) and considering employee input in making decisions (45.7 percent agreed, 31.9 percent disagreed) questions. Survey responses averaged 3.3 and 3.2 for 2014 for Senior Leadership, respectively, compared to 3.60 and 3.57 for the period from 2007 to 2013 (see Table 33 on the next page).

<table>
<thead>
<tr>
<th>Employee Satisfaction Survey - by Category</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Position</td>
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<td>4.0</td>
<td>4.1</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
<td>3.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Immediate Supervisor</td>
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<td>4.3</td>
<td>4.3</td>
<td>4.2</td>
<td>4.2</td>
<td>4.1</td>
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</tr>
<tr>
<td>Presidential Leadership</td>
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<td>4.0</td>
<td>4.2</td>
<td>4.0</td>
<td>4.0</td>
<td>3.6</td>
<td>3.6</td>
<td>3.4</td>
</tr>
<tr>
<td>Senior Leadership</td>
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<td>3.8</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
<td>3.4</td>
<td>3.4</td>
<td>3.4</td>
</tr>
<tr>
<td>Board of Trustees</td>
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<td>4.1</td>
<td>4.2</td>
<td>4.0</td>
<td>4.2</td>
<td>3.8</td>
<td>3.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Colleagues/Co-workers</td>
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<td>3.9</td>
<td>4.0</td>
<td>4.0</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>4.0</td>
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<tr>
<td>College</td>
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<td>4.1</td>
<td>4.1</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Working Conditions</td>
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<td>4.1</td>
<td>4.0</td>
<td>4.1</td>
<td>3.9</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Benefits</td>
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<td>4.0</td>
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<td>4.0</td>
<td>4.0</td>
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<td>College Employee Practices</td>
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<td>3.3</td>
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<tr>
<td>College Communication</td>
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<td>3.5</td>
<td>3.7</td>
<td>3.7</td>
<td>3.6</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Table 32: Bay College Employee Satisfaction Survey results by category.
In general, Bay employees predominantly indicated (86.1 percent on the ESS and 78 percent on the Chronicle survey) they are satisfied with working at the College (Figure 16 page 79 and Table 33 and Table 32 on previous page). ESS responses averaged 4.1 for 2014 and 4.23 for the period from 2007 to 2013; Bay responses were two percent higher than those of peer institutions in the Chronicle survey and in the “very good to excellent” range.

3I2 Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

The College addressed issues related to the evaluation process by modifying the forms employed and providing training to employee and supervisor groups on the new forms and goal setting in January 2015. The evaluation process is also now known as Performance Assessment. Staff performance evaluations and the forms employed in the process now include a review of the College’s six Cultural Beliefs and SMART (specific, measurable, attainable, realistic, timely) goals, which incorporates feedback received through the PIL training efforts. Assessments were completed by March and the process will be reevaluated for potential further modifications. Other issues raised regarding employee input and communication are being addressed through the Partners In Leadership (PIL) process, which is discussed in greater detail in 4R3 and 4I3.

DEVELOPMENT

3P3 Development focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
Bay College places a high strategic priority on and commits considerable resources to the professional development of all employees, regardless of classification or grouping. The professional development of faculty is designed to assist instructors to remain current in their particular disciplines as well as to focus on changes in technology and pedagogy that impact effective teaching. Funding is provided to both full-time and adjunct faculty to encourage attendance at conferences and other activities by which instructors remain abreast of issues, research, and teaching methods in their field. Training opportunities are also provided regularly to faculty, particularly as technologies are adopted for classroom and online instruction. Quality Matters (QM) has been a particularly strong focus for the past several years, in response to survey data collected by the Director of Online Learning and Instructional Technology (DOL). QM training focuses on such instructional design topics as technology, accessibility, assessment, and learning objectives for faculty teaching online and hybrid courses following the QM Rubric; QM is also being examined at the College for application to traditional classroom instruction. The DOL is trained as a QM trainer and instruction has attracted numerous full-time and adjunct faculty on both campuses to discuss such topics as Blackboard tips, academic integrity, and StudyMate. Faculty teaching online courses are required to complete the College’s intensive six-week training program. QM concepts are built into the training as well as extensive peer review sessions to provide timely feedback and build the faculty community.

Faculty advisor training sessions, which arose from an initiative to improve academic advising through the College’s Achieving the Dream (AtD) grant, occur regularly before Student Orientation Advising and Registration (SOAR) sessions in June, August, and December. On Course and Collaborative for Teaching and Learning concepts, the training for which emerged with assistance from the AtD grant as well, have been institutionalized as part of the College culture to provide faculty tools to create active and engaging learning environments. Student support services staff also have access to professional development opportunities to strengthen their skills and knowledge in their areas of expertise.

Through the use of the goal-setting process and template, the dashboard aligning key performance indicators (KPIs), and the College’s Cultural Beliefs, student services personnel discuss training needs and priorities. Through this process, personnel have attended conferences sponsored by the Michigan Association of College Registrars and Admissions Officers (MACRAO), Michigan Community College Student Services Association, Rural Community College Association, Jenzabar Regional User Group, Jenzabar Annual Meeting, Event Management System (EMS), U.S. Department of Education Student Aid group, Association of Title IX Administrators, and the National Association of Academic Advisors (NACADA) while a career advising trainer conducted a workshop to Student Services staff. Other employees also use the goal setting process and template to work with their supervisors to determine and meet divisional or departmental training needs; departments review professional development on an annual basis and budget for identified needs. Finally, HR has a professional development budget to address campus-wide training needs; training in cardiopulmonary resuscitation (CPR) and Microsoft software products have been arranged based on identified needs and in response to implementation of new software packages.

The process for providing and supporting regular professional development for the College as a whole has several facets. Employees attending conferences often return with ideas, which they discuss with colleagues or supervisors. Involvement with the CQIN, HLC, and AtD, for instance provoked discussions that resulted in major initiatives and ongoing commitments to professional development activities. The College’s current focus on communication and accountability training through the PIL program is a prime example of the way in which participation at conferences leads to professional development initiatives. Those attending the 2012 CQIN
Summer Institute learned of the PIL program and brought the idea back to campus for further discussion. Aligning feedback received through the ESS process with these discussions encouraged the development of a plan to adapt PIL to the College’s needs. Planners identified a core of staff and faculty to be trained in the concepts and tools of the program. A secondary stage of PIL training expanded the core to around 50 faculty and staff before the concept was introduced to the entire College during an in-service training session in 2013. All-employee training in PIL continues, as do efforts to embed this philosophy firmly into the College culture. The Fall Semester 2014 in-service presentations conducted by Rob Johnstone, from the National Center for Inquiry and Improvement, also emerged through attendance at conferences. The adoption of new technologies and the development of new processes, as noted above, also led to series of training sessions across the College.

The process of orienting or onboarding new employees is also part of the College’s efforts to align professional development with institutional objectives. The College’s orientation or “onboarding” process, which is also discussed in 3P1, has common elements related to all employees and specific training aligned with the functions of a particular department or division. HR began implementing new onboarding procedures in June 2014—in response to feedback received through the ESS and the ECCT—by creating orientation schedules for new employees. HR staff handle such routine matters as payroll as well as discussing the College’s mission, vision, and values; schedule appointments with other departments for training related to the phone system, e-mail, myBay portal, etc.; and arrange position-specific training for such matters as contract interpretations and procedures related to the employee’s particular division. New senior administrators receive a plan covering the first three-to-four weeks including one-on-one opportunities with the President and other members of the President’s Advisory Council (PAC) on both the Escanaba and Bay West campuses. The College recognizes an opportunity exists in the orientation of its employees to their positions and the College’s mission, values, and Strategic Agenda. Turnover of key personnel in the HR and Administrative Services have impacted the systematic sustenance of the orientation model described above. The arrival of a new Director of HR in November 2014 has permitted a reexamination of the process.

Address Core Component 3.C. and 5.A. under Development

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

2. 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.

3. 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.

• Through its contracts with both the full-time and adjunct faculty associations, the College spells out the procedures and processes involved in providing funding for continual faculty development in their fields of expertise.
• The College is a strong proponent of professional development for all employees, committing approximately 0.7 percent of its annual budget in support of this function. Professional development opportunities are available through in-service and other group activities as well as through those related to one’s particular professional role. Partners In Leadership and Quality Matters Rubric training are two examples of recent focus for professional development.
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's staff in all areas are appropriately qualified and trained.
   • Bay staff and faculty are appropriately qualified and trained through the processes detailed in the hiring and evaluation sections of Category 3.

3R3 What are the results for determining if employees are assisted and supported in their professional development?
   • Outcomes/measures tracked and tools utilized
   • Summary results of measures (include tables and figures when possible)
   • Comparison of results with internal targets and external benchmarks
   • Interpretation of results and insights gained

The results arising from Development processes provide strong evidence of the College’s commitment to the professional development of its employees. By contract, full-time faculty are provided $1,000 annually for professional development. Additionally, the College allots $5,000 annually for professional development for adjunct faculty and rolls over up to $2,000 of that amount into the next fiscal year if it is not entirely expended. In Fiscal Year 2014-15, an aggressive administrative push to engage part-time faculty in professional development activities left a zero balance in this account. Table 34 provides information on the expenditures for professional development for faculty, staff, and administration for the past four years and reveals that the College generally dedicates about 0.7 percent of its annual budget to professional development.

<table>
<thead>
<tr>
<th>Group</th>
<th>FY2012</th>
<th>FY2013</th>
<th>FY2014</th>
<th>FY2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (full-time)</td>
<td>$49,000</td>
<td>$44,000</td>
<td>$44,000</td>
<td>$46,000</td>
</tr>
<tr>
<td>Faculty (adjunct)</td>
<td>n/a</td>
<td>$9,038</td>
<td>$501</td>
<td>$5,051</td>
</tr>
<tr>
<td>Staff/Administration</td>
<td>$34,903</td>
<td>$56,777</td>
<td>$71,608</td>
<td>$49,395</td>
</tr>
<tr>
<td>Total</td>
<td>$83,903</td>
<td>$108,815</td>
<td>$116,110</td>
<td>$100,446</td>
</tr>
</tbody>
</table>

Table 34: Professional development expenditures for fiscal years 2012-2015.

Through the Online Courses Quality Review Initiative Action Project, detailed in 6R1, the College committed resources to improving online course development and faculty training processes using the QM Rubric, which brought about changes in the procedures for certifying faculty to teach online courses and created a pool of faculty for training and consulting purposes related to the QM Rubric. Training in PIL concepts, a two-year professional development program delivered through in-service and small group sessions and detailed in 4R3, engaged the entire campus community in an effort to improve communication and accountability; the Bay Leadership Training (BLT) supersedes the PIL training to continue professional development and monitor the application of PIL concepts and practices to the College’s culture. Employees generally expressed satisfaction through The Chronicle of Higher Education’s 2014 “Good Colleges to Work For” survey (Figure 16 page 79) and the ESS (Table 32 page 80) with the training and professional development opportunities available to them. Nearly three-fourths (73 percent) of respondents to the Chronicle survey expressed satisfaction with professional development, a figure equal to peer institutions and in the “good” category; 86.6 percent of ESS
respondents in 2014 rated professional development opportunities from “average” to “very
good.” The average ESS score on a five-point scale from “very good” (5) to “poor” (1) for 2014
was 3.6, with an average score of 3.66 from 2007 to 2013. Around two-thirds (67.5 percent) of
2014 ESS respondents “agreed” or “strongly agreed” they had sufficient opportunities to work
with professional organizations related to their area, with an average score of 3.7 and 3.70 in
the period from 2007 to 2013. ESS respondents overwhelmingly agreed or strongly agreed (82.4 percent) that their supervisor encouraged their professional development, with an average
score of 4.2 in 2014 and 4.20 in the period from 2007 to 2013. Respondents also
overwhelmingly agreed or strongly agreed (90.2 percent) that they had appropriate technology
training to do their job, with an average score of 4.2 in 2014 and 3.82 from 2008 to 2013. For its
commitment to technology, the Center for Digital Education awarded the College a No. 10
ranking among community colleges in the nation in 2014 and a No. 5 ranking in 2015.

3I3 Based on 3R3, what improvements have been implemented or will be
implemented in the next one to three years?

The College’s commitment to professional development and training has produced a number
of improvements, among them the creation of a core of trained and certified online instructors and
trainers, the development of the BLT program as the successor to PIL, modifications in the
employee evaluation process, training in performance assessment for supervisors and
employees, and the development of cross-functional teams to participate in CQIN conferences
and training.

The College’s commitment to improved communication and collaboration is evident in a project
to redeploy office space around the Escanaba campus. The closing of the Bay Middle College
led to a comprehensive analysis of the relationship between physical office space, office
occupants, and collaboration and communication requirements between employees. The PAC
discussed recommendations in October 2014 and the first phase of the project began in
November 2014 with the relocation of Lake Superior State University personnel into the Middle
College office suite and Bay’s Events Coordinator into the Joseph Heirman University Center
building lobby. In subsequent phases, IT personnel moved into an office suite and Online
Learning into the offices vacated by IT to situate these functions in proximity to each other;
Institutional Reporting and ERP Management staff relocated next to Records and Registration
personnel; Business Office staff moved into the Administrative wing occupied by the President,
Academic Affairs, and College Advancement; HR into offices once occupied by Business Office
staff, to provide privacy and orientation facilities; and the Vice President of Operations and
Institutional Effectiveness move near Administration personnel.
AQIP CATEGORY FOUR: PLANNING AND LEADING

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.

CATEGORY FOUR OVERVIEW

Evidence from the Planning and Leading processes reveals strong performance in three subcategories and an opportunity for improvement in another. Mission and Vision processes engage faculty and staff at the College and members of the community in consideration of Bay’s mission, vision, and values and lead to the development of the Strategic Agenda, a living planning document that is regularly reviewed and revised to meet changing conditions and needs. Strategic Planning processes are also integrated and closely related to the mission and vision functions. Campus and community input and involvement shaped the creation of the Strategic Agenda and its Student Success, Community Success, and Culture of Success strategic priorities. Primary, secondary, and tertiary levels of data are incorporated into a scorecard shared regularly in meetings on campus and through the College’s website. Leadership processes are integrated and tied into strategic goals, particularly the Culture of Success priority. With employee satisfaction survey results identifying a downward trend in satisfaction with senior leadership, the College responded by engaging the Partners In Leadership program to address and enhance communication and accountability issues. Bay also employed an AQIP Action Project which led to the creation of the Employee Culture and Communication Team. Integrity processes are considered systematic at this time. This subcategory is new as an explicit area addressed in the AQIP Systems Portfolio, yet employee satisfaction survey responses also reveal a negative trendline regarding the perceived ethical behavior of senior leadership. The College welcomes any feedback to assist in identifying processes and measures to enhance and measure the integrity of its employees, programs, and operations.

MISSION AND VISION

4P1 Mission and Vision focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Developing, deploying, and reviewing the institution’s mission, vision, and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision, and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution’s mission (1.A.2)
- Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)

The processes involved in developing, deploying, and reviewing Bay College’s mission, vision, and values are rooted in a year-long series of discussion beginning in October 2009 that involved over one hundred college and community stakeholders and resulted in the Strategic Agenda, a redefinition of strategic planning thought and practice. The Strategic Agenda ensures
that institutional actions reflect a commitment to its values by distilling the broad scope of the College’s purpose and mission into three overarching institutional priorities—Student Success, Community Success, and Culture of Success—from which flows five objectives, key performance indicators (KPIs), and a number of related steps. Objectives are reviewed and updated on an annual basis by the President’s Advisory Council (PAC). The initial objectives were Academic Quality; Optimizing the College Experience; Connecting with External Stakeholders; Enhancing Resource Capacity; and Securing Employee Engagement and the initial KPIs were the Voluntary Framework of Accountability (VFA) six-year completion rate, Community Success Index, and Employee Satisfaction. Subsequent examinations of the Strategic Agenda led to a reconsideration of the objectives and KPIs. In June 2014, the College retained Optimizing the College Experience and Connecting with External Stakeholders as objectives while replacing the others with Advancing Academic Excellence, Cultivating Financial Stability, and Strengthening the Culture of Accountability. The review retained the Community Success Index and Employee Satisfaction objectives, changed the VFA completion rate to the three-year Integrated Postsecondary Education Data System (IPEDS) completion rate, and added the Composite Financial Index KPI. Secondary and tertiary level indicators have also been incorporated into a dashboard for use in monitoring and reporting progress. The College started the full Strategic Agenda development process again in March 2015.

The College ensures that institutional actions reflect a commitment to its values by aligning the elements of the Strategic Agenda with the actions of departments, divisions, and individuals. The top of the PAC agenda lists the strategic priorities; the President grounds members to the mission at the start of each meeting as well. Departments and divisions incorporate the strategic priorities into their goals and report out on the progress made toward meeting them on a yearly basis. Individual employees also align personal goals with those of the College through the annual employee review process. The College’s ongoing involvement with Partners In Leadership (PIL) training in its communication and accountability efforts and the development of a set of cultural beliefs reinforce its values as well.

The College communicates and reinforces the mission, vision, and values using many traditional methods—catalog, website, myBay portal, Board presentations, meetings—as well as through involvement in the community. The successful campaign to renew the millage in Delta County involved presentations by the President, Trustees, and PAC members to numerous civic, social, and community groups in 2013. Celebrations of the College’s fiftieth anniversary, Gala events in both Delta and Dickinson counties, and open houses on both campuses also provided opportunities to connect with the community. Surveys conducted in Delta and Dickinson counties in 2014 provided feedback on the College’s success in reaching the community and data for consideration in revising the Strategic Agenda.

The College ensures that academic programs and services are consistent with its mission by focusing relentlessly on student success as its core mission. The Strategic Agenda includes as its current first objective the goal of advancing academic excellence. The current steps to attain this goal are to engage in comprehensive programmatic discussions and analysis, create an academic master plan with cross-functional teams, and create clear programmatic pathways with cross-functional teams, which have replaced the initial steps of enhancing program review and development practices, improving online instruction and access to resources, and assessing learning outcomes in all disciplines and programs. The second objective—optimizing the transition into, through, and beyond college—is now focused on redesigning academic support, redesigning student services, and aligning academic support and student services; improving the efficacy of advising, developing a unified academic support services team that is tightly integrated with the student services team, and developing systems to facilitate dual
enrollment and credential completion were the initial emphasis. Involvement with the Achieving the Dream (AtD) program has assisted these efforts, providing grant funds to develop pilot programs that have become institutionalized in the activities of the Student Services and Academic Support Services departments and in the budgeting process.

The College engages external stakeholders to advance its mission and vision and uphold its values in line with its mission by engaging more community members through outreach and events, such as the successful renewal of the millage in Delta County in 2013, providing a revenue stream to permit planning for programs and facilities for twenty years. The College Advancement office continues to identify potential donors to fund scholarships and projects on both campuses, the President engages in lobbying and relationship building efforts to secure funding from the state and opportunities to partner with other colleges to secure grant funding, and the budgeting process is critical to assist with funding the priorities identified through the Strategic Agenda.

The cultivating financial sustainability objective is led by the Chief Financial Officer (CFO) with substantial support from Institutional Effectiveness (IE). To meet this objective, the College is developing a three-year budgeting model by instituting a new budget module and extensive capital planning processes that engage the campus community. Additionally, increasing campus community literacy and engagement will help identify opportunities to improve financial strength. Finally, strengthening the culture of accountability requires a re-visioning of human resource functions to create a healthy culture and to continue to value and support professional development.

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.

- The College develops its mission through processes that engage its employees and community members in providing continuous input.
- The academic programs and student support services are developed consistently with the College’s mission, which is shared in publications, online, and in meetings with staff and community members.
- Planning and budgeting priorities are derived from the mission, vision, and values detailed in the Strategic Planning section of Category 4 and the Resource Management and Operational Effectiveness sections of Category 5.

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.

- The College’s mission is articulate publicly through such means as the college catalog and college website and is reviewed and aligned regularly in college planning and in-service meetings and with community feedback obtained from community leaders and surveys.

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.

- The College derives its commitment to the public good by engaging its communities to provide feedback on academic programs, campus activities, and perceived needs. Resources are allocated in line with the stated mission and in an effort to meet student and community needs.

4R1 What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

- Outcomes/measures tracked and tools utilized (e.g. brand studies, focus groups, community forums/studies, and employee satisfaction surveys)
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The College’s efforts to develop, communicate, and commit to its mission and values have generally produced positive results (Table 32). Nearly three-fourths (72.3 percent) of the respondents to the 2014 Employee Satisfaction Survey (ESS) agreed or strongly agreed that Bay’s goals are communicated to all levels within the organization; 91.5 percent agreed or strongly agreed that they understand the College’s mission and goals and how their work contributes to them—a 7 percent increase over 2013 and a measure identified as a strength. Furthermore, 94.2 percent of respondents to The Chronicle of Higher Education’s “Great Colleges To Work For” 2014 survey (Figure 16 page 79) agreed or strongly agreed they understand how their job contributes to the institution’s mission. The College’s engagement with the PIL program and its consistent emphasis on the three Strategic Priorities contained within its Strategic Agenda over the past several years have contributed to these results and improvements. Departments and divisions developed secondary and tertiary indicators to integrate the mission, vision, and values and measure progress on the Strategic Priorities; employees address the Strategic Priorities explicitly in developing goals and analyzing their accomplishments through the revised performance assessment process coordinated by the Human Resources (HR) Department (discussed in 3P2).

The College also inaugurated an AQIP Action Project—“Integrating AQIP Into Our Strategic Planning Process”—in April 2014 to integrate planning processes supporting the development
and communication of its mission and values more efficiently into its AQIP orientation. The creation of a timeline of major activities occurring throughout the academic year encouraged assessment of the reporting and goal-setting processes. As a result, the PAC changed the scheduling of its strategic planning retreats from an annual session occurring in the fall to three retreats—one in the spring to prepare for the next fiscal year’s budgeting process, a summer session focused on strategic planning, and a fall retreat to examine potential changes necessitated by enrollment patterns.

411 Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

The College will assess and update its mission, vision, and values at a campus-wide retreat involving employees, students, and community members in June 2015, the kickoff of the five-year process to revise the Strategic Agenda to meet changing needs on campus and in the community. The new Strategic Agenda will be distributed during the August 2015 in-service sessions. The process of translating PIL training into the Bay Leadership Training (BLT) program will also continue over the next several years. BLT facilitators serve on both campuses and conduct sessions each semester to reinforce and strengthen the understanding of the College’s cultural belief statements.

STRATEGIC PLANNING

4P2 Strategic Planning focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution’s plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution’s mission, vision, values (5.C.2)
- Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Bay College employs strategic planning to achieve its mission and vision by engaging stakeholders in planning efforts; aligning operations efficiently with the College’s mission, vision, and values; capitalizing on opportunities; and creating strategies and action plans to maximize current resources and meet future needs. The College employs a five-year cycle for developing and reviewing its mission, vision, and values that is incorporated into its Strategic Agenda and activities. The process for developing the Strategic Agenda, detailed in 4P1, involves numerous college and community stakeholders from both Delta and Dickinson counties. In-service and other college-wide gatherings permit the dissemination of information contained in the document; definition and redefinition of priorities, KPIs, objectives, and action steps; and implementation and documentation of the actions taken in support of the agenda. The President’s regular meetings with employee groups to discuss the results of the ESS and the dissemination of PAC meeting summary notes provide additional opportunities to share information focused on aligning the mission with operations and actions. Progress on meeting
The College capitalizes on strengths and opportunities and develops strategies and action plans to maximize available resources and meet future needs through a number of processes. The considerations employed in pursuing and maintaining collaborations and partnerships with K-12 school systems, higher education institutions, governmental agencies, businesses, and foundations is detailed in 2P5. The Program Evaluation and Review Team (PERT) process, with its SWOT (strengths-weaknesses-opportunities-threats) analyses, advisory committee feedback, and data analysis, is detailed in 1P3. The budget process also plays a key role in providing data to help guide the determination of priorities.
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 institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

   • Bay’s “Service to the College” committee structure aligns standing committees while providing the means to develop new or ad hoc bodies for the creation of policies and procedures that enhance effectiveness and efficiency.

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.

   • The College engages in systematic and integrated planning involving internal and external stakeholders that is embodied in its Strategic Agenda and the strategic priorities of Student Success, Community Success, and Culture of Success. Resource allocation, analysis of global and local trends, academic planning and assessment, budgeting, and evaluation of operations all flow from the Strategic Agenda, which is examined and adjusted periodically.

4R2 What are the results for communicating, planning, implementing, and reviewing the institution’s operational plans?

   • Outcomes/measures tracked and tools utilized (e.g. achievement of goals and/or satisfaction with process)
   • Summary results of measures (include tables and figures when possible)
   • Comparison of results with internal targets and external benchmark
   • Interpretation of results and insights gained

The College’s strategic planning processes have produced its Strategic Agenda, strategic priorities, and various additional efforts in support of its mission and vision (4R1). The Strategic Agenda is a “living document,” created through the efforts of college and community stakeholders, that consists of three strategic priorities—Student Success, Community Success, and Culture of Success—with secondary and tertiary indicators that permit tracking and reporting on progress on an annual basis (see Figure 18 on the next page). Student Success is measured using persistence, retention, completion, and pass rate data. Student Success measures have all fallen within the College’s target or normal ranges and the trend line is currently positive. Community Success is measured using Michigan Technical Education Center (MTEC) service, high school presence, and customer and community satisfaction data. Community Success measures have all fallen within the College’s normal range and the trend lines are current positive. Culture of Success focuses on College employees and uses the ESS to track perceptions of various practices. The College added Financial Success as a measure
and incorporated it into the College Balanced Scorecard in June 2014. Culture of Success results are mixed, with half in the normal range and half in the “action required” range.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Key Performance Indicator</th>
<th>Current Data</th>
<th>2015-16 Target</th>
<th>Normal Range</th>
<th>Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>IPEDS Completion Rate</td>
<td>37.8</td>
<td>39.8</td>
<td>30-44</td>
<td>&lt; 30%</td>
</tr>
<tr>
<td>Culture of Success</td>
<td>Employee Satisfaction Survey</td>
<td>3.7</td>
<td>4.0</td>
<td>3.8-4.0</td>
<td>&lt; 3.8</td>
</tr>
<tr>
<td>Financial Success</td>
<td>Composite Financial Indicator</td>
<td>2.54</td>
<td>2.00</td>
<td>1.0-1.5</td>
<td>&lt; 1.00</td>
</tr>
<tr>
<td>Community Success</td>
<td>Index of Community Indicators</td>
<td>94</td>
<td>96</td>
<td>90-95</td>
<td>&lt; 90%</td>
</tr>
</tbody>
</table>

Figure 18: Bay College Scorecard.

The College has engaged PIL training to strengthen communications and accountability capabilities and address the issues behind the results. The College has also organized its committee structure to enhance effectiveness as a result of its strategic planning processes. The Employee Culture and Communication Team (ECCT) uncovered institution-wide dissatisfaction with the committee structure through its activities, which led to a study to define the mission and membership of committees and the creation of an organizational chart. Results of the study encouraged the elimination and consolidation of some of these bodies and led to the creation of the “Service to the College” structure to focus on strategic activities and define steps to be followed to create new permanent and ad hoc groups. Committee reports are now structured to focus on accountability and contributions to strategic directions; committees that have served their initial purposes may be disbanded. HR currently manages the Service to the College process, monitors committee activities, and updates employee participation records.

4I2 Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The reorganization of the committee structure is a major improvement since the 2011 Portfolio. Future improvements may result from the start of the next formal five-year strategic planning cycle. College and community stakeholders will meet in Summer 2015 to reexamine Bay’s mission, vision, and values and determine strategic directions.

LEADERSHIP

4P3 Leadership focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Establishing appropriate board-institutional relationships to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
Bay College has various processes to ensure sound and effective leadership. The Board of Trustees (BOT) has long-standing policies and review mechanisms in place that provide evidence that it has assumed responsibility for oversight of the College and delegated management responsibilities to the appropriate personnel. The Board’s by-laws were developed in 1963 to serve as the regulations for this body with the establishment of the College; the by-laws are reviewed regularly and were last revised in July 2011. The Board is comprised of seven members, all elected for six-year terms by the voters in Delta County; at least two Board positions are subject to election every two years. The BOT meets on the Escanaba campus on the third Wednesday of the month, with the exception of the October meeting, which is held on the Bay West Campus in Iron Mountain. The Board may also call special meetings as necessary. Information about the meeting date and times is displayed on both campuses, distributed to local media outlets, and posted on the College’s website and myBay portal. The Board approves and reviews policies on a regular basis. Since the previous Systems Portfolio submission, the Board deleted twenty policies, including ones governing computer center assistance, welding certification, and tuition benefits for contracted customized training instructors; revised twenty-three policies, including those addressing internet use, tobacco, copyrighted materials, admissions, student residency, and independent study courses; and created eleven new policies governing campus health and safety, intellectual property, file sharing, and the enrollment of students listed on sex offender registries. The Board conducts retreats to discuss College goals and objectives at least twice annually. Members are encouraged to participate in relevant conferences and meetings for their professional development and the budget allocates funds to support this. Trustees regularly participate in meetings sponsored by the Association of Community College Trustees (ACCT) and the Michigan Community College Association (MCCA). Board members also regularly participate in strategic planning and in-service sessions at the College. The BOT delegates management responsibilities to appropriate personnel and groups through Board policy (BP): BP 1004 assigns administrative personnel and tasks to the President; BP 3001 assigns academic matters to the faculty and academic administrators.

Efforts to ensure open communication and collaboration between and among the campuses, divisions, and departments are a high priority at Bay College and deliberately incorporated into college meetings, the committee and governance structure, professional development opportunities, and communications tools. The College holds fall and winter semester in-service days, during which the campuses are closed to the public and for which arrangements are made for the faculty and staff from the Bay West Campus to attend in person. The President meets with employee groups on both campuses twice each year to discuss ESS results. The Service to the College structure, which is detailed in 4P2, incorporates voices from both campuses and various functions on most committees; minutes, agenda, and other documents are shared through the myBay portal for these committees as well as those of the PAC and BOT. Email list serves allow the targeting of communications to particular groups, as well as to the campuses and the College as a whole. The College has also engaged in the PIL program, detailed in 3P3, to address communication and accountability opportunities at the College and created the ECCT, discussed in 3P2, to enhance communication and collaboration efforts.
The College ensures its ability to act in accordance with its mission and values and develop leadership at all levels through its professional development processes. Professional development, as noted in 3P3, is a priority. Funding opportunities are incorporated into both the full-time and adjunct faculty contracts. The performance evaluation process provides opportunities for employees to discuss development needs and secure administrative approval. PAC members, student services staff, and faculty have attended the Continuous Quality Improvement Network (CQIN) Summer Institutes and AtD conferences since 2008. The PIL program noted above is an example of an idea developed at CQIN and adapted to professional development training for the entire College. While the new Dean of Arts and Sciences, who was promoted internally, attended the Chair Academy to help develop his leadership skills and several division chairs and faculty have been identified as candidates for the Academy, detailed leadership succession processes are an opportunity for improvement. The BOT has a policy detailing presidential succession and the Pandemic Plan spells out the leadership structure in the event widespread illness requires its implementation but turnover in two key PAC positions has prevented consistent efforts to plan for senior leadership development and succession planning. Cross training takes place in several functions and areas among the non-exempt (hourly) staff—particularly for the Enrollment Facilitators at Bay West and in the Business and Information Technology (IT) offices on the Escanaba campus—but is not applied deliberately across the College. The employment of a new Director of HR in November 2014 will permit the College to develop new approaches to these opportunities.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in 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.

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 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.
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
3. The institution enables the involvement of its administration, faculty, staff and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

* Bay’s Board of Trustees is an autonomous body that establishes and reviews policies for the College, delegates day-to-day management to the administration, and expects
the faculty to oversee academic matters following its formal policies.

4R3 What are the results for ensuring long-term effective leadership of the institution?
- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The ESS (Table 32 page 80 and Table 33 page 81), focus group discussions conducted by the ECCT, and The Chronicle of Higher Education’s 2014 “Great Colleges To Work For” survey (Figure 16 page 79) provide important longitudinal and comparative data to study perceptions of leadership and communications at the College. The ESS provides the most comprehensive data. In 2014, 57.9 percent of all employees agreed or strongly agreed that the BOT effectively carried out its duties in overseeing College administration and fulfilling its role as a policy maker, while 25.6 percent disagreed or strongly disagreed. Survey responses averaged 3.4 on a five-point scale from strong agree (5) to strongly disagree (1); 2014 score is the lowest point in the eight years the instrument has been used with the average score at 4.03 from 2007 to 2013.

For Senior Leadership, 57.9 percent agreed or strongly agreed that members of the PAC consider employee interests and input, use good judgment, and serve as effective leaders, while 27.4 percent disagreed or strongly disagreed. Survey responses averaged 3.4; the 2014 is the third time in eight years that the PAC has received this score, while the average score from 2007 to 2013 is 3.74. Finally, 60.2 percent of all employees agreed or strongly agreed that the President effectively carried out her duties in keeping employees informed, considering employee input in making decisions, demonstrating respect for diversity and inclusion, using good judgment, and serving as an effective leader, while 27.1 percent disagreed or strongly disagreed. Survey responses averaged 3.4; the 2014 score is the lowest point in the eight years the instrument has been used with the average score at 3.96 from 2007 to 2013. Overall employee satisfaction, which is the backbone of the Culture of Success strategic priority, stood at 3.7 in 2014 and 3.8 in 2013, which is in the normal range identified by the College but below the 4.0 target and the low points in a five-year trend.

The Chronicle survey (Figure 16 page 79) found that 54 percent of Bay employees were satisfied with shared governance and 51 percent with senior leadership, both scores of which trailed those of peer institutions by 9 percent and 11 percent respectively and fell into the “warrants attention” category. Overall job satisfaction stood at 78 percent, which outperformed peer institutions by 2 percent and rated in the “very good to excellent” category. The ECCT used the response from the 2014 ESS to identify communication as a central issue for the focus group discussions conducted in October and November 2014.

According to the 2014 ESS results, 79.8 percent of all employees agreed or strongly agreed that they are satisfied about working at the College, while 15.1 percent disagreed or strongly disagreed. Survey responses averaged 4.0 from 2012 to 2014, the lowest points in the eight years the instrument has been used with the average score at 4.28 from 2007 to 2011.

On the measure “communication is good between areas of the College,” the responses averaged 2.65 on a four-point scale ranging from “strongly agree” (4) to “strongly disagree” (1). Feedback indicated that changes were not communicated in a timely manner, highlights from weekly PAC meetings were censored for distribution to the College as a whole, and that training was needed for supervisors and employees. On the question measuring whether the College
“keeps employees informed about changes and developments that affect them,” the responses averaged 2.25 with feedback indicating that PAC does not represent all employees, employees affected by decisions should be consulted prior to decisions being made, and employees want both good and bad information. On the measure asking if the College “considers employee input in making decisions,” the responses averaged 2.30 with feedback indicating that the vertical flow of information is ineffective, changes should be communicated directly, and there is a “constant state of urgency” in doing things. Focus group participants said that communication could be improved by making finances and budgeting transparent, having strategy discussions with all employees, conducting open meetings with employees at all levels of the College, engaging in strategic discussion with all employees, and building trust and humility through “courageous communications.” Participants also indicated they would like more accurate and complete PAC minutes as well as information about the budget, Early College, strategic planning, impacts of federal guidelines on operations, and the Academic Success Center (Table 35).

<table>
<thead>
<tr>
<th>Measure</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication good between areas at Bay</td>
<td>2.65</td>
</tr>
<tr>
<td>College informs employees about changes</td>
<td>2.25</td>
</tr>
<tr>
<td>College considers employee input in making changes</td>
<td>2.30</td>
</tr>
</tbody>
</table>

Table 35: Employee Culture and Communication Team focus group survey results

The College responded to the downward trends on the ESS related to communication in 2013 by engaging PIL for a series of training sessions starting with a core of representative employees before implementing the program institution-wide. The PIL training has influenced the development of the BLT program to translate the PIL language and concepts into the College’s culture and structure. BLT facilitators also conducted discussion sessions that provided complementary feedback to that gathered from the ECCT focus groups. In discussing fears and the need to take personal responsibility for change, the BLT sessions uncovered consensus that the College needs to continue to celebrate accomplishments, assess activities, and encourage employees; stop taking on too many projects, and filling or adding positions during budget shortfalls; and start being transparent, collaborating on resolutions, validating the value of employees, and creating balance.

4I3 Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

The improvements attained in the Leadership category have generally focused on strengthening communication, particularly on an interpersonal level. The College engaged PIL trainers beginning in 2013 and conducted its final formal PIL training session at the January 2015 in-service day. Six cultural beliefs—*I Am Change, Respect, Let’s Talk, Feed Me, Clarify Expectations, and Stay Focused*—emerged from the training process and these form the core of the efforts going forward as PIL training transitions into the BLT. The College maintains several trainers on both campuses to monitor progress and provide further training. As of February 2015, 23.6 percent of all employees (full- and part-time) have attained PIL certification, with an additional 25.4 percent in progress toward certification. The College has a goal of 100 percent certification within the next three years. Several of the cultural beliefs have guided activities aimed at improvement. Bay West full-time and adjunct faculty started monthly “Let’s Talk” sessions in 2014 aimed at addressing instructional issues to move forward. Bay West personnel plan to extend the concept to an all-campus format during the 2015-16 academic year. The
President and PAC members began weekly focused feedback sessions in February 2015. The President and PAC meet weekly as a group and the President also meets weekly with individual PAC members. The incorporation of SMART (Specific, Measurable, Achievable, Relevant, Timely) goals into the performance assessment process will also continue to improve communication and accountability at the College.

INTEGRITY

4P4 Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Developing and communicating standards
- Training employees for legal and ethical behavior
- Modeling ethical and legal behavior from the highest levels of the organization
- Ensuring the ethical practice of all employees (2.A.)
- 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 (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Bay College ensures legal and ethical behavior and fulfills its societal responsibilities by communicating its standards for behavior, monitoring their behavior, and engaging the College community in these processes.

The development and communication of standards arises from BOT, the College’s governing body. Board policies communicate standards for legal and ethical behavior for numerous activities—among them involvement with government, solicitation, discrimination, harassment, academic freedom, intellectual property, and financial practices—for all affiliated with the College. Procedures are developed to implement these policies. Expectations related to academic integrity and student conduct, for example, are codified and published in both the College catalog and Student Handbook and on the website.

The College operates its financial, academic, personnel, and auxiliary functions following the policies promulgated by the BOT and developed into procedures by the faculty and staff. Employees are expected to model ethical and legal behavior in their interactions with students, the public, and each other. The personnel and faculty evaluation processes permit assessment of employee behavior against published standards. In situations where serious ethical transgressions have occurred, the College, in consultation with legal representation, acts swiftly to discipline or remove the employee. The ESS, administered annually, contains questions assessing ethical behaviors and practices. Online training regarding the Family Educational Rights and Practice Act (FERPA), sexual harassment, bloodborne pathogens, and hazard communications is required for all employees. HR oversees the processes for handling complaints related to potential violations of affirmative action, sexual harassment, and FERPA policies. A system of checks and balances exists to ensure integrity in the College’s fiscal operations. The College also considers ethical character in its hiring process. Commonly, candidates for employment are asked to describe a situation in which they encountered an ethical dilemma and how they handled it. Background and reference checks are also part of the
hiring process. The College recognizes that ethical and legal standards and expectations are nuanced in some cases; the College is considering an AQIP Action Project to address ways to attain an ideal functional state. The College is also considering an audit to examine its liabilities and develop training opportunities.

The College meets its ethical and legal obligations in making information about its program, faculty, staff, cost to students, control, and accreditation relationships readily and clearly available to all constituents through its catalog and on its website. Tuition and fee information is provided for potential students who are residents of Delta County and Dickinson County or live outside of the district or state. Program information spells out degree and certificate requirements, suggested semester programs of study, and the number of contact and credit hours required for completion; regular program review cycles, detailed in 1P2, ensure the efficacy of course and program curricula. Financial aid staff remain current in their field to provide accurate information to students in Escanaba, Bay West, and online. Faculty and staff credentials are detailed in the catalog and certified as part of the hiring process; information on the Trustees and governance structure are in the catalog and on the website as is a listing of the College’s accreditation relationships.

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

- The College operates with integrity following ethical policies and procedures established by the Board of Trustees.

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.

- The College presents itself clearly to its students and the public through its catalog, which is revised and published annually, and its website, which is updated as needed.

4R4 What are the results for ensuring institutional integrity?
- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The College specifically examined perceptions of ethical behavior with data obtained through questions on the ESS and The Chronicle of Higher Education’s 2014 “Great Colleges To Work For” survey (Figure 16 page 79). The ESS asked respondents to indicate whether their immediate supervisor, senior leadership, and the President displayed ethical behavior. In the 2014 ESS administration, 79.3 percent of all employees agreed or strongly agreed that their immediate supervisor acted in an ethical manner; survey responses averaged 4.0 on a five-point scale from strongly agree (5) to strongly disagree (1). (Note: There is no longitudinal data available as 2014 was the first time the question was included as a rating of one’s immediate supervisor.) For senior leadership, nearly two-thirds (63.3 percent) strong agreed for agreed, with an average response of 3.8; the average response from 2007 to 2013 was 4.10. For the
President, 57.3 percent strongly agreed or agreed, with an average response of 3.4 for 2014 and 4.03 for the period from 2007 to 2013 (Table 33 page 81). The Chronicle surveyed whether respondents believed what they are told by supervisors and senior leadership and if they believe their supervisor and senior leadership model institutional values. Bay employees strongly agreed or agreed that their supervisor (62.9 percent) and senior leadership (55.2 percent) tell the truth and that their supervisor (67.6 percent) and senior leadership (57.5 percent) model institutional values. Over one-fifth strongly disagreed or disagreed that senior leadership may be believed (22.4 percent) and models institutional values (20.4 percent). The results discussed above led to several institutional responses. The College engaged PIL to provide communications and accountability training in focused feedback to encourage open and honest dialogue and is transitioning and adapting this training into its BLT program. The President has hosted a pair of college-wide State of the Union presentations to address issues and provide information on the directions being taken. After issues were raised in 2013 related to budgeting for and prioritizing of capital expenditures, efforts to make the budgeting processes more transparent have occurred. The College implemented feedback sessions on both campuses in 2015 for the Fiscal Year 2016 budgetary cycle to engage employees in prioritizing expenditures and identifying efficiencies. The BOT also approved Title IX policy changes, while several employees have received extensive training to serve as compliance officers, two additional employees will undergo Title IX compliance training beginning in June 2015.

### 4I4 Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

Several improvements have arisen from the processes related to integrity. The College restructured the capital outlay budget process to involve stakeholders from the onset; the budget spreadsheet has also been modified to include the review of potential funding from such sources as grants, bonds, and the College Foundation in the decision-making process. The College restructured the allocation of revenue collected from online courses taken by Dickinson County residents to stabilize and make equitable the funding bases for the Bay College West Campus and the services it offers to online students. In response to budgetary issues caused by a decline in revenue related to lower than anticipated enrollment, the College created an early retirement incentive program to reduce staffing levels in an ethical manner.

The President conducted college-wide meetings to discuss budget challenges and asked employees for cost-cutting recommendations. Among the suggestions implemented were eliminating the medical deductible reimbursement benefit, closing over the Christmas-New Year holiday to save energy costs, applying print quotas for students to save on copy costs, and limiting weekend access to the public during the summer months.

The College invested in an integrated software solution to improve the budgeting process and add efficiencies. This new software was installed in May 2015, with a target completion of the setup and configuration in Fall 2015, in time for the Fiscal Year 2016 budget cycle.

Future improvements are expected from an upcoming study of instructional costs and the engagement of faculty in this process.

Employees received extensive training to serve as Title IX and Clery Act compliance officers while two additional employees will undergo Title IX compliance training and one employee will
receive Clery Act compliance training in June and July 2015; training related to Title IX for students and employees will be developed soon.

AQIP CATEGORY FIVE: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

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.

CATEGORY FIVE OVERVIEW

The College’s processes and results associated with the Knowledge Management and Resource Stewardship category indicate a generally mature system for its operations. Resource Management processes are aligned and characterized by measured and proactive responses to presidential succession and pandemic planning and evolving federal expectations related to Title IX and Clery Act legislation. Knowledge Management processes are integrated, with numerous innovations resulting from them as well as national recognition for the College’s accomplishments through the use of information technology. Operational Effectiveness processes are integrated and numerous innovations in planning, information technology, budgeting, and consumption efficiencies have resulted from them.

KNOWLEDGE MANAGEMENT

5P1 Knowledge Management focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision making
- Determining data, information, and performance results that units and departments need to plan and manage effectively
- 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
- Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

Securing robust, quality data and information across all functional areas is a high priority for Bay College and is necessary to drive its decision-making capabilities. Secure access to all systems is managed through Active Directory; position responsibilities determine an employee’s access to specific information and technology resources. Additional access requires written approval by a President’s Advisory Council (PAC) member and is documented by both the Information Technology (IT) and Human Resources (HR) offices.

The College’s process for selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision making are systematic and comprehensive. The process behind the development, implementation, and management of the Strategic Agenda is a prime example. Through a process involving community and staff input,
the College identified four key performance indicators (KPIs) tied to three priorities. Institutional Effectiveness (IE) personnel work with various committees, departments, and divisions to identify data needs and capabilities to create secondary and tertiary KPI levels, which feed into a scorecard and dashboard pyramid. In this manner, there is significant involvement of faculty and staff in the planning and decision-making processes at all levels. The configuration of the Microsoft (MS) Reporting Services has aided these processes, permitting the development of customized tracking and reports for instructional and non-instructional areas and greater access for all employees to data. Institutional Research (IR) made significant improvements to final term enrollment reporting, which is shared with the Board of Trustees (BOT) and the public. Previous reports ran to fifteen pages of numerical data, which IR has converted to five pages of graphical charts that are easy to understand. Comparative and longitudinal data is available through internal sources that feed into the MS reporting system; through the implementation of nationally-normed survey instruments such as the Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), Noel-Levitz Student Satisfaction Inventory (SSI), and The Chronicle of Higher Education employee satisfaction survey; through such organizations as the National Community College Benchmarking Project (NCCBP) and Achieving the Dream (AtD) Foundation; and from such statewide services as the Michigan Community College Association (MCCA) and Michigan Department of Energy, Labor, and Economic Growth. IR and IE staff are involved in assisting the development and presentation of data to groups across the College, particularly to the PAC, Student Success and Completion Team (SSCT), Instructional Leaders Team (ILT), Employee Culture and Communication Team (ECCT), Program Evaluation and Review Teams (PERT), and the BOT; presentations, research, and other data are also posted to the myBay portal for access by all employees.

The College’s processes for determining data, information, and performance results that units need to plan and manage effectively are closely tied to those discussed above. IR and IE staff work with those who request data to customize it to particular needs and provide training to empower the departments and divisions to access data and create reporting and tracking mechanisms through the MS reporting system as needed. The College makes data, information, and performance results readily and reliably available to the units for operational effectiveness, planning, and improvements through the operations of the IR and IE offices. IR personnel, as discussed in 4P2, maintain data reporting and handle information requests. If it is determined that the data request requires additional research and analysis, it is passed on to the Research Data Analyst in IE. Several research projects, conducted by the IE department, have followed the 2011 Portfolio. IR and IE staff serve as members of several committees which have extensive data and research needs and on program review teams to provide advice and enhance efficiency in securing data. IR staff train employees how to access data and design customized reports through the MS reporting system and SyBase Infomaker; grade distribution reports for the academic deans and class list reports for faculty are two examples of customized reports developed for use in decision-making processes. More than one hundred reports have been designed and are available, grouped by area of responsibility, with access secured using Active Directory roles.

The College ensures the timeliness, accuracy, reliability, and security of its knowledge management systems and related processes in a variety of ways. The BOT regularly approves, revises, and updates IT policies: new policies concerning password, remote access, and peer-to-peer file sharing were approved in February 2012. Policies addressing web access and publishing and internet and computer access were also revised; security camera and data integrity policies and processes are currently under review. Data Center security was modified in 2012 to eliminate physical access to the Center by anyone other than authorized personnel;
the Data Center is located behind two locked doors and access is gained through a keypad that requires a five-digit code. End user access is role-based and defined by the employee’s position. If an employee transitions between positions at the College, the access and security tied to their previous position is removed and new access is created. Audits involving IT infrastructure and user security related to financial data and information occur annually as part of the financial audit process. During the 2014 financial audit of IT it was recommended Bay’s password policy be modified. End user passwords expire every 365 days and require new passwords that have not been used in the past five password settings. The new recommendation requires a reset every six months for all employees, with Business Office employees required to reset every three months. This new password policy will be implemented in summer 2015. In addition to external audits, internal audits are performed regularly and a recent audit of the College’s Microsoft Reporting Services tool resulted in data security restructuring.

Bay employed Charter Communications prior to 2014 to provide internet connectivity between its two campuses but has since switched to a non-profit company, Merit Network. The move has enhanced data reliability by creating redundant data loops at a lower cost. The College’s partnership with Merit also resulted in perpetual leases and the construction of transmission huts on both campuses to enhance service to the College and the region.

Bay had been using a third party software solution for personnel and payroll data and was not integrated with its enterprise resource planning (ERP) software, presenting numerous challenges. To address these issues, the College decided in 2012 to migrate its payroll and personnel information into its ERP. With the completion of payroll migration in January 2014, the College implemented an online timecard system and enhanced efficiency by automating the input of payroll data into the system for each of its twenty-six payroll periods. Information on employee benefits has also been migrated into the ERP; the process of moving employee information from several other external databases is nearing completion.

To respond to the need for consistent and accurate entry of data into Bay’s ERP—Jenzabar EX—the College created the Data Standards Committee (DSC). Reporting to the President, the DSC consults with appropriate personnel when considering new and modified standards, investigates data entry issues, and provides training to the College. The DSC addressed inconsistent and inaccurate postal address data in the system as one of its first projects and recommended a software solution (Experian QaS) that integrated with the ERP to guarantee the accuracy of United States Postal Service address entries. The College also tackled an issue involving employees sending documents and e-mails with embedded personal data (social security numbers, dates of birth, complete biographical information) by adopting a hardware solution that detects transmission of such information, flags the communication for further analysis, and identifies training opportunities for employees regarding sensitive data.

5R1 What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

- Outcomes/measures tracked and tools utilized (including software platforms and/or contracted services)
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained
The College made modifications to IT facilities and security as well as to reporting, registration, and payroll procedures by applying knowledge management processes to its information infrastructures. Data Center security was modified in 2012 to limit physical access to authorized personnel only and require the use of a five-digit code for entry. Using feedback from the 2014 financial audit, the College modified its password policy to require new passwords for Business Office employees every three months and for all others every six months.

In 2012, IT developed the Bay File Cabinet, an electronic filing system automatically maintained and accessible by the ERP software. All employees processing paperwork for active students and employees were supplied desktop scanners to process and save information into individual electronic files; time savings have encouraged reassessment of intake processes and permitted better interactions with students. IT also coded many automation projects; automated class email lists providing faculty with easy access to contact and communicate with students prior to and during the academic term, automatic ingestion of class schedules in faculty’s Outlook calendars, automated and online access to the Nursing ranking process for students and ranking personnel providing instant feedback on where students are in the ranking process, and the automation of course schedules in the master calendaring system, to name just a few. A multi-year project led to the replacement of antiquated file systems with a robust, scalable, and redundant system that improved file system availability and information sharing.

Deployment of Experian QaS software ensured the integrity of student addresses through the addition of required student address updates prior to Fall and Winter Semester registration and resulted in both a 34 percent reduction in letters to students returned to sender and enhanced communication effectiveness.

The transition to an online timecard system reduced the time needed to process the biweekly payroll from five days to two. The Institutional Research and Institutional Effectiveness departments revamped BOT and PAC reports to provide a more readable format that enhances decision-making capabilities.

The deployment of Event Management System (EMS) and Master Calendar provided a systematic process using a consistent tool for the Registrar and faculty to collaborate and build academic schedules, reserve space, and add course preferences in one tool. The addition of Master Calendar provided a single, easy to use interface to students, employees, and community members to interact with the College’s courses and events.

IT created a non-cognitive table in the database to store data from four Academic Support centers in a single place, permit the use of a single intake form, and provide consistent and reliable data for reporting and decision-making functions.

Finally, two positions have been restructured to ensure data integrity, consistency, and accuracy of reporting. The Institutional Report Coordinator, previously known as the Senior Data Analyst in the Institutional Research department, is now solely responsible for data reporting and data coordination and also serves as the chair of the Data Standards Committee; the Enterprise Application Manager in the IT department no longer has reporting responsibilities, thus removing redundancy in reporting functions and creating consistently in reporting.
Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

The College has realized a number of improvements since the 2011 Portfolio and anticipates additional enhancements in the next several years. The Jenzabar Steering Committee, comprised of employees who use the ERP software in their daily roles, is being repurposed to ensure that the system is being used effectively and produces accurate data. Mandatory ERP and Microsoft Office training for all employees is underway with participation tracked by HR. Personnel data and payroll history from legacy systems continue to be converted to the ERP, with efficiencies resulting from data being housed in one system. A data warehouse project begun in March 2015 will be implemented in April 2016. The warehouse will enhance the ability of end users to create and run their own reports while maintaining consistency in the data that is drawn currently from a dynamic and changing database. Deployment of the Admission File Utility Upload provided the Admissions Office an automated process for accessing American College Testing (ACT) scores from admissions applications. Overhaul of the Jenzabar EX Advising module is scheduled for deployment in 2016 along with a new report writing tool, Izenda, to provide all employees with access to data in an easy to use tool, provides graph and chart functionality, is web-based, and uses responsive technology.

RESOURCE MANAGEMENT

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Maintaining fiscal, physical, and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The College maintains fiscal, physical, and technological infrastructures sufficient to support operations. The fiscal infrastructure is headed by the Chief Financial Officer (CFO), who provides leadership and direction for budgeting, business policies and procedures, payroll, general accounting, contracts and grants, purchasing, and cashiering to ensure that business transactions and support services meet the College’s goals and objectives. The CFO supervises the Director of the Business Office-Controller, who directly supervises the payroll coordinator, accounts receivable specialist, senior accountant, and purchasing coordinator. The fiscal infrastructure processes are abetted by the engagement of the PAC in budget management and strategic planning retreat sessions and department, division, and grant manager involvement in budget and capital planning cycles. The physical and technological infrastructures are the responsibility of the Vice President of Operations (VPO), who provides leadership and direction for IT, physical plant operations, and sustainability initiatives. Both the CFO and VPO report directly to the President and serve on the PAC. Physical infrastructure processes are supported by maintenance cost and usage data tracking software, input from academic programs and student service offices related to facility needs and renovations, and safety and security considerations. Technological infrastructures are sustained by virtual servers; wireless and
wired networks; up-to-date operating systems, applications, and security devices; and a three-year and five-year replacement plan for equipment used by employees, laboratories, and classrooms.

The processes by which the College sets goals aligned with the institutional mission, resources, opportunities, and emerging needs are guided by BOT policies, for which the President assumes responsibility for implementation and maintenance in line with the College’s stated mission, vision, and values (see 4P1, 4P2, and 4P3). BOT Policy 2001, created in 1974 and revised in 2004, details Board responsibilities for budget approval and capital expenditure limitations as well as the responsibilities of the President and budget managers for ensuring a balanced budget in line with that approved by the Board. BOT Policy 2011, created in 1976, authorizes purchasing up to the amount specified in the budget and requires sealed bids or quotes when the best interests of the College are served by taking them. BOT Policy 2013, created in 2004, governs the maintenance of records and accountability for all capital assets, i.e., property, physical plant, and equipment.

Fiscal, physical, and technological resources are allocated using procedures and practices aligned with the College’s strategic vision and priorities (see 4P1, 4P2, and 4P3). The annual budget and capital outlay processes begins in November as the PAC examines revenue projections and develops a range of scenarios for planning purposes in a five-year model, with the first two years considered the most critical and volatile. The process enters its formal phase in April when the BOT discusses budget matters at its retreat and considers information on state appropriation and property tax revenues in determining which scenario to adopt. A public hearing is held in June, after which the BOT formally approves the budget. The processes consider a number of funding sources—state appropriations; Delta and Dickinson County property tax millage revenue; state, federal, and private grants; College Foundation contributions and scholarships; and tuition and fees—in the deliberations that lead to the creation of the annual budget request. Resource allocation management responsibilities generally reside with the departments and divisions; shared resources, which are a hallmark of nearly all projects, are managed by a member of the PAC. Communications and project updates are shared through regular PAC meetings, a summary of which is posted on myBay for all employees to review. Generally PAC-level employees have responsibility for overseeing institution-wide projects and project management; the Executive Dean of Arts & Sciences and Academic Support co-chairs the ILT to ensure that considerations for academic resources and future needs are incorporated into the processes.

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 has a well-developed process in place for budgeting and for monitoring expenses.
• The College has the fiscal, physical, and technological infrastructures and processes needed to allocate resources to support its current educational structure and to plan to maintain and strengthen the quality of operations in the future. The processes are aligned with the institution’s mission, Board policies, and best practices.

5R2 What are the results for resource management?

• Outcomes/measures tracked and tools utilized
• Summary results of measures (include tables and figures when possible)
• Comparison of results with internal targets and external benchmarks
• Interpretation results and insights gained

Application of the processes related to the College’s fiscal, physical, and technological infrastructure produced a number of positive results since the 2011 Portfolio. In 2012, the BOT approved a presidential succession plan to be prepared in the event that the President is unable to perform her duties. To address issues related to potential widespread illness, the College created a Pandemic Plan in 2011 that identified eleven critical operations areas and developed continuity of operations procedures for each; the document was revised in 2013. The Pandemic Plan also includes a succession plan to provide leadership in the event that a number of senior-level personnel are unable to assume management responsibilities due to illness. The College hired a part-time Emergency Management Coordinator (EMC) in 2012 to coordinate emergency response training and efforts and ensure compliance with applicable state and federal laws. The College has also designated its Director of HR, Vice President for Bay College West, and Director of Student Life to serve as Title IX Coordinators and the VPO to serve as the Clery Act compliance officer and secured appropriate training to assume these responsibilities. The coordinators will investigate complaints, submit reports, ensure employee and student training, and oversee activities and committee work on both campuses to ensure compliance with Title IX, Clery Act, and Violence Against Women Act (VAWA) requirements.

5I2 Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years?

The College has implemented improvements in Michigan Occupational Safety and Health Administration (MIOISHA) compliance, continuity of operations planning, chemical safety planning, and compliance with federal regulations governing civil rights and expectations for personal safety since the 2011 Portfolio. The College anticipates future improvements through a regular reexamination of the Pandemic Plan and the purchase and implementation of software to enhance Title IX and Clery Act data collection, investigative processes, and reporting capabilities.

OPERATIONAL EFFECTIVENESS

5P3 Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:
Bay College conducts its operations to deploy its budgetary processes in support of institutional goals, maintain reliable technological and physical infrastructures, and manage risks to ensure operational stability.

Risk management is an important aspect to ensuring the College’s operational stability. The Crisis Policy Team (CPT) and Behavior Assessment Team (BAT) lead these efforts. The CPT, which is led by the College’s EMC and comprised of student services, maintenance, information technology, administrators, and faculty personnel from both campuses, monitors College safety and security and implements procedures to enhance the safety and security of the campuses. The EMC is also responsible for training programs to assist employees in responding to potential weather emergencies, fires, evacuations, active shooters, and other situations. The BAT, comprised of administrators, student services personnel, and mental health staff on both campuses, responds to reported behavioral concerns and events. The Executive Dean of Admissions serves as the central repository of documentation for the BAT process. To assist in the implementation of CPT and BAT endeavors, the College employs its Contact Administrator (CA) system on both campuses. Senior and mid-level administrators serve as the CA on days for which the College is open and carry a College cellphone with them throughout the day. Maintenance staff also carry cellphones and radios and are assigned to specific buildings. CAs carry a card with instructions on how to activate electronic bulletin boards placed strategically throughout both campuses to communicate information concerning emergency situations. The College also has a set of procedures for use in communicating campus closures related to weather or mechanical issues and timely warnings when warranted. The decision-making process for closures involves maintenance personnel and senior administrators on both campuses, with the final authority resting with the President. Decisions are communicated through the College’s website and myBay portal; text messages to staff and students; and local radio and television stations. The College addresses risk through several other processes as well. In response to concerns about the H1N1 virus, Bay assembled an ad hoc, cross-functional team that created its Pandemic Plan in 2011; the team reassembled in 2013 to revise the plan. The pandemic planning process calls for reexamination every two to three years, unless conditions warrant implementation or a shortened timeframe. All employees engage annually in online training related to sexual harassment, hazard communications, bloodborne pathogens, and Family Educational Rights and Privacy Act (FERPA) policy. The Director of HR monitors compliance with Americans with Disability ACT (ADA), Equal Opportunity Employment/Affirmative Action, and FERPA regulations.

The College maintains a reliable, secure, and user-friendly technological infrastructure to support its academic, student services, business office, maintenance, and administrative functions, as detailed in 5P1. The presence of experienced, well-trained IT staff on both campuses is the core of this infrastructure. IT personnel are assigned primary and back-up responsibilities for the maintenance and support of critical services and have duties for functions that serve the entire College. IT staff maintain extensive and robust server and database systems as well as delivery systems such as EX, myBay, and filesystems; they also monitor an online ticket requisition system to respond to and prioritize IT requests and college requests for data to inform strategic decisions and planning. This system is used by Facilities, IR, and IE to track and monitor requests for support. The College’s Strategic Plan guides maintenance,
upgrades, and considerations for future needs; the DCS governs standards for data entry into the College’s Jenzabar EX system, which serves as the database and source of reporting data for information and decision-making process. IT staff also plan and provide training for new employees and new implementations of technology, as detailed in 3P3.

The BOT maintains a Building and Grounds Committee to monitor physical plant activities and plans; the Board also approves a campus plan developed by the President with input from across campus and submitted to the state legislature annually detailing strategic construction and renovation projects and plans. Bay employs student and hourly staff on both campuses to handle routine cleaning and preventative maintenance tasks; administrative-level staff on both campuses also participate in identifying and implementing strategic directions, which are incorporated into the annual capital outlay budget request and five-year capital outlay plan. Use of the online maintenance ticket request system permits responses to be prioritized and data collected to inform strategic decisions and planning.

The College constructs annual budgets to accomplish institutional goals and provides mechanisms to monitor and adjust budgets throughout the year. Through the myBay portal, budget managers monitor budgets by departmental numbers and accounts for the current fiscal year and obtain longitudinal data on budgets and expenditures. MyBay also provides access to information—forms and reports—on accounts payable, requests for proposals, and purchasing. The purchase approval process provides instant information on the size of the request and the impact of that request on the amount budgeted within departmental accounts to budget managers. The annual budget and capital outlay processes begin in November as the PAC examines revenue projections and develops a range of scenarios for planning purposes in a five-year model, with the first two years considered the most critical and volatile. The process enters its formal phase in April when the BOT discusses budget matters at its retreat and considers information on state appropriation and property tax revenues in determining which scenario to adopt. A public hearing is held in June, after which the BOT formally approves the budget. Budgets may be adjusted at any time based on changes in anticipated enrollment and/or windfall revenues or unplanned exigencies. Based on an enrollment decline in fiscal year 2014-15, for example, the PAC studied strategic priorities in light of lower tuition and fee revenues and recommended cuts in programs and personnel to address the shortfall for the immediate fiscal year and beyond.

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

- Outcomes/Measures tracked and tools utilized
- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

The processes employed to manage current operations and plan for continuity of operations have produced numerous results that have benefitted the College since the 2011 Portfolio. Bay created the EMC position to develop and implement training for fire, weather, active shooter, and other emergency situations. The Pandemic Planning Group created a plan for continuity of operations in 2011 and revised the plan in 2013 (see 5R2). The capital budget planning process was revised to involve all stakeholders from the onset and centralize documents in a single accessible online location (see 5R2). A review of critical IT processes complemented the capital budget revision. The review determined priorities for IT services for use in strategic planning and in creating adequate resource allocations for personnel development, staffing requirements, and
software and equipment acquisition to match available funding. IT review processes also led to
the creation of a data dictionary by the DSC to ensure consistent reporting and mandatory
training for those with access to common data in Jenzabar EX to reduce errors and the
duplication of data.

The creation of the Operations department combined Facilities, IT, Sustainability, and Buildings
and Grounds under one vice president and eliminated both the Vice President of Administrative
Services and Chief Information Officer positions. The Operations department also assumed
responsibility for campus safety and security and has advanced the College toward compliance
with state and federal occupational safety and health requirements. The College also created
the position of Institutional Reporting Coordinator in response to the growth of internal and
external reporting requirements and to ensure data consistency and reliability and economy of
effort. The College also signed the American College and University Presidents’ Climate
Commitment agreement committing to climate neutrality in its operations and enhance fiscal
stability through reduced energy consumption. A 2012 energy audit resulted in numerous
sustainability projects, many focused on boiler and lighting replacement with boiler
replacements resulting in 4,889,000 BTUs/year saved and lighting projects saving 330,533 lbs of
CO₂ (Table 36).

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*Table 36: Bay College energy efficiency data (2012)*

The College’s efforts to improve its operational effectiveness have been noted nationally. The
Center For Digital Education ranked Bay the No. 10 Digital Community College in 2014 and No.
5 in 2015 in recognition of its growth in online learning, use of technology to assist students with
physical challenges, lecture capture, automation of the scheduling process and calendaring
system, nursing simulation, addition of Geographic Information Systems courses, growth and
ease of use of wireless networks, server virtualization, use of technology in the comprehensive
emergency preparedness plan, and environmental stewardship in the use of IT resources.

5I3 Based on 5R3, what improvements have been implemented or will be
implemented in the next one to three years?

The College has created numerous efficiencies through departmental restructuring, training,
energy audits, and investments in technology. Improvements are expected in the next several
years from projects tying scheduling and climate control software together at both campuses,
linking physical campus access to the Active Directory, and developing a Green Revolving Fund
to finance projects using savings from previous project implementations. A college-wide safety
training program is also in development as is an incident reporting structure to enhance Title IX
and Clery Act compliance efforts.
AQIP CATEGORY SIX: QUALITY OVERVIEW

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.

CATEGORY SIX OVERVIEW

Processes and results related to the Quality Overview category are highly aligned. Quality Improvement Initiatives arise from participation in AQIP and Continuous Quality Improvement Network (CQIN) activities. The College has engaged or is currently involved in seven AQIP Action Projects since the 2011 Systems Portfolio, with innovations in the committee structure, communications, academic scheduling, employee orientation, and academic support services resulting from the careful planning and timely completion of these plans. CQIN engagement identified the Partners In Leadership program to address communication and accountability issues. Culture of Quality processes reveal strong and consistent efforts to analyze data and activities and enhance operational efficiency. Several AQIP Action Projects are currently under consideration. As this category and its subcategories are new and explicit in the revised AQIP Systems Portfolio process, the College welcomes feedback on its responses to the questions posed and ways to improve activities, analysis, and reporting.

QUALITY IMPROVEMENT INITIATIVES

6P1 Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Selecting, deploying, and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Quality Check-Up, and Strategy Forums

Bay College engages in a number of processes focused on integrating its continuous quality improvement (CQI) initiatives.

The College selects, deploys, and evaluates quality improvement initiatives in a considerably more deliberate and mature fashion than that employed for the 2011 Systems Portfolio submission through its Strategic Agenda process, Service to the College committee structure, and involvement with Academic Quality Improvement Program (AQIP) and the Continuous Quality Improvement Network (CQIN). The Strategic Agenda, discussed in detail in 4P1 and 4P2, involved input from the community and from across the College. The process led to the adoption of three priorities—Student Success, Community Success, and Culture of Success—along with four key performance indicators (KPIs) and five objectives. The process also fueled the identification of a number of secondary and tertiary KPIs that have influenced the development of action plans and targets at the departmental and divisional levels and the creation of a balanced scorecard built on the activities. The committee structure, purposed as Service to the College, recognizes the critical role committees, teams, and task forces play in the College’s growth through the advice and counsel they provide to the leadership team. These work groups, which include the President’s Advisory Council (PAC), Instructional Leaders Team
(ILT), Student Success and Completion Team (SSCT), Curriculum Committee, Assessment Committee, the Employee Culture and Communication Team (ECCT), and more offer multiple perspectives on proposals and issues and align the College work with its mission and goals. The process for creating new committees is also part of the CQI approach. Proposals for new work groups involve a framing document submitted to HR providing rationale on the need for the group and the length and resources requested for its existence. Committees may also be retired through this process. AQIP participation provides evidence for the further integration of CQI initiatives through its tie to strategic planning and activities. Recommendations for potential AQIP Action Projects filter to the PAC for consideration and are aligned with identified priorities. Action Projects deployed since the 2011 Portfolio have led to a restructuring of student learning outcome assessment and the creation of the ECCT to address communication concerns identified in the Employee Satisfaction Survey (ESS). Participation in CQIN and regular attendance at its Summer Institutes has exposed College personnel to a variety of perspectives and approaches. Through CQIN, the College identified Partners In Leadership (PIL) as a tool to address communication and change management issues; the enculturation of PIL concepts and beliefs is in its third year and is anticipated to be a continuous process. Evaluation of quality improvement initiatives involves qualitative and quantitative measures, such as committee discussion, as well as focused survey instruments delivered through Survey Monkey and such comprehensive evaluation tools as the ESS.

The College aligns Systems Portfolio, Action Projects, Quality Checkup, and Strategy Forums with its other CQI strategies and approaches. The writing process for the Systems Portfolio is a team effort, coordinated by personnel who are trained and experienced as AQIP Systems Portfolio Appraisers. The writing process involves a comprehensive review of the systems, processes, and activities in which the College has engaged since the previous portfolio submission by the PAC; PAC members use the review to engage their direct reports in identifying the best ways to communicate how the College, at all levels, engages all employees strategically in CQI approaches linked to AQIP. The brainstorming process has created ideas for several potential Action Projects as well. Bay takes Strategy Forum participation seriously, sending a cross-functional team (including at least one member of the Board of Trustees) to partake in the training. Strategy Forum discussion involve consideration of and alignment between AQIP and the College’s Strategic Agenda; Forum conversations have also spawned ideas for potential Action Projects. The identification and creation of and involvement with Action Projects is strong evidence of the alignment of Higher Learning Commission and College ideals. Ideas for potential Action Projects arise from all areas and levels of the College; the process leading to the adoption of an Action Projects has elements similar to those involved with creating committees and ties consideration to the mission, vision, and values incorporated into the Strategic Agenda. The Action Project leading to the creation of the ECCT, for instance, emerged from a college-wide strategic planning event that identified a need to enhance communication processes. The ECCT received committee status through the Service to the College process and has engaged in two projects to date with strategic implications. The PIL project similarly addressed cultural beliefs and communication in an interlocking strategic manner aimed at creating an ideal state. While the College recognizes that turnover in the Vice President of Administrative Services and Vice President of Academic Affairs positions has impacted some of these alignment processes and has encouraged the employment of non-strategic approaches, steps have been identified to align financial planning and capital outlay processes with instructional cost studies and to use the College’s long-standing emphasis on
professional development to create the approaches needed to make this a systematic proactive endeavor.

6R1 What are the results for continuous quality improvement initiatives?

The results for the College's continuous quality improvement initiatives are generally embodied in the seven AQIP Action Projects in which Bay engaged in part or in their entirety in the period since the 2011 Systems Portfolio submission and in projects arising from participation at CQIN Summer Institutes. The development of these projects incorporated feedback from the processes and structures discussed in 6P1.

The Online Courses Quality Review Initiative Action Project started in January 2010 with the aim of addressing training and instructional standards as enrollment in and development of online courses continued to grow steadily. The project used the Quality Matters (QM) Rubric to provide the scaffolding to develop and implement institutional quality standards and measures for online courses. The arrival of a new Director of Online Learning in July 2011 led to revisions in the College's online certification course, the creation of ongoing online workshops to keep faculty current in online technologies, and the development of the Online Learning Advisory Group. The project closed in March 2014 with the establishment of a process for certifying online faculty in applying the QM Rubric. Improvements arising from the project will be discussed in 6I1.

The Re-Energizing the Process of Assessing Student Learning Outcomes Action Project, launched in October 2011, has its roots in feedback received from the 2011 Systems Portfolio Review Team. The project aimed to train those with an insufficient understanding of assessing student learning outcomes, document the progress faculty made in writing learning outcomes for the College's academic and general education programs, and centralize the process for collecting and analyzing learning outcomes assessments. The process involved intense efforts by the previous Vice President for Academic Affairs to meet with program and transition studies coordinators and the General Education Committee to provide training in the selection, writing, and administration of assessments. Board of Trustee (BOT) support permitted the creation and expansion of some lab fees to cover the cost of administering standardized assessment instruments in some programs. Improvements are discussed in 6I1 as well as 1R1, 1I1, 1R2, and 1I2.

The Understanding and Meeting Our Employees' Needs Action Project is rooted in feedback received from the annual ESS and a Strategic Agenda planning retreat. After the April 2012 retreat, the College assembled teams to address the issues raised related to employee lifecycle process. One of those groups, the ECCT, became a permanent part of the committee structure with the completion of this Action Project in September 2014. The ECCT identified performance evaluation and onboarding new employees as the top issues, studied best practices, and gathered additional data using focus groups and a locally-developed new employee orientation survey. The improvements generated by this Action Project are addressed in 6I1 below.

The final completed Action Project, Understanding and Meeting Our Students' Needs, began in September 2012 with the goal of creating a student roadmap to define students' experiences at the College from recruitment through the attainment of alumni status. Like the Understanding Employees' Needs Action Project, this effort emerged from the April 2012 planning retreat; the team selected to address the issue included Academic Affairs, Student Services, and SSCT.
members. The group initially determined that students should have academic, career, support, and financial plans in place prior to matriculation; the scope of the project changed upon further reflection to an aim of simplifying the processes in which students participate to enhance student engagement and empowerment. Persistence rates and Community College Survey of Student Engagement (CCSSE) data formed the backbone of the information analyzed to drive the project, which was completed ahead of schedule as the team reassessed its goals, made decisions for implementation, and identified issues to be addressed in future Action Projects. The improvements stemming from this project are discussed in 6I1.

The College is also engaged in three active projects. The Develop an Academic Scheduling Timeline and Process Action Project began in January 2014 to enhance the scheduling process, assist personnel with remaining on target, and provide information for actionable items. The Restructuring Academic Support Action Project began in February 2014 to study the academic support process to identify and understand student needs better, systematically evaluate data, and develop a detailed and viable academic support services plan. The Integrating AQIP into our Strategic Planning Process, inaugurated in April 2014, aims to improve the College’s strategic planning, financial planning, and goal setting processes.

In addition, the College’s involvement with CQIN has produced results on both campuses. New signs and signage content were implemented at Escanaba and Bay West. Access for students and community members were improved using process mapping and tools to focus ideas conceived during discussions at CQIN meetings. The College continues its affiliation with CQIN.

### Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

The processes feeding the development, implementation, and progress of the College’s Action Projects and CQIN projects have resulted in numerous improvements. Process mapping and tools focused ideas to improve access for students and community members. A College team will attend the 2015 CQIN Summer Institute on “Leading Change” and further improvements are anticipated for the future through this participation. As a product of the Online Courses Action Project, forty College faculty and staff are certified in Applying the QM Rubric, seven have attained the Peer Review certification, and the Director of Online Learning is certified to deliver the Applying QM Rubric course. The Rubric is also being applied to the design and implementation of hybrid and blended online courses. The Assessment Action Project has created a public tracking mechanism and established Student Learning Outcomes (SLOs) and baseline data for tracking assessment for all academic programs and general education categories. The Employee Needs Action Project has brought about the creation of the ECCT, a campus master plan, increased employee participation in strategic planning activities, reporting of professional development activities to the BOT, and a revised employee performance assessment process. The Student Needs Action Project created a student roadmap to guide support service understanding of the unique stages of the student experience, led to reported increases in satisfaction on student engagement surveys, and influenced the reorganization of the Student Services and Academic Support Services departments. The project has also provided impetus for future Action Project development.
CULTURE OF QUALITY

6P2 Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming, and understanding the role and vitality of the AQIP Pathway within the institution

The College reviews, reaffirms, and understands the role and vitality of the AQIP Pathway in a variety of ways. The College is involved in its third AQIP Systems Portfolio review process and has incorporated feedback received from the two previous Systems Portfolio Appraisal teams—particularly that related to assessing student learning outcomes—into CQI efforts. To prepare for the writing of the 2015 Portfolio, the PAC conducted an intense month-long review of the previous submission to identify its strengths and opportunities and to develop a strategy for involving PAC direct reports in the data collection and organization processes necessary to complete the project. The College created several Action Projects in response to appraisal feedback and developed a process for soliciting and developing ideas for future Action Projects. The College commits considerable resources to AQIP as evidence of its reaffirmation and understanding of this accreditation pathway. Bay has had as many as three trained Systems Portfolio appraisers on staff at the same time and provides fiscal and other encouragement for employees to apply for acceptance into the Peer Review Corps and to attend the Higher Learning Commission Annual Meeting. The College sent a cross-functional team to the Strategy Forum in 2012 and is planning to send another team in 2016.

The College has created an infrastructure to provide the necessary resources to support a culture of quality and to ensure that CQI is an ingrained part of its culture and operations. The Strategic Agenda is a crucial piece of the infrastructure with its emphasis on a Culture of Success as a priority and multiple levels of key performance indicators (KPIs) providing evidence to drive deliberation and action. The Service to the College committee structure is also important, with the PAC, ILT, ECCT, and SSCT assuming critical roles in providing leadership to the planning processes and oversight for incorporating CQI into the College’s culture. Bay’s emphasis on professional develop drives its commitment to CQI as well. The College is a member of CQIN and regularly sends cross-functional teams to its Summer Institutes. The College provides professional development to individual faculty and staff for involvement with specialized training opportunities, while setting aside funds for college-wide professional development through its annual budget process. Involvement with CQIN helped the College to identify PIL as a tool to assist with its ongoing change management and communications professional development focus for the College. Additionally, Bay’s involvement with the AQIP Pathway supports the infrastructure. Involvement with the Strategy Forums, feedback received from Systems Portfolio Appraisal Teams, and the implementation of Action Projects all contribute to its CQI emphasis. Action Projects revamped the student learning assessment outcome process and resulted in the creation of a team charged with monitoring communications and culture for the College.
The College ensures that it learns from its experience with CQI initiatives through its committee structure and satisfaction survey processes. The committee structure encourages discussion and the posting of agenda, minutes, and other documentation of committee activities. The ESS is given annually to all employees on both campuses and provides both quantitative and qualitative results for analysis. The President’s meetings with employee groups each semester to discuss ESS results is an additional tool for gathering data on and for CQI initiatives.

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

- The College works systematically to improve its performance, engaging in continuous quality improvement efforts embodied in AQIP Action Projects and developed by membership in such organizations as the Continuous Quality Improvement Network. CQI thinking and practices are embodied at all levels and in all operations of the institution.

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

Bay College has strong evidence that its commitment to CQI principles has resulted in a culture of quality. The College remains committed to the AQIP, as evidenced by this third Systems Portfolio submission. A team attended the Higher Learning Commission (HLC) Strategy Forum in 2012 and plans exist to send another team in 2016. The College currently has two individuals who are trained to serve in the HLC Peer Review Corps; another has been identified and encouraged to apply to the Corps. AQIP Action Plans are robust and useful, leading, for example, to significant changes in the process for assessing student learning, the creation of the ECCT and the development of the Service to the College committee structure. Teams have attended the Continuous Quality Improvement Network (CQIN) Summer Institutes annually since 2008. The College’s involvement with PIL is a result of CQIN participation. The College’s Strategic Agenda is a five-year plan reexamined and revised regularly. The College places strong emphasis on professional development through in-service activities, support for attending and presenting at conferences, and the maintenance of a professional development fund. Bay also employs such tools as the Employee Satisfaction Survey (ESS) for self-examination and determining directions.

6I2 Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Bay will begin the next five-year strategic planning cycle in June 2015, which will impact CQI activities throughout the College. The College will also have the opportunity to use feedback received from its 2015 Systems Portfolio Review Team to consider courses of action. The College made improvements in organizational structure (Service to the College) and communications (Partners In Leadership, transitioning to the Bay Leadership Team) and will
continue to examine itself and identify opportunities for improvement in a structured, systematic manner.