

2009 SYSTEMS APPRAISAL “OPPORTUNITY STATEMENTS”
Revised - 11/05/2009

This document takes a slightly different look at MCC’s 2009 Systems Appraisal Feedback Report. In the report, the reviewers used 35 separate statements containing “MCC has an opportunity to...” do something. These statements have been re-worded to begin with the verb used by Higher Learning Commission (HLC) reviewers. In this format, they might be a good starting place to explore Action Project ideas that are responsive to the Systems Appraisal feedback report. More than half of these statements call for us to “develop” something. Other verbs used include explore, correlate, outline, improve, gather, compare, clarify, look, identify, build on, adapt, define, implement, review, and document.

Below is a listing of the 35 “opportunity statements” grouped into non-AQIP and non-MCC categories. The purpose of this list is to think of the feedback from an action-based perspective. These five thematic categories are Planning, Student Learning, Data, Employees, and Relationships. These themes do not directly correlate to a particular AQIP Category or organizational unit at MCC (e.g. “Student Learning” is not a synonym for Helping Students Learn or Academic Affairs, etc.). **NOTE: this is a re-framing of the feedback report; these are not specific recommendations from HLC for Action Projects.**

PLANNING

1. Develop an evaluation process for collection, analysis, communication, intervention, and benchmarking of the planning process as well as for continuous improvement (Executive Summary, Category 8).
2. Develop systematic means that will help design and clarify non-instructional processes effectively (2P1a).
3. Develop key mechanisms other than the Board of Trustees to maintain its mission because of issues of competition and the unique geographic and economic conditions in Michigan (5P10).
4. Develop more systematic and pro-active identification and documentation of the processes to identify support needs for students and other key stakeholder groups to strengthen improvement efforts (6P1b).
5. Clarify how leadership sets direction and coordinates major support functions at the college. The institutional portfolio points to an online link to outline key support services process. Processes for gathering and analyzing data are missing, however, as well as identification of what the institution considers “key” (6P4b).
6. Identify and document additional improvement by comparing performance results for processes related to supporting organizational operations with other organizations through benchmarks and internally through trends (6R5).
7. Adapt its seven step process to develop key action plans that are not formal AQIP action projects (8P3b).
8. Define its objectives, set measures, and establish performance targets. The portfolio does not clarify the exact processes by which the college develops faculty, staff, and administrator capabilities to address changing requirements that develop within the planning process (8P8).
9. Develop a more centralized approach to improve its planning process. MCC collects the goals and objectives of its strategic plan in a centralized database. However, the results are currently limited to departmental level accomplishments (8R2).
10. Implement an institution-wide process to evaluate the effectiveness of the strategic plan. MCC reports that it sets its most specific performance targets in the area of financial planning. Otherwise, the college states that “no comprehensive system for setting targets for performance exists on an institution-wide basis” (8R3).
11. Review its evaluation processes. No institution-wide process exists to collect and analyze evidence that the planning process has impacted the institution (8R5).

STUDENT LEARNING

1. Explore and develop tools and services for proactively detecting and addressing different learning styles (1P9).
2. Develop systematic processes beyond advisory committees to help ensure that its programs and courses are up-to-date and can effectively accommodate rapidly changing areas of study (1P13/14b).
3. Correlate Accuplacer test scores and developmental course participation with further coursework. This information can be used to improve developmental courses, lab and tutoring services, and numerous support centers for underprepared students, as well as support decisions on requiring specific remedial actions of students (1P15b).
4. Develop additional and systematic assessments across programs and courses (1P18b).
5. Develop processes to routinely collect and analyze data to evaluate specific learning objectives for programs which do not use portfolio reviews (1R3b).

EMPLOYEES

1. Fully develop its orientation process for all employees--including part-time employees--to the organization's history, mission, and values (4P4).
2. Develop anticipatory tactics with respect to personnel attrition and internal migration. The college does not have a succession plan or a plan for faculty changeover. This is of increased importance if the college is to take full advantage of the opportunities for change due to the anticipated influx of new employees (4P5).
3. Develop a process to allow employees to be a part of their own professional development and to partner with managers, administrators, and coordinators. Investigation of processes to train and develop all staff and administrators to contribute fully and effectively throughout their careers would complement the Center for Teaching and Learning for faculty (4P8/9).
4. Systematically gather evidence regarding the productivity and effectiveness of faculty, staff, and administrators in helping achieve college goals (4R3).
5. Compare evidence systematically regarding valuing people with performance results from other organizations (4R4).
6. Develop more systematic identification and documentation of processes to identify the administrative support service needs of faculty, staff, and administrators in order to strengthen improvement efforts (6P2).

DATA

1. Develop processes and tools for collecting and analyzing data to improve student support services, in particular benchmarking and trend data. Such information has the potential to have impact on the retention of students (1R5).
2. Outline clearly how it uses data to effect improvements. For example, MCC alludes to how data is used to reveal patterns around registration and peak period activity, but it does not provide an account of how the data is used (2R1/2a).
3. Improve current survey system and to develop ways to systematically evaluate how it values people. Analysis and use of this data could be helpful in a financially challenging environment (4R1/2).
4. Look at the current Student Satisfaction Survey and assess its performance in collecting the data MCC needs to make improvements (6R4).
5. Clarify directly how the data is selected for planning and improvement (7P2b).

6. Develop systematic processes to determine the needs of departments and units related to the collection, storage, and accessibility of data and performance information (7P3b).
7. Build on its common data set by developing processes to ensure consistent department and unit analysis of the data. MCC aligns data analysis with overall organizational goals on the departmental level as directed by lead administrators (7P6b).
8. Develop a set of measures of the performance and effectiveness of its system for information and knowledge management. MCC reports that it relies on benchmarks within the Datatel system along with staff developed standards to establish measures of knowledge management (7R1).

RELATIONSHIPS

1. Develop institution-wide processes that could be used to collect and analyze evidence. This will enable Mott Community College to evaluate and prioritize its relationships and assure it is meeting the varying needs of current and future partners and ensure the wise use of financial and human resources (Executive Summary, Category 9).
2. Report numbers of faculty participation and cost savings connected to the collaboration of the four institutions and shared faculty development. The college is collecting data and as an AQIP institution should now be reporting out, analyzing, and reflecting on its data. MCC indicates it has no specific targets for improvements in leading and communicating, but it also states it has a number of initiatives at the local, regional, state, and national level. One of these is its participation in Quad-POD activities (5I1/2).
3. Develop formal systematic processes to address and prioritize relationships with the organizations that provide services to its students and supply materials and services to the organization. These could become more critical in the current economic environment (9P3/4b).
4. Develop processes to ensure that its partnership relationships are meeting the varying needs of those involved and thus ensure the wise use of financial and human resources (9P5/6b).
5. Develop comparative and trend data for building collaborative relationships. Failure to do so can lead to under and over-estimation of levels of success and/or concern (9R3).