Index to Evidence Related to the Criteria for Accreditation

Criterion One – Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

- The MCC Board of Trustees has adopted clearly-defined a mission statement, as well as broad-based goals and organizational priorities (O1, 1P11, 2P2, 2P3, 5P1, 5P10).
- The MCC mission statement and 2007-2012 overarching strategic goals define the internal and external constituencies that we serve (O1, O2, 5P2, 5P3).
- The mission documents state broad goals for the learning to be achieved by MCC students (O1).
- MCC evaluates and revises its mission documents on a regular basis and recently completed an internal/external review of the mission statement (5P1).
- The mission statement is printed on every major college publication. MCC's mission documents are easily found and prominently displayed on the college web site for review by prospective and enrolled students (O1, 3P3, 3P4).

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- MCC's mission statement presents the organization's function in a multicultural society by specifically stating "improve the overall quality of life in a multicultural community" (O1).
- The mission documents affirm the organization's commitment to honor the dignity and worth of individuals by specifically using the phrase "individual development" (O1).
- The organization's required codes of belief or expected behavior are congruent with its mission (05, 4P7).
- The mission documents provide a basis for the organization's basic strategies to address diversity (O1).

Core Component 1c: Understanding of and support for the mission pervade the organization.

- There is broad-based support for MCC's mission from the Board of Trustees, administration, faculty, staff, and students (O5, O6, 3P3, 3P4).
- MCC's strategic planning and decision making are driven by the mission (5P1, 5P2, 8P1).
- Planning and budgeting priorities align with the mission (5P2, 5P3, 8P7, 8R3).
- The goals of academic, administrative, and student support areas of MCC are congruent with the organization's mission (2P1).
- MCC's internal constituencies articulate the mission in a consistent manner (5P2, 5P3).

Core component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative process that enables the organization to fulfill its mission.

- The MCC has well documented policies that center on the organization's mission (O6, 8P7, 8R3, 4P7, 5P10).
- The Board enables the MCC's chief administrative personnel to exercise effective leadership (O1, 2P4, 4I2, 5P1).
- CPSC and other shared governance structures allow faculty and other academic leaders to share responsibility for the curriculum and the academic processes (1P1, 1P2, 1P13, 1P14, 3R2, 5P5).
- MCC communicates and evaluates its structures and processes regularly and strengthens them as needed (5P1, 3I1, 4R1, 4R2, 7P4).

Core component 1e: The organization upholds and protects its integrity.

- MCC and the Board ensure that the organization operates legally, responsibly, and with fiscal honesty (4P7, 8P7).
- MCC has well-documented processed to understand and follow local, state, and federal laws (4P7).
- Clear and fair policies exist regarding the rights and responsibilities of each of its internal constituencies (3R2, 3P6).
- MCC's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities (3R3, 3P6).
- MCC deals fairly with its external constituents and presents itself accurately and honestly to the public (1P10, 1P15, 3R1, 3R3, 9P1, 9P2).
- Response to student and stakeholder complaints is well-defined, timely, and documented (3R3).

Criterion Two – Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

- MCC's 2007-2012 Strategic Plan reflects a sound understanding of the organization's current capacity (O1, 5P1, 7P7, 8P1).
- Emerging factors such as technology needs and demographic shifts are addressed in detail in MCC's major planning processes (6I1, 7P7, 8P7).
- MCC demonstrates effective environmental scanning and support for innovation and change (7P7, 8P1).
- Historical and cultural aspects of MCC are incorporated into MCC's planning, goals and decision making (O8, 7P7, 8P1).

Core component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- MCC's resources are adequate to provide quality programs and services (8P7, 8R3).

- Resource development and allocation through Accounting/Finance and the Foundation for MCC document an organizational commitment quality education (2P2, 2P3, 6P1).
- Human resources are used effectively and anticipate future changes (4P5, 4I2, 5P2, 5P3).
- MCC's planning processes account for unanticipated needs, downsizing, or growth (5P1, 8P2, 8P6).

Core component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- MCC demonstrates that its evaluation processes provide evidence for institutional effectiveness (7P1, 7P2, 9P2).
- MCC's report taxonomy, database, and data warehouse are effective systems for collecting, analyzing, and using organizational information (5P6, 7P2).
- Feedback is utilized to support continuous improvement (6R1, 6R2).
- MCC provides adequate support for its evaluation and assessment processes (7P2, 7P4, 1R5, 1R2).

Core component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- MCC's planning processes and strategic goals coordinate and center on the college mission (O1, O6, 8P1).
- Strategic planning and other processes link with institutional budgeting (8P2, 8P6, 8R7).
- Long-range strategic planning processes allow for reprioritization of goals when necessary (6I1, 8P2, 8P6).
- MCC's planning documents demonstrate awareness of the relationships among educational quality, student learning, and diversity (5P2, 5P3).
- Through regular activities, MCC's planning processes involve internal and external constituents (O1, 4I2, 8P1).

Criterion Three – Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Learning outcomes are specified for all MCC certificates and programs (1I2).
- Direct and multiple measures of student learning provide evidence at multiple levels: course, program, and institutional (1I2, 9P2, 1I1, 1R1, 1R2, 1R6).
- MCC integrates into its assessment of student learning the data reported for purposes of external accountability (1R4).
- MCC faculty are involved in defining expected student learning outcomes; faculty and administrators create and review the strategies to determine whether those outcomes are achieved (1P18).

Core component 3b: The organization values and supports effective teaching.

- Curricular content and strategies for instruction are determined by qualified MCC faculty (1P3).
- Through the Center for Teaching and Learning (CTL), MCC supports professional development designed to facilitate effective teaching suited to varied learning environments, recognizes effective teaching and provides services to support innovative pedagogies (1P11).
- The CTL helps faculty keep abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction (1P11, 1P12).
- Faculty members actively participate in professional organizations relevant to the disciplines they teach (3P1, 3R4, 3R5, 5P4, 9P5, 9P6).

Core component 3c: The organization creates effective learning environments.

- Results from assessment of curriculum, pedagogy, instructional resources, and student services inform improvements (1R1, 1R2).
- MCC provides an environment that supports all learners and respects the diversity they bring (O1, 1P9).
- Advising systems focus on student learning and academic success (1P15, 1R5, 3I1).
- MCC employs new technologies that enhance effective learning environments for students and regularly reviews its educational strategies, activities, processes, and technologies (1P12).

Core component 3d: The organization's learning resources support student learning and effective teaching.

- MCC ensures access to and evaluates learning and teaching resources (1P12, 1P15, 3I1).
- Through the Center for Teaching and Learning (CTL), MCC assesses the effectiveness of its learning resources to support learning and teaching (1P11).
- MCC supports students, staff, and faculty in using technology effectively and provides effective staffing and support for its learning resources (4P1, 4P2).
- Partnerships and innovations help MCC enhance student learning and strengthen teaching effectiveness (9P2, 9I1).

Criterion Four—Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- MCC Board Policies support freedom of inquiry for the students, faculty, and staff (5P10).
- Strategic Planning and resource allocation demonstrate that MCC values and promotes a life of learning for its students, faculty, and staff (8P1).

- Professional development opportunities are available to administrators, faculty, and staff (8P8, 1P9, 1P11).
- MCC routinely acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge through the Connection newsletter, local media, and the college web site (5P7, 5P8).

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- General education requirements are built into all MCC degree and certificate programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society (1P1, 1P2, 1I2).
- MCC regularly reviews its mission in the context of general education (1P1, 8P2, 8P6).
- Linkages that support inquiry, creativity, and social responsibility are created between curricular and co curricular activities through student clubs, athletics, and experiential education opportunities (1P16).
- Graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry as expressed in MCC learning outcomes (1P17).
- MCC's learning outcomes demonstrate effective preparation for continued learning (1R1, 1R2, 1R3, 1R4).

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Academic program review at MCC addresses currency and relevance of courses and programs (1R3, 9P2).
- MCC's learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies (1R3, 1R4).
- Curricular evaluation involves external stakeholders who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained (9P2).
- MCC faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice (1I2).
- Curricular and co curricular opportunities at MCC promote social responsibility (9P2, 1P10, 1P16, 9I2).

Core component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- Academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge (1I2).
- MCC follows explicit policies and procedures to ensure ethical conduct in its instructional activities and provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students (1I2, 4P7, 5P5).
- MCC creates, disseminates, and enforces clear intellectual property rights policies through Board policy, the Academic Resource Guide, and the Faculty Master Contract (5P10, 1P11).

- In particular, the MCC Faculty Contract contains an entire article on Intellectual Property Rights, and may be accessed here: http://www.mcc.edu/hr/pdf/faculty_cba.pdf

Criterion Five—Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- MCC's commitments are shaped by its mission and its capacity to support those commitments (O1, 8P1, 2P4).
- As part of the strategic planning process, MCC engages in periodic environmental scanning to understand the changing needs of stakeholders and the surrounding environment (8P1).
- Beginning with a strong commitment to multiculturalism in its mission statement, MCC demonstrates attention to diversity (O1).
- MCC's outreach programs respond to identified community needs (2I1, 9P1).
- Continuing education, outreach, customized training, and extension services are tailored in response to community needs (2P1).

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- Through communications and processes such as newsletters, web pages, etc., MCC conducts effective connections with its communities (5P8, 2I1, 9P7).
- MCC's co-curricular activities engage students, staff, administrators, and faculty with external communities (9P2, 9P5, 9P6).
- The organization's educational programs connect students with external communities (9I2).
- MCC's planning processes promote engagement and service (8P1).

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- MCC maintains collaborative ventures, such as the University Center and Greater Flint Educational Consortium (9P2, 9P3).
- MCC's transfer policies and practices create an environment supportive of the mobility of learners (9P2, 9I1).
- Regional policy makers and leaders testify to the usefulness of the MCC's engagement in the community (9I2).
- Programs of engagement give evidence of MCC's ability to build bridges among diverse communities (5I2).
- MCC participates in and takes a leadership role in partnerships focused on shared educational, economic, and social goals (9P5, 9P6).
- MCC's partnerships and contractual arrangements uphold the organization's integrity (4P7).

Core Component 5d: Internal and external constituencies value the services the organization provides.

- MCC's ongoing evaluation of its engagement and service involves the constituencies served (1R4, 1R5, 5P1).
- MCC is recognized as a leader in regional economic and workforce development by civic and business leaders (5P4).
- Facilities at MCC are available widely used by a variety of stakeholders the community (9I2).
- External constituents participate in MCC's activities and co curricular programs, which are open to the public and meet the continuing education needs of licensed professionals in its community (9I1, 2P1, 2I1).