

Moberly Area Community College - MO

HLC ID 1802

OPEN PATHWAY: Mid-Cycle Review

Visit Date: 11/13/2015

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Context and Nature of Review

Visit Date

11/13/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Moberly Area Community College's mission statement emerged from an inclusive process that involved multiple opportunities for participation. A subcommittee consisting of both faculty and administration created multiple versions of the Mission Statement based on conversations of the College's Strategic Planning Committee. The committee's multiple suggestions were then reviewed by the committee as a whole with the proposed statement being shared on behalf of the committee by the President via email to the college at large. Input was obtained from 112 College employees. This input was considered by the Strategic Planning Committee in the development of the mission statement which would be presented to the College Board for review.

A review of the Strategic Planning Committee membership confirmed representation from faculty, staff, and administration. The membership consisted of individuals from a variety of college departments, and was also inclusive of individuals from off-campus sites.

As articulated in Board documents, the revised Mission Statement for Moberly Area Community College was reviewed and approved in February of 2015 by the MACC Board of Trustees.

Although the core functions of the College do not appear to be focused on a major change with the new mission statements, the specific statement and the terms the institution consciously chose to use send a message of its priorities. The previous mission statement which was approved in 2008 stated the following: Moberly Area Community College, a public institution of higher education, provides open admission to students and fosters excellence in learning through innovative educational

programs and services that are geographically and financially accessible through out our service region. Moberly Area Community College's 2015 Mission statement states the following: MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities, The college Identified that it very consciously selected the terms of *dynamic*, *accessible*, *empowered*, and *enrich*.

Moberly Area Community College has identified the six priorities of Academic Performance, Student Access, Student Experience, Employee Experience, Fiscal Sustainability, and Community/Business Partnerships. In each area specific goals have been identified as well as strategies to reach the goal and the individuals responsible. These effectively operationalize the College's Mission Statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

Moberly Area Community College clearly articulates its mission to the public through a variety of statements/ documents which are consistent and expand upon the core mission of the College. In addition to the Mission Statement, MACC effectively articulates the Vision for the College, its Core Institutional Purposes and its Institutional Values. These statements are shared with students, faculty and staff, and the larger community through their inclusion on the College's web site and inclusion in key college documents such as the MACC catalog, strategic plan, policy manual and faculty handbook.

A review of College's documents indicated that all have been updated to reflect the Mission Statement and other supporting statements that were developed during 2015-2018 Strategic Planning process.

Moberly Area Community College's mission which focuses on providing educational opportunities to students is demonstrated in the scope of its program offerings and services which are outlined in the institutional purposes. The College confirms its intent to provide transfer, career/technical, developmental, non-credit, workforce development opportunities and support services that are inclusive of advisement, assessment, articulation, career planning, library and learning resources, and financial aid. As an open door community college MACC publicly states that it is open to all students regardless of cultural, socio-economic, or academic background.

Moberly Area Community College's commitment to accessibility and enrichment of the community is articulated within the Institutional Purposes that identifies the creation of partnerships that provide not only intellectual but also social and cultural activities as well as the offering of innovative programs, credit and non-credit courses, entrepreneurial and small business services and workforce development activities to support the economic climate of the regions.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

Moberly Area Community College is aware of the increasingly interconnected world and the role of global education. The College maintains membership in several professional organizations which are dedicated to promoting global education. This includes the Midwest Institute for International/Intercultural Education, the Missouri Consortium for Global Education, and the Study Missouri Consortium. The Study Missouri Consortium works with the colleges and the universities in the state of Missouri to promote the state as a destination for international students and encourages and assists domestic students wishing to study abroad. Additionally, MACC's commitment to the concept of global education is demonstrated both by the opportunities provided for MACC students to study abroad and by the enrollment of international students at MACC.

Moberly Area Community College's international student population has increased from 29 student from 16 countries in the fall of 2009 to 74 students from 29 countries in the fall of 2015. International students attending the college this past fall were from the following countries: Bangladesh, Benin, Brazil, Cambodia, Canada, China, Congo, Egypt, Guinea, India, Iraq, Jordan, Kenya, Mexico, Nepal, Norway, Pakistan, Peru, Russia, Saudi Arabia, South Korea, Taiwan, Tajikistan, Ukraine, Venezuela, and Vietnam. The recent hiring of an international student advisor demonstrates the commitment of the college to serve the unique needs of this population. The attendance of students from a broad array of countries from multiple continents provides the opportunity for the College's resident students to interact with students with very distinct cultures potentially not represented in the region the College serves.

Recognition of different religious beliefs and practices is an important aspect of functioning today in a multicultural society. The instructor for Religions of the World keeps others at the College informed of significant religious holidays through a series of emails. In addition to simply increasing individuals' knowledge, it also serve a key role in identifying for faculty key dates that could impact a given student's participation in school activities.

America consists of a culturally rich citizenry. The level of this diversity can vary greatly across the country. In fact, diversity in the counties in the MACC service region range from a low of 3% of the population in one county being from one of several non-white racial groups to a high of 20%. The College's enrollment by campus/sites indicates it has been successful in enrolling students from diverse populations at rates ranging from 10% to 23% of the population. Area wide, the MACC

enrollment based on racial diversity is 19% which matches exactly with the U.S. Census Bureau data for the state of Missouri.

Moberly Area Community College's students are exposed to and celebrate cultural diversity both within their academic offerings and through campus-wide events. The Religions of the Worlds class hosted an event during International Education Week celebrating nine different religions. This event was attended by 50-75 students & staff. The American Women's class made quilt squares representing women's history. These squares were then assembled in a quilt that was prominently displayed at the Columbia site and viewed by several hundred students. Approximately 100 students participated in a Black History Month quiz. Films were also shown in celebration of both Black History Month and Women's History Month.

In addition to providing educational opportunities to diverse student populations it is important for the College to provide an environment that demonstrates an acceptance of diversity within the workplace. With a student profile which indicated a student population of 81% white, the MACC employee profile which indicated 84.8% white seemed to indicate an employment pattern that supported racial diversity that was representative of the student body and population of the region. A review of the specifics by employment category and by full-time versus part-time status did indicate a possible concern in the fact that diverse ethnic populations appear to be limited in instructional and management positions. Also there appeared to be a greater representation of diverse populations in the part-time positions as compared to full-time positions. Care must be taken in drawing any conclusion relative to the College's success in obtaining diversity in their own workforce however, given that approximately 7% of the employees opted to not self-identify their ethnic/racial background.

A recognition of the diversity of society requires the recognition of the unique needs and interests of the individual which moves beyond that of ethnicity or racial classification. Moberly Area Community College has recognized and responded to the diverse unique needs and interests of the population it serves through the variety of programs and services it provides. MACC demonstrated its commitment to serving the constituents in the area through programming focused at different age groups, educational opportunities for both full and part-time students, and activities that range from economic and workforce training to cultural and community events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

As a state two-year community college the programs and services provided by Moberly Area Community College demonstrates a commitment to the students and communities served. This focus, as succinctly articulated in its Mission is its sole purpose for existence. By its very structure there are no investors or related parenting organization. Nor have any partnerships been created which would draw either the College's attention or resources to non-mission related activities.

A review of programming opportunities provided by Moberly Area Community College confirms its recognition of the existence of a broad constituency which spans the individual's life, as well as spanning the realms of personal interest and professional development. The College reaches out to young children through programs such as Art on the Block, and Summer 2 Discover; continues this commitment to its youth with UCan2; and eventually works extensively with high school youth as a result of the enrolment of 1,100 students in dual credit opportunities. The College continues to respond to the needs of its constituents as they enter and proceed through adulthood, both through academic offerings and commitment to economic development initiatives. The College's responsiveness to the entire community is demonstrated by its encouragement of the use of college facilities and the hosting of a variety of cultural, civic, and community events.

Moberly Area Community College provides continuing and community education for area residents as well as corporate based services and training through the Entrepreneurship and Business Development Center (EBDC). Community education courses are inclusive of the following: Fire Fighter, Hazardous Materials, OSHA, CNA, CMT, Clinical Supervisor, Insulin Administration, Powered Industrial Truck, Blood Borne Pathogens, and Standard First Aid/CPR/AED. Within EBDC the College provides training customized to address the unique individual needs of area businesses through the Corporate College.

The Small Business Technology Development Center (SBTDC), also housed in EBDC, provides a breadth of individualized consulting services that work with area businesses through out their

development. As articulated on the web site this is inclusive of concept development, start-up, growth, renewal, maturation and succession planning. Although SBTDC is actually a joint venture of the U.S. Small Business Administrative and Technology Development Center and the State of Missouri, the College is supporting the concept of a one-stop center with ease in access and referral for its constituents.

Moberly Area Community College participates in New Traditions, which is a network of resource centers statewide which provides career development services to the following identified special populations: single parents, displaced homemakers, economically disadvantaged, girls and women 14-25 seeking vocational skills, and anyone seeking employment in occupations non-traditional for their gender. Services provided through the network include career counseling, vocational testing, ABE, financial aid advising, training referrals, topic specific workshops, and job placement and follow-up.

Moberly Area Community College's Career and Placement Services center demonstrates its commitment of service to the entire community as the center provides services not only to its students and alumni but any resident of its service area who seeks assistance. In addition to the day and evening hours of service at the location on the Moberly campus, the online eRecruiting service allows ease of job posting to over 100,000 employers and online resume posting for those seeking employment.

The College demonstrates not only a strong commitment to supporting the economic growth of the region and the personal, professional development of the individual but also a commitment to involvement in activities that will successfully link these groups to meet the needs of both. College activities that demonstrate its commitment in this area include the hosting of Career Expos in both Columbia and Moberly, utilization of the College Central Network for supporting internship opportunities, and even the providing of a clothing drive specifically focused on the providing of professional clothing appropriate for a job interview.

Moberly Area Community College expands access to higher education through the offering of dual credit courses to approximately 1100 high school juniors and seniors annually. Although Dual Credit Policy Guidelines of the Missouri Coordinating Board of Higher Education sets the standard of the minimum transferability to a limit of five dual enrollment courses to any state Missouri college or University, MACC demonstrates its commitment to this program through the acceptance of an unlimited number of dual-credit courses in the completion of a certificate or associate degree.

Key to fulfilling the College's goal of providing access is the ability to provide opportunities which are financially feasible for students. At a time when federal and state funding has been providing decreased support for higher education, MACC provides students the opportunity for college credit at a rate of \$102 for district residents, \$153 for out-of-district/Missouri residents and \$204 for out-of-state residents. Additionally through the offering of Dual Credit courses at a tuition of \$44 dollars/credit as compared to the cost of \$102 for in-district residents with text books provided by the high school, the College is providing the opportunity for students to reduce their total financial commitment in obtaining a post-secondary degree.

As articulated on the College website, although MACC believes the financial responsibility for post-secondary education is the student's they also articulate their commitment to not allow financial restrictions to be a factor in limiting a student's access to higher education. The Financial Aid office works with students to identify available grants, loans, scholarships and work-student opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Moberly Area Community College's mission which is the following: *MACC provides dynamic and accessible educational opportunities that empower our students and enrich our communities*, is clear, concise and effectively articulates the core values. The statement is publically articulated in multiple documents as well as being demonstrated through the programs and services that are provided to area constituents.

Moberly Area Community College has demonstrated that the Mission Statement and mission documents has been developed through an inclusive multi-step process which allowed the opportunity for involvement of the entire college community. The direct link between the development of the mission documents with their re-occurring strategic planning process supports not only currency but also an awareness by the college community.

Through involvement with youth programs and economic development initiatives, as well as its outreach in college credit offerings, MACC has effectively demonstrated its commitment to being a key agent in providing a broad spectrum of educational opportunities which serve residents of all ages and with varied needs throughout Northeast Missouri.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

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

Rating

Met

Evidence

Moberly Area Community College has a comprehensive policy and procedure manual that guides the activities of the Board of Trustees, administrators, faculty, employees, and students. It is well-organized and starts with the institution's mission, vision, and values and an overview of the College's organizational structure. This document was last updated in October, 2015. Changes are made as required to ensure all policies adhere to state and federal laws, statues, and guidelines. Recent updates include changes that were required to reflect new Title IV requirements.

The financial activities of Moberly Area Community College adhere to standards set by GASB and are audited by an external entity annually. The most recent audit report (Dec. 2014) reveals that the auditor found that the institution was a "low risk auditee" with no findings and that the financial statements fairly presented the financial position of the College.

Budget development and budget review are transparent processes. Budgets are developed with input from all departments and the final budget is approved publicly by the Board of Trustees. Six months into the fiscal year financial activities are reviewed and if needed a revised budget is approved by the Board of Trustees.

Moberly Area Community College has several policies to ensure integrity in financial transactions. The first of these is a Conflict of Interest Policy which addresses the avoidance of not only real conflict of interests but also situations that have the appearance of a conflict of interest. The Financial Statement Disclosure Policy provides additional specifics related to the disclosure of information when a Board member or employee has a substantial interest in an entity receiving specific levels of payment from the College or from whom income was received. The Purchasing Policy identifies specific steps to be taken to ensure that goods and services are obtained at the lowest possible cost given that quality specifications are met.

The comprehensive policy and procedure manual provides guidance for the conduct, compensation, workload, and benefits for employees. Recognition of the need for more structure to the on-boarding process for new employees is integrated into the college's strategic plan. One notable feature is the

mentor program for all new employees. It is well-developed and expectations are well-articulated. It may be advisable for the college to review the information that is requested in the employment application. Some data, such as social security number may be more appropriately required at the time of hire.

Integrity within the classroom and throughout the college is demonstrated through various policies and procedures related to student conduct, student grievances, grade appeals, and academic dishonesty appeals.

Communication and transparency are evident in the fact that the minutes of the President's Council meetings are shared in a weekly email from the President to all constituents.

The faculty and staff at MACC are invited to participate in an annual Faculty/Staff Assessment of Support Services Survey. This survey allows all employees an opportunity, within a confidential process, to identify both strengths and areas of improvement within a number of student support service departments. Additionally the survey provides employees a mechanism for sharing their perceptions of the internal communication processes.

Moberly Area Community College has published policies for the operation of its auxiliary services, including an Activity Center that is available for community use. The college states that the bookstore, cafeteria, and residence hall are all operated with concern for value for students. The web site provides verifying information regarding costs, policies, hours, and services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Moberly Area Community College has both a physical and an online catalog that details programs available to students. Academic maps, which detail program sequence and course requirements are also published physically and online. The maps lay out semester-by-semester schedules of courses (including where choices and electives are available) and reflect MACC deliberate efforts to reduce ambiguity to enhance college completion.

Faculty and staff members are identified in an online college directory. This directory can be searched by employee name, location, or department. The academic credentials of faculty members and administrators are listed. Part-time faculty members are included in the college directory. All appointments are made publicly by the Board of Trustees and, hence, are communicated publicly through published minutes.

Costs of tuition, fees, and books are published on the website, in the catalog and in the Red Book. The financial aid page of the website provides the net price calculator. When changes occur in financial aid information students are informed through email, letters and Facebook posts. The website also provides a link to financial literacy sources.

Control of the institution is communicated through the Policy Manual and through publication of agendas, minutes, and schedules of Board meetings. The organizational structure of the institution is included in the Policy Manual and on the website. While complete, the presentation is somewhat confusing to one not familiar with the institution. Information on how MACC fits within the higher education structure of the State of Missouri is not included.

The status of institutional accreditation is included on the college website and in the college catalog. In addition to the website and the college catalog students are informed of program specific articulation through program handbooks (in the health fields) and in marketing materials. Marketing is done through traditional, electronic and social media.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

Throughout the Board of Trustees Orientation Manual and the Policy Manual of Moberly Area Community College, it is evident that the Board has a commitment to "exert leadership through governing the college on behalf of the community."

There are policies in place at MACC to ensure that the board members will behave in ways that are independent of undue influence. This is documented in a "Conflict of Interest" declaration required of each board member and an identification of when a board member is to recuse themselves from board action.

Policy E.030 makes clear that the Board is a policy board and delegates the administration and management of the college to the College President. It is clear that no one board member has individual power. The power of the Board comes only through working as a Board of the Whole meeting in open session.

The faculty has responsibility for development of curriculum through the Curriculum Committee. A regularly-scheduled Faculty Forum provides all faculty members an opportunity to provide input and discuss curricular and academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

There is ample evidence in its policies that Moberly Area Community College has taken steps to commit itself to freedom of expression and the pursuit of truth in teaching and learning. Such documents as the Value Statements, Statement of General Education Philosophy, and the Academic Freedom Policy which have been approved by the Board of Trustees clearly state this commitment.

The Common Syllabus lays out a course's purpose, outcomes, textbooks, and topics, while allowing customization of assignments and evaluation methods to be determined by the individual instructor.

Many programs and policies of the college encourage and require continuing professional development of all faculty and staff members. Tuition waivers and reimbursements assist staff and faculty members to continue formal education. Additionally, the college provides in-house training in a range of topics, including technology. The MACC Foundation provides a program of mini-grants twice a year to give incentives for innovation in the classroom.

There is a system for faculty rank that awards advancing rank for advanced degrees, professional development hours, graduate credits, and teaching experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Moberly Area Community College has amply developed and implemented policies and procedures governing the acquisition, discovery, and application of knowledge by faculty and students. Included in this evidence are policies for the assessment of student learning and assignment of grades, student academic dishonesty and student conduct. Verification of MACC's serious approach to these subjects is available on the web site, the Policy Manual, the Red Book, and the Faculty Handbook.

A process exists at MACC for approving research conducted by students and personnel through an area university. However no evidence was provided of oversight for research and scholarly activities within the institution. It is recognized that instruction rather than research and scholarly activities is the key focus of the mission of community colleges. Should the College determine that less formal research, such as class survey projects is occurring it may be advisable for MACC to expand its currently defined process.

Through the adoption of "Turnitin," an online service for detecting plagiarism, both students and faculty members can identify problematic citations both before and after assignments are turned in. The library staff provides instruction in ethical use of information sources and proper citation of information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

The completeness and availability of vision, mission, values, policies, and procedures reveal that Moberly Area Community College is an institution committed to deliberate action. The College's Policy and Procedures manual is comprehensive in nature and provides guidance to both the Board and the College's employees. This document is updated as needed to ensure adherence to federal and state law, with the last update occurring in October 2015. Multiple policies were identified that ensure integrity in the financial transactions of the college and in the process of governance.

All personnel are considered as valued contributors as demonstrated through the multiple two-way communication processes. The level of transparency that exists at this institution may best be demonstrated by the fact that minutes of the weekly President's Council are shared with the entire college community. All faculty and staff also have an opportunity within a confidential process to share their perceptions of the effectiveness of the internal communication processes. In addition to participation in decision-making opportunities the value placed upon employees is demonstrated in the College's commitment to professional development.

Through the College's catalog, website and the public Board meetings MACC accurately and openly represents itself to the general public and to students. Program requirements, tuition and fees, faculty credentials, and program accreditation status are clearly identified. Students are also ensured fair treatment as a result of the existence of clearly articulated policies on expected student conduct and the consequences for inappropriate conduct. Appeal processes are also in place for a student who has a concern.

Moberly Area Community College had demonstrated its commitment to act with integrity and conduct college operations in a responsible manner.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

As reflected in the catalog, the college offers courses and programs typical of two-year institutions of higher learning. The appropriateness of the courses and programs is validated by external review and approval by the Missouri Coordinating Board for Higher Education, as well as by the independent specialized accreditation of several MACC programs.

Advisory committees help shape programs and courses, and monitor the effectiveness of curricula in the preparation of students. All new courses and programs, as well as significant changes, are reviewed and approved by the MACC Curriculum Committee.

Moberly Area Community College employs several strategies to ensure the equality and quality of learning across various modes of delivery. The use of a common syllabus by all faculty teaching a given course, ensures consistency (reliability) of content covered, while continuing communication between full-time and adjunct faculty and shared resources and consistent faculty training give further assurance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

Moberly Area Community College documents confirm that the general education requirements are coherent, consistent, and appropriately adapted to each category of associate degree offered.

The philosophy of general education at MACC links the traditional distribution requirements with measurable outcomes. Student achievement of general education outcomes is assessed using established rubrics, with contextual competence evaluated in some programs within capstone courses.

MACC provides a number of services and opportunities to encourage the recruitment of a diverse student population, including developmental education, several supportive academic and personal systems, and international advisors. In addition, the College provides a semester abroad program and travel tours. Documents confirm student and faculty participation in these opportunities to increase knowledge of diverse populations.

MACC programs and faculty provide numerous supports for scholarship, creativity, and the discovery of knowledge. College documents confirm support for these activities across degrees and programs of study.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

Moberly Area Community College maintains a faculty of sufficient numbers to enable a faculty-student ratio of 1:22. In recent years, the college has recruited additional full-time faculty to maintain sufficient presence at each major instructional site, and to maintain a full-time to adjunct faculty ratio of 1:3, which is typical in community colleges within the region.

The College has documented procedures to assure appropriate credentials for both full-time and adjunct faculty, notably including dual-credit faculty. The MACC credentials requirement is consistent with HLC Guidelines.

Review of the Faculty Manual confirms well-defined procedures for evaluation of all faculty in terms of their range of responsibilities, including teaching, curriculum development, and service. Both full-time and adjunct faculty are evaluated regularly, using multiple sources of evidence.

The College provides several types of opportunity for professional development, including funding travel for conferences, and a range of on-campus options. As part of the faculty contract, MACC requires each full-time faculty member to participate in at least three professional development activities each year. MACC required office hours ensure that faculty are available to students outside the classroom.

Staff supporting students in co-curricular areas are oriented to their duties and supported with professional development. Staff recruitment, training, and evaluation is an area of opportunity for

improvement MACC is addressing at this time.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

Moberly Area Community College regularly surveys students, faculty, and staff on their satisfaction with various support services. Data from the Noel-Levitz survey demonstrates overall student satisfaction, with a few exceptions (library, registration, payment options, financial aid). MACC is using this data as the focus of improvement efforts.

The College has a flexible procedure for placing students in developmental courses, taking into account a number of variables. MACC also provides supportive advisors, some of whom are specialized to specific programs. Faculty also participate in academic advising of students in their programs.

MACC documents confirm that the college provides supportive infrastructure, both physical and human, to enable students and faculty to achieve their educational goals. While some of these physical elements are available only at the Moberly campus, others are provided at the location most appropriate to the program of study.

MACC's support and guidance of student research is focused in a single course, Composition II, but assessed across programs and courses. The assessment data demonstrate acceptable outcomes, but with clear opportunities for improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

By hosting concerts, plays, and art shows, MACC extends opportunities for cultural education. The semester abroad program and travel tours provide students additional opportunities for diversity education by immersion.

Students are encouraged to creative expression through dramatic arts such as plays and concerts, as well as poetry contests and publication in a creative writing journal.

MACC offers focused co-curricular activities congruent with its mission. To help students in nursing and allied health fields, the college provides an annual health fair, at which community members can be screened for a number of conditions.

Basketball for both genders and cheerleading provide athletic and community service opportunities. The college provided evidence that students take advantage of these opportunities to maintain and advance their progress toward collegiate goals.

To further fulfill its Mission to support economic development of its service areas and to support community needs, MACC provides specialized learning opportunities, such as the Entrepreneurship and Business Development Center, the Fire Training Academy, and the Small Business and Technology Development Center. In this pursuit, the college documents the maintenance of positive relationships with numerous segments of its local communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

Moberly Area Community College has documented several policies and procedures to ensure that its courses and programs are of appropriate rigor, high quality, and consistently delivered. The use of common syllabi is seen as very helpful in this regard.

The College has a general education program coherent with its philosophy, of adequate breadth, and tied to specific measurable outcomes, which are systematically assessed.

The College employs a 1:3 ratio of full-time to adjunct faculty, and assures a sufficient cadre of full-time faculty at each campus or instructional site. Recognizing the challenge of assuring consistent outcomes and quality of delivery, the college has created mechanisms such as departmental coordinators and lead faculty to improve communication and support.

Faculty and staff are recruited based on both credentials and ability, are appropriately oriented and trained, and are supported in terms of professional development and regular evaluations. Many staff members are cross-trained to enable the support of the range of student needs at site with limited staffing.

The college provides needed infrastructure and support for students and faculty, to encourage learning and teaching, and to provide students ready access to both technology-based and human resources they need.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

Moberly Area Community College conducts program reviews of all academic programs on a four-year cycle, and Career and Technical Programs on a five-year cycle, using a format requiring both direct and indirect measures of student success, as well as measures of program effectiveness and sustainability. The programs on the four-year cycle include the Associate of Arts, Associate of Science, and Associate of Arts in Teaching Degrees as well as developmental education, dual credit and distance learning. A total of 13 career programs are on the five-year cycle.

The content of MACC's program review is comprehensive in nature including data from the following eight major categories: 1). General Information- alignment with Mission and Master Plan and changes

since last review, 2). Student Enrollment- student demographics, graduation rates, awards, enrollment trends and enrollment management strategies, 3). Success rates- grades, retention rates, placement rates, transfer rates, program accreditation, 4). Faculty- student/faculty ratio, faculty credentials and professional growth, 5). Curriculum- course development & delivery, and curricular revision, 6). Resources- technology, equipment, facilities and support services, 7). budget- cost analysis, and 8). findings- strengths, challenges, and future aspects.

The information obtained through the program review process is used by MACC to make academic decisions at both the program and course level. The 2013 program review of the AS Program resulted in a number of changes including expansion of the degree to an off-site location, the addition of a new pre-calculus course, a realignment to support increased transfer and the improvement of the advising process for the program. The program review of AAS programs had also resulted in changes inclusive of the revision and renaming of the Business Office Administrative program, Business Administration Program, Engineering Design and Development Program and the Engineering Systems Program.

The College has established policies for evaluation of transfer credit, which are based upon the student transfer and articulation guidelines of Public Missouri College and Universities (CBHE, 1987). This process is accessible to students both through the MACC catalogue and on the College's website. Procedures for evaluation of credit earned by CLEP or from Military Transcripts are also outlined. As appropriate the Registrar, Academic Dean and faculty will evaluate credit being considered for transfer into the College.

Moberly Area Community College's credit for Prior Learning Policy (M.071) indicates that credit is awarded for "college-level learning" and not for "experiences". This policy clearly articulates procedures for credit by examination, credit by certification, credit by credential, credit for military training, and credit by articulation.

The College has developed a handbook to guide the activities of both students and those responsible for supervising internship opportunities. The content includes general program guidelines, required meetings, a suggested internship calendar and grading criteria.

Documents confirm that representative membership on and operating principles of the college curriculum committee ensure that the creation or modification of courses or programs are carefully evaluated as part of the approval process.

While careful recruitment of faculty, involving close scrutiny of credentials, helps assure the rigor of courses, the use of the common syllabus, which permits each instructor to exercise some flexibility in assignments while maintaining the defined content and learning outcomes, helps assure the consistency of each course across sections and instructors.

To ensure consistency between dual credit courses and on-campus courses MACC hosts annual meetings where dual credit adjunct and full-time MACC faculty discuss course specific issues and specific work toward maintaining consistency between course sections.

The College has instituted an effort to assure reliability in the evaluation of student work. The artifact norming sessions improve inter-instructor concordance in grading student writing, while the use of common problem sets assures grading consistency in mathematics courses.

The college has also established external confirmation of the quality of many programs by securing specialized accreditation in Law Enforcement and in all allied health programs.. Moreover, the

college tracks a number of indicators of success as students complete their programs and enter the work force following graduation. In addition to satisfaction surveys, the college tracks job placement rates, licensure rates, and transfer rates, and uses these data to inform program development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Evidence

Moberly Area Community College has clearly stated goals for student learning at the course, program, and institutional level. The use of common syllabi and assessment rubrics assures consistency in faculty evaluation of student learning. The scheduling of professional development days devoted to assessment maintains faculty focus on this vital issue and facilitates information sharing.

The College has in place processes that contribute to a natural continued focus on either the general education expectations, or in the case of career programs the expected outcomes of a given program. The New Course Proposal Form indicated that anyone proposing a new course explain either the direct connection to Assessment/General Education Outcomes or the Program Assessment Plan Student Outcomes depending upon the type of course being proposed.

The College assesses student learning in both curricular and co-curricular programs. Student achievement of carefully stated learning outcomes in internships is evaluated using checklists. Rubrics guide the assessment of stated learning outcomes for general education.

Inclusion of all faculty in the assessment process at MACC is supported within the general education programs through the development of an assessment narrative which outlines the departments' assessment methods and expectations. This document which is updated as needed by the Department Coordinators is shared with all faculty. All sections of identified general education courses have at least one consistent assessment tool. This information is included within the Assessment Procedures.

Moberly Area Community College demonstrates a commitment to ensuring both adjunct and dual credit faculty are knowledgeable of College initiatives and expectations. Each site holds formal adjunct orientations before the start of the fall semester to share institutional expectations. Dual credit instructors are also now required to attend at least one training each academic year. It is notable that on MACC's 2014 Part-Time Faculty Satisfaction Survey, 95% of the adjuncts indicated they were satisfied with the flow of communication at MACC. This was based on data obtained from 100

respondents. Seventy percent of the respondents felt positive about access to full-time faculty in their discipline. The College is working at improving this through such means as appointment of lead instructors who actually observe adjunct faculty in the classroom.

Moberly Area Community College has effectively documented General Education Assessment at the course level through the use of the Closing the Loop Form which is completed every fall by full-time general education faculty members. This process is also completed by career and technical faculty members during their summative evaluation.

Most important, MACC is using assessment information to improve student learning. The use of the Closing the Loop Form encourages and supports efforts to identify and address areas where students struggle. College-wide efforts such as the LOGOS project encourage shared efforts across disciplines, information sharing, and increased consistency in both definitions and support of student learning. The College's documents reflect numerous curricular and organizational changes resulting from analysis of assessment data. Examples of recent changes which resulted after considering assessment data included the following: additional examples and time dedicated to key components in the Federal Income Tax Accounting course, implementation of a standardized testing product within the ADN program, and the separation of welding certifications across various welding courses.

The College's processes and practices in the area of assessment reflect good practice. Program review documents emphasize assessment of student learning as critical in program effectiveness. Organizational support for assessment, including the regular scheduling of professional development and the sharing of successes in improving student learning, encourage and maintain momentum. A Faculty Professional Development Day held each spring semester is dedicated to assessment. During this event instructors score student artifacts, analyze the data, and then set goals for improvement. The information collected assists each discipline in assessing the effectiveness of key courses in the curriculum. Needed changes or adjustments are then identified based on this analysis.

Using multiple measures, both direct and indirect, reflects concern with both reliability and validity of findings. MACC publishes an annual assessment report which provides opportunity for celebration as well as critical discussion of opportunities to improve student learning. Assessment data are readily available via College Navigator and an internal resource library, permitting easy comparisons and the evaluation of the effectiveness of changes. College-wide focus on closing the loop, and on sharing responsibility for general education and work skills outcomes, reflects organizational commitment at all levels. While no college can claim enthusiastic participation of all faculty in assessment, MACC has certainly established processes and conditions supportive of wide-spread participation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

Finding itself slightly below the mean on retention of first-time part-time students, according to the National Community College Benchmarking project, Moberly Area Community College has established three goals within the College's new Strategic Plan which relate to retention and completion. They are clearly ambitious; however, based on the many strategies they have developed and the broad evidence of commitment and participation, it is reasonable to expect that the goals are attainable.

Using IPEDS definitions, the College collects and analyzes retention and completion data, publishes those data, and works at several organizational levels to create improvement in student persistence, retention, and completion rates. Joining the Complete College America initiative signals to the college community the breadth of commitment.

MACC demonstrates its commitment to improvement by several initiatives. The careful examination of concurrent and predictive correlations between test scores and performance in specific courses has led to reliance on multiple measures, including using a competency exam in developmental math and a process for student appeals on writing ability. MACC has also achieved some success in retention by redesigning courses, using co-requisite labs in Composition I and adjusting the GPA cut score in Nursing.

The College is also learning from other colleges and from national movements, working to reduce student confusion with academic maps, increasing advisor support, and streamlining the sequence of developmental coursework and gateway courses.

Congruent with its strategic plan, MACC has invested in technology and human resources to deploy efforts to improve student persistence, retention and completion. These efforts include readily available tutoring as well as assistance to students struggling with personal life issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

Moberly Area Community College has established a comprehensive program of assessment at course, program, and institutional levels. Consistency of student learning outcomes is assured by common syllabi for all courses, by including adjuncts in relevant professional development activities, and by well-designed program reviews in all programs and disciplines.

The clear connections between individual course goals and either general education or career-technical program outcomes further integrates the assessment efforts and encourages sharing of assessment data and improvement efforts across all areas of the College. Using multiple measures, including external measures of validation in the form of specialized program accreditation, advisory committees, and graduate follow-up surveys further confirms the appropriateness and effectiveness of the college's programs of study.

The current strategic plan emphasizes MACC's recent commitment to improving student persistence, retention, and completion. MACC has embraced ambitious goals for improvement on those measures, and has committed resources toward achievement of these goals.

With careful data collection and using IPEDS definitions, the College is advancing multiple efforts, including redesign of courses, reconsideration of predictive GPA and individual test scores, and providing students more rapid transit through developmental coursework without reducing rigor. Using academic maps and increasing support for students in both academic and personal areas, the college is working diligently to improve student outcomes.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Moberly Area Community College demonstrates that it recognizes that change is a constant in higher education and has the flexibility to adapt in order to best serve its students and communities.

Evidence for this exists in facility, technology and financial planning documents and in the structure of committees for evaluation of college effectiveness.

The facilities master plan identifies goals that reflect goals of the College. These are supported by realistic objectives, timelines and tactics, and the identification of an accountable party. One such objective is "Evaluate and update college facilities in order to provide an atmosphere that is modern, pleasant, and conducive to learning." Each building and campus has been evaluated for construction, repair and replacement needs; each need is prioritized as a high, medium, or low priority.

The new facility in Hannibal, MO, reflected the participation of community groups as well as a public/public partnership with FEMA to provide emergency shelter. These two sources of cooperation and partnership helped provide the resources for construction of the building.

The technology plan that was accessible in the evidence file shows a very detailed budget that outlines all equipment and contracts necessary for the operation of a modern technology infrastructure.

The work of the Distance Education Committee to identify a new learning management system was impressive. The amount of information gathered and the opportunities for faculty members to review proposals, view demonstrations, experiment with the systems, and talk to representatives demonstrated an inclusive process aimed at ensuring the College made the best possible choice.

Human resources appear appropriate in size and scope to the size and complexity of the institution. Of 352 FTE positions, 155 FTE are faculty. The college manages multiple sites and, in the recent past, has had multiple grants to manage. College personnel are invited to participate in college committees. There are nearly 30 such committees, with rosters that give evidence of strong participation from all sectors of the college.

Moberly Area Community College faculty possess credentials appropriate for their academic field, with those teaching general education/transfer courses having at least 18 graduate credits in their field of instruction.

More than 70% of the institution's resources are expended annually on instruction, instructional support, or student services. There is a strong budget development process that invites input from all program directors and department heads. This process is also informed by the work of the Assessment of Support Services Committee.

There is evidence that the College is adequately prepared to address the growing challenges of decreasing enrollment and the shift of enrollment from the Moberly Campus to the Columbia location. Statements regarding the need to plan for increased full-time faculty positions and shifting of resources were evident.

The goals of the College are realistic and reflect the organization, resources and opportunities of the institution. The goals are evident in many documents and statements, including the Strategic Plan, the Mission Statement, the 7 Institutional Purposes, the Vision Statement, and College's 10 Values Statements. They tie the College to student success, excellence, community partnerships, and support of economic development - all appropriate for community colleges. Because MACC is supported by local property taxes in addition to state appropriations, it responds to the needs of the area in which it is located.

A well-organized document provided evidence of the qualifications of faculty members and staff throughout the college. This document showed each position and the educational level held by the incumbent employee. The credentials of faculty members appeared to be appropriate to their disciplines. Elsewhere, examples of position descriptions demonstrated clarity in qualifications that were expected for applicants for vacant positions.

There is a well-developed process for budgeting resources and monitoring expenditures at MACC. Input is sought from all departments and programs on an annual basis. Since implementation of the current Strategic Plan, program directors and department heads have been asked to tie budget requests to goals of the plan. A budget proposal is compiled by the Vice President of Finance and forwarded to the President with the Board approving the annual budget. Two semi-annual workshops are held with the Board of Trustees to review budget proposals and budget expenditures. The annual audit report also confirms that MACC's finances are being managed responsibly.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The Board of Trustees of Moberly Area Community College are guided in their service by a Board of Trustees Handbook. The handbook clearly relates the duty of Trustees to approve programs, approve the College budget and payment of expenditures, approve policies consistent with the law, and play a role in legislative and policy-making.

Board members are informed through their memberships in the Missouri Community College Association and the American Community College Trustees Association. Additionally, MACC's President prepares a newsletter for the Trustees that details schedules, events, accomplishments, and issues facing the Trustees in their up-coming Board meeting. This newsletter is distributed to the Trustees with the agenda for the meeting.

Moberly Area Community College has procedures and practices that invite the input of internal constituencies in institutional governance. Many surveys seeking input are provided to students, faculty members, and staff members. An example was one that sought input on the new mission statement; 115 responses were logged. Other surveys include an annual evaluation of administration, assessment of support services, and a student textbook survey. In his regular informational emails to internal constituents, the President invites input and comment in regard to any of the issues addressed. The President schedules open meetings at all of the college sites to invite input. An "open door culture" has been adopted.

There is a strong committee structure that involves administrators, faculty members and staff members at MACC. The President meets regularly with representatives of the faculty, students, and administrators.

Full-time faculty members serve on hiring committees for administrators. They are welcome to serve on the wide array of college committees that make recommendations and all are welcome to attend the Faculty Forum which formulated policy and procedures related to the faculty.

Academic requirements are discussed thoroughly in the Curriculum Committee, the Faculty Forum, and Division Chair Council (example: March 11/2015 minutes).

The President's Council, which includes senior administrators meets regularly and publishes its minutes. In addition to reports of activities, administrators discuss major topics and develop strategies to meet the goals of the college. Minutes in the evidence file affirm this activity.

Students are involved in informing college policy and procedure development through the Student Government Association (SGA) and a President's Student Advisory Committee. The SGA plays a liaison role with the administration on matters that impact students. The Student Advisory Committee meets with the President to discuss concerns. Minutes from one such meeting revealed that the President started the meeting by responding to concerns that were brought up at a previous meeting with solutions that are being pursued. Then the meeting was opened to students to bring up their concerns or ideas from any area of the college (site, program, student activity, etc.)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The Strategic Plan of Moberly Area Community College has six priorities that are defended in a document entitled "Why the Six Priorities are Part of the Plan." This document clearly demonstrates that the college has considered external and internal factors that may affect its future.

The budget request document requires program directors and department heads to tie budget requests to priorities and goals of MACC's Strategic Plan.

The Continuous Improvement Report provides an extensive history of the development of assessment processes at MACC; it also relates the college's program for periodic program review, assessment of student learning, measurable goals for retention and completion, and assessment rubrics for every other activity of the college that is measured.

The five-year program review process is aligned with MACC's Mission and Master Plan.

The MACC Strategic Plan requires enhanced assessment of all areas of the college. The process for evaluation of administrators includes review of how they support the priorities of the strategic plan. This support may be revealed through such activities as budgeting to support strategies and tactics or assigning and evaluating staff on the basis of accomplishing assigned strategies and tactics.

The planning process has its primary home with the Strategic Planning Committee, a broad-based group that represents internal constituents and all college sites.

Recognizing the difficulty of communicating effectively within a college with multiple sites, the college employs online surveying as a significant tool in informing college constituents and gathering input. The Continuous Improvement Report states that this approach has resulted in greater participation and input on significant college issues. To inform and support planning efforts, the

college surveys faculty members, students, alumni, community members, advisory committee members, among other constituents.

The Strategic Planning Committee used several sources of information to anticipate emerging factors that might impact the college. Among these sources were the advice of advisory committees, SWOT analyses, and membership and participation in state, regional and federal associations.

The “Why the Six Priorities are Part of the Plan” document shows evidence of awareness of emerging factors and possible fluctuation in sources of revenue.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

Moberly Area Community College has an enviable culture of data gathering, analysis of data, reporting and accountability, and using data to improve performance. This is evident in the number, variety, and participation in surveys such as the Assessment of Support Services, the schedule of reports to the Board of Trustees, and the record of changes resulting from analysis of data.

The program review documents related to the Associate of Arts and Associate of Science degrees are examples of assessment being applied to general studies and transfer curricula. These documents are shared with the Board of Trustees and trends and areas for improvement are identified.

The MACC Continuous Improvement Report is a comprehensive document that reports data, analysis, and conclusions that drive decisions and action.

The College states that assessments impact the strategic plan and that the strategic plan has led to significant gains throughout the college. These gains include facility improvement, additions to curriculum, alterations to improve developmental education, and new partnerships with College stakeholders. These claims are verified in the Continuous Improvement Report and program review reports to the Board of Trustees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Review of the assurance argument and supporting documents reveals that Moberly Area Community College is an institution that is financially sound. Its planning documents include details that inform immediate decisions as well as guide long-term directions of the college.

MACC has sufficient and well managed physical, technological and human resources to fulfill its mission.

Assessment, program review, and curriculum development processes contribute to academic programs that incorporate content area changes and the needs of the region's employers. The Strategic Plan and other institutional plans provide evidence that challenges and opportunities within both internal and external communities were considered and incorporated.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

After completing an online review of the Statement of Argument and the linked documents for each of the Criterion, as well as additional documents requested, the Team found evidence that supported that all Core Components and thus all Five Criteria for Accreditation are being met. The Team would like to express their appreciation for the quick and comprehensive response that was received when additional information was requested.

Moberly Area Community College demonstrated its effectiveness in meeting the mission of a truly comprehensive community college and is serving the students and communities throughout its region. The College demonstrated its flexibility in response to changes both in financial support and student enrollment. Planning was also noted as an inclusive process that linked various aspects of the College and was also linked to the budgeting process. Finally, MACC has developed a comprehensive and effective practice of assessment of student learning, including the effective assessment of data-driven changes in courses and programs.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.